AN ANALYSIS ON STUDENTS’ GRAMMATICAL ERRORS IN DESCRIPTIVE TEXTS WRITING
(A Descriptive Study in the Second Year Students of MTsN Satu Atap-Balaraja)

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JAKARTA
2013
AN ANALYSIS ON STUDENTS' GRAMMATICAL ERRORS IN DESCRIPTIVE TEXTS WRITING
(A Descriptive Study in the Second Year Students of MTs Negeri Satu Atap Balaraja)

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Presented to the Faculty of Tarbiyah and Teachers' Training in a Partial Fulfillment of the Requirements for the Degree of Strata 1 in English Language Education

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JAKARTA
2013
ENDORSEMENT SHEET

The "Skripsi" (Scientific Paper) entitle "AN ANALYSIS ON STUDENTS’ GRAMMATICAL ERRORS IN DESCRIPTIVE TEXTS WRITING (A Descriptive Study at the Second Year of MTs Negeri Satu Atap Balaraja), written by Rini Meliayanti, student’s registration number 207014000051 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on July, 22nd 2013. The "skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd." (S-1) in English Language Education at the English Education Department.

Jakarta, July 22nd 2013

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Dosen Pembimbing: Drs. A. M. Zainuri, M. Pd.

 dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 11 Juli 2013

Mahasiswa Ybs,

[Signature]

Rini Meliyanti

207014000051
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All praise be to Allah Lord of the world, who has given Mercy and Blessing so that the writer can accomplish his paper. Peace and salutation be upon the Prophet Muhammad SAW, and his family, companions and his faithful forever.

This paper is presented to English Education Department, Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University, Jakarta a partial fulfillment of the requirements for the degree of Strata 1 (S1).

In this opportunities, the writer would like to express her greatest appreciation to her beloved parents, Adih bin Karta and Ratnaningsih, who gave irreplaceable encouragement and patience to motivate the writer to finish her study, thanks for the guidance and supports in her various endeavors.

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Jakarta, May, 1st 2013

The writer
Meliyanti, Rini, 2013, *An Analysis on Students’ Grammatical Errors in Descriptive Texts Writing at the Second Grade of MTs Negeri Satu Atap Balaraja*, Skripsi, English Education Department, Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Adviser: Drs. A. M. Zainuri, M.Pd.

Key Word: Error and Descriptive Paragraph

The objective of the research is to know some common errors made by the students of the second grade of MTs Negeri Satu Atap Balaraja in writing descriptive paragraph and to know its causes. The subjects of this research were consisted 27 students of second grade junior high school.

The method used in this study is Descriptive Analysis Research. The data of this research were gathered from the descriptive text written by the second grade of MTs Negeri Satu Atap Balaraja. In this research, the writer used classification of errors based on Batty Scramfter Azar’s book including singular-plural, word form, word choice, verb tense, addition, omission, word order, spelling, punctuation, capitalization, article, and pronoun. The technique of data analysis used by the writer in this research is quantitative and qualitative analysis. The quantitative analysis used to count the percentage of the student’s errors, which uses the formula: P=F/N x 100%, P=Percentage, F=Frequency of error occured, N=Number of cases (total frequency). The qualitative analysis used to describe or interpret the result of quantitative analysis.

By analyzing the students’ answer sheet, the writer obtained their scores of the test result and found that there were 20,9% students who made errors in word choice, 11,6% students who made errors in omission, 10,2% students who made errors in punctuation, 9,7% students who made errors in verb tense, 7,2% students who made errors in capitalization, 6,6% students who made errors in addition, 6,3% students who made errors in spelling, 5,8% students who made errors in word form, 5,6% students who made errors in word order, 5,4% students who made errors in singular-plural, 3,9% students who made errors in article, 3,7% students who made errors in incomplete sentence, 2,4% students who made errors in meaning not clear, and 0,7% students who made errors in run on sentence.

The result of the research shows that the most errors that the students made are in “word choice.” This error occurred because of students’ mother tongue interference. The students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.
ABSTRAK

Meliyanti, Rini, 2013, *An Analysis on Students’ Grammatical Errors in Descriptive Texts Writing at the Second Grade of MTs Negeri Satu Atap Balaraja*, Skripsi, English Education Department, Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor : Drs. A. M. Zainuri, M.Pd.

Kata Kunci : Kesalahan dan paragraf deskriptif

Tujuan penelitian ini adalah untuk mengetahui kesalahan-kesalahan yang di buat oleh siswa kelas dua MTsN SA Satu Atap Balaraja dalam menulis paragraf deskriptif serta mengetahui penyebab terjadinya kesalahan tersebut. Subjek penelitian ini terdiri dari 25 siswa kelas 2 MTs.

Metode yang digunakan dalam penelitian ini adalah Penelitian Deskriptif Analisis. Data dalam penelitian ini diambil dari hasil tulisan siswa kelas dua MTsN SA Satu Atap Balaraja. Dalam penelitian ini, penulis menggunakan klasifikasi kesalahan berdasarkan pada buku Betty Scramfter Azar mencakup singular-plural, word form, word choice, verb tense, addition, omission, word order, spelling, punctuation, capitalization, article, dan pronoun. Dalam menganalisa data tersebut, teknik yang digunakan penulis adalah analisa kuantitatif dan analisa kualitatif. Analisa quantitatife digunakan untuk menghitung presentase kesalahan siswa, dengan menggunakan rumus: \( P = \frac{F}{N} \times 100\% \), \( P = \)Presentase, \( F = \)banyaknya kesalahan yang terjadi, \( N = \)total kesalahan seluruhnya. Sedangkan analisa kualitatif digunakan untuk menggambarkan atau menginterpretasi hasil dari analisa kuantitatif.

