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UNDERGRADUATED THESIS

AN ERROR ANALYSIS ON THE STUDENTS' DESCRIPTIVE PARAGRAPH IN ENGLISH WRITING AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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1435 H / 2013 M

AN ERROR ANALYSIS ON THE STUDENTS' DESCRIPTIVE PARAGRAPH IN ENGLISH WRITING AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

Presented as a Partial Fulfillment of the Requirements
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in English Education Study Program

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1435 H / 2013 M

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ABSTRACT

By:
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The primary goal of this research was to figure out common errors which are generally done on the students' descriptive paragraph in State Islamic College of Jurai Siwo Metro. Writing is one of an important aspects in language learning. But, writing descriptive paragraph was not easy to be learnt as a foreign language because foreign language has different elements from our native language. Accordingly, it needs to be investigated what are common errors on the students' descriptive paragraph in the third semester at STAIN.

This research was qualitative research. A case study was used to approach the data were obtained in this research. The writer took 20 students' descriptive paragraph as purposive sample. These writings were then analyzed. The data were collected by observation and documentation. The data will be analyzed by using Miles and Huberman model.

The finding result of this research was found out the common errors on the students' descriptive paragraph. The errors were classified into three groups. The students' did errors commonly in using *verb*, errors in *concord*, errors in the use of *learner language*. It illustrated on the frequency of errors in using *verb was* 60 %, in *concord* was 40%, and *learner language* was 35%. After that, the writer displayed all the result of her findings. Verb has the bigest number of the students' writing errors. In conclusion, there were some common errors on the students' descriptive paragraph writing in the third semester at STAIN Jurai Siwo Metro.

AN ERROR ANALYSIS ON THE STUDENTS' DESCRIPTIVE PARAGRAPH IN ENGLISH WRITING AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

ABSTRAK

Oleh:

DIAN MEGARETA

Tujuan utama dari penelitian ini adalah untuk menemukan kesalahan-kesalahan yang secara umum di lakukan oleh siswa dalam menulis paragraf deskriptif yang ada di STAIN Jurai Siwo Metro. Menulis adalah salah satu dari aspek penting dalam pembelajaran bahasa. Tetapi, menulis paragraph descriptive tidaklah mudah jika untuk di pelajari sebagai bahasa asing karena bahasa asing memiliki unsur yang berbeda dengan bahasa asli. Karena itu, hal ini perlu untuk di teliti apakah ada kesalahan-kesalahan umum pada paragraph deskriptif siswa di semester tiga di STAIN.

Penelitian ini adalah penelitian kualtatif. Sebuah study kasus di gunakan untuk mendeskripsikan data yang di peroleh dalam penelitian ini. Penulis menggunakan 20 paragraf deskriptif siswa sebagai sampel. Tulisan-tulisan ini kemudian di analisis. Data-data yang digunakan dikumpulkan dengan metode observasi dan dokumentasi. Sementara itu, penulis menggunakan model Miles and Huberman untuk menganalisis data.

Hasil dari penelitian ini adalah ditemukan kesalahan umum pada paragraf deskriptif siswa. Kesalahan-kesalahan diklasifikasikan ke dalam tiga kelompok. Siswa melakukan kesalahan dalam menggunakan kata kerja, kesalahan dalam persesuian kalimat, dan kesalahan dalam penggunaan bahasa peserta didik. Hasil penelitian tersebut di gambarkan pada frekuensi kesalahan dalam menggunakan kata kerja adalah 60%, di persesuian kalimat adalah 40%, dan bahasa peserta didik adalah 35%. Kesalahan kata kerja menjadi kesalahan yang paling banyak di lakukan siswa dalam kesalahan penulisan. Kesimpulannya, masih ada beberapa kesalahan umum pada penulisan paragraf deskriptif siswa di semester tiga STAIN Jurai Siwo Metro.

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Assalamu'alaikumWr.Wb.

We have given guidance and enough improvement to the undergraduate thesis which written by:

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

Wassalamu'alaikumWr.Wb

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RATIFICATION PAGE

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

Metro, October 7th, 2013



The writer

DIAN MEGARETA

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MOTTOS

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ﴿٤﴾

"Who taught by the pen"

عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ﴿٥﴾

"Taught man that which he knew not"

(Qs. Al-Alaq : 4-5)

"Verily, with every difficulty there is relief"

DEDICATION PAGE

This undergraduate thesis is dedicated to:

- Allah SWT, The Most Gracious and The Most Merciful also our beloved Prophet Muhammad SAW who brings the darkness to the lightness.
- My beloved parents, who have sincerity done everything for their children. The biggest thanks go to both of you.

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The reseacher would like to extend her gratitude to Allah SWT for blessing, healt, and also mercy because the reseacher can finally accomplish this undergraduate thesis. Shalawat is also sent to prophet saw who had delivered the truth to human beings in general and muslim in particular.

In this second place, the reseacher would like to thanks her parent for financial and spiritual support. The reseacher's thanks also goes to Dedi Irwansyah, M.Hum, and Widhiya Ninsiana, M.Hum, for being patient and efficiency during the accomplishment of this undergraduate thesis

Last but not least, the reseacher deepest gratitude also go to classmate, my friends, all people in the STAIN Jurai Siwo Metro who involved direcly and indiretly in making this writing . The reseaher hopes that this writing will become source of good for other.

Metro, 2013

The Writer,

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Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro



CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of an important aspects in language learning. By writing, the students can share information and ideas in the written text. Writing performance can help them to think critically and to clarify their thoughts. They often discover what they really think and feel about people, ideas, issues, and events only in the actual process of writing. Writing is also as a learning tool, it can help them to conceive and to remember something. Even in some places, writen language is more effective than spoken language because writing sometimes can be larger in gaining the audience than speaking products can be.

Writing can be very enjoyable as long as we have the ideas and the means to achieve it. But, writing is also not an easy activity, ideas or thoughts are not enough to constitute a good writing. Heaton states that writing is complex and difficult to teach and also to learn. Writing descriptive paragraph has become a complicated assignment for students[1]. Moreover if the activity is done by the

[1] Rohmah, Nur Galuh, *How to Write Autonomously* (Malang: UIN-Malang Press, 2009), p.1

students of the third semester for making descriptive paragraph in English writing. Hence, the pupils often make error in students' descriptive paragraph.

The errors are the parts or process which cannot be separated of the language learning especially English as foreign language. It means that the students' errors are not failure of language learning process. Furthermore, the errors are sign that the students' really learn the foreign language, because when they make errors after that the teacher will give explanation more to correct the errors and it can also improve their knowledge. The students who don't have error in learning language automatically do not need to be treated and the teacher will never improve it. The teachers be aware that the students' errors as the process of learning in understanding the lesson and it needs to be analyzed carefully in order to increase the pupils' capability. The analysis of errors badly needed to explore and to get the conclusion in this reseach. It may be concluded that error analysis one of fields that included in language learning. Error is the process or parts which cannot be separated of the language learning especially in writing as the crucial subject for the students in writing descriptive paragraph.

Descriptive paragraph is prepared to the students to make them think creatively. Although descriptive paragraph is necessary for the students but some common errors in students' descriptive paragraph writing are still found. Based on an observation done on 11th September, 2013 in the third semester in STAIN Jurai Siwo Metro shows that the students still doing errors. One of the reasons is that the students feel complicated to make a good descriptive paragraph exactly.

Regarding to all explanation above, the writer gives two examples related to students' descriptive paragraph in writing subject in the third semester of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro. The examples below is the result of the observation related to the students' common errors in writing descriptive paragraph.

