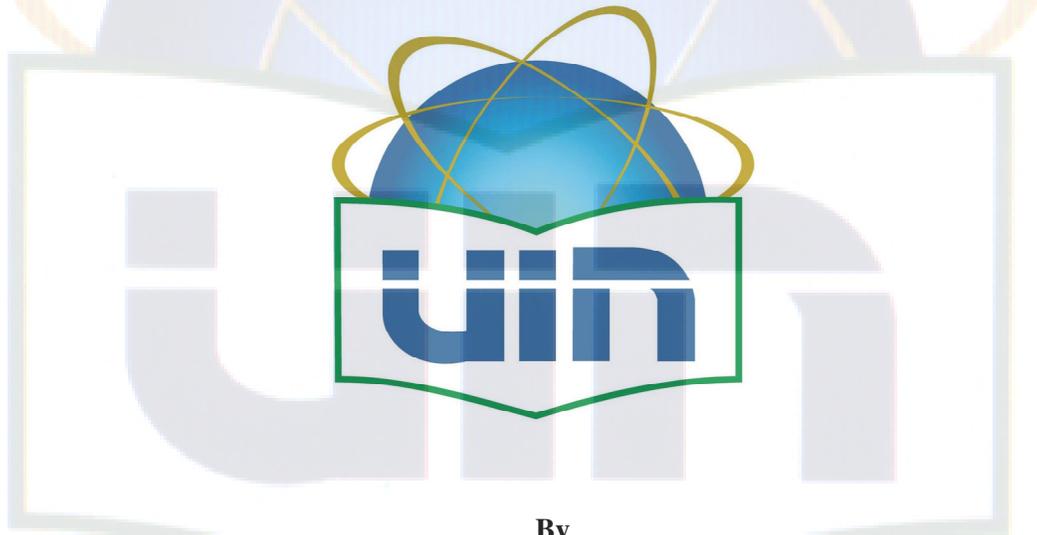# THE ERROR ANALYSIS OF STUDENTS'
DESCRIPTIVE WRITING

**(A Case Study at the Second Grade students of "SMAN 1 Rumpin Bogor",
Academic Year 2009-2010)**

A "Skripsi"

Presented to the Faculty of Tarbiyah and Teachers' Training

In a Partial Fulfillment of the Requirements for the Degree of S.Pd.

(Bachelor of Arts) in English Education Department

By

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ABSTRACT

Agustiningsih, Fajar. 2009. *The Error Analysis of Students' Descriptive Writing, at SMAN I Rumpin Bogor*, "Skipsi", English Education Department, the Faculty of Tabiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor   : Dr. M. Farkhan, M.Pd.

Key Words   : Analysis of Students' Error, Writing Descriptive, "SMAN I Rumpin Bogor".

The aim of this study is to describe the objective condition about students' error in descriptive writing at second grade students of "SMAN I Rumpin Bogor". Based on that purpose the writer intends to answer this question "What kind of that error that mostly the "SMAN 1 Rumpin Bogor" students made in writing descrptive text and what types of error that commonly made by students in descriptive writing?" In doing this study, the writer uses descriptive design in form of qualitative. She analyzes the students' English writing to find out the kinds of error that the students' made. The population of this research is the 113 second grade students of "SMAN 1 Rumpin Bogor". The writer took the 37 papers of 113 randomly to fulfill her research. The research finding states that the type of error that frequently made by the students of SMAN 1 Rumpin in the descriptive writing is sentence pattern 100 errors. The reason why most students made this error is the influence of their mother tongue. Second error is subject-verb agreement. Students made 35 errors in this case. This error happens because there is no difference between singular and plural form in Indonesian language. The third error is parts of speech. It is 32 errors. The reason why the students made this error is mother tongue influences. It is influence the most students when they write. The last error is verb tense. In this case students made 6 errors. In Indonesian language there are no tense changes. It is influence the way of students thinking when they write in English. In conclusion, the errors that made by the second grade students of "SMAN 1 Rumpin Bogor" are caused by students' mother tongue interference.

ABSTRAK

Agustiningsih, Fajar. 2009. *The Error Analysis of Students' Descriptive Writing, at SMAN I Rumpin Bogor*, "Skipsi", English Education Department, the Faculty of Tabiyah and Teachers' Training, Syarif Hidayatullah State Islamic University Jakarta.

Pembimbing Skripsi   : Dr. M. Farkhan, M.Pd.

Kata Kunci   : Analysis of Students' Error, Writing Descriptive, "SMAN 1 Rumpin Bogor".

Skripsi ini bertujuan untuk menganalisa penyebab kesalahan-kesalahan yang dibuat siswa kelas sebelas SMAN 1 Rumpin Bogor dalam menulis karangan deskrptif. Berdasarkan tujuan tersebut penulis merumuskan masalah sebagai berikut: "Kesalahan apa yang paling sering dilakukan siswa and apakah yang menyebabkan siswa melakukan kesalahan dalam menulis karangan deskriptif?" Dalam menganalisa penyebab kesalahan tersebut penulis menggunakan metode analisa kualitatif dengan mendeskripsikan kesalahan yang dilakukan oleh siswa dalam bentuk tabel. Populasi dari penelitian ini adalah 113 siswa kelas 2 SMA 1 Rumpin Bogor. Penulis hanya mengambil 37 lembar kerja siswa secara acak. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering dilakukan oleh siswa adalah pola kalimat sebanyak 100 kasus. Hal ini terjadi karena interferensi bahasa ibu. Kesalahan kedua adalah kesepakatan antara subjek dan kata kerja. Dalam kasus ini siswa membuat 35 kesalahan. Ini terjadi karena tidak adanya perbedaan antara bentuk tungal dan jamak dalam bahasa Indonesia. Kesalahan ketiga adalah "part of speech." Alasan siswa melakukan kesalahan tersebut karena adanya interferensi bahasa ibu. Kesalahan terakhir adalah "verb tense". Pada kasus ini siswa membuat 6 kesalahan. Siswa melakukan kesalahan pada "verb tense" karena dalam bahasa Indonesia tidak ada pola perubahan "tense". Jadi penyebab kesalahan yang dilakukan oleh siswa SMAN 1 Rumpin adalah interferensi bahasa ibu.

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In the name of Allah, the Beneficent, the Merciful

All prizes to be Allah, the Lord of the universe who gives his blessing, guidance, and help upon the writer in completing this "skipsi". Then, peace and blessing be upon our prophet Muhammad saw, his descendants, his companions, and his followers.

In this opportunity, the writer would like to express her greatest honor to her beloved family; her parents Tuwuh Harsono and Sugiyarti, and her brothers who always give their support and moral encouragement in finishing her study. Also, she would like to address her greatest thanks to her advisor Dr. M. Farkhan, M.Pd. for his time, guidance, valuable helps, correction and suggestion during completing this "skripsi".

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Finally, the writer gives her best gratitude for challenges which she faced in writing and finishing this "skripsi". The wonderful experience came to her life and made her more mature to face any challenges.

Bogor, December 13th 2009

Fajar Agustiningsih

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CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the foreign languages which is taught in Indonesian schools. Being aware of the importance of English, the Indonesian government occupies it as the compulsory foreign language subject which is taught at the formal education from secondary school up to high school. It is necessary to be learnt in order to support people the needs to get various information and knowledge in every field such as education, science and technology.

In learning English, there are four skills that should be mastered those are listening, speaking, reading, and writing. Among the 4 skills, writing is the difficult skill to be learnt. **James A.W Heffernan and John E. Lincoln** in their book said that:

> Writing, then, is a way of communication you must consciously learn. And part of what make it hard to learn is that written words usually has to express your meaning in your absence have to speak all by themselves…. But in writing you have to communicate without facial expression, gestures or body English of any kind. You have to speak with words and punctuation alone. [1]

The opinion above is supported by **James C. Raymond**, "Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour — not counting the thought and research that went on before the actual writing."[2] When students write, they express their feelings and ideas into a word, word into sentece, sentence into paragraph, and it needs hard thinking to produce

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[1]. James A.W Heffernan and John E. Lincoln, *Writing A College Handbook* (2nd *Ed*), (New York: W.W. Norton & Company Inc, 1986) p. 3

[2]. James C. Raymond, *Writing is Unnatural Act,* (New York: Harper & Row Publisher, 1980) P. 7

it at the same time. Writing is also complicated because to write clearly the writer should do and learn everything at once. **Maxine Hairston** stated that, "To write clearly you have to pay attention to everything: audience, sentence structure, transition, choice of example and half dozen of other considerations.[3]

There are three forms of English writing such as description, narration and exposition. Description is writing about person, aminal, thing or place appear. By reading descriptive text the reader can hear, smell, touch, taste, and see what the writer describe. **Donald Hall** has opinion about it.

> In description we gather sensouse detail. Description by itself *evoke* place, scene, or time of day; we feel that we are there.... the accurate description has modifier that comes from obsevation, not from the worn track: at fingers, frog leg position, massively swollen; it has statements of fact and measurement, ...[4]

In writing, the use of structure, spelling, diction, and punctuation is very important to make the meaning clear. **James C. Raymond** said, "In writing, however, you need other ways to signal your meaning: punctuation, attention to word order, even the use of blank space. These devises don't come naturally."[5]

It is important to learn all of the rules because they can help you writing clear so no one will missundestand it. This opinion is supported by **Teresa Ferster Glazier**, "It is important that you learn every rule as you come to it because many rules depend on the ones before. For examples, unless you learn to pick up the subjects and verbs, you will have problem with run-together sentences, with fragments, with subjects-verbs agreement, and with punctuation."[6] Besides that, a lot of practice also can help learners write well because writing is unnatural skill.

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[3]. Maxine Hairston, Contemporary Composition (Boston: Houghton Mifflin Company, 1986) P. 8

[4]. Donald Hall, *Writing Well, Second Edition* (Boston: Little, Brown and Company, 1977) p. 243

[5]. James C. Raymond, *Writing is Unnatural Act …,*P.3

[6]. Teresa Ferster Glazier, *The Least You Should Know About English Basic Writing Skills,* (New York:Holt, Rinehart and Winston, 1977) P.3

Writing English for a foreign learner is difficult because English is different from Indonesian language in its stucture, spelling and lexical meaning. In this case, students who learn English may produce many errors. Such as in structure, there is no tenses in Indonesian language so many students confuse in using the right tenses for their writing. They make an error because they do not master well the grammar. For example, "Rahmat go to Surabaya two days ago" it should be "Rahmat went to Surabaya two days ago".