Dengan menganalisa lembar jawaban para siswa, penulis mendapatkan hasil dari tes dan menemukan sebanyak 20,9% siswa yang membuat kesalahan dalam word choice, 11,6% siswa yang membuat kesalahan dalam omission, 10,2% siswa yang membuat kesalahan dalam punctuation, 9,7% siswa yang membuat kesalahan dalam verb tense, 7,2% siswa yang membuat kesalahan dalam capitalization, 6,7% siswa yang membuat kesalahan dalam addition, 6,3% siswa yang membuat kesalahan dalam spelling, 5,8% siswa yang membuat kesalahan dalam word form, 5,6% siswa yang membuat kesalahan dalam word order, 5,4% siswa yang membuat kesalahan dalam plural-singular, 3,9% siswa yang membuat kesalahan dalam article, 3,7% siswa yang membuat kesalahan dalam incomplete sentence, 2,4% siswa yang membuat kesalahan dalam meaning not clear, dan 0,7% siswa yang membuat kesalahan dalam run on sentence.

Hasil penelitian menunjukkan bahwa kesalahan-kesalahan yang terbanyak yg dibuat oleh siswa adalah dalam “word choice.” Kesalahan ini terjadi karena pengaruh bahasa ibu siswa. Para siswa sering merasa kebingungan dalam memilih kata yang tepat dalam kalimat. Selain itu, mereka mencoba menterjemahkan kata perkata dari bahasa Indonesia ke dalam bahasa Inggris tanpa memperhatikan aturan-aturan bahasa Inggris.
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CHAPTER I
INTRODUCTION

This chapter presents the general account of the present study; it covers the background of the study, limitation of the problem, formulation of the problem, objective of the research, method of the research, and significance of the study.

A. Background of the Study

The rapid changing world will surely bring a lot of consequences. As the world is getting more and more open and peoples need increasing, people’s interacting with other people from different countries is inevitable. Moreover, the developments of economy as well as that of science and technology force people to cooperate and get along with one other.

Meanwhile, in interacting with others, people have to communicate. When they make communication, they need a medium. It is generally admitted that language is a medium of communication. By language, the people are able to interact with others in the world. It means that through language, people can express their ideas, whishes, thought, and desires. Most activities which involve more than one person requires a language. Language, therefore, plays a significant role in people’s life.

Problems, however, appear when people who come from different countries with different conditions, cultures and backgrounds meet and speak different languages. When they have to communicate and cooperate, they are confronted with a problem; they do not understand each other. Therefore, they have to master a certain language which they can understand each other. In that case, they have to master an international language.

English is one of the international languages that is widely used in the world. It has been used by many people from different countries. Most non-native speakers use it to establish relationship with other people who come from different countries.
In Indonesia, English has a very important role in technological and scientific advances. Generally, some technological and scientific advances use English as its guidance. Meanwhile, a lot of textbooks, newspapers, and magazine are printed in English. It is also used as a means of communication for international trade and business. Consequently, people who have access to them should master English well.

Realizing the growing demand of English as an international means of communication, it is reasonable that Indonesian government places English as a crucial subject in educational system. Based on the issuance of the Act of Republic of Indonesia Number 20, 2003 stipulated that “A foreign language can be used as a medium of instruction to support the competency of the learners.”\(^1\) In other articles and verses, it is also mentioned that English language is taught to prepare students in global dealing. It is stipulated as “foreign language, especially English language, can be used as a means in global dealing.”\(^2\)

To tackle some problems above, the government decided that English is a compulsory subject which is taught in junior up to senior high school. Besides that, teaching of English at school gives students a chance to get prepared for future job situations so that they can engage in local and international affairs. Then, learning English becomes an important thing for everyone to follow this area.

In learning English, the learners will learn two aspects that must be mastered. Firstly, language competence such as vocabulary, sound and grammar. Secondly, the four language skills; listening, speaking, reading, and writing.

Most of students think that writing is the most complex skill among the four basic language skills. As stated by Richards that:

> Writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. L2 students have to pay attention to higher level skills of

planning and organizing as well as lower level skills of spelling, punctuation, word choice, and soon.3

Heaton also assumes that “Writing skills are complex and sometimes difficult to teach, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgemental elements”.4 In other words, we could say that writing is really hard and takes long time to master. When learners write, they should think at the topic that they are going to write. Thinking about the topic is not easy; it requires a lot of times to get the topic. After getting the topic, they need to think about the supporting idea. They also have to think about the content of the writing, grammatical competence, the unity of the paragraph, the ideas, background of knowledge, information, and all the composition in written form to get a good writing. The last, they have to review and revise what they have just written. It was the reason why writing becomes the most difficult skill to be learnt, it is complicated and needs hard thinking.

Writing is a challenge for some students. Therefore, the students should have an extensive knowledge if they want to write anything because it will support their writing.

Writing English also meet to be exercised, practiced, and learned through experiences. To get experiences in writing, sometimes the students were asked to accomplish some assignments given by teachers such as journal, newspaper, composition, report, etc. It purposed to make students get used to write English writing paragraph. The students will get a good writing by the number of frequency in writing exercises. If the frequencies of writing exercises are frequently carried out, certainly the students' writing skill will be excellent. But if the writing exercises are rarely, writing skill will not be developed yet.

Talking about writing, it could relate to its kind, such as descriptive, narrative, and recount text. And the ability to write descriptive text is one of the requirements of students at second year of Junior High School based on the

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national curriculum in Indonesia. So, it is a must for the students to be able to write a descriptive text.