Here, are two examples of descriptive paragraphs quoted from the observation:

Written by: HL

My First love

There is no words to express how a feel about you. I constantly search for the word and they all seem less than trully feel. He is my life and my soul. He is my best friend and he is my one true love. I still remember the day my first met him. He is cool, handsome, and smart. In my eyes he is perfect. From his side, he is very kind and friendly. He has good caracter and has good image. So, that I love him very much. I love him because of ALLAH swt, like ***he love me*** *because of ALLAH swt.*

In other example:

Written by: IK

Juvenile Deliquency

At the globalization, many addescense Junior high school/ Senior high school haven't enthusiasm in education. Many cases the occured at the moment such as free sex, many cases the occured at the moment such as free sex, many ***studies*** *fight, many ladies become procurer, and then many laddies carry out of abortion. But of eagernes own much money and be familiar with someone the*

*famous predicate: they're willing deprave herself with damaging things in the future. **Enjoy** in your self with always istiqomah and pray to ALLAH.*

Reffering to the examples above show that there are some errors about the students' descriptive paragraph in English writing. The writer assumes that the visible errors are: firstly, the students make errors in using verb in writing e.g.***he love me***. Secondly, the students commit errors in subject-verb agreement of the sentence. Thirdly, the students do errors in learners language.

Dealing with this case, the writer would like to conduct this research with the title "*An Error Analysis on the Students' Descriptive Paragraph In English Writing in State Islamic College of Jurai Siwo Metro*". Although descriptive paragraph has run for about several years in State Islamic College of Jurai Siwo Metro, some common errors in writing are still found. If the mistakes can not be decreased, the writer believe it will cause bad effect, especially for the students who certainly would write descriptive paragraph, and also the lecturers of the college. Because of this importance of writing rules to develop a quality of students' descriptive paragraph writing, the writer will analyze common errors on students' descriptive paragraph in English writing.

B. Focus of the Study

1. Problem Limitation

In order to get focus in conducting this study, the writer limits the scope of the study only:

a. To analyze the errors on the students' descriptive paragraph of English Education Study Program of State Islamic College of Jurai Siwo Metro in Academic Year 2013/2014.

b. To find out the errors on the students' descriptive paragraph of English Education Study Program of State Islamic College of Jurai Siwo Metro in Academic Year 2013/2014.

2. Problem Formulation

Concerning the background of the study, the writer formulates the problem of the study, as follow: What are the common errors on the students' descriptive paragraph of the third semester of English Education Study Program of State Islamic College of Jurai Siwo Metro in Academic Year 2013/2014?

3. Objectives and Benefits of the Study

a. Objectives of the Study

To know what common errors on the students' descriptive paragraph in English writing of English Education Study Program of State Islamic College of Jurai Siwo Metro.

b. Benefit of study

1) For the students

This research is hoped for giving feed back to the students of English Education Study Program of State Islamic College of Jurai Siwo Metro in increasing their descriptive paragraph.

2) For the Institution

This research may be inspiration to the lecturers of English Education Study Program of State Islamic College of Jurai Siwo Metro to teach writing subject.

C. Prior Research

The writer also not miss to show the prior researchs about this inquiry, the titles as follows:

1. *An analysis of grammatical error are made by the students taking Writing IV class at the English Department Academic Year 2009 / 2010 of PETRA University*[2].

   The writer named Yulianti. She conducts her research in PETRA University. The result of her study shows that there are some the grammatical errors made by the students are subject and verb; verb agreement, tense, and form; pronoun agreement, and reference.

---

[2] Yulianti,"*An analysis of grammatical error are made by the students taking Writing IV class at the English Department Academic Year 2009 / 2010 of PETRA University*"in *http://cupep.blogspot.com.* April, 26th 2013

students, and then giving remedies. The result of his research is the students have made different errors and they reveal that the teacher should concentrate on these items when teaching paragraph writing although they have been taken from the previous period of studying English as a foreign language and before they enter to the college.

3. *Improving Students' Achievement In Writing Descriptive Paragraph Through Semantic Mapping Technique* is written by Dr. Siti Aisyah Ginting, M.Pd and Ridho Sari C. Sitanggang[4].

This study attempts to improve students' achievement in writing descriptive paragraph through Semantic Mapping Technique. This study was conducted by using classroom action research on november,17th 2011. The subject of the research was class (IX/A) SMP St. Petrus Medan. The research was conducted in two cycles. The instruments of collecting data were quantitative data (Writing Test) and Qualitative data (diary notes, observation sheet, interview and questionnaire sheet). Based on the data analyzing, it is found that students' writing descriptive paragraph has improved from the orientation test to the test I and test II of the first and second cycle. It means that there is improvement in students' writing descriptive paragraph affected by semantic mapping.

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[4] Aisyah, Siti & Ridho Sari C, *Improving Students' Achievement In Writing Descriptive Paragraph Through Semantic Mapping Technique* at SMP of Petrus Medan; (November, 2011). p.1

Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro

CHAPTER II

REVIEW OF THE LITERATURE

A. General Description

Competent writers do better at campus and at work. If the students learn to write well, the students were more likely to success in whatever the students want to do. If the students make the students best effort, the result will surprise them[1]. It is very essential that the students need to know how to arrange their descriptive paragraph writing with the procedure. To be able to compose a descriptive paragraph effectively, the students should know well about the procedure that should be followed. Furthermore, by using the procedures, the readers can conceive whether the students' writing was good or not.

In this inquiry, the students generally make common errors in writing descriptive paragraph. The inquirer assumes to explore the errors in using verb, concord, and learner languages. The errors would explain more in the next page to know deeper of the problem.

The researcher conducts her study in STAIN Jurai Siwo Metro. The aim of this research to find out the common errors on the students' descriptive paragraph. Therefore the writer gives some supporting theories related to the

---

[1]Hutchinson, Emily. *Descriptive Writing,* (America: Saddleback Educational Publishing, 2005) p.5

topic to easy understand the content of this research. So that, the discussion of this research became clear.

B. Error Analysis

1. The Definition of Error Analysis

An error is a deviation from accuracy or correctness[2]. In addition, Corder argues that error is typically produced by people who do not yet fully the rule of language learning system. According to *Oxford Advance Learner's Dictionary* error is a mistake, especially one that causes problems or affects the result of something[3]. Based on the justification, it can conclude that an error is when a student produces an incorrect utterance or writing form because they have no enough knowledge to improve it correctly.

Making error is an unavoidable part of learning. The learners cannot learn language without first systematically doing errors. Thus, it is a natural thing if there are errors appear in the process of language learning. The errors should not seem as an indication of the students' failure. But in the contrary, they are the real proof that they are really learning. It is the deviations for the learners that are still developing knowledge of the language.

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[2]Gaffes, *One reference differentiates between error and mistake* in *http://en.wikipedia.org/wiki/Error.* April, 26th 2013

[3] Honrby, AS. *Oxford Advance Learner's Dictionary,* (New york: Oxford University Press. 2009) p.445

Brown states that learning to success, to understand, to read all involve a process in which sucess comes by profiting from mistake, by using mistake to obtained feeedback from the environment and with that feedback to make new attempts that successively approximate goals[4]. Corder adds that systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching. It means that the errors are badly needed to be analyzed.