Most students commonly make error in their learning, but it is logically acceptable. The expert considrd that doing some mistake or error are parts of learning process itself. The teacher should be aware of this problem and prevent students from making some error by analysing the learners' error itself.

B. Limitation of the Study

In writing this paper, the writer focused her study on analyzing the students' error on writing descriptive text such as parts of speech, sentence pattern, subject-verb agreement, and tense. The reason why she focused on these aspect on analyzing students' writing because she saw that most students in "SMAN 1 Rumpin Bogor" made amny errors in writing descriptive text based on these aspects.

C. Research Question

Based on the background and the limitation of the study, the writer formulates the following research questions:

1. What kind of that error that mostly the"SMAN 1 Rumpin Bogor" students made in writing descrptive text?
2. What causes of error do the students make in writing descriptive text?

D. Significance of the Study

By analyzing the students' error in writing descriptive text, the writer whises the result of the study would be advantageous for the readers who like writing in order to make a good writing and to know the importance of language learning

process, and use as inputs for the writer to identify what part of language programs are found difficult by students.

E. Organization of the Study

This writing is divided into five chapters. The first chapter explains the Introduction, which contains the background of the study, the limitation of the study, the research questions, the significance of the study, and the organization of the study.

The second chapter is divided into two sub-chapters. The first sub-chapter is Error Analysis that contains of definition of error, classification, of error, cause of error, types of error, and goal of error analysis. The second sub-chapter is Writing English that consists of the definition of writing, the kinds of writing and the form of writing.

The third chapter is The School Profile. It contains the historical background of "SMAN 1 Rumpin Bogor", vision and mission, the teaching staff, teaching method, and curriculum.

The fourth chapter is divided into two sub-chapters. The first sub-chapters is Research Methodology consist of the objective of the study, method of the research, technique of data analysis, unit of analysis, and time and place. Second sub-chapters is research finding consist of data description, data analysis and data intepretation.

Finally, the fifth chapter is conclusion and suggestion. In this chapter, the writer describes some conclusion and giving suggestion dealing with the matter. The writer also encloses the appendix and bibliography completing her research paper.

CHAPTER II
THEORETICAL FRAMEWORK

A. Error Analysis

It is impossible that learners never make some errors in language learning process. In fact, it is very normal and unavoidable to make some errors during the learning process. **Dulay** said that "… making error is an inevitable part of learning. People cannot learn language without first systematically committing errors."[7]

The fact that the learners do make errors and that these errors can be observed, analyzed, and classified led to a surge of study of learners' errors called as error analysis.[8] Through the error analysis teacher or researcher expects to know more why students make some errors. **James** pointed out, "Error analysis is the process of determining the incidence, nature, cause and consequences of unsuccessful language."[9]

To know more about error analysis, how many types of it, and the cause of it, the complete explanation will be discussed in this following part.

1. The Definition of Error

Errors are a natural part of language learning process because they reflect various stages in language development in learner. **S. Pit Corder** noted "A learner's errors … are significant in (that) they provide to the researcher

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[7] . Heidi Dulay, *Language Two*, … (New York: Oxford University Press, 1982), P. 138

[8] .Douglas Brown, *Principle of Language Learning and Teaching,* (New York: Longman, 2000) P. 218

[9] . Carl James, *Error in Language Learning and Use*, (New York: Longman, 1998) P. 80

evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."[10]

Heidi Dulay claimed "Errors are flawed side of learner speech and writing."[11] While **S. Pit Corder** defined "Error is a systematic deviation made by learners who have not yet mastered the rules of the L2."[12]

According to the statement above it can be seen that error is a part of foreign language learning process and no one can learn language without his/her first making error. Beside that, the error which learners made is because their lack of comprehending the L2 rules.

In the study of error analysis, some linguists distinguish error and mistake. **Hubbard et al** in his book makes a distinction between error and mistake. "Errors caused by lack of knowledge about the target language (English) or by the incorrect hypothesis about it; and unfortunate mistake cause by temporary lapses of memory, confusion, slips, of the tongue and so on."[13]

According to **Douglas H. Brown**, "A mistake refers to a performance error that is either random guess or a 'slip,' in that it is the failure to utilize a known system correctly.... An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner."[14] Another way to differentiate between error and mistake is error cannot be self corrected and mistake can be self corrected.

Based on the definition above it can be concluded that error caused by lack of knowledge, reveal the learners' competence, and it cannot be self corrected while mistakes happen because temporary lapses of memory or slips of the tongue, and it can be self corrected.

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[10]. S. Pit Corder in Douglas Brown, *Principle of Language Learning and Teaching* …, 217

[11]. Heidi Dulay, *Language Two…,* P. 138.

[12]. S. Pit Corder in Diane Larsen-Freeman and Michael H. Long, *An Introduction to Second Language Research,* (New York: Longman, 1991) P. 224-226

[13]. Hubbard, et al., *A Training Course for TEFL*, … (Oxford: Oxford University Press, 1993) P. 134

[14]. Douglas Brown, *Principle of Language Learning and Teaching,…*, P. 217

2. Classification of Error

S. Pit Corder in his book gives opinion about the classification of error. They are:

a. Presystematic Error occurs when the learner is unaware of a particular system in target language; the learner neither corrects his error nor says what his problem is.

b. Systematic Error occurs when the learner has discover a particular system in target language but it is wrong one; he cannot correct his error but he can give some explanation of what he was aiming at or trying to do.

c. Postystematic Error occurs when the learner knows the correct system in target language but it is inconsistently; he can both correct his error and explain what was wrong.[15]

3. Cause of Error

There are some opinions relate to the cause of error. Some experts said that there are three factors which cause error. They are interlingual transfer, intralingual transfer, and context of learning. These factors relate to the second language acquisition that involved in the language learning process in the target language especially in writing.

H. Douglas Brown claims that there are three major sources of error. He labels interlingual transfer, intralingual transfer, and context of learning.

a. Interlingual Transfer

Interlingual transfer happened because the native language or mother language interference. In these early stages, before the system of the second language is familiar, the native language is only the previous linguistic system upon which the learner can draw.

b. Intralingual Transfer

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[15]. S. Pit. Corder, *Introducing Applied Linguistics*, (New York: Penguin Books, 1977) P. 271-272

Intralingual transfer (the transfer within the target language itself). Researcher have found that the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once leaner have begun to acquire parts of the new system, more and more intraligual transfer—generalization within the target language—is manifested. Negative intraligual transfer, or overgeneralization, has already been illustrated in such utterances as "Does John can sing?" other example like "He goed," and "I don't know what time is it?"

c. Context of Learning

"Context" refers, for example, to the classroom with its teacher and its material in the case of the school learning or the social situation in case of untutored second language learning. In the classroom context the teacher or the text book can lead the learners can make faulty hypothesis about the language. Students often make errors because of a misleading explanation from the teacher or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized. [16]

The similar opinion came from **Peter Hubbard.** He distinguishes the source of error into three parts:

a. Mother Tongue Interference

Although the young children appear to be able to learn the foreign language quite easily and to produce the new sound very effectively, older learner experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a 'foreign' pronunciation, faulty grammatical pattern and, occasionally, the wrong choice of vocabulary.

b. Overgeneralization

The mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learners. It claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence.

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[16]. Douglas Brown, *Principle of Language Learning and Teaching,…,* P. 224-226

c. The teaching process also can contribute to the students' errors. According to those who support behaviorism theory, error is evidence of failure, of ineffective teaching or lack of control. If materials well chosen, graded, and presented with meticulous care, there should never be any error. [17]

4. Types of Error

There are several types of error. It consists of four items which is discussed further in this sub-chapter. They are parts of speech, sentence pattern, subject-verb agreement, and tense. These types of error were mostly made by the students.

a. Parts of Speech

The sentence maybe further divided according to the function each word has in the subject predicate relationship. Each of these functions is classified as a different part of speech. The words that form the central core of the sentence-around which all the other words "cluster"-are the part of speech known as nouns (or pronouns) and verb; the word that modify the central core words are the part of speech called adjectives and adverbs; the word that show a particular kind of connecting relationship between these four parts of speech are called prepositions and conjunctions.[18]

1. Nouns

A noun is a word that names a person, place, thing, or idea.[19] Some noun may belong to more than one of the types given below.

A proper noun names a particular person place, or thing, and always begins with a capital letter. The examples of proper noun are Susan B. Anthony, Salt Lake City, January, Liberty Bell.

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[17]. Hubbard, et al., *A Training Course for TEFL*, … P.140-142

[18]. Marcella Frank, *Modern English: a practical reference guide*, (New Jersey: Prantice Hall Inc., 1972) P.1

[19]. John E. Warriner, *English Grammar and Conposition*. 3rd course., (New York: Harcourt Brace Jovanovich, 1982) P. 4

A common noun names one of a general class of persons, places, or things, and does not begin with capital letter. The examples of common noun are woman, month, herd, bell.[20]

A concrete noun is a word for physical object that can be perceived by the sense-we can see, touch, smell the object. The examples of concrete noun are girl, flour, flower, bag.

An abstract noun is a word for a concept- it is an idea that exists in our minds only. The examples of abstract noun are beauty, justice, mankind, strength.

Countable nouns name things that can be numbered and counted. A countable noun may be preceded by a or an. The examples of countable nouns are woman, child, leaf, and baby.

Noncountable nouns name items that cannot be counted. Mass noun form is one type of noncountable noun. noncountable noun are coffee, milk, sugar, iron.

A collective noun is a word for a group of people, animals or objects consider as a single unit. The examples of collective nouns are audience, government, class, faculty.