In the process of writing English paragraph, students often do some errors especially with grammar, some students think that it is boring subject and when they learn English they try to avoid the grammar because it is such confusing rules and hard so it’s inflected into applying grammar rules learning language. In the other words, writing English language is completely different from writing Indonesian In Indonesian, there are no tenses; a verb appears in the same form in all the times. In fact, there were many students who still made many errors in writing English paragraph and found difficulties in applying tenses, structure, syntax, semantic, lexical meaning, and phonology into sentences. Here are some examples of error in using tenses that often occurs in students’ writing, “My uncle drink coffee last night.” Actually, this incorrect sentence was to be understood well, but it was exactly wrong in the form of English grammar. This sentence talked about the past event, so it should use simple past tense. The simple past indicates that an activity or situation began and ended at a particular time in the past. The verb of this sentence should use past form (verb 2). The correct sentence is “My uncle drank coffee last night.” This error occured because the students translated Indonesian into English directly without paying attention on using Standard English. They made this error also because they did not understand the grammar well and mother tongue interference was still interfered their minds.

Therefore, error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make. By knowing the errors, the teacher could improve their method in teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly and awarded with their previous error.

Those were the reasons why the writer was interested in analyzing students’ descriptive writing by the title “An Analysis on Students’ Grammatical Errors in
Descriptive Texts Writing” (A Descriptive Study in the Second Year Students of MTs Negeri Satu Atap Balaraja).

**B. Limitation of the Problem**

The writer focuses on the Second Year Students of MTs Negeri Satu Atap-Balaraja. To make this research deeper and easier, the problem is limited on analyzing the students’ error on descriptive paragraph writing by using Betty S. Azar’s errors classification; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence.⁵

**C. Formulation of the problem**

Based on the background presented above, the writer plans to do an error analysis on students’ descriptive writing at the Second Year Students of MTs Negeri Satu Atap-Balaraja. The formulation of the problem in this study as follows:

1. What are the most often errors made by students in writing descriptive text?
2. What are the causes of errors made by the students in writing descriptive text?

**D. Objective of the Study**

The objective of study in this “skripsi” is to find out the grammatical errors in their descriptive writing text which are commonly made by the second year students’ of MTs Negeri Satu Atap Balaraja and to find out the causes of errors that they made in descriptive text.

**E. Method of the Research**

The method of this research is Descriptive Analysis Research. The research strategy used here is a case study. The process of this research was only four. First of all, the writer observed the process of teaching and learning in the classroom.

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Then, she collected the students’ test that they did in the classroom and analyzed them through classifying their error on using the classification of errors by Azar. The last, she interpreted the data about what kind of error that mostly students made and the reason why they made those errors.

F. Significance of the Study

Significance of this study is expected to be useful for the student, especially for the Second Year Students of MTs Negeri Satu Atap-Balaraja. This result is also expected to be useful for the teacher of English Language so they know their students’ ability and proficiency in descriptive texts writing.

In addition, hopefully, the result of the study would anticipate the readers of making errors in their writing, can motivate them to make a good writing, and also will give some inputs for the writer, she can identify which part of the language structure are found difficult in writing, so that she could improve her methods and techniques in teaching English.
CHAPTER II
THEORITICAL FRAMEWORK

In this chapter, the writer will explains some theories that still relate to the topic. First, the writer explains the definition of error analysis that consists of the definition of error analysis, goal of error analysis, types of error, sources of error, and differences between error and mistake. Second, she explains definition of writing, goal of writing, kinds of writing, and forms of writing.

A. Error Analysis

It is impossible that learners never make any errors in language learning process. Students can make errors when they write or speak and it is natural. The errors that they make are even potentially important for the understanding of language and it is as a part of learning process. Actually what is error? What kind of error that they made? Why they made errors?

1. Definition of Error Analysis

Learning a target language (English) is different from learning one’s mother tongue. There are some opinions about error analysis. Brown in his book said that “Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis”.¹ It seems this concept is the same as the one proposed by Crystal Error Analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics

From the two definitions above it clarifies that error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

2. Goal of Error Analysis

The most typical use of the error analysis is the teachers. It is designing pedagogical material and strategies. Error analysis is as a tool for investigating how learners acquire a second language and to provide the feedback value for the teacher. Dullay stated that studying students’ errors serves two major purposes:

a. It provides data from which inferences about the nature of the language learning process can be made.

b. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from learner’s ability to communicate effectively.

3. Types of Error

Each student has different types in making errors when they write paragraphs. According to Azar in his book, types of errors fall into fourteen categories; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

Table 2.1

Guide for Correcting Errors

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Error</th>
<th>Example of Error</th>
<th>Error Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Singular-Plural</td>
<td><em>He have been here for six month.</em></td>
<td><em>He has been here for six months.</em></td>
</tr>
<tr>
<td>2</td>
<td>Word Form</td>
<td><em>I saw a beauty picture.</em></td>
<td><em>I saw a beautiful picture.</em></td>
</tr>
<tr>
<td>3</td>
<td>Word Choice</td>
<td><em>She got on the taxi.</em></td>
<td><em>She got into the taxi.</em></td>
</tr>
<tr>
<td>4</td>
<td>Verb Tense</td>
<td><em>He is here since June.</em></td>
<td><em>He has been here since June.</em></td>
</tr>
<tr>
<td>5</td>
<td>Addition</td>
<td><em>I want go to the zoo.</em></td>
<td><em>I want to go to the zoo.</em></td>
</tr>
<tr>
<td>6</td>
<td>Omission</td>
<td><em>She entered to the university.</em></td>
<td><em>She entered the university.</em></td>
</tr>
<tr>
<td>7</td>
<td>Word Order</td>
<td><em>I saw five times that</em></td>
<td><em>I saw that movie five</em></td>
</tr>
</tbody>
</table>