Error analysis is the study and evaluation of these uncertainties; the functions of error analysis is to allow the practitioner to estimate how large the uncertainties are and to help him or her to reduce them when necessary[5]. Michael Long suggests that the teacher must be very careful to make decision to treat an error of students' performance to get feedback of it[6]. It means that the error surely needed treatment to help to reduce and avoid the errors are usually happened in using the language. In short, error analysis is a procedure to study the observable errors by description, classification and evaluation of errors. If the result of error analysis is successfully produced in language learning, it will be a helpful way to identify the progress of it and use. Look at error analysis chart below:

---

[4] Brown, H. Douglas, *Principle of language and Teaching*, (Addison Wesley: Longman, 2000), Fourth Edition, p.216

[5] Azhkur, *Study of Error* in *Http://Www.Org/Educationresources/Erroranalysis.Htm.* May,17th,2013

[6] Brown, H. Douglas, *Principle and Language and Teaching,* (San Fransisco State University, 2001), Second Edition p.290

Error analysis chart

(Corder's proedure for error analysis)

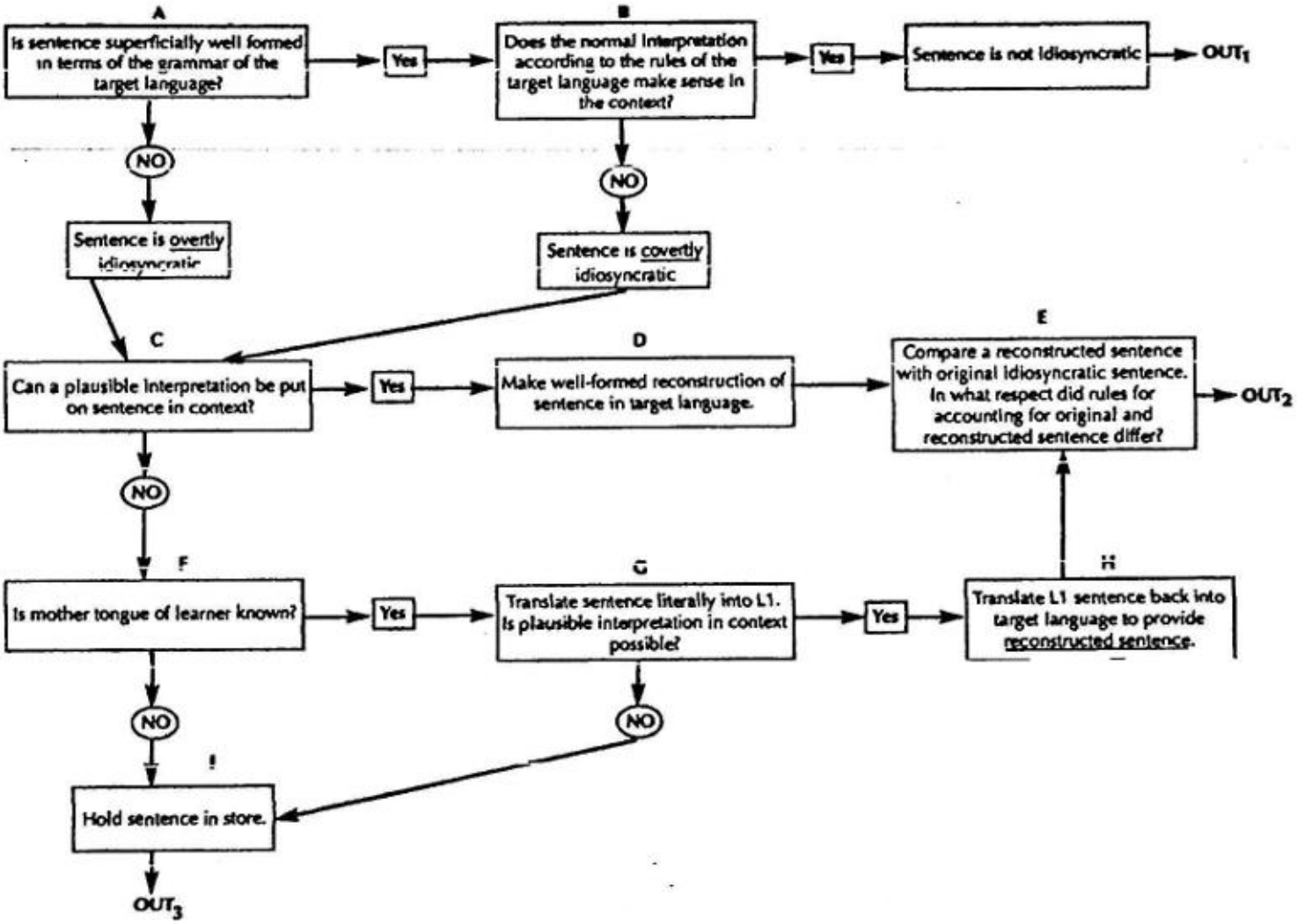


Figure 9.1. Procedure for identifying errors in second language learner production data (Corder, 1971)

Form a reconstruction of the sentence in the target language, compare the reconstruction with the original idiosyncratic sentence, and then describe the differences. If the native language of the learner is known, the model indicates using translation as a possible indicator of native language interference as the source of error. In some cases, of course, no plausible interpretation is possible at all, and the researcher is left with no analysis of the error (OUT3). Consider the following examples of idiosyncratic utterances of learners and let us allow them to be fed through Corder's procedure for error analysis:

1. Does John can sing?
   A. No
   C Yes
   D. Can John sing?
   E. Original sentence contained pre-posed do auxiliary applicable to most verbs, but not to verbs with modal auxiliaries. OUT2

2. I saw their department.
   A. Yes
   B. No (context was in a conversation about living quarters in Mexico)
   C. No
   F. Yes, Spanish.
   G. Yo vi su departamento. YES
   H. I saw their apartment.
   E. Departamento was translated to false cognate department. OUT2

3. The different city is another one in the another two.
   A. No
   C. No
   F. Yes, Spanish.
   G. No plausible translation or interpretation.
   I. No analysis. OUT3

It can be seen that the model is not complicated and represents a procedure that teachers and researchers might intuitively follow[7]. Of course, once an error is identified, the next step is to describe it adequately, something the above procedure has only begun to accomplish. A number of different categories for description of errors have been identified in research on learner language.

a. The most generalized breakdown can be made by identifying errors of addition, omission, substitution, and ordering, following standard mathematical categories. In English a *do* auxiliary might be added (Does can he sing?), a definite article omitted (I went to movie), an item substituted (I lost my road), or a word order confused (I to the store went). But such categories are clearly very generalized.

b. Within each category, levels of language can be considered: phonology or orthography, lexicon, grammar, and discourse. Of course, it is difficult to distinguish different levels of errors. A word with a faulty pronunciation, for example, might hide a syntactic or lexical error. A French learner who says "[zhey] suis alle a l'ecole" might be mispronouncing the grammatically correct "je" or correctly pronouncing a grammatically incorrect "j'ai."

---

[7] Brown, H. Douglas, *Principles of Language Learning and Teaching*, (Addison Wesley: Pearson Education, 2007), Fifth Edition, p.262

c. Burt & Kiparsky argues that errors may also be viewed as either global or local[8]. Global errors hinder communication, they prevent the hearer from comprehending some aspect of the message. For example, "Well, it's a great hurry around," in whatever context, may be difficult or impossible to interpret. Local errors do not prevent the message from being heard, usually because there is only a minor infraction of one segment of a sentence allowing the listener/reader to make an accurate guess about the intended meaning.

d. Finally, Lennon suggests that two related dimensions of error, domain and extent should be considered in any error analysis. Domain is the rank of linguistic unit (from phoneme to discourse) that must be taken as context in order for the error to become apparent and extent is the rank of linguistic unit that would have to be deleted, replaced, supplied, or reordered in order to repair the sentence.

2. The Differences between Error and Mistake

Brown states that it is very essential to distinguish between mistake and errors, technically both of them are two very divergence affairs[9]. No one expects the students learning theirs first language to produce only incorrect forms or a deviant. Moreover, Corder interprets

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[8] *Ibid.* p.263

[9] Brown, H. Douglas, *Op.cit.* p.217

sentences are erroneous therefore if they are unacceptable or inappropriate[10].