Compound noun is two or more words joined together into one vocabulary unitthat function as a single part of speech. The examples of compound nouns are volleyball, bathroom, handshake, lifeguard, sister-in-law.[21]

2. Pronouns

A pronoun represents a person, place, thing, or idea without naming it. Pronouns may occur before a verb, after a verb, after a preposition, or before a noun. There are several types of pronouns personal, reflexive, intensive, indefinite, demonstrative, interrogative, and relative pronoun.

a. Personal Pronoun

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[20]. Majorie Farmer, Steve Zemelman, Seymour Yesner, and Lizabeth M. Richmond, *Composition and Grammar.* (Illinois: Laidlow, 1985)P.312

[21]. Marcella Frank, *Modern English: a practical reference guide*,… P. 6-8

Personal pronouns are those that refer to the person speaking (first person), the person spoken to (second person), or the person or thing spoken about (third person).

First   Second   Third
I will tell **you** about **it**.

Following table show the difference among subject, object, possessive pronoun, and possessive adjective.

	Singular			Plural		
	Subject	**Object**	**Possessive**	**Subject**	**Object**	**Possessive**
First	I	me	my, mine	we	us	Our, ours
Second	you	you	you, yours	you	you	your, yours
Third	she he it	her him it	her, hers his its	they	them	their' theirs

b. Reflexive Pronoun

A reflexive pronoun refers to (reflects) a noun or a pronoun in the same sentence and functions as an object in the sentence. It is formed by adding –self or –selves to certain personal pronouns. They include the following: myself, yourself, himself, herself, itself, ourselves, yourselves, and themselves. The followings are the examples of reflexive pronoun.

Audrey refinished the bookcase by **herself**.

Allan drove **himself** o the airport.

c. Intensive Pronoun

Intensive pronouns, having the same form as reflexive pronoun, are used for emphasis. They function as appositives and are often placed next to the noun or pronoun they emphasize (intensity). They sometimes appear at the end of a sentence. The followings are the examples of intensive pronoun.

Fernanda **herself** received the prize money.

The boys did the laundry **themselves**.

d. Indefinite Pronoun

Indefinite pronouns refer to persons, places, or things that are unspecified, unknown, or unrevealed. Because indefinite pronouns do not refer to specific nouns, their antecedents are not given.

Someone knock on the door of the cabin.

Ray explained the situation to **anybody** who would listen.

The following indefinite pronouns are ordinarily used in singular sense:

anybody	either	someone	everybody
someone	neither	somebody	everything
anyone	no one	something	anything
each	nobody	everyone	one

The following indefinite pronouns are ordinarily used in plural sense:

few	several	both	many

The following indefinite pronouns are ordinarily used in plural sense:

Some	none	most	all

e. Demonstrative Pronoun

Demonstrative pronouns point out certain persons or things. The four demonstrative pronouns are the singular form *this* and *that* and the plural *these* and *those*.

This is a well-written book.

I ordered a dozen of **those**.

f. Interrogative Pronoun

Interrogative pronouns are those that introduce questions. The main interrogative pronouns are *who, which*, and *what*. The subject form *who* has two other forms-the object form *whom* and the possessive form *whose*.

Who ordered the tossed salad?

What will happen to the old building?

g. Relative Pronoun

Relative pronouns begin adjective clauses and show the relationship between a clause and the noun it modifies. The main relative pronoun are who (whose, whom), which, and that.

The runner **who** finished the marathon first was disqualified.

I didn't see the car **that** you described.[22]

3. Adjectives

An adjective is the word used to modify a noun or a pronoun-that is, to make it more specific or exact. It may appear (1) before a noun or noun substitute or (2) after the verb. Sometime adjective follow the noun they modify.

The dog, **weak and thin**, prowled the alleys.

There are four types of adjectives descriptive and proper adjectives.

a. Descriptive Adjectives

Descriptive adjectives add sensory details of color, shape, size, sound, feature, and taste.

Loud voices shouted **happy** greetings, and **eager** hands waved **large** posters and **red, white,** and **blue** flags at the **jubilant** marchers.

b. Proper Adjectives

Proper adjectives are formed by adding suffixes like *–an, -ian, -ese,* or *ish* to proper nouns. They identify place or time of origin.

Spa**nish** moss hangs from cypress boughs.[23]

4**.** Verbs

A noun or pronoun, no matter how many modifiers it may have, cannot make a sentence. The noun or pronoun must act in some way, or something must be said about it. The part of speech that performs this function is the verb.

There are two main types of verb action and linking verb.

a. Action Verb

Action verb expresses physical or mental activity. There are large classes of action verb transitive and intransitive. A verb is transitive when the action it

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[22]. Majorie Farmer, Steve Zemelman, Seymour Yesner, and Lizabeth M. Richmond, *Composition and Grammar, …* P.316-319

[23]. Majorie Farmer, Steve Zemelman, Seymour Yesner, and Lizabeth M. Richmond, Composition *and Grammar, …* P. 330-332

expresses is directed toward a person or thing named in the sentence. The examples of transitive verbs are:

Neil **sliced** the pie.

Tina **mailed** the package.

A verb is intransitive when it expresses action (or helps to make a statement) without reference to an object. The following are the examples of linking verb.

Last Saturday we **stayed** inside.

The train **arrived** on time.

b. Linking Verb

Some verbs help to make a statement, not by expressing an action but by serving as a link between two words. These verbs are called *linking verbs or state-of-being verbs.* The examples of linking verbs are.

That roasted beef **smells** good.

The movie star **appeared** nervous.[24]

The linking verb *be* is the most irregular verb in the language. Its form include am, are, is, was, were, be, been. Other linking verb include seem, become, taste, feel, sound, smell, and appear.

5. Adverbs

Adverb is a word that modifies a verb, an adjective, another adverb, or entire clause or sentence. There are six types of adverbs of time, place, manner, intensity, conjunctive and comparison adverb. The following table shows the types of adverbs. [25]

Adverb of time	Adverb of place	Adverb of manner	Adverb of intensity	Conjunctive adverb	Comparison adverb
soon now	here below	rapidly noisily	very quite	yet also	Comparative:

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[24]. John E. Warriner, *English Grammar and Conposition*. 3rd course, … P. 17-18

[25]. Majorie Farmer, Steve Zemelman, Seymour Yesner, and Lizabeth M. Richmond, Composition *and Grammar,* … P. 321

never	above	eagerly	so	however	-er, more
already	forward	smoothly	rather	otherwise	Superlative:
lately	there	well	too	likewise	-est, most
then	nearby		extremely	therefore	
often				besides	

6. Prepositions

A preposition is a word that shows the relationship of a noun or pronoun to some other word in the sentence. The following table shows the preposition which commonly used.[26]

Common Prepositions			
Aboard	around	beyond	near
About	at	by	of
Across	before	down	off
After	behind	for	out
Against	bellow	from	over
Along	beside	in	under
Among	between	inside	up

7. Conjunctions

A conjunction is a word used to join other words, phrases, or clauses. It expresses certain relationship between the connected parts. There are three types of conjunction coordinating, correlative, and subordinating conjunctions.

Coordinating conjunctions connect sentence parts of equal rank. And, but, yet, and or may connect single words, phrases, or independent clauses.

bread **and** butter

in the pool **or** on the diving board

Correlative conjunction also connects items of the same kind. However, unlike coordinating conjunction, correlatives are always used in pair.

Both Jim Thorp and Robert Clemente were athelets

The following are correlative conjunctions:

both … and   not only … but also

either … or   whether … or

neither … nor   though … yet

[26]. John E. Warriner, *English Grammar and Composition.* 3rd Course, … P. 29-30

8. Interjection

An interjection is an exclamatory word that expresses emotion. Boo! Hey! Whew! Ouch! Well! When interjections express especially strong emotion, they stand alone and are followed by an exclamatory point. When they are miler expression of feeling, interjections are part of a sentence and are followed by a comma.
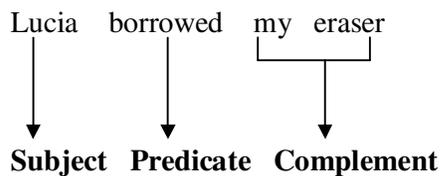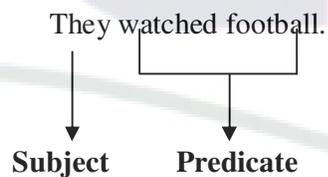
> **Oh**! Don't bother me now!
>
> **Oh**, maybe I can.[27]

b. Sentence Pattern

Sentence is a group of word consisting at least one subject and one predicate. It can be classified according to their structure-that is, according to the number and kind of clauses they contain.

1. Simple Sentence

A simple sentence has one independent and no sub ordinate clauses. An independent clause can stand on its own as a sentence. A simple sentence may contain a compound subject, a compound verb, and modifiers-both single word and phrases. The examples of the simple sentence are:

They watched football.

Subject   **Predicate**

Lucia   borrowed   my eraser

Subject   Predicate   Complement

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[27]. Majorie Farmer, Steve Zemelman, Seymour Yesner, and Lizabeth M. Richmond, Composition *and Grammar, …* P. 340-343

Coins, paper, and plastics cards are today's medium of exchange

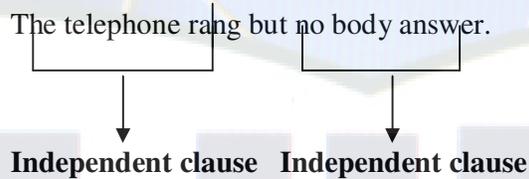**Subject**   **Predicate**
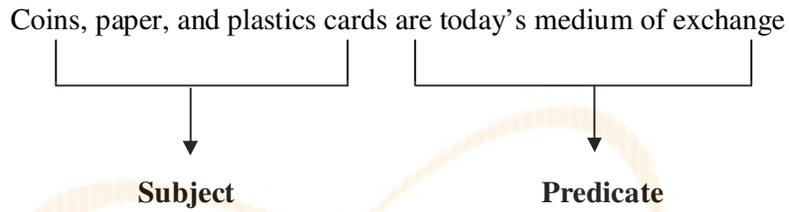
2. Compound Sentence

A compound sentence contains two or more independent clauses joined by a connectives such as and or but. The examples of this sentence are:

The chops burned and dinner will be late

Independent clause   Independent clause

The telephone rang but no body answer.