9. **Spelling**

<table>
<thead>
<tr>
<th></th>
<th>8. Incomplete Sentence</th>
<th>movie.</th>
<th>times.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>I went to bed because I was tired.</em></td>
<td><em>I went to bed because I was tired.</em></td>
<td></td>
</tr>
</tbody>
</table>

10. **Punctuation**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>What did he say?</em></td>
<td><em>What did he say?</em></td>
<td></td>
</tr>
</tbody>
</table>

11. **Capitalization**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>I had a accident.</em></td>
<td><em>I had an accident.</em></td>
<td></td>
</tr>
</tbody>
</table>

12. **Article**

<table>
<thead>
<tr>
<th></th>
<th>11. Capitalization</th>
<th><em>He borrowed some smoke.</em></th>
<th>(???)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>My roommate was sleeping, we didn’t want to wake her up.</em></td>
<td><em>My roommate was sleeping. We didn’t want to wake her up.</em></td>
<td></td>
</tr>
</tbody>
</table>

Furthermore, based on surface strategy taxonomy, there are four types of errors:

**a. Omission (Ø)**

Omission errors are characterized by absence of an item that must appear in a well-formed utterance. Omission can occur morphology. Learner often omit the third person singular morpheme –s, the progressive –ing, the plural marker –s and the past tense inflection –ed. A learner could say, for example: “A strange happen to me yesterday.” In syntax, learners may omit certain elements, which are obligatory, for example: “Must say also the names?” instead of “Must we also say the names?”

**b. Addition**

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition where errors have been observed in the speech of L1 and L2, namely double markings, regularization, and simple addition.

1) **Double markings**

Double markings are two items rather than one that is marked for the same feature. Dulay said that “This error is the defined as the failure to delete certain items which are required in some linguistic constructions but not in others.” In most English sentence, there is only one rule that is used in a sentence. For

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5 Dulay, *op. cit.*, pp. 154—162.
example: the rule of simple past tense in English is change the verb of a sentence to the past form, but if the sentence is negative, the rule is not used. For example: “she did invited me in her birthday party yesterday.” in this sentence, there are two markers for the past sentence, this error is called double marking error. The true sentence is “she did not invite me in her birthday party yesterday”.

2) Regularization

A rule typically applies to a class item, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular one to those that are irregular. For example: “I getted the blue jacket from my sister yesterday”. The verb get is irregular verb, so the true is got. In this case, the learners made error in this type because they apply the rule of regular verb.

3) Simple addition

If an addition error is not a regularization and not a double marking, it is called a simple addition. There is no significance characteristic of this error. The example of this error are: “That a cat is mine”, it is the simple addition error in using article a. And “My computer do not work properly”, this is the example of simple addition error in using auxiliary do for does.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. It classified into three parts:

1) Regularization

Regularization errors occur when the learner apply the rules of regular to irregular form. For example: runed for run, spoke for spoke, teached for tought, toot for teeth, etc.

2) Archi-form

Archi-form is the selection of one member of a class of forms to represent others in the class. For example in the sentence: “I’ve many questions to ask him”.
3) **Alternating form**

As the learner’s vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. It means that the more grammar that the learners get, the high frequency of error that the learner made. For example: “I like he”. This sentence is example of errors in using pronoun.

d. **Misordering**

Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in an utterence. For example: “what daddy is doing?” the correct one is “What is daddy doing?”

4. **Sources of Error**

Brown claims that there are three major sources of error. He labels interlingual transfer, intralingual transfer, and context of learning.6

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 the only linguistic system in previous experience upon which the learner can draw.7 This opinion is supported by Richards et al. that “Interlingual error is an error which results from language transfer, that is, which is caused by the learner’s native language.”8

b. **Intralingual transfer**

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 learner have begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

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6 Brown, op. cit., p. 263.
7 Ibid., p. 263.
Richards, et al. gave the same opinion that “An Intralanguage error is one which results from faulty or partial learning of the target language, rather than from language transfer.” Intralingual errors may be caused by the influence of one target language item upon another. For example a learner may produce *He is comes*, based on a blend of the English structures *He is coming* or *He comes*.

c. **Context of learning**

“Context” refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make error because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but properly contextualized.

As quoted by Hubbard, Corder said that there are three major causes of error. Those are mother tongue interference, overgeneralizations and errors encouraged by teaching material or method.

a. **Mother-tongue interference**

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, most older learners 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 patterns and occasionaly to the wrong choice of vocabulary.

b. **Overgeneralization**

The mentalist theory claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial, such rules may well produce the

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10 Brown, *op. cit.*, p. 266.
following patterns: “where you went yesterday?” and “where you did go yesterday?”

c. Error encouraged by teaching material or method

Errors appear to be induced by the teaching process itself. Error is evidence of failure of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error. It is fairly easy to accept this in the early stages of language learning when controls are applied in the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but more difficult at later stages. However, it might be salutary for us to bear in mind the possibility of some of our students’ errors being due to our own teaching.

5. The differences between Error and Mistake

When we talk about error it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different. Mistakes are skin to slips of the tongue. That is, they are generally one-time-only events. The learner who makes a mistake is able to recognize it is a mistake and correct it if necessary. On the other hand, an error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error. The learner in this case has incorporated a particular erroneous form from the perspective of the target language into his or her system.

Hubbard et al. also make differences between error and mistake. “Errors caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it; and unfortunate mistake caused by temporary lapse of memory, confusion, slip of the tongue and so on.” In other words, Ellis stated...