As Brown and Frazer point out the best evidence that a child possesses construction rules is the occurrence of systematic errors, since, when the child speaks correctly, it is quite possible that he is only repeating something that he has heard[11]. It means that the pupils sometimes like a child that do error because they have no enough knowlegde to correct it.

Ellis advises two ways to discern between errors and mistakes. The first one is to look into the consistency of learner's competence. If the pupils ever once in a while performs the correct form and sometimes the fault one, it is a mistake. But then, if he or she always performs it in never right form, it means an error[12]. The second way is to ask learner to attempts to correct his own deviant utterance. Where learner cannot correct it, the deviations are errors; where he is successful, they are mistakes. Furthermore, James has a nation that an error cannot be self-corrected, while mistake can be self-corrected if the deviation is pointed out to the speaker[13].

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[10]Corder, S. P, *Error Analysis and Interlanguage,* (London: Oxford University Press. 1982), p.41

[11]*Ibid.* p.36

[12]Mersin,"*University Journal of the Faculty of Education*",*Vacide Erdoan Vol. 1,* (December 2005), p.263

[13] Brown, H. Douglas, *Op.cit.* p.217

Based on the some justifications above, the researcher constructs that difference between mistake and error is: mistake is when the students do exercise or speak about something, then the students make a mistake and they are conscious about their mistake and they can correct and improve it to be right. While, error is a mistakes that students unable to correct their mistake when they peform their writing or speaking and cause of it the learners need explanation more from the teacher or lecturer.

3. Classification of Error

James advises to discern the difference between **global** and **local** errors. Hendrickson recommends that local errors commonly need not be corrected since the meaning is clear and correction might interupt a learner in the flow of productive communication. Global errors need to be treated in some way since the message may otherwise remain garbled[14].

The classification of error, they are as follows:

a. *Global* errors affect the structure of the entire sentence, such as a missing essential part of the sentence — subject or verb. Krishna calls such errors "structural" and also rejects the possibility of their categorization. For example,the erroneous verb form in the construction **The he the fine fat trout in the brook*[15] the sentece doesn't has verb form, and wrong subject form. So, it can affect overall the structure of

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[14]Brown, H. Douglas, *Op.cit* p.290

[15]Hutsman, "*Example of Globalerror*" *in http://nltk.googlecode.com/trunk/doc/book/.html.* May, 02nd 13

the sentence. The right sentence is *The little bear saw the fine fat trout in the river.*

b. *Local* errors are those which affect just part of a sentence or clause, such as errors in noun or verb phrases[16]. Example: **He said that he was tired and that it going to bed.* The sentence is wrong but it just affect the part of the sentence. The right sentence is *He said that he was tired and that he was going to bed.*

Regarding on the explanations above, it can conclude that the global error is fault involved in the overall structure of a sentence such as structure and verb form. Whereas, local errors are those which influence just part of a sentence or clause, such as errors in noun or verb phrases.

4. Source of Error

Brown notices that the sources of errors can be categorized within four types. They are as follows:

a. Interlingual transfer

Interlingual transfer is a significant source of error for all learners. The beginning stages of a second language are specially vulnerable to interlingual transfer from the native language or interference.

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[16]Sanders, Ruth, "*Errors In The Compositions Of Second-Year German Students*",*Calico volume 1* (June, 2003) p.8

b. Intralingual transfer

Intralingual transfer is a major factor of a second language learning. One of the major contribution of learner language research has been its recognition of source of error that extend beyond intralingual transfer learners error in learning a second language.

c. Context of learning

Context of learning is a third major source of error, although it overlaps both types of transfer.

d. Communication strategies

Communication strategies are define and related to learning style. The learners are obviously use production strategy in order to enhance their message accros, but at times these techniques can themselves became a source of error[17].

Another expert who discusses the sources of error is Richards in Schummann and Stenson in his article "Error Analysis and Second Language Strategies.

a. Interference errors: errors resulting from the use of elements from one language while speaking/writing another.
b. Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.

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[17]Brown, H. Douglas, 4th edition. *Opcit* p.223-227

c. Developmental errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences.

From the statements above, we can draw conclusion , it is a hardly things to write is transferring of concord and stylistic elements from the mother tongue to the target language. The source or mother language is very influence to the writing result especially.

C. Writing

1. The definition of Writing

Writing is the written productive language skill. It is a skill to convey information to a reader or a group of readers. It is realized by writer's ability to apply the rules of the language she or he is writing to transfer the information she or he has in her or his mind[18]. Richard says that writing is at the very heart of Academic life[19]. According to Grenville writing is when the writer starts with an attention -grabbing first sentence, then you move on to some really interesting stuff in the middle, and then you bring it all together at the end[20]. Brown states writing is a manner that automatically make the writer thinks about something that never he or she

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[18]Sanggam Siahaan, *The English Paragraph,* (Yogyakarta:Graha Ilmu, 2008), p 2

[19]Yates, Richard, *How to improve your Academic writing,* (New York: University of Essex Printing Services:2008) p.1

[20]Grenville, Kate. *Writing from star to finish,* (Australia: Allen & Unwin, 2001) p.5

thinking before[21]. In conclusion, writing is more than just transforming our thinking or idea in written form because it also relays our heart meaning to the process of exploring any single word or feature that we have written and the process of applying our knowledge in our writing.

Written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills are not every speaker develops naturally[22]. Because writing skill sometimes is more can be developed or enlarged than speaking skill.

The purpose of writing is to communicate to a particular audience[23]. Then, the aims for writing also to express our ideas in a piece of writing in order to refine and revise the ideas. Therefore, there are many kinds of written product such as descriptive, persuasive, expositive, academic writing and many others. Depend on the aim of the writer in his writing.

2. Writing Types

a. Description

Description helps the reader through her/his imagination to visualize a scene or a person or to understand a sensation or an

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[21] Brown, H. Douglas, *Opcit.* p.337

[22] Brown, H. Douglas. *Opcit* p. 335

[23]Copeland, Matt. *The Writing Context*, (Jerman: Kansas State Department of Education, 2002) p.2

emotion. It means that description writing involves visualization of thing or person to be integrated with reader's interest.

b. Argumentation

A piece of writing is categorized as "argumentative' if it contains statements that serve the function of supporting other statement[24]. It illustrates that argumentation consists of several statements to be obtained the point of view.

c. Narration

Narration is the form of writing used to relate story of acts or events, narration places occurrences in time and tells what happened according to natural time sequence. It means that chronological time is needed to form narration writing based on story of facts or imagination.

d. Exposition

Expository writing is writing that is designed to convey information or explain what is difficult to understand. It illustrates that exposition writing includes informative material and instructional meaning to be interpreted.

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[24]Hyland, Ken, *Second Language Writing.* (New York:Cambridge University Press, 2003) p.147

PERPUSTAKAAN STAIN JURAI SIWO METRO

Those are the types of writing which are usually used. Those types must be known and learnt by students who are learning English. The students have to know what is the purpose and tense of the writing text or pragraph itself.

D. Paragraph

1. Definition of Paragraph

A paragraph is a piece of written text. It contains several sentences. It can be classified into three parts; they are beginning or introduction, the body and the conclusion[25]. Dorothy relays that a paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic[26]. A paragraph is a self-contained unit of a discourse in writing dealing with a particular point or idea[27]. According to *Oxford Advance Learner's Dictionary* paragraph is a section of piece of writing, usually consisting of several sentences dealing with a single subject[28].