Independent clause   Independent clause
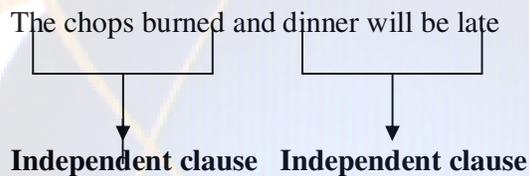
3. Complex Sentence

A complex sentence is made up of an independent clause and one or more dependent clauses. The dependent clause may be an adjective clause, an adverb clause, or a noun clause. The examples of this sentence are as follow:

He paid the man whom he had hired.

Independent clause   Dependent clause

He could not come because he was ill.

Independent clause   Dependent clause
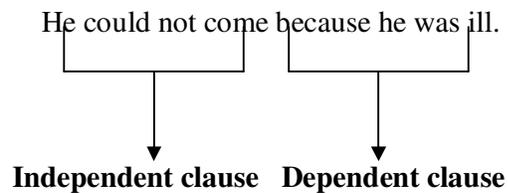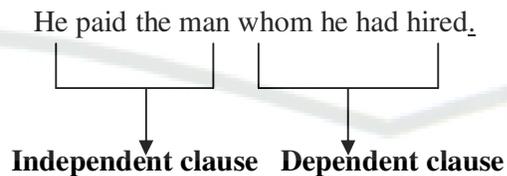
4. Compound-Complex Sentence

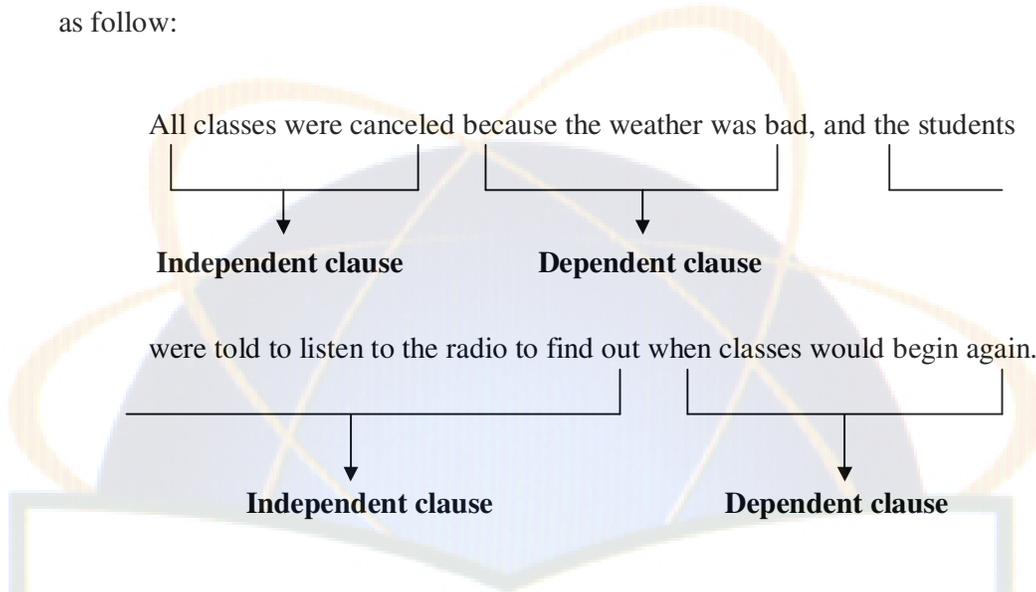A compound-complex sentence contains two or more independent clauses and one or more dependent clauses. The examples of compound-complex sentence are as follow:

All classes were canceled because the weather was bad, and the students

Independent clause   **Dependent clause**

were told to listen to the radio to find out when classes would begin again.

Independent clause   **Dependent clause**

c. Subject-Verb Agreement

A verb must agree with its subject in number (singular or plural) and in person (first, second or third). When subject and verb are correctly matched, it can be said that they are grammatically agree. Have you ever heard someone say, "He don't,". This error shows lack of agreement, the first one between subject and verb.

English once used a complex system of word endings to reflect the person, number, gender of the subject today the main kinds of subjects requiring a special verb form are the third-person singular subjects:[28]

	Singular	Plural
First person	I work	We work
Second person	You work	You work
Third person	She work	They work

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[28]. Andrea Lunsford and Robert Connors, *The St. Martin's Handbook*, (New York: St. Martin's Press, 1989) P. 212

d. Verb Tense

Tense is a grammatical property indicating the time of the action expressed by verb.[29] Tense may indicate whether an action, activity, or states is past, present or future. It may also indicate whether an action, activity, or states is, was, or will be complete, or whether it is, was, or will be in progress over a period of time.

Tense stand for a verb form or series of verb forms used to express a time relation. English verbs have only two simple tense, the tenses called the Simple Present (e.g. he writes) and Simple Past (e.g. he wrote). With few exceptions the distinction between present and past in English is shown by a difference in the form of the verb. All other time relationships indicated by verbs are manifested by combining these forms with auxiliaries. Future time is shown by using the auxiliaries *shall* and *will* with the plain, or infinitive, form. The perfect time which indicate that an action is completed prior to a given point in time, are formed by combining the various forms of *have* with the past participle. Still another kind of time construction is made by using the form of auxiliary to be in the present participle, or –*ing* form. [30]

1. The Present Tense Form

The Simple Present is used to describe things that are always true. It also talks about habits or things that happen on regular basis. The examples of the use of Simple Present Tense are:

Water *consists* of hydrogen and oxygen.

He always *eats* a sandwich for lunch.[31]

The Present Progressives express an activity that in progress at the moment of speaking. It is a temporary activity that began in the past, is continuing at

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[29]. Glen Leggett, at. al., *Prentice Hall: Handbook for Writers*, (New Jersey: Prantice Hall Inc., 1965) P. 49

[30]. A.S. Hornby, *Guide to Pattern and Usage in English*, (London: Oxford University Press, 1975) P. 78

[31]. Matrin Hewings, *Advanced Grammar in Used*, (England: Cambridge University Press, 1999) P. 2

present, and will probably end at the same point in the future. The examples of this tense as follow:

The students *are sitting* in their desk right now.

I need an umbrella because it *is raining* now.

The Present Perfect shows the idea that something happens (or never happened) before now, at an unspecified time in the past. The exact time it happen is not important. The Present Perfect is also shows the repetition of an activity before now. The examples of Present Perfect Tense are as follow:

They *have move* into a new apartment.

I *have written* my wife a letter every other day for the last two weeks.

The Present Perfect Progressive is used to indicate the duration of an activity that began in the past and continues to the present. The examples of this tense are as follow

I *have been sitting* here since seven o'clock.

You *have been studying* for five straight hours.

2. The Past Tense Form

The Past Tense indicates that an activity or situation began and ended at a particular time in the past. The examples of the Past Tense are:

I *bought* a new car three days ago.

I *walked* to school yesterday.[32]

The Past Progressive shows a temporary situation that existed at or around a particular time in the past. The examples of this tense are follow:

Erika dropped her bag while she *was getting* into her car.

At the time of the robbery, they *were staying* with my parents.[33]

Past Perfect expresses an activity that was completed before another activity or time in the past. The examples of this tense are as follow:

I *had gone* to bed when the phone rang. .

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[32]. Betty Schramfer Azar**,** *Understanding and Using English Grammar, 3rd ed*. (New York: Pearson Education, 1999) P. 13-27

[33]. Matrin Hewings, *Advanced Grammar in Used*, … P. 12

I went to bed after the guest *had left.*

Past Perfect Progressive emphasize duration of an activity that was in progress before another activity or time in the past. The examples of the Past Perfect Progressive are:

The police *had been looking* for the criminal for two years before they caught him.

When Judy got home, her hair was still wet because she *had been swimming.*

3. The Future Tense Form

The Simple Future indicates action or conditions that have yet to begin. The example of this tense are as follow:

According to the weather report, it *will be cloudy* tomorrow.

Ann *will come* here tomorrow.

The Future Progressive expresses an activity that will be in progress at a time in the future. The examples of the Future Progressive are:

I will begin to study at seven. You will come at eight. I will be studying when you come.

Don't get impatient. She will be coming soon.[34]

5. Goal of Error Analysis

Error analysis is important for teachers in designing pedagogical materials and strategy to help the learner. **Heidi Dulay** at al noted that:

"Studying learner's error serves two major purposes: (1) It provides data from which inferences about the nature of the learning process can be made; and (2) it indicates to the teacher and the curriculum developers which part of the target language students have most difficult producing correctly and which error types detract most from a learner's ability to communicate effectively."[35]

While **Pit Corder** makes a distinction between the theoretical and applied goal of error analysis. They are:

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[34]. Betty Schramfer Azar**,** *Understanding and Using English Grammar, 3rd ed*., … P. 45-60

[35]. Heidi Dulay, *Language Two…,* P. 156.

1. Applied goal aspect is correcting and eradicating the learner's error at the expense of the more important and logically prior task of evolving an explanatory theory of learner's performance.
2. Theoretical goal aspect is as worthy of study in and on itself as is that of child language acquisition and can, in turn, provide insights into the process of language acquisition in general. [36]

B. English Writing

Writing is the most difficult skill among other language skills. Because of that, to make a good writing, the students need a hard thinking and they have to extent knowledge to get correct writing. When students are writing something like a diary, a short story, novel, etc, they have to produce some words, sentences, and paragraph at the same time. Not only that, but also they have to spell the words in right spelling and punctuate the sentences in suitable punctuation. Therefore, if the students want to be a good writer they have to master all aspect about writing.

1. The Definition of Writing

Writing is more than the language use to express and to communicate with others. According to **Maxine Hairstone**, "Writing is a tool for discovery. Writing generates new ideas by helping us to make a connection and see relationships."[37] When the students write they gather all information they need, collect them in coherent form, start writing, and let the writing lead them to understanding.