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13 Hubbard, op. cit., p. 134.
that “Error is a lack of knowledge and mistake is the students’ possess knowledge of the correct form and it is just slipping up”\(^\text{14}\)

Brown also gave the similar opinion about error and mistake. according to him, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. And a mistake is “slip”, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the deviation is pointed out to the speaker.\(^\text{15}\)

Based on the opinions above the writer concluded that error caused by lack of knowledge, the students did not know what were they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistake happened because temporary laps of memory and also slip of the tongue, actually the students have known about what they write but they just “slip up” and they can correct and recognize their own mistakes.

B. Grammar
1. The Understanding of Grammar

If talk about grammar, it will remember some patterns that always make us afraid of making mistakes either when we are speaking or writing English language. Grammar is frightened by most of English language learners because of their pattern or rules. Even for the students who want to become English teachers, it becomes the most frightened subject that they learn.

However, it cannot separate grammar from a language, including English. That is because grammar is an essential component of both spoken and written language. It helps you to arrange the right choices of words and structures to make your communication as effective as possible.\(^\text{16}\) We learn from it how to combine words into a sentence, so they become appropriate and well-formed.

\(^{14}\) Ellis, op. cit., p. 17.
\(^{15}\) Brown, op. cit., pp. 257—258.
\(^{16}\) Howard Jackson, Good Grammar for students, (London: SAGE Publications Ltd., 2005) p. 3.
Penny Ur states in her book “Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.” ¹⁷

“Grammar is sometimes defined as ‘the words are put together to make correct sentences’. ¹⁸

Thornburg states “Grammar as a system of rules (or patterns) which describes the formation of a language’s sentence.” ¹⁹

Nunan in his book “Second Language Teaching Language and Learning” stated Grammar is:

a. An analysis of the structure of a language, either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker’s knowledge (a competence grammar). A contrast is often drawn between descriptive grammar, which provides a precise account of actual usage, and a prescriptive grammar, which tries to establish rules for the correct use of language in society.

b. An analysis of the structural properties which define human language (a universal grammar)

c. A level of structural organization which can be studied independently of phonology and semantic. ²⁰

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produces sentences in the languages (Richard, Platt and Weber, 1985). ²¹

The various definition of the grammar according to experts above can be identified by the key words of each definition and it can be concluded in a sentence. So the grammar is the study of the way words come together forming meaning and to make correct sentences.

²¹ Ibid., p. 97.
2. The Grammatical Errors

The grammatical errors made by second language learner divided into four sources, namely:

a. Performance Errors

Error is not due to the speaker’s ignorance the grammatical rules. Instead, it is a processing mistake that occurs while a language learners or a native speaker is in the act of speaking or writing.

Example: - No matter where you live, the great taste of your favorite. Lays flavors are just around the corner.

That example, the verb should be is (not are) to agree with the actual subject, taste. But the native speakers who produce this sentence, an advertisement writer, were apparently influences by the immediately preceding noun, flavors, and thus incorrectly chose the plural form, are. Performance errors such as this one probably constitute the smallest percentage off all errors that English language learners make.

b. Imperfect Learning

Often English learners simply have not internalized a rule and/or the restrictions that apply to that rules.

Example: Does he goes to school every day?

A learner who produces a sentence such as the example has probably not mastered the rules for forming English yes/no questions. The question is almost grammatically correct. The learner has put the auxiliary verb do in front of the sentence and made the form of do agree with the subject. However, the learners has also used the form of the main verb that agrees with the subject (goes), and this verb has to be in its bare infinitive form, go.

c. Overgeneralization

Overgeneralization occurs when a learner applies a grammatical rule to form that do not take it. To see his works, consider the large sot of verbs that are followed by an object and an infinitive complement
Example:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Object</th>
<th>Inf Complement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advised</td>
<td>Mom</td>
<td>ordered</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(to go to the party)</td>
</tr>
</tbody>
</table>

All the verbs in that example have been called influence, because they all describe a state of affairs where the object (Bill) in influenced, by the subject of the sentence (Mom) to carry out the action expressed in the complement (go to the party). It would not be surprising to find English language learners using the verb make to produce sentences such this sentence: “Mom made Bill go to the the party.” The error is very common for the learners with many different first languages. The problem is that make is one of very few verbs. That must be followed by a complement in the bare infinitive form.

d. Influence of the native language

Many of the grammatical sentences that English language learners produce result from the transferring of grammar rules from their native language to English. These first language transfer errors can take many forms. Instance, sometimes a grammatical property associated with the certain first language verb is transferred when the student begins to learn English.22

3. The Purpose and Role of Grammar in Language Learning

The aim of grammar practice is to get students to learn the structures so thoroughly that they will be able to produce them correctly on their own.23

There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together.24

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23 Penny Ur, *op. cit.*, p. 75.
24 Ibid., p. 4.
Language teachers may have no trouble in identifying ungrammatical sentence. However, they may have problem in explaining why the sentences are ungrammatical. Therefore, it is important for teachers to have both implicit and explicit knowledge of grammar, so that they are able to use the language and to explain it as well. Such knowledge will also help teachers select appropriate techniques for presenting grammar items, and analyzing learners’ error and providing feedback and correction.

Studying grammar helps someone to learn more the languages. Learning about a language is very different from being able to use language. A grammar should serve as a reference by helping correct deviations from standard usage and by improving clarity and style.

The purpose of learning grammar is to learn the language of which the grammar is a part. The teachers therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete.