In conclusion, A paragraph is a series of sentences that are organized and coherence, and are all related to a single topic. A paragraph contains all the sentences that deal with one set of ideas and also has the

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[25] Sanggam Siahaan, *Op.cit.* p.5

[26] Zemach, Dorothy E & Carlos Islam. *Paragraph Writing; from sentence to paragraph,* (Canada: Macmilan, 2005) p.9

[27] Gaffes, *One reference differentiates between error and mistake* in *http://en.wikipedia.org/wiki/Error.* April, 26th 2013

[28] Honrby, AS.*Op.cit.* p. 957

topic sentences, supporting sentences and concluding sentences as theirs parts. Sanggam classified a paragraph into three parts; as follow:

a. Topic sentence

Topic sentence is called beginning or introductory. It is the most important sentence in the most important sentence.

b. Supporting sentence

Supporting sentence is about each main point that elaborates of the topic sentence. They are directly related to the topic sentence.

c. Concluding sentence

Concluding sentence is the ending. It concludes the development of the paragraph. It closes the paragraph.

That's all three parts of paragraph. The writer can use it depends on the writer's purpose for writing. There are several types ofparagraphs such as: Narrative paragraph, Expository paragraph, Persuasive paragraph and Descriptive paragraph. In this study, the researcher explains about the students' descriptive paragraph.

E. Descriptive Paragraph

1. The Definition of Descriptive Paragraph

Descriptive is a description about sensory experience how something looks, sounds, and tastes[29]. Mostly it is about visual experience, but description also deals with other kinds of perception.

Terminologically, descriptive means describing to the fact or interpreting and describing clearly circumstantiated. Descriptive can also be defined as statement of what giving somebody or something is like and saying what somebody or something is like.

Marh and Kathy notice that descriptive paragraph is a paragraph that describe particular person, place or thing[30]. John argues that descriptive paragraph is when the writer describes something or someone, the writer gives the readers a picture in words[31].

In conclusion a descriptive paragraph is a paragraph that describes how a person or thing looks or feels. In descriptive paragraphs, the writer can describe people, places, objects, or events. The main purpose is to create an image in reader's minds. In short, it is a kind of painting with the words.

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[29] Kane, Thomas S, *OXFORD The Essentials to Guide Writing,* (New York: Oxford University Pres, 2000) p.351

[30]Kathy and Marh, *Text Types in English*, (Australia: Macmillan Education australia,2003), p.26.

[31]Langan, John. *Exploring Writing sentences and Paragraphs,* (New York: Mc Graww Hill, 2009), p.92

2. Composing of Descriptive Paragraph

A Good descriptive paragraphs are really fun to read because they fuel your imagination. A good description allows the reader to be a part of your world, to clearly imagine the scene, to feel the sensations, the smells and the tastes of the subject you are writing about.

Since it is much easier to build sentences to reflect your ideas when you already have them, there are a few things as composing to write your descriptive paragraph:[32] as follows:

a. Topic Sentence.

In a descriptive paragraph, the topic sentence should introduce the subject of the description to the audience[33]. It is the general opening statetement in the first paragraph. It can give the reader brief details about the when, where, who or what of the subject.

b. Detail Sentence.

It is to play up the series of the subject more detail and clear of the topic sentence. It also can describe he or she hearts' feeling or mood. The descriptive paragraph will have the greater impact if it evokes a particular mood rather than just describe details that aren't unified. Mood is the feeling created in the reader by a literary work or passage. Perhaps you want to inspire fear or horror, as the writer aim of he or she wants to

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[32]Jane, "*Descriptive Paragraph Component*", in *http://web.clar.edu/descriptive/paragr.htm* April, 26th 2013

[33]Kathy and Marh, *Op.cit.* p.26

write. The writer also uses sensory words to help the writer or reader create pictures. To make the paragraph as vivid and real as possible, the writer must observe and record specific details that appeal to your readers' senses (sight, hearing, taste, smell, and touch).

c. Closing Sentence.

It close the paragraph. It as the ending it is always at the end of the paragraph. Technically, it is also called the concluding sentence.

Sometimes the students make errors in their wrting paragraph, it is essential that the students descriptive paragraph should be analyzed.

3. Types of Descriptive Paragraph

Jooly states Paragraph descriptive consist of five components namely: describing process, event, object, person and place[34]. They are:

1. Describing a person

In describing a person, the first that should be done is recognizing theindividual characteristics. To describe experience by appearances or psychical point of view, we can use the following words and phrases. They are:

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[34] Aisyah, Siti & Ridho Sari C, *Improving Students' Achievement In Writing Descriptive Paragraph Through Semantic Mapping Technique* at SMP of Petrus Medan; (November, 2011). p.3-4

a. Height : quite tall, rather short, average height

b. Build : quite slim, thin average build, well build, rather heavy and fat

c. Face : small eyes, large eyes, round eyes, narrow eyes, brown eyes, blue eyes, black eyes

d. Lips : thick lips, thin lips, red lips, and sensual lips

e. Mouth : small, round, thin and large

f. Nose : flat nose, pointed nose, small button nose, and pug nose

g. Skin : dark complexion, fair complexion, black, white and a scar

h. Age : 17 years old, 18 years old

i. Hair : thick hair, curly hair, wavy hair, straight hair

j. Race : oriental, American, black, European

2. Describing a process

To describe a process in descriptive writing, it is important for the writer to know and to understand how something occurred and done. That is why the writer should consider the steps for completing the imperative form.

3. Describing a place

The best way to describe a place is by presenting concrete. Something likes a school, a field or a garden. Further, it is essential to describe the size and agreement of space involved.

4. Describing thing (object)

The best way to describe an accurate object is by providing the physical characteristic of an object, such as the colors, shapes, and so on. There for, the writer will describe easily the entire picture and event.

5. Describing an event

Describing an event explain all details related to the event clearly. Student should be able to memorize and remember the entire event and able to describe a moment or an unforgettable situation.

F. An Error analysis in Writing Paragraph

It is inevitable that all learners make mistakes and commit errors. However, that process can be hampered. Through realizing the errors and operating on them according to the feedbacks given. The researchers and language teachers realize that if the mistakes and errors of language learners in constructing the new language system are analyzed carefully, the process of language acquisition shall be understood[35]. Moreover, Corder states that the practical aspect of error analysis is its function in helping to the improve action we must take to correct an unsatisfactory state of affairs for learner or teacher[36]. It means that the students' descriptive need badly to be analyzed to find out the common errors.

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[35] Mersin, *Opcit.* p.10
[36] Corder, S.P, *Op.cit.* p.45

In this descriptive paragraph writing. The students generally make common errors in writing descriptive paragraph such as using verb, concord, and learner language[37].

Verb is a word or group of words that expresses an action (such as *eat*), an event (such as *happen*), or a state (such as *exist*)[38]. A verb is one of parts of speech which is used to express an action or an existance. It is crucial to use the right verb form in a sentence because without a verb it can not be a good sentence.

Concord is peace and agreement[39]. Concord is Subject-verb agreement, it meant that the subject and the verb match each other[40]. Meaning to say, that concord is a concordance between a word and the other word in a sentence, either subject, predicate, object, or adverb. Concord in writing descriptive paragraph is subject and verb agreement. The errors of S-V Agreement, is esensiil of one important aspects of errors made in the subjects who committed errors in this aspect of language[41].