The opinion above is supported by **James C. Raymond** on his book; *Writing Is an Unnatural Act* stated:

Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well …, writing has a private importance as a tool for clear thinking, for sharpening our awareness of the realities around us, for solving problems and shaping arguments… Writing is also away of finding out what we know and what we need to learn. [38]

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[36]. S. Pit. Corder in Jacek Ficiak, *Contrastive Linguistics and Language Teacher*, (Oxford: Pergamon Press, 1981) P. 225

[37]. Maxine Hairston, *Contemporary Composition...,* P. 2

[38]. James C. Raymond, *Writing is Unnatural Act..., P.* 2

Rise B. Axelrod and **Charles R. Chooper** on their book; *The ST. Martine's Guide to Writing,* also said that, "Writing makes a special contribution to the way people think. When we write, we compose meanings, we put together facts and ideas and make something new…"[39] When students write, they collect various information they need and putting them together. They create a complex web of meaning in sentences and have different relationships to each other.

Furthermore, "Writing also contributes uniquely to the way we learn."[40] When the students take notes during lectures or as they read, writing enables them to store new information in memory. Writing also makes another important contribution to learning. Because it always a composing a new meaning, writing enables them to find and establish our own connections and networks of information and ideas. It enables them to clarify and deepen our understanding of a new concept and to find ways to connect it to other ideas within a discipline.

Moreover, the meaning of writing is not only the way of thinking and learning but also contributes to the personal development, "Writing on a subject make us active learners rather than passive receiver."[41] As students write, they become more potent thinker and active learner, they come eventually to a better understanding of themselves through the recording, clarifying, and organizing of their personal experiences and their innermost thought.

Beside that, writing is a physical act. It requires material and energy.[42] Like other physical act, to be performed skillfully, writing needs practice.

Based on the explanation above it can be concluded that writing is more than a medium of communication, it brings a special contribution to the way people think, contributes to the personal development and a physical act which need practice to be skillful.

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[39]. Rise B. Axelrod and Charles R. Chooper, *The ST. Martine's Guide to Writing,* (Boston: Houghton Mifflin Company, 1986) P. 1

[40]. Rise B. Axelrod and Charles R. Chooper, *The ST. Martine's Guide to Writing ...,* P.1

[41]. Rise B. Axelrod and Charles R. Chooper, *The ST. Martine's Guide to Writing ...,* P.1

[42].Sylvan Barnet and Marcia Stubbs, *Barnet and Stubbs' practical Guide to writing,* (Boston: Little, Brown and Company, 1975) P. 3

2. Kinds of Writing

Generally, there are three kinds of writing; those are Free Writing, Controlled Writing, and Guided Writing as explained by experts below:

a. Free Writing

Free writing is "just sitting down and writing what ever comes to your mind about a topic."[43] This opinion almost the same as Lois Robinson, he said, "In free writing, you first think in English and then you write what you think." It means that students just sit down with pen and paper, and write anything that comes to the mind without worrying about at all about spelling, grammar, or the like. To free write students just writing in ten full minutes without stopping. If they do not develop their ideas or get stuck, they just repeat what they just written.

b. Controlled Writing

Controlled writing is all the writing for which a great deal of the content and/ or form is supplies. In controlled writing the students are focused on getting words down on paper and in concentrating on one or two problems at a time; they are thus spared from tackling the full range of the complexity that free writing entails.[44] The technique of controlled writing is the students are given a passage to work such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue, and let them do it. Controlled composition focuses the students' attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax in context.[45]

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[43]. John Lagan, *Sentence Skills: Work Book for Writers,* (Boston: MacGraw-Hill, 2003) P. 17

[44]. Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983) P. 95

[45]. Mariane Celce-Murcia, *Teaching English as a Second or Foreign Language*, (Boston: Heinle and Heinle Publishers, 1991) P. 250

c. Guided Writing

According to **Lois Robinson**, "Guided writing is writing in which one cannot make a serious error so song as he follow that directions."[46] It means that if the students follow the instructions which are given by the teachers, they will not make a serious error. Guided writing is less control than controlled writing. In using this kind of writing, the students are given a first sentence, a last sentence, an outline to fill out, a series of questions to respond to, or information to include in their piece of writing. Students should be able to discuss, make notes, share findings, and plan strategies together before they begin to write.[47]

3. Forms of Writing

Forms of writing are required for different purpose. In general, writing can be divided into three forms: description, narration and exposition. Here are the definitions about those types of writings.

a. Description

Description is writing about the way persons, animals, or things apper.[48] It evokes place, scene, or time of day; we feel that we are there. Description tell about what the writer see, hear, touch, smell, and taste. It also talks about such features as size, shape, color, and sound.

Descriptive Paragraph Model:

Getting to Know Me

My name is Rika Bachtiar. I was born on January 14, 1990 in Malang. I have a brother and a sister. Their names are Andi Bachtiar and Tina Bachtiar. Andi is seventeen years old and Tina is five. I am pretty tall about 158 cemtimeters. I have short curly hair. My brother calls me "noodle" because my hair look like noodles.

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[46]. Lois Robinson, *Guide Writing...*, P. 2

[47]. Ann Raimes, *Technique in TEFL ...,* P. 103

[48]. James A.W Heffernan and John E. Lincoln, *Writing A College...*, P. 83

My favorite color is green. I like it because green is the color of trees and grass. My hobbies are reading and listening to music.

Taken from: Real Time, An Interactive English Course for Junior High School Studens' Year VII[49]

b. Narration

Narration or story telling is writing about a succession of events. It deals with a problematics events which lead to a crisis or turning points of some kind, which in turn finds a resolution. Narration includes short story, novels and news story.

Narrative Paragraph Model:

Girl in the Mirror

One day I was at a party when somebody dared me to go into a bedroom i the basement, turn off the light, and close the door. I had stayed there for five minutes. After about a minute, the light started flicker on and off. I was sure it was one of my friend playing a trick on me. About the third time the light flickers, I notice a beautifil girl in the mirror and her hand was reaching toward me. I heard a voice but I had a hard time to understand. I finnaly realized that the girl was uttering, "Beware, he's coming." I felt a tap on my back and all of a sudden, she was gone. I run out screaming and my friends made fun of me. The next night when my family was asleep, it rained so heavily and my cat, Roise, was dead.

Addapted from: www.horrortale.com[50]

c. Exposition

Exposition is writing that explains. It explains an abstract idea by using illustration, comparision and contrast. It includes editorials, essay, and informative and instructional materials. The rules for exposition are clarity, conciseness, and vigor.[51]

Exposition Paragraph Model:

A myth, in its simplest meaning is a story about a god, or some being comperable to a god. Hence myth usually hrow up in close association wiyh

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[49]. Nina Bates, *Real Time: An Interactive English Course for Junior High School Students Year VII*, (Jakarta: Phibeta Aneka Gama, 2005) P. 12

[50]. Th. M. Sudarwati and Eudia Grace, *Look Ahead: An English Course for Senior High School,* (Jakarta: Erlangga, 2007) P. 67

[51]. Donald Hall, *Writing well…*, P. 223

religious, but, because they are stories, they also belong to literature, especialy to narrative, fictional and dramatic literature with internal characters. It make no difference to its relation to literature whatever a myth is believe to be true or false. Classical mythology became purely literary after the religions associated with it died, but from literay point of view we may speak Christian and Hindu mythology even when the attitude toward it is also one of religiouse acceptance.

Addapted from: Northrop Frye, "Mythand Poetry[52]

4. The Role of Writing in Language Learning

Writing has many significant function. Here are the significant funtion of writing:

a. Writing is a tool for discovery. The writer stimulates their thought process by the act of writing and tap into information and images they have in their unconsiuous minds.

b. Writing generates new ideas by helping the writer to make connections and see relationships.

c. Writing help the writer to organize their ideas and clarify conceps. By writing down ideas they can arrange them in coherrent form.

d. Writing down ideas allow the writer to distance overselves from them and evaluate them.

e. Writing help the writer to absob process information: when they about a topic, they learn it better.

f. Writing enable the writer to solve problems: by putting the elements of the problem into a written form, they can exemine and manipulate the problem.

g. Writing on a subject makes us active learners rathertahn passive receiver informatiom. [53]

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[52]. Donald Hall, *Writing well…*, P. 224

[53]. Maxine Hairston, *Contemporary Composition...*, P. 2

CHAPTER III
SCHOOL PROFILE

A. The Description of the School

"SMAN 1 Rumpin Bogor" is a public school. It belongs to department of Education. SMAN 1 Rumpin located on Jl. Prada Abdullah Rumpin, Bogor. The school was established on June 23 1987.

There are 28 teachers which teach 363 students in "SMAN 1 Rumpin Bogor" which divided into three grade 144 students in first grade, 113 students in second grade, and 106 students in third grade.

The school consists of 22 rooms. They are 9 classrooms, 1 laboratory, 1 library, 1 art room, 1 "UKS" room, 1 counseling room, 1 headmaster room, 1 teacher room, 1 administration room, 1 OSIS room, and 4 restroom.

B. Vision and Mission

1. Vision

To make all the school members religious, dignified, smart and discipline.

2. Mission

    a. Achieving curriculum development.

    b. Developing the physic, mental, and spirit based on faith and "taqwa" to Allah.

    c. Developing the academic ability, sport, culture, and art with school as the optimal education environment.

    d. Achieving the conductive environment for teaching and learning process.

C. The English Teacher

SMAN 1 Rumpin has 3 English teachers. The description the English teachers shown in the following table:

Table 1

The English Teacher of "SMAN 1 Rumpin"

No	Name	A Graduated from	Teaching Experience	Teaching at Grade	Statues
1.	Yuyun Sri Wahyuni, S.Pd.	University of Ibnu Kholdun, Bogor, 2000	9 years	XII	Part timer
2.	Muhamad Yunus S.Pd.	UHAMKA, 2000	9 Years	XI	Part timer
3.	Neng Mimin, S.Pd.	Sekolah Tinggi Ilmu Tarbiyah Muslim Asia Afrika 2007	2 years	X	Part timer

D. The Teaching Method

To reach the English teaching learning target, the teaching method has to be selected precisely. Most of teachers use Communicative Language Teaching because it more suits to support the English Curriculum Target.

Communicative Language Teaching is a teaching method which starts on a theory of language teaching starts from a communicative model of language and

language use. It is focus on the abstract abilities speaker's posses that enable them to produce grammatically correct sentence in a language. Hymes stated that, "Communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community."