When we teach anyone of these types of structures, we are should be getting our students to learn quite a large number of different, though related, bits of knowledge and skills: how to recognize the examples of the structure when spoken, how to identify its written form, how to produce both its spoken and written form, how to understand its meaning in context, and produce meaningful sentences using it themselves. All these bits maybe presented in the form of a table thus:

<table>
<thead>
<tr>
<th>ASPECT OF THE TEACHING/LEARNING OF STRUCTURES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form</strong></td>
</tr>
<tr>
<td>Perception and</td>
</tr>
<tr>
<td>Recognition of the spoken</td>
</tr>
<tr>
<td>form of structure</td>
</tr>
<tr>
<td>Production of well-formed</td>
</tr>
<tr>
<td>examples in speech</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading</th>
<th>Perception and recognition of the written form</th>
<th>Comprehension of what the written structure means in context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Production of well-formed examples in writing</td>
<td>Use of the structure to convey meaning in writing</td>
</tr>
</tbody>
</table>

Teachers sometimes were confused when they wanted to present or teach grammar. They wanted to make their students like and easy in learning grammar. There is generalization about the best way to teach grammar. It is what kinds of teaching procedures should be used, and have to take into both the wide range of knowledge and skills that need to be taught. As Penny Ur wrote in her book, *Grammar Practice Activities*, she suggests four stages in teaching grammar; those are presentation, isolation, and explanatory, practice, and test.\(^{26}\)

Moreover, Thornbury suggests two basic principles for grammar teaching; those are:

**a. The E-Factor: Efficiency = economy, ease, and efficacy**

Given that dealing with grammar is part of a teacher’s activities, and given that classroom time is very limited, it would be seem imperative that whatever grammar teaching is done as efficiently as possible. Efficiently can be broken down into three factors: economy, ease, and efficacy.

When presenting grammar, a sound rule of thumb is: the shorter the better. It has been shown that economy is a key factor in the training of technical skills: when learning how to drive a car or operate a computer, a little prior teaching seems to be more effective than a lot. The more the instructors’ piles on instructions, the more confused the trainee is likely to become. The same would seem to apply in language teaching: be economical in terms of planning and resources.

The ease factor recognizes the fact that most teachers lead busy lives, have many classes, and simply cannot afford to sacrifice valuable free time preparing elaborate classroom materials. Of course, the investment of time and energy in the

preparation is not always going to be possible. Generally speaking, the easier an activity is to set up, the better it is.

Finally, the efficacy factor is the least easy to evaluate. We have to operate more or hunch that on hard data. Learning, like language, resists measurement. Of course, there are tests, and these can provide feedback to the teacher on the efficacy of the teaching/learning process.

b. The A-Factor: Appropriacy

No class of learners is the same: not only are their needs, interests, level, and goals going to vary, but their beliefs, attitudes and values will be different too. Thus, an activity that works for one group of learners – i.e. that fulfils the E-factor criteria – is not necessarily going to work for another. It may simply not be appropriate. Hence, any classroom activity must be evaluated not only according to criteria of efficiency, but also of appropriacy. Factors to consider when determining appropriacy include:

- The age of the learners
- Their level
- The size of the group
- The constitution of the group, e.g. monolingual or multilingual
- What their needs are, e.g. to pass a public examination
- The learners' interests
- The available materials and resources
- The learners’ previous learning experience and hence present expectations
- Any cultural factors that might affect attitudes, e.g. their perception of the role and status of the teacher
- The educational context, e.g. private school or state school, at home or abroad.²⁷

²⁷ Penny Ur, op. cit., pp. 25—27.
Another contribution of effective teacher’s presentation of new material, it can helps to activate and harness learner’s attentions and effort. And there is effective presentation:

- **Attention**
  The learners are alert, focusing their attention on the teacher and/or the material to be learnt, and aware that something is coming that they need to take in.

- **Perception**
  The learners see or hear the target material clearly.

- **Understanding**
  The learners understand the meaning of the material being introduce, and its connection with other things they already known (how it fits into their existing perception of reality, or ‘schemata’)

- **Short – term memory.**
  The learner need to take the material into short term memory: to remember it, that is, until later in the lesson, when you and they have opportunity to do further work to consolidate learning.\(^2^8\)

  The knowledge of grammar is very important to express not only what we want to write but also what we want to say. To understanding and mastering grammar, people can make a good writing and communicate confidently.

**C. Writing**

In this sub chapter. The writer will explain some theories that still relate to the topic. First, the writer explains definition of writing, goal of writing, kinds of writing, and forms of writing.

1. **Definition of Writing**

  Writing is one of the language skills beside listening, speaking, and reading. There are some opinions about writing, from general to specific. Raymond gave some general opinion about what writing is, he said that “Writing is more than a

medium of communication. It is a way of remembering and a way of thinking well. Writing is also a way of finding out what we know and we need to learn. Writing is also a way of learning.29

More specific explanation that writing can contribute to personal development, Petty and Jensen have opinion about it:

Writing is the mental and physical act of forming letters and words. It is putting words into sentences and sentences into paragraph, spelling words correctly, punctuating and capitalizing in customary ways, and observing conventions in written forms and more. Writing is a process of expressing thoughts and feelings, of thinking, and of shaping experiences.30

From the two definitions above, it can concluded that writing is a way or a process to express or to represent writer’s knowledge into textual medium by following the linguistic rules. It is a progressive activity that requires enough time to think about specific topics, to analyze, select, and to organize an experience according to a certain purpose. This means that when you first write something down, you have already been thinking about what you are going to say.

2. Goal of Writing

There are many different kinds of writing, such as; novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of them are writing. They all have the basic purpose of getting ideas from one mind into another. According to Penny Ur “The purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect of the writing.”31

Below some purposes of writing:

a. Writing to inform

Inform tells the reader about something. These kinds of writing can also be entertaining in the sense that they’re good read. But entertaining the reader isn’t their main purpose.