Brown sums up that Learner languages as the second language learning is primarily, a process of acquiring whatever matters are different from the first

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[37] "*Component of Error Analysis*" in *http://www.trinitysem.edu/Student/LessonInstruction/Paragraph.html.April*, 23th 13

[38] Hornby, AS.*Op.cit.* p.1498

[39] *Ibid*, p.268

[40] Sargeant, Howard. *Basic English Grammar for English Language Learners*, (Singapore: Saddleback Educational Publishing), 2007, p.52

[41] Azizi Yahya,dkk. *Error Analysis of L2 Learners' Writings, a Case Study*, (Singapore:IACSIT Press, 2003), p.115-116

language[42]. In recent years the teachers have learn more and more to understand that second language learning is a process of the creative construction of a system in which learners are consciously testing about the target language from a number of possible sources of knowledge. Learners were looked on not as producers of malformed, imperfect language replete with mistakes but as intelligent and creative beings proceeding through logical, systematic stages of acquisition, creatively acting upon their linguistic environment as they encountered forms and functions in meaningful contexts. Learners, in using English on their environment, construct what are they talking about based on legitimate system of language in its own right[43]. Therefore, the students can be right and can make errors too.

English is really different from Indonesian. The learner language errors are mostly influenced by interference. Interference is the errors and difficulties that occur in our learning in using a foreign language[44]. Learner languages of their mother tongue is one of the factors affecting their English language proficiency, and it is unavoidable. This is evident, especially in the early stages of learning English language.

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[42] Brown, H. Douglas, *Op.cit* p.255

[43] *Ibid.* p.256

[44] D. A. Wilkins, *Linguistic in language teaching*, (London:The English Language Book Society and Edward Arnold, 1978), p.197

Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of Reseach

Case study is the type that the writer applied in this research. Because the writer wanted to explore the errors were commonly found on the students' descriptive paragraph in State Islamic College of Jurai Siwo Metro. A *case study* is, in which the researcher explore in depth a program, and event, and activity, a process, one or more individuals[1]. Through this research, the writer invited all readers to know deeply about a program, process and activity which are done on the students' descriptive paragraph.

This research was qualitative. Qualitative research has some characteristics. The first, qualitative research takes place in the natural setting. This means that the researcher can go to the place (home, office or campus) of the participant to conduct the inquiry. The second, qualitative research uses multiple methods that are interactive and humanistic. The qualitative researcher can adopt and apply various method in his or her study. The third, qualitative research is appear rather than tightly prefigured. It meant that the inquirer learns the best sites at which to learn about the central phenomenon of interest and the theory will emerge during a qualitative study. The fourth, Qualitative

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[1]Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approach,* (New York: Sage Publication, 2002), p.15

research is fundamentally interpretative. It meant that the inquirer can interpret the data and explore it. The researcher described the participant, interpreting the data, and then drawing the conclusion about the data intended[2].

B. Data Source

For gathering information, it was a must to discover important and accurate data from qualified source. Hence, the writer used purposive sample. Purposive sample is sampling technique of data source based on certain consideration. The writer choose the third semester of English department in State Islamic College of Jurai Siwo Metro as the participants. As it was explained by Sutanto Leo *et.al* that "there are basically two kinds of sources, namely primary sources and secondary sources was firsthand information. Then secondary sources provide secondhand information"[3]. In this research, the primary source was the students' writing product (documentation). Then, the secondary source was observations (books, articles, English dictionary, Wikipedia etc).

C. Data Collection Techniques

The writer used the data as follows:

1. Observation

Creswell explained that "observations, in which the researcher takes fieldnotes on the behavior or activities of individuals at the research

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[2]*Ibid,* p.182

[3]Sutanto Leo *et.al*, *English for Academic Purpose: Essay Writing,* (Jakarta: Andi, 2007), p.70

site. The writer choose participant observation. The researcher observed the participants directly, then notes what the students do, say, and act. The researcher used passive observation in this study. It meant that the inquirer was present of the scene of action but did not partipate[4].

2. Documentation

Documentation is a tool to collect some information in the form of written source or documenter from books, articles, English dictionary, encyclopedia, and documentation of students' descriptive paragraph assignment to support the writer's reference.

3. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic[5]. Interview is divided into two kinds, namely structured interview and semi-structured interview. Amirul Hadi explained that "Structured interview includes questions and alternative that has been decided. Then, semi-structured interview includes free questions without deciding before.

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[4]Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D* (Bandung: Alfabeta, 2011) p.227

[5] Sugiyono, *Op.Cit.*P.231

4. Data Analysis Technique

The writer will apply Miles and Huberman Model to analyze her data. The components of this analysis model are pictured by this figure.

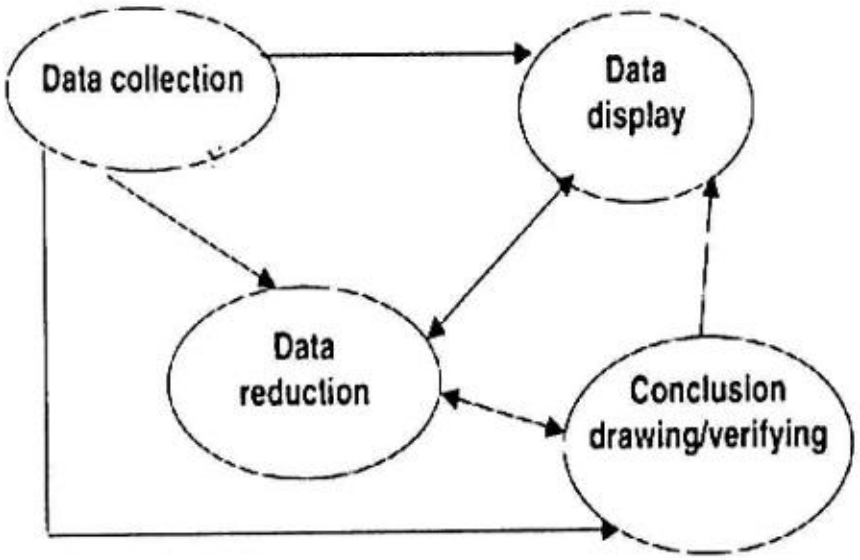


Figure II. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:

1) Data collection is the step when the writer gathers all data which were used to complete the research.
2) The writer reduced the data she had gotten by summarizing and choosing specific things.
3) To display the data, the researcher usually used graphics, figures, or charts. The display should be able to describe the content entire the data.
4) Lastly, the researcher verified her research by making conclusion of data findings.

5. Approach

Approach in analysis is a process to solve the problem into its constituent components, to reveal its characteristic elements and structure[6]. A case study is, in which the researcher explores in depth a program, and event, and activity, a process, one or more individuals[7]. Therefore, the writer decided to use case study as an approach in this study in order to know deeply about a program, process and activity which are done by the students.

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[6]Dey, Ian, *Qualitative Data Analysis, A User-Friendly Guide for Social Scientists,* (London: Routledge, 2005), p.31

[7]Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approach,* (New York: Sage Publication, 2002), p.15

Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. STAIN Jurai Siwo Metro

State Islamic College (STAIN) Jurai Siwo Metro is one of the high education in Metro. STAIN Jurai Siwo Metro was built on April 23 to 25 1997 based on the president explanation letter no. 11 in 1997. It was actually a small-scale institution of IAIN Raden Intan Lampung in Bandar Lampung. But, it have changed to be STAIN of jurai siwo up to now. It is located in Jl. Ki Hajar Dewantara 15 A, Iring Mulya East Metro, Metro City.

State Islamic College of Jurai Siwo Metro has a vision to apply and to present a qualified and competitive Islamic institution. The vision support some missions to complete which have been hugely practiced through developing the three fundamental pillars of university, generating knowledgeable, smart, and skillful students, and employing and developing technology and Islamic values.

STAIN jurai siwo metro has two faculties, Tarbiyah and Syari'ah. Tarbiyah has four study programs; Arabic, English, Islamic Elementary School Education Study Program and, Islamic Syari'ah

programs; Islamic Economy, Islamic Law, Syari'ah Banking, and Islamic Announcement Communication Study Program.