There are some characteristic of communicative view of language follows.

1. Language is a system for the expression of meaning.
2. The primary function of is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structure features, but categories of functional and communicative meaning as exemplified in discourse.[54]

E. The Curriculum

SMAN 1 Rumpin has already applied "KTSP (Kurikulum Tingkat Satuan Pendidikan)" which focused on students acquiring of communication ways of target language; such as interpersonal and transactional conversation, genre of writing text, and literature understanding in learning language.

"KTSP" is a curriculum which gives teacher freedom to develop their syllabus, method, and material based on students' need and the environment. However, teachers cannot develop the component of teaching learning as they want. It should be based on standard competence and based competence which is arranged by the government.

There are some opinions from the experts about KTSP. According to Drs. Narsius Sudaryono "KTSP" has three aspects that are indicators, materials and learning activity. He noted that:

> Tiga aspek pokok yang menjadi pilar KTSP adalah indikator, materi, dan kegiatan pembelajaran. Indikator dapat dirumuskan sebagai kompetensi yang paling spesifik. Indikator ini yang akan menentukan keseluruhan isi dan proses pembelajaran. Materi dapat dikategorikan baik jika materi yang dimaksud mampu mengembangkan kemampuan berpikir tingkat tinggi

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[54]. Jack C. Richards and Theodore S. Rogers, *Approach and Methods in Language Teaching: A description and analysis,* (New York: Cambridge University Press, 1987) P. 69-71

siswa serta selaras dengan irama pertumbuhan anak dan dekat dengan kehidupan siswa. Kegiatan belajar harus berorientasi pada siswa. Pendekatan ini akan merangsang pola pikir tingkat tinggi siswa, memberi keleluasaan pada siswa untuk belajar bekerja sama, dan medukung mereka untuk bersosialisasi terhadap apa saja yang ada dalam hidupnya.[55]

Hibertus Sumarjo analyzed that KTSP is oriented on competence. It means that the purpose and the content are focused on mastering some competence such as cognitive, psychomotor, and affective aspect. There are five steps in implementing KTSP as follow:

a. Standard Competence

b. Base Competence

c. Indicator

d. Materials

e. Evaluation [56]

Based on the opinions above it can be seen that "KTSP" is a curriculum which focus on students' need and gives teacher freedom to develop their syllabus, method, and material based on students' need.

[55]. Drs. Sarkim T., *Lahir Prematur, Perlu Penegakkan Otonomi Sekolah*, Educare No.4/IV/Juli 2007, P.5-6

[56]. Heribertus Sumarjo, *KTSP Mengenmbalikan Otonomi Guru*, Educare No.4/IV/Juli 2007, P. 40

CHAPTER IV
RESEARCH METHODOLOGY AND FINDING

A. Research Methodology

1. The Objective of the Study

The objective of the study in this paper is to find out the error that made by the students of "SMAN 1 Rumpin" and the causes of their error in writing descriptive text.

2. Method of Research

In this research, the writer used the descriptive analysis study. At first, the writer focused on the problem such as the errors on the parts of speech, sentence pattern, subject-verb agreement, and verb tense. Then, she collected by giving the second grade students of "SMAN 1 Rumpin Bogor" an writing test and analyze them through classifying them into four aspects as mention before. Finally, the writer interpreted the data about what kind of errors that mostly students made and the cause of those errors in writing descriptive text.

3. Instrument of Research

The writer used a writing test as the instrument for collecting the data. For the test, the writer asked the students to write a descriptive text which the topic about describing person, animal or thing. The students had to make a short text relate to the topic given. (*See appendix*)

4. Population and Sample

The population of this research is the 113 second grade students of "SMAN 1 Rumpin Bogor". The writer took the 37 papers of 113 randomly to fulfill her research.

5. Technique of Data Analysis

For the research, the writer us   ative method. At first, the writer analyzed the students' errors. Then, she classified and calculate them. In addition, she tabulated the data of parts of speech, sentence pattern, subject-verb agreement, and verb tense. The last she interpreted the data and concluded them to know the highest error that the students made and the cause of those errors in writing descriptive text.

6. Time and Location

The research was conducted at "SMAN 1 Rumpin" Rumpin-Bogor, from August 24th-31st 2009.

B. Research Finding

1. Data Description

In this sub-chapter, the writer discussed about the description of students' error in writing descriptive text. Their errors are using parts of speech, sentence pattern, subject-verb agreement, and verb tense. The examples of errors on using part of speech are as follows:

a. **She** hobby is singing.
b. I put on a necklace in **she** neck.
c. **Her** has black eyes, straight hair, and white skin.
d. This country is very strategic because **it** position

Moreover, the examples of errors on sentence pattern are as follows:

a. I feel **enjoyed** with her
b. Her **drink favorite** is Pop Ice.
c. Her **hobby reading** book and magazine.
d. He has **face handsome and round, his skin white, his black hair, his black eyes,** and flat nose.

Then, the examples of error on using subject-verb agreements are as follows:

a. He **like** playing basketball and volleyball

b. He **live** in Waru Jengkol Ciseeng.

c. He **have** yellow fur, green eyes and flat nose.

d. She always **make** me smile.

Finally, the examples of error on using verb tense are as follows:

a. She **was** very active.

b. Now, he **was** twenty years old.

c. She **was** 16 years old.

d. My father **give** it to me as a birthday present.

They are some examples of students' errors in writing descriptive text. For further description of students' errors, the writer put it in the appendix. (*See appendix*)

2. Data Analysis

The writer analyzed that the most students made errors in sentence pattern, parts of speech, subject-verb agreement, and tense. The reason why most students made errors in writing descriptive text is because the influences of their mother tongue.

Most students translated the Indonesian language into English directly. In sentence pattern, most students did not use the correct sentence pattern which consist of subject, predicate, and object. Most of them did not put the correct pattern in their sentence. The example of this error is "He has face handsome." This sentence is wrong. It should be "He has a handsome face." Besides that, the students did not put the auxiliary verb "to be" for nominative sentence. For example, "Her hobby reading book and magazine." It should be "Her hobby is reading book and magazine."

Furthermore, the students could not make subject and verb agree in their sentence. They did not use singular and plural form correctly. For instance, "He **like** playing basketball and volleyball." It should be "He likes playing basketball and volleyball." Another example is, "He **have** yellow fur, green eyes and flat nose." this sentence is wrong. It should be "He has yellow fur, green eyes and flat nose." It can be inferred that the students who made those sentence were influenced by their mother tongue language in this case Indonesian language. There is no subject-verb agreement in Indonesian language because it is no difference between singular and plural form.

Mother tongue influences the most students when they write descriptive text. They did not use the proper pronoun and noun. The example of this case is "Her has black eyes, straight hair, and white skin." This sentence should be "She has black eyes, straight hair, and white skin."

Moreover, the students did not use the proper tense on their writing. The students know about the tense rule but they still confuse in using tense in their writing. The example of student's error in this case is "My father give it to me as a birthday present." It should be "My father gave it to me as a birthday present." Another example is "She was 16 years old." This sentence is wrong. It should be "She is 16 years old."

The above errors could happen because of the influence of student's mother tongue. They thought in Indonesian way when they wrote in English. So, their writing seems ambiguous and not clear.

In conclusion, the errors which students made in writing descriptive text are sentence pattern, subject-verb agreement, parts of speech, and verb tense. The reasons why they made these errors are because of the influence of their mother tongue. They thought in Indonesian way when they wrote in English. So, their writing seems ambiguous and not clear.

3. Data Interpretation

After analyzing the students' errors, the following table interprets the students' errors:

Table 2

The Sequence of Students' Errors

No	Types of Error	Frequency of Error
1.	Sentence pattern	100
2.	Subject-verb agreement	35
3.	Parts of speech	32
4.	Verb tense	6

The table above shows that sentence pattern is the highest frequency of errors with number of the error is 100 errors. They did it because they were still influence by their mother tongue. They did not put the sentence pattern well such as subject, predicate, object, and complement.

The second rate of error frequency is subject-verb agreement. The error number is 35 errors. It can be seen that most students could not make subject and verb agree. The reason why they still made the subject-verb agreement error is the influence of their mother tongue. In Indonesian language there is o difference between singular and plural.

Then, the error frequency of parts of speech is 32 errors. In this type of error the students could not use the proper pronoun and noun. The cause of this error was their mother tongue interference.

The last error is verb tense. The frequency of this error is 6 errors. In this frequency can be seen that some students found difficult to use the correct form of verb tense. In Indonesian language there are no tense changes. It is influence the way of students thinking when they write in English.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the data on the previous chapter, the writer concludes that the type errors that made by the second grade students of "SMAN 1 Rumpin" in the descriptive writing are sentence pattern 100 errors. In sentence pattern, most students did not use the correct sentence pattern which consists of subject, predicate, and object. The reason why most students made this error is the influence of their mother tongue. Second error is subject-verb agreement. Students made 35 errors in this case. They did not use singular and plural form correctly. This error happens because there is no difference between singular and plural subject in Indonesian language. The third error is parts of speech. It is 32 errors. They did not use the proper pronoun and noun. The reason why the students made this error is mother tongue influences. It is influence the most students when they write. The last error is verb tense. In this case students made 6 errors. In Indonesian language there are no tense changes. It is influence the way of students thinking when they write in English. In conclusion, the errors that made by the second grade students of "SMAN 1 Rumpin Bogor" are caused by students' mother tongue interference.

In this chapter, the writer does not put any suggestions because who will be given the suggestions, teacher or students. This "skripsi" will be read by certain college students who do the research.