31 Penny Ur, op. cit., p. 163.
Examples of writing to inform are newspaper articles, scientific, or business reports, instructions or procedures, and essays for school and university.

b. **Writing to persuade**

Persuasive designed to argue a point and secure agreement, yet it is also informative. It includes advertisements, some newspapers and magazines articles, and some types of essay. This type of writing include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

c. **Writing to express**

Some writing is primarily expressive, allowing the writer to reveal feelings and opinions, usually recalling experience. Expressive writing often takes the form of personal essays, journal writing, diaries, poetry, fiction, or plays. Yet writing may also be expressive to a lesser extent in business letter, report, or proposal, depending upon the rhetorical situation.

d. **Writing to entertain**

Entertain does not necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it’s like to be a reader, you can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so called ‘imaginative writing or ‘creative writing’. Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays. Something imaginative writing disguises itself as a true story for added effect.

3. **Kinds of Writing**

There are three kinds of writing; those are free writing, controlled writing, and guided writing.

a. **Free Writing**

Free Writing is writing about a subject without restrictions, writing whatever comes into your head, without concern for grammar, spelling, or

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33 Ibid., p. 5.
organization. Robinson argued that “In free writing, you first think in English and then you write what you think.” It is not prepared writing; it is not intended for a reader. It means that in free writing, you write on paper whatever comes to mind, thoughts, and feelings without worrying about whether the ideas are good or grammar is correct.

The technique of free writing is very simple. Students just pick up a pen and pieces of paper. Then, start to write something and do not stop writing for ten full minutes. They do not develop their ideas or get stuck just repeat what they have just written.

b. Controlled Writing

Controlled writing is all the writing for which a great deal of the content and of form is supplied. In using this kinds of writing, the students are focused on getting words down on paper and concentrated on one or two problems at time, they are spared from teaching the full range of complexity. Controlled writing focused the students’ attention on specific features of the written language. It is good method of reinforcing grammar, vocabulary and syntax in context.

c. Guided Writing

Guided of writing is an extension of controlled writing. It is less controlled than controlled writing. In using this kind of writing to teach writing, students are given a first sentence, a last sentence, and outline to fill out series question to respond 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. In guided writing the students will not make serious errors if they follow the instruction which are given by their teachers.

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35 Robinson, *op. cit.*., p. 2.
4. **Forms of writing**

Form of writing is required for different purposes. In general, writing can divide into five forms: narration, description, exposition, recount, and argumentative.

**a. Narration**

According to Heffernan and Lincolin said that “Narration or story telling is writing about a succesion of events.”\(^3\) Learner writes about an incident or a series of incidents in which action dominates. Moreover, Scholes and Comley proposed that “A narrative is a report on an event, a happening that unfolds in time. Narration is a form of writing shared by the creative writer, who invents the events to be narrated, and the reporter or researcher who seeks to record or recover some actual sequence events.”\(^4\) The purpose of narrative is it can be to make the audience think about issue, teach them a lesson, or excite emotions.

Narration can be presented as written or spoken texts. Written narratives often take the form of novels, the story is usually told by a narrator. If the narrator is one of the characters in the story, the story is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person. Narratives text can be found in diaries, journals, newspapers, biographies, and autobiographies.

Below the language feature of narrative paragraph:

- Focus on specific participants
- Use of past tense
- Use of temporal conjunctions and temporal circumstances
- Use of material (or action) processes
- Use of relational and material process

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Model Narrative Paragraph:

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn’t have enough money to take Snow White with them. Snow White didn’t want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep. Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; “What is your name?”. Snow White said; “My name is Snow White”. One of the dwarfs said; “If you wish, you may live here with us”. Snow White told the whole story about her. Then Snow white ad the seven dwarfs lived happily ever after. 

b. Description

Description is writing about the way persons, animals, or things appear. Purposes of description are to entertain, to express feelings, to relate experience, to inform, and to persuade. The following elements of description:

1) Concrete details. A concrete detail is a specific description that supports, reflects, or expands a writer’s attitude or purpose.

2) Images. An image is concrete, literal (real, actual) description of a person, physical object, or sensory experience that can be known through one of the five sense (sight, sound, taste, touch, and smell).

3) Similes. A simile is a comparison using like or as, between two objects.

4) Metaphors. A metaphor is an implied (indirect) comparison between two things without the use of like or as.

5) Connotative language. Connotative words or phrases imply or suggest meanings different from their dictionary definition; they may carry a positive or a negative meaning.

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39Hefferman, op. cit., p. 83.
Model Description of Place:

My dormitory room is on the second floor of Bienville Hall. It is a small rectangular room with a white ceiling and green walls. As you enter the room, straight ahead you will see two large windows with gold curtains. My bed, which is covered with a red and gold bedspread, is under the windows. On your left, against the wall, there is a large bookcase filled with books. Close to the door, a desk and chair sit next to the bookcase, with a small woven wastepaper basket underneath the desk. There are several posters on this wall. The one that is over the bookcase shows an interesting scene from our country. The one that is over the desk is of my favorite singer. To your right, built into the wall opposite the bookcase and desk, is a closet with sliding doors. Behind you on your right and somewhat behind the door is a dresser with a mirror over it.

Model Description of a Person:

Marie has long black hair that falls down to her shoulders and surrounds her diamond-shaped face, which is usually suntanned. She has dark brown eyebrows over her blue eyes, which are rather large. Her nose is straight, and on the left side of bottom of her nose, by her nostril, is a small mole. She has a small mouth, with lips that are usually covered with light pink lipstick. Her teeth are straight and white.

c. Exposition

Exposition is writing with a referential aim. It seeks to explain someone or something in the world outside the writer. It is used in giving information, making explanation, and interpreting meanings. It includes editorial, essay, and informative and instructional material.