To educate the students, there are some best programs of STAIN Jurai Siwo Metro, as follows:

a. Language Intensification hold by Language Center of STAIN Jurai Siwo Metro. It includes Arabic and English. All of students in STAIN Jurai Siwo Metro are obligated to join this program to make them usual with both languages to bring our dream to be a bilingual campus into reality.
b. Computer Practical Work hold by PUSKOM STAIN Jurai Siwo Metro. All of students in STAIN Jurai Siwo Metro are obligated to join this program in order to be able to operate some computer programs.

2. History of English Education Study Program

English Education Study Program (PBI) is one of the study programs which was organized by State Islamic College (STAIN) Jurai Siwo metro based on the decree no: DJ.1/220 .C/2007 which was signed by director general of State Islamic Education and director of Islamic Education. Historically, S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2002.

English Education Study Program exists on its vision in implementing education, namely: creating professional students in English education who can integrate Islamic values and academic dimensions. This

will cause the students have a high bargaining. The vision then is enlarged in some missions, namely:

a. Expanding the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.

b. To produce and to develop humanist, democratic, and modern academic atmosphere.

c. Growing the professionalism ethic through theoretical knowledge basic mastery.

d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

e. Applying integrated education system which is able to give a significant input for education development.

Based on the vision and mission, PBI Major decides three purposes of implementing education:

1. Preparing the students to be an Islamic English teacher who can actualize society benefit values, science, technology, art and also be able to be *agent of change* in the society.

2. Preparing the students to be professional English teacher who can practice, develop, and enlarge English education with Islamic spirit.

3. Giving a meaningful input for developing English education and Islamic culture for society's benefit.

In the context of IPO (*input, process, and output*), PBI major of STAIN Jurai Siwo Metro can be shortly described as follows. Firstly, it is related to the students' input. From the education background, PBI students are graduated from MAN/MAS/Pesantren, and SMU/SMK. From the family's social and economic condition, some PBI students come from low and middle economic.

Secondly, related to education process, English Education Study Program is handled by the institutional lecturer, uninstitutional lecturer, and additional lecturer with education classification as follows: 4 people of S3, 19 of S2, and 3 of S1. The ratio of lecturer and students is 1: 21. To increase lecturer's work and supporting media affectivity, control system is done toward infraction and giving punishment according to the rule. Related to the this case, there is a role that manage the students, lecturer, and educator, and also SOP (Operational Procedure Standard) which manage learning that is produced by quality guaranty institution unit. Besides that, PBI is supported by local curriculum appropriated with Islamic Institutional context, education and professionalism. The combination, then, is explored in five categories of lecturing lesson, namely:

a) Personality Development Lesson 13,64 %

b) Skill and Knowledge Lesson 42,21 %

c) Creation Skill Lesson 20,78 %

d) Creation Behavior Lesson 15,58 %

e) Social Life Lesson 7,79 %.

The assessment toward PBI students always be holistic so that contains three education aspects, namely: cognitive, affective, and psychomotor. In addition, the assessment contains intelligence, activation, and behavior. Meanwhile, to increase academic quality, English Education Study Program frequently develops conducive academic atmosphere so that there is a dynamic, open, and polite relationship among the academy parts. Therefore, appropriate number of lecturer, control system and good assessment, applicative curriculum plan, good academic atmosphere, hopefully becomes the interdependent elements that empower education process in English Education Study Program of STAIN Jurai Siwo Metro.

Thirdly, from output dimension (graduate), every student who studies in English Education Study Program of STAIN JuraiSiwo Metro, is predicted to be professional in English instructional and the field.

B. General Description of Research Data

Descriptive is a description about sensory experience how something looks, sounds, and tastes[1]. The writer specified her main object of this research to the common errors on the students' descriptive paragraph in English writing of English Education Study Program. This research was conducted at the third semester students of English Education Study Program in STAIN Jurai Siwo Metro. The subject of this research was 20 students. The writer took this subject because they had learnt descriptive paragraph in writing 3. The writer tried to analyze the common errors on the student's descriptive paragraph in English writing.

C. Description of Data Analysis

In this research, the data were analyzed based on Miles and Huberman Model. According to Miles and Huberman, qualitative data is more likely to be described by words than numbers. It meant that, qualitative research more frequently utilized words to describe the result of analysis. Therefore, this research contained many words than numbers in explaining and analyzing the data. The words explained and depicted new perspectives. Regarding with the phenomenon above, the inquirer gave some examples of common errors on the students' descriptive paragraph below:

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[1]Kane, Thomas S, *OXFORD The Essentials to Guide Writing*, New York: Oxford University Press. 2000 P.351

1. The Errors in using Verbs

Verb is one of the most important things that should be there in a sentence. Because to make a good sentence it must consist of subject, verb and object. The formula as follow: (*Subject + verb + object + adverb*) or (*Subject + tobe (am, is, are) + object or complement*). Focusing in this field, was to analyze the errors in using verb. The reseacher took 20 students' descriptive paragraph as sample to be analyzed about the errors in using verb. The result of this analysis was 12 students commit errors in using verb and 8 students made right form in using verb. The students' error in using verb on the descriptive paragraph writing would be shown from the examples below:

The Students' Code	**The Errors in using Verbs**
Student 1	Can being*.....
Student 2	He is teach* me.....
Student 3	Women lives* in.....
Student 4	I very loving* him.....
Student 5	He leave* me.....
Student 6	She have*.....
Student 7	I has*.....
Student 9	He have* a pointed.....
Student 10	They has* a first love.....
Student 11	He love* me.....
Student 12	I was love* him.....

Based on the data, the errors which mostly happened on the students' descriptive paragraph were verb. Some writers repeatedly used incorrect verb when they wrote the verb after plural or singular subject. For example, Student 11 "*He love me**" it's not true because it used verb base while the

subject is singular subject and used present tense form. These example should be "*He loves me*". Verb is part of speechs which was used to create a complete and good sentence. Then, "*I was love**" these example 'should be "*I love*" because after subject it should be verb or after tobe (am, is, are) it must be verb-ing "*I was loving*" (continuous tense) if it an active sentence. But, if it in a passive sentence the verb must be past participle or the writer only use one verb in the sentence. The writer took 20 students as sample and 12 from 20 students did errors in using verb. Cause of it, the students errors in using verb was 60%.

2. The Errors in Concord

Concord is peace and agreement[2]. Concord is Subject-verb agreement, it meant that the subject and the verb match each other[3]. Meaning to say, that the subject and the verb agree when they match each other. The inquirer took 20 students' descriptive paragraph as sample to be analyzed about the errors in using verb. The result of this analysis was 8 students commit errors in concord and 12 students made right form in using it. The students' error in making concord on the descriptive paragraph writing would be shown from the examples below:

The Students' Code	**The Errors in Concord**
Student 1	Ranti, Yeni, Selvia and I is*.....
Student 2	My father and my mother is*...

[2] Hornby, A.S. *Op.cit* .p.268

[3]Sargeant, Howard. *Basic English Grammar for English Language Learners*, Singapore: Saddleback Educational Publishing, 2007, p.52

Student 3	One of her hobby*....
Student 4	Many of girl* choosing*.....
Student 5	My parents is*.....
Student 6	All of the polices is*...
Student 7	Either I or my friends is*.....
Student 8	One of them are*.....

The examples above shown us that there were some errors in applying *subject and verb agreement*. For example, in student 2....*My mother and my father is**..., the students had plural subject but he used *verb be* for singular subject. The correct sentence was *My mother and my father are.* The rule is used a singular verb if the subject is a singular noun. For example, the subjects 'my dad' or 'our school', or any of the pronouns he, she or it, require a singular verb[4]. The students' habit in using the same form of verb for all kinds of subjects in Indonesian language caused them face difficulties in selecting the correct verb form. 8 from 20 students made errors in subject-verb agreement. So, the frequency of errors in concord was 40%.