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Table 3
Types of the Students' Error and Its Frequency

No	Students' Original Writing	Classification	Cause of Error	Total Error
1.	Indonesia Indonesia is mostly island country in the world. It loan in equator flish, it's couse Indonesia has tropical climate. This country very strategic because it position in meanwhile two continents and two oceans, it's Hindia and Pasific, Asia continent and Australia continent. So that Indonesia has Beautiful nature.	Sentence pattern Part of speech (pronoun) Sentence pattern	The student translated the Indonesian language into English directly and he did not know how to use the pronoun properly.	3
2.	My Brother My brother name is Ahmad Djamiludin, he is nineteen years old, he had a black hair, white skin. He is very kind and diligent in everything. He is like helped at me have a problem and he is like football. and his job every day is traener.	Part of speech (pronoun) Subject-verb agreement	The student did not know how to use the pronoun properly and the differenced between singular and plural form	2
3.	~My Brother~	Sentence pattern	The student	3

	my brother his name <u>Wesul</u>. He has face a handsome and round, his skin white, his black hair, his black eyes, and flat nose. <u>He has</u> hobby play foot ball, playstation, and listen music, <u>he has pet that is a cat and He my brother a good.</u>	Part of speech (pronoun) Sentence pattern	translated the Indonesian language into English directly and did not know how to use the pronoun properly.	
4.	My Body <u>Aji is boy student high school of SMA Rumpin. Of class XI IPA</u>. <u>He Tall, Black hayir, nose rather big, Black eyes and Skin Brown</u>. <u>He like Playing</u> Basketball and, Volleyball, <u>Because the sport to make healthy body.</u> <u>He have also</u> idol a lobin James, Tony Parker and Dwine howard.	Part of speech (noun) Sentence pattern Sentence pattern Subject-verb agreement Sentence pattern Subject-verb agreement	The student did not know how to use the noun properly, translated the Indonesian language into English directly and did not know the difference between singular and plural form	6
5.	Me Hallo, my full Name is Anggun Alfiani Rahmah. my nick name is Anggun or Alfiani. I live in Kp. Kelapa Tiga. I was born in Bogor at 12 Mei 1993. I have one brother and no sister. My school is SMAN I Rumpin. My face is	Part of speech (noun) Part of speech (noun) Sentence pattern	The student did not know how to use the noun properly and translated the Indonesian language into English directly	3

	round. <u>I have a long hair</u>. I thin body. <u>I have many friend.</u> Because I'm very happy, little Censorious. my hobby is to listen radio, I don't like with Cat, and Worm, I have small lips. And people say that <u>I nice</u>.			
6.	"My Friend" I <u>has my friend she was girl</u>, her name is Tanti, she is beautiful and kind with me. <u>I feel enjoyed with her</u>. <u>She has hair straight and her skin is Brown dark.</u> She was very active. <u>She is hobby dance</u>, play basket ball, listening music. <u>She was like cartoon figure "DORAEMON".</u>	Sentence pattern Sentence pattern Sentence pattern Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly	5
7.	My Sister <u>My sister name is Merira Imannisa.</u> She is fourteen years old. She is short <u>her tall 150 centimeters.</u> <u>She has a black hair</u>, blue eyes and white skin. <u>She is school in SMAN 1 Rumpin, at class X2.</u> She has <u>many friend</u>, because <u>her very friendly</u>. She has oval face, little nose <u>but in her face haved zone.</u> <u>I'm very love with her, because her is my sister,</u>	Sentence pattern Sentence pattern Part of speech (noun) Sentence pattern Part of speech (noun) Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly and did not know how to use the noun properly	7

	cute and funny that.			
8.	Dwiki is a student of XI grade of IPA. He to know student he funny and Like for friends to laugh, with way of acting. He have black hair and have feather eyes bent, to have body small. He Like a football. He have Idol a C. Ronaldo "CR9"	Sentence pattern Subject-verb agreement Sentence pattern Subject-verb agreement Subject-verb agreement	The student translated the Indonesian language into English directly and did not know the difference between singular and plural form	5
9.	My Pets I have one pets. He is a cat. He name is Pussi. He have yellow fur and green eyes and he have flat nose. He is very sweety and fat. He is very clever but sometimes he is stupid. I used nekless in he neck. He is very like fish and eggs. I very love. My father give it me as birthday present. I like my pets and I like cats.	Part of speech (Pronoun) Part of speech (pronoun) Subject-verb agreement Part of Speech (Pronoun) Sentence pattern Part of speech (Pronoun) Part of speech (pronoun) Sentence pattern Sentence pattern Tense	The student did not know how to use the pronoun properly, the difference between singular and plural form, translated the Indonesian language into English directly, and confused in using the correct tense	9
10.	MY TEACHER I have a teacher. Her name	Sentence pattern Sentence pattern	translated the Indonesian	6

		Tense	language into	
	is Lia Ekawati. She is English teacher in SMPN 1 Rumpin. She is beautiful and friendly. Her face is oval. <u>She has brown eyes. And she has pointed nose, white skin, and using a veil.</u> Mrs. Lia is a famous teacher between the students. Because she teach very well. Many students like her. <u>She has a smooth voice and her lips is small.</u> She is tall and smart too. <u>She teach I when I am at seven grade.</u> She has husband now. But I forget <u>her</u> name. Mrs. Lia is my favorite teacher. She is diligent teacher. <u>She always come</u> to my class on time.	Tense Part of speech (Pronoun) Part of speech (Pronoun) Subject-verb agreement	language into English directly, confused in using the correct tense, did not know how to use the pronoun properly and did not know the difference between singular and plural form	
11.	"Me" My name is Haris Priyadi. <u>I like Play music. My Favorit Player musik is Slash guitarist "Gun N Roses" I very love his song is "Sweet Child Mine"</u> I live in Sukasirna 19/08, Jln Raya Cicangkal. Tamansari. My weight is 50 kilograms with height 160 centimeters. <u>My color hair is black with straight small hair.</u>	Sentence pattern Sentence pattern Sentence pattern Sentence pattern Sentence pattern Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly	7

	My colour skin is not very black. And finally I school in Smaroe. I go to school with my friend together by motor cycle.			
12.	Gian is a student Boy of class XI IPA. With high body 165 centimeters and weight body 45 kg. He like a playing football, playing basketball and playing playstation 2. he have black hair, black eyes, rather big nose, Skin brown. He want to be a police. He also have Idol a Cristian Ronaldo, Kaka, Gerrard and Kobe Braynt. He is a Moslem.	Sentence pattern Sentence pattern Subject-verb agreement Sentence pattern Subject-verb agreement Sentence pattern	The student translated the Indonesian language into English directly and did not know the difference between singular and plural form	6
13.	My Sister I have a sister, Naila Haerani her name. She is funny, cheerful, smart n nice person. Usually I call Lala. Lala born in Bogor 26 November 2001. She has long hair, black brown eyes, small lips n oval face. She has sweet smile. Lala have hobby reading Legend book, because she happy reading legend. She happy legend is Cinderella n snow white. Now she is class	Subject-verb agreement Sentence pattern Subject-verb agreement Sentence pattern Sentence pattern Sentence pattern Sentence pattern	The student did not know the difference between singular and plural form, and translated the Indonesian language into English directly	7

	three in elementary school. In school lala is smart students because she always get the best value.			
14.	Putri is My First Love Putri is student of SMAN 1 Rumpin. her home is Janata. She is cute girl, her hair is long. She is diligent girl. She has a cat. the name is pretty. She is beautiful girl, she has small eyes. She is a short girl. Her hobby is eating. She like the flower. her number Hand Phone is 085781554938. her food favorite is Mie and her film favorite is Hunter X Hunter and Samurai X. her drink favorite is pop ice. She has skin white.	Sentence pattern Part of speech (noun) Part of speech (pronoun) Subject-verb agreement Sentence pattern Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly, did not know how to use the noun and pronoun properly, and did not know the difference between singular plural form	7
15.	KIM BUM Kim Bum is actor and model in Korea. He enough popular in there. He has black eyes, white skin, pointed nose, straight hair and tall. His hobby is playing skateboard. Now, he was twenty years old. He is very cute, handsome and cool. In the film Boys Before Flowers he is the most handsome boy. And he have a girl friend. Her name is Kim So	Part of speech (noun) Sentence pattern Sentence pattern Sentence pattern Subject-verb agreement	The student did not know how to use the noun properly, translated the Indonesian language into English directly, and did not know the difference between	5

	eun.		singular plural form	
16.	My Brother He is hand some boy. <u>He is very tall and he have a eyes brown, hair black, and skin white.</u> <u>He</u> is age eight teen. <u>He is work</u> in PT. Gas Elpiji. He is very kind to me. <u>But to me if he angry with me he not speak. Favorite my brother "IWAN FALS" and my brother dislike if me not use fail.</u>	Sentence pattern Subject-verb agreement Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly and did not know the difference between singular plural form	4
17.	My Sister Dara is student of SMAN 1 Rumpin. She is <u>beautiful Girls</u> at SMAN 1 Rumpin. She is smart and dilegent. <u>She has face beautiful and long hair black.</u> She has black eyes and her hobby is singing, Drawing and Reading Novel. <u>She is class XII IPA and she her body language beautiful and here small live</u>. <u>She Like</u> Javanese story and literature. <u>Her favorite is chiken, meat ball and favorite drinks is pop ice.</u>	Part of speech (adjective) Sentence pattern Sentence pattern Subject-verb agreement Sentence pattern	The student did not know how to use the adjective properly, translated the Indonesian language into English directly, and did not know the difference between singular plural form	5
18.	A NEW FRIEND I want to introduce some one to you. She is my	Tense Subject-verb agreement	The student confused in using the	3

	new friend in the class. Her name is Heni Winarni. Ok…please remember that. She is a girl of course. She was born on Augustus 22ⁿᵈ 1993. <u>Now, she was 16 years old.</u> Heni's religion is Islam. So, I don't know her hair because <u>she wear fail</u>. She is a funny girl. <u>She always make</u> me smile. Her hobby is reading books. She will be my best friend. And your friend too.	Subject-verb agreement	correct tense and did not know the difference between singular plural form	
19.	I am <u>My name is Linda Kurniasih, my nick name is Linda</u>. I was born in Bogor at 12ᵗʰ October 1993. I have three brothers and <u>four sister</u>. Yeah <u>this is big family</u> but <u>I not feel shy</u>. I am fat and tall. I have flat nose. <u>My hair is long black, and wavy, but in school I use fail.</u> In school I have many friend, house too. My hobby is laughing, but I don't like to be laughed. I like yellow and green. <u>Sometimes my friend in the classmate always call me "LINDADS" because my name Look Like "LIMBAD" The master Indonesia.</u> He ..he..he..	Sentence pattern Part of speech (noun) Part of speech (noun) Subject-verb agreement Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly, did not know how to use the noun properly, and did not know the difference between singular plural form	4

	But I Like it.			
20.	**My Best Friend** He is boy. His name is Ujang Roby. <u>He is friend to school</u>. He is friendly. <u>He live</u> in Waru Jengkol-Ciseeng. <u>The characteristic is he</u> has brown skin, his tall 175 centimeter, <u>black eyes, short hair</u>. His favorite food is Chiken mie. His hobby is playing football. <u>His Habit he don't shower.</u> His weight is 52 kilograms. He is Friendly. <u>He helped to people and me but he was very deaf.</u>	Sentence pattern Subject-verb agreement Subject-verb agreement Sentence pattern Sentence pattern Tense	The student translated the Indonesian language into English directly, did not know the difference between singular plural form, and confused in using the correct tense	4
21.	**My Home** A hut home is situated in the cross road of Ciseeng at Jln. Pasar Seeng. <u>With type very simple, but to take care of with good That is my home. Home to make from fence wall with to paint white and in creased color pink in front of home.</u> My home to from six room That is: <u>two bedroom</u>, dinning room, living room and one rest shed. That is My home.	Sentence pattern Sentence pattern Part of speech (noun)	The student translated the Indonesian language into English directly and did not know how to use the noun properly	3

22.	Intan	Part of speech (noun)	The student did	6
	Intan is student girls at SMAN 1 Rumpin. She is at teen-four grade. She is student beautiful smart. Her home is located village Bojong Sari. She has beautiful face, black hair, black eyes, and white skin. She is short girl but beautiful. Her hobby is reading book and magazine. She has six friends that are Hanna, Pipit, Mella, Fitri, Esta and Winda. Her favorite cooking Indonesian and favorite drink strawberry Jus. She has brown cat cute, she really love it.	Sentence pattern Sentence pattern Part of speech (noun) Sentence pattern Sentence pattern	not know how to use the noun properly and translated the Indonesian language into English directly	
23.	My Home	Subject verb-agreement	The student did	3
	My home is located in Kp. Kadusewu Desa Rebak Kec. Rumpin Kab. Bogor. My Home consist of 6 room 3 bedroom, 1 living room, 1 kitchen and one bath room. My Home is in the west and many plant grow around my home.	Part of speech (noun) Part of speech (noun)	not know the difference between singular plural form and did not know how to use the noun properly	
24.	CAT PET	Sentence pattern	The student	7
	I have one family cat. She cat really beautiful. She have fur this really soft and clean. She colour white. She	Sentence pattern Subject-verb agreement Sentence pattern	translated the Indonesian language into English	

	have blue eyes. And <u>Foot this short</u>. <u>Every day me to give eat and one cup milk</u>. <u>She</u> name is Ryrie.	Sentence pattern Part of speech (pronoun) Part of speech (pronoun)	directly, did not know the difference between singular plural form, and did not know how to use the pronoun properly	
25.	**My Little Brother** I have a little brother. His name is Vikri Abdi Nusa. He is very cute. Besides that, he is very annoyed. <u>His hair is short curly</u>. <u>He is fat because in one day he eat four times.</u> He is ten month olds. <u>He has pointed nose. He</u> has a skin white. <u>He is very like animals specifically for cat.</u> Besides that, <u>he like</u> vegetables. Although he is still little, but he is not whine. My brother is very cheerful. He has big eyes and <u>cheek chubby</u>. <u>I very love my brother.</u>	Sentence pattern Sentence pattern Sentence pattern Subject-verb agreement Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly and did not know the difference between singular plural form	6
26.	**My Cat** <u>My cat is name jerry</u>. She is very cute. She has black and white fur, a long tail, green eyes, and little noise. She is like eating fish and like to play with me. <u>She is very spoiled and</u>	Sentence pattern Sentence pattern Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly	4

	because she is still little. I like carrying to play. I love very much to my cat.			
27.	**My Sister** My sister name is Nadin Sahara. She is sweet. <u>She has a black and curly hair, white and soft skin, and brown eyes</u>. She is three years old. <u>She</u> hobby is singing and <u>the</u> favorite animal is cat. She is a beautiful girl among her friends. <u>I'm very like, love and very need to her because he is a beautiful and kind Baby.</u>	Sentence pattern Part of speech (pronoun) Part of speech (pronoun) Sentence pattern	The student translated the Indonesian language into English directly and did not know how to use the pronoun properly	4
28.	**Rabbit** I have Rabbit in my house. She is beautiful and smart. <u>She have Fur white, black and a long tail, big eyes, she is big ear fool short</u>. My rabbit name is Nanda. She is very cute and <u>she like</u> carrot, but smell bad.	Sentence pattern Subject-verb-agreement	The student translated the Indonesian language into English directly and did not know the difference between singular plural form	2
29.	**My Favorite Actor** During I live I really like someone. He is an actor. Dude Herlino his name. I really like him. I think he is really	Subject-verb agreement Subject-verb agreement Part of speech	The student did not know the difference between singular plural	5

		(pronoun) Subject-verb agreement Tense	form, did not know how to use the pronoun properly, and confused in using the correct tense	
	different from other Actor. He is really handsome, smart, religious, and the best actor. He has white skin. He always look cool. He look wise and I think he is very kind.

He has good style and always be favorite actor. He eyes really brown and he has pointed nose. He is very religious and like that. He never make a big mistake during to be an actor. Many people like him. He has favorite ustad. The name is Quray Shihab. He is 27 years old. And he want marry soon. That is bad new for me. But I will always like him forever and I hope I can meet with him. | | | |
| 30. | My School

My school is located in Rumpin. Its name is SMAN 1 RUMPIN. This school is very Good and Comfortable for study in the school. There are some building and big yard. There are Ten class of SMAN 1 RUMPIN consist of for in the ten class, one IPA class, Two IPS class of eleven class and twelve class consist of one IPA | Sentence pattern Part of speech (noun) Sentence pattern Sentence pattern Sentence pattern | The student translated the Indonesian language into English directly and did not know how to use the noun properly | 5 |

	class, and three IPS class. The headmaster name is Drs. Agus Rusliana. He said that this school built at 1987. and now twenty years old.			
31.	INNE NURAJIZAH Inne Nurajizah is a student of SMAN 1 Rumpin. Her has black eyes, straight hair and white skin. Her beautiful. Her 15 years old. Her very like a cat. Her house is very many cat. Her like play playstation with little brother. Her hobby is drawing, reading novel and listening to the music. Her actor favorit3 is Kim Bum. and her singer favorite is delon.	Part of speech (pronoun) Part of speech (pronoun) Part of speech (pronoun) Part of speech (pronoun) Sentence pattern Part of speech (pronoun) Sentence pattern	The student did not know how to use the pronoun properly and translated the Indonesian language into English directly	7
32.	"My Mother" My mother is a beautiful woman for me. Her name is Cutika. She has white skin and brown eyes. My mother wear glass and veil. Her hobby is reading book or novel. She work as headmaster. She is always patient to face problem. She very lovely with her family and I always love her.	Subject-verb agreement Subject-verb agreement Sentence pattern	The student did not know the difference between singular plural form and translated the Indonesian language into English directly	3
33	My Tiger	Sentence pattern	The student	6

.	My Tiger name is Siti Jubaedah and he is two years old. He has soft skin, big nose. He tall about 50 centimeters he weight about 27 kg. He's tooth hard and he's lame has long tail like with chicken. I'm very like him. Because he is cute and beautiful animal.	Part of speech (pronoun) Sentence pattern Part of speech (pronoun) Sentence pattern Part of speech (noun)	translated the Indonesian language into English directly, and did not know how to use the pronoun and noun properly	
35.	My Best Friend I have a friend. His name is Tendi Fauzi. He is friend to school. He is friendly. His Hobby is playing football. He lived in Kp. Cisirung-Rumpin. He have twin brother the name is Andi Fauzi. He school is SMA N 1 PARUNG. She drive motor cycle to his school. the characteristics he is brown skin, his tall 170 centimeter, black eyes, short hair, his favorite food is chiken mie, his wight is 45 kilogram.	Sentence pattern Tense Subject-verb agreement Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly, confused in using the correct tense, and did not know the difference between singular plural form	5
36.	My Fussy Sister I have a sister, her name is Reni. Reni is a fussy girl in my family. Reni is fifteen years old. She has long curly black hair, brown eyes, pointed nose, and she wears glasses too. She is	Subject-verb agreement Sentence pattern Subject-verb agreement	The student did not know the difference between singular plural form and	3

			translated the Indonesian language into English directly	
	rather tall about 152 centimeters. Her favorite color is pink. <u>She like</u> watching "Boys Before Flowers" too. I think she is the best sister. <u>Because she always help me although she is fussy girl.</u> She has brown skin, thick lips and so fat so she called as "Manohara." <u>She want</u> to be a reporter in the future. The feeling very needle for her because she is fussy.			
37.	Omeng I have one pets it is a cat. <u>Her name is Oma but I called she omeng, because if omeng hungry she will crying "meeeng ….." tolong.</u> <u>She have</u> white and brown fur, yellow eyes, small nose and small lips, she have a long tail, big body, and fat. She is blaster of angora and persia's cat. She like Whiskas biscuits. She is very beautiful because I put on necklace in <u>she</u> neck. Sometimes, I hate Omeng because <u>she like</u> to pound everywhere in pillow, clothes, kitchen, etc. <u>Sometimes</u>	Sentence pattern Subject-verb agreement Subject-verb agreement Sentence pattern Sentence pattern	The student translated the Indonesian language into English directly and did not know the difference between singular plural form	5

	my mom to angry and she can strike and omeng running. I just smile because she is stupid. But My family very love Omeng.			
38.	My mother" My mother her name Hj. Eti. She has black eyes, white skin, hair short black hair, round face and flat nose. If she smile there are two rice mother in the cheek. My mother has big body and she is not very tall. Her hobbies are cooking and watching Cinta Fitri movie. She is diligent worker. My mother is wonder woman.	Sentence pattern Sentence pattern Part of speech (noun)	The student translated the Indonesian language into English directly and did not know how to use the noun properly	3