Concord is a concordance between a word and the other word in a sentence, either subject, predicate, object, or adverb. Furthermore, the words must be concord in tense and time signal, position as subject or object, countable or uncountable, and many others. In addition, there are 14 rules in concord (subject-verb agreement) in sentence as follows[5]:

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[4] *Ibid.*

[5] http://www.grammarbook.com/grammar/subjectVerbAgree.asp.com (August', 26th 2013)

a. Rule 1

Two singular subjects connected by *or* or *nor* require a singular verb.

For example:

*My sister **or** my brother is visiting my grandmother today.*

b. Rule 2

Two singular subjects connected by either/or or neither/nor require a singular verb as in rule 1.

For example:

***Neither** Anna **nor** Andi is working in the office.*

c. Rule 3

When *I* is one of the two subjects connected by *either/or* or *neither/nor,* put it second and follow it with the singular verb *am.*

For example:

***Either** Ronaldo **or** I am ready for the challenge.*

d. Rule 4

When a singular subject is connected by *or* or *nor* to a plural subject, put the plural subject last and use a plural verb.

For example:

*The man **or** the women go to library.*

e. Rule 5

When a singular or plural subject are connected by *either/or* or *neither/nor,* put the plural subject last and use a plural verb.

For example:

Neither John nor the others speak Javanese.

f. Rule 6

As a general rule, use a plural verb with two or more subjects when they are connected by *and.*

For example:

Dhani, Duta, and Charlie are singers.

g. Rule 7

Sometimes the subject is separated from the verb by words such as *along with, as well as, besides,* or *not.* Ignore these expressions when determining whether to use a singular or plural verb.

For example:

I besides Jack and Rossy, was there.

h. Rule 8

The pronouns *each, everyone, every one, everybody, anyone, anybody, someone,* and *somebody* are singular and require singular verbs. Do not be misled by what follows *of.*

For example:

Each of the students performs well.

i. Rule 9

With words that indicate portion-*percent, fraction, part, majority, some, all, none, remainder,* and so forth -look at the noun in your *of* phrase

(object of the preposition) to determine whether to use a singular or plural verb. If the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

For example:

Some of the pies are missing.

j. Rule 10

When *either* and *neither* are subjects, they always take singular verbs.

For example:

Either of us is capable of doing the task.

k. Rule 11

The words *here* and *there* have generally been labeled as adverbs even though they indicate place. In sentences beginning with *here* or *there,* the subject follows the verb.

For example:

Here is the book to read.

l. Rule 12

Use a singular verb with sums of money or periods of time.

For example:

Two weeks is enough.

m. Rule 13

Sometimes the pronoun *who, that,* or *which* is the subject of a verb in the middle of the sentence. The pronouns *who, that,* and *which* become a

singular or plural according to the noun directly in front of them. So, if that noun is singular, use a singular verb. If it is plural, use a plural verb.

For example:

Jackson is the singer who writes the song.

n. Rule 14

Collective nouns such as *team* and *staff* may be either singular or plural depending on their use in the sentence.

Collective nouns; *staff, family, team, crew, audience, committee, orchestra, public, gang, party, jury, community, data, government, media, press, council, army, navy, company, enemy, military, police, people.*

For example:

a) *The people is happy* (people as a unit).

b) *The people are happy* (people as a separate individuals).

3. The Errors in Learner Languages

English is obviously different from Indonesian. Some writers make errors called learner language because of their Indonesian influence. Corder summed up that to connote the idea that the learner's language is unique to a particular individual, that the rules of the learner's language are peculiar to the language of that individual alone[6].

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[6] Douglas, Brown H. *Principles of Language Learning and Teaching*, (Addison Wesley: Pearson Education, 2007), Fifth Edition, p. 255

The Students'Code	The Errors in Learner Languages
Student 1	Students elementary school*.....
Student 2	Support giving*.....
Student 3	Parents boy*.....
Student 4	His old brotherstep*.....
Student 5	Skin white*.....
Student 6	There is found something*.....
Student 7	World medicine*.....

From the data above, 7 from 20 students that made errors in learner laguange. The learner language errors were mostly influenced by interference. Some writers interfered Indonesian into English. In Indonesian language, for example; adjective come after noun. On the contrary, in English, adjective precedes noun. Like *skin white* and *Support giving.* These example should be *white skin* and *giving Support.* The result of students' erros in learner language was 35 %.

D. DISCUSSION

From the description of analyis above the writer found that the frequency of the students' common errors of using *verb was 60%* items, in *concord* was 40 % items, and *learner language* was 35 % items. The following chart was to describe the analysis data result:

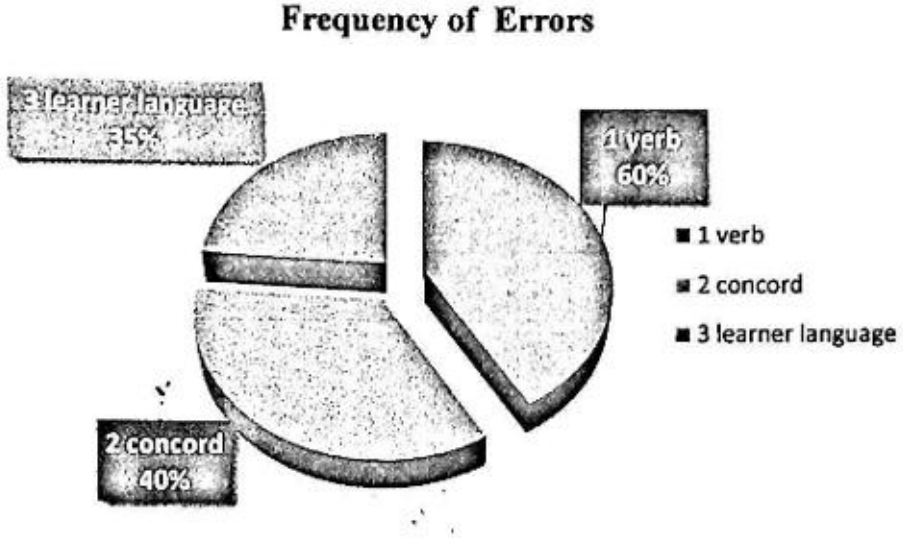


Figure III.*chart of common errors in students' descriptive paragraph*

The result of this analysis describes that in fact there were some errors commonly found on the students' descriptive paragraph.

In conclusion, the writer furthermore found three common errors, namely *verb* has 60% error items, *concord* has 40%, *learner language* has 35 %. Accordingly, the errors that repeatedly happen most was *verb* and the smallest errors was *learner language*. The errors which has been found are mostly caused by the students' interference from Indonesian language to English.

Sekolah Tinggi Agama Islam Negeri Jurai Siwo Metro

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research as follows: There are some errors still found on the student's descriptive paragraph in English writing in State Islamic College Jurai Siwo Metro. The common errors which repeatedly appear is *verb.* The second is *concord, and learner languages* is the smallest error. From 20 sample that took, the frequency the errors of verb are 12 items (60%), concord are 8 items (40%), learner languages are 7 items (35%). As a result, verb has the biggest number of common errors.

B. Suggestion

Through this research, the writer would like to constructively give suggestions for:

1. The institution and the students
   a. To follow up this research, the institution should organize programs to improve the students' understanding about English writing.
   b. There is correction and reward for the students to write descriptive paragraph if the pupils it well done.
2. For the researcher

   The researcher should enhance her knowledge to support her research.

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CURRICULUM VITAE



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PERPUSTAKAAN STAIN JURAI SIWO METRO