A writer of exposition tries to explain the logical relationship between things that exist or can be proved to have existed. The basic logical relationships upon which expositions are based, regardless of how varied they appear, are very few, they are similarity, difference, and the relationship of the part to the whole.

Model Expository Paragraph:

Chocolate cake with vanilla/almond frosting provides a tasty treat for any occasion. Follow the directions for making any flavor of chocolate cake. While the cake bakes in the oven, prepare a box of vanilla frosting mix added with roasted and buttered almond slivers. Evenly coated in melted butter the almond slivers toast in a hot skill for approximately ten minutes. Thoroughly toast the

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42 Ibid., p. 63.
43 Hefferman, op. cit., p. 89.
slivers without turning them crispy. Cool the toasted almonds and set aside a handful for the final touch. Fold the almonds into the vanilla frosting, and after covering the cake, sprinkle a handful of toasted almonds on the top. After serving this desert to your guests then generally ask for the receive of your chocolate/vanilla/almond cake.

d. Recount

Recount text is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.

Below the language features of recount paragraph:

- Focus on individual participant.
- Use of past tense.
- Focus on temporal sequence of events.
- Use of material (or action) clauses.

Model Recount Paragraph:

Last summer holiday, my family and I spent one night at the countryside. We stayed in a small house. It had a big garden with lots of colorful flowers and a swimming pool.

First, we made a fire in front of the house. Then, we sat around the fire and sang lots of songs together. After that, we came into the house and had a dinner. Next, we sat in the living room and watched a movie. Finally, everybody fell asleep there.

We woke up very late in the morning and had a breakfast.

e. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove a statement or preposition. Study they are basically exposition, but they use argumentation.

Moreover, argumentation advances a claim and then sets out to offer the very best proof to support the idea; it aims to convince the reader of something, to persuade the reader to adopt a point of view, or to stimulate him/her to take some kinds of action.
Model Argumentation Paragraph:

Moon-tracking is a new science sport. Great scientist are already in the game, and thousand of amateurs are entering it. When the first manufactured moon was launched, the game got under way in earnest. Then radio amateurs, photographers, and observers in large numbers began to record the orbiting of artificial satellites.

The new sport is more than a sport. It is a serious scientific venture that deserves more than casual interest. It offers opportunities to increase human knowledge. We may learn, for the first time, the true shape of the earth, explore mysteries of weather, and find out just how the sun affects life. Whatever is learned will be shared with world. Thus, adventure opens doors of cooperation between East and West. To a world looking for lasting peace, cooperation in science offers more hope than competition in weapons.44

Based on explanation above, it can be conclude that writing is one of the language skills beside listening, speaking, and reading. It can divide into five forms: narrative writing, descriptive writing, exposition writing, recount writing, and argumentative writing. So, when learners write paragraphs, it is impossible that they never make any errors. It is natural because the errors that they make are as a part of learning process. From their writing, the errors will be analyse by an error analysis, it is as a tool for investigating how learners acquire a second language. It will divide into the types of error of each student that they make. Errors fall into fourteen categories; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. Therefore, it is important for the teachers and students because it gives the feedback for them for the understanding of language.

44 George, op. cit., p. 383.
CHAPTER III
RESEARCH METHODOLOGY

In this chapter consists of research methodology, which is including of the time and location of research, method of research, population and sample taking, technique of data collecting, and technique of data analysis.

A. Time and Location of Research

The writer did her research at MTsN Satu Atap Balaraja, located on Jl. Kramat, Kp.Iwul RT.01/05, Desa Tobat Kec. Balaraja Kab. Tangerang-Banten. She conducted this research at the school from, 12th to 23rd February 2013.

B. Method of Research

The writer used Descriptive Analysis method in her research. She observed the process of teaching and learning in the classroom. So, she collected the students’ writing test that they done in the classroom and analyzed them through classifying their error based on the fourteen classification of errors by Azzar. After that, the writer described the number of errors in the table form as recapitulation of the errors the students have made. The writer would describe errors in each sentence and gave reconstruction of whole composition.

C. Population of Research

The population of the research is the second grade of MTs Negeri Satu Atap Balaraja. Second grade of MTs Negeri Satu Atap Balaraja consists with 2 classes. Second grade-A is 27 students and second grade-B is 26 students. The total of students of second grade of MTsN Satu Atap Balaraja are 53 students. In taking sampling, the writer uses technique nonprobability sample.¹ Then, the writer took second grade-B with the total 25 students for sample, because one of them was absent.

¹ http://statistikian.blogspot.com/2012/10/populasi-dan-sampel.html
D. Technique of Data Collecting

The writer used an independent essay test with the topic captured in the pictures. It describes about “My School” the students had to make short paragraphs related to the topic. The procedures of the research are:

1. Firstly, she met the headmaster to get his permission to make a research in his school.
2. She observed the process of teaching learning in the classroom.
3. One week after that she came to the field and gave the students VIII the writing test.
4. Then, the students did the test in the classroom for 45 minutes.
5. So, she collected their writing test.
6. After that she analyzed their work in order to find the error that made by the students. She focused on the fourteen parts of errors in this research. Those are singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence.
7. Finally, she counted total error and made the precentage of error.

E. Technique of Data Analyses

The writer analyzes the data by using Descriptive Analysis technique (percentage) in which is described in the table of precentage. The formula is:²

\[ P = \frac{F}{N} \times 100\% \]

Note:
P: Percentage
F: Frequency of error occured
N: Number of sample which is observed

CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings

1. Data Description

Here the writer discusses about the description of students’ error in writing descriptive paragraph. the writer is classified the errors into 11 types of errors; singular-plural, word form, word choice, word order, verb tense, omission, addition, article, incomplete sentence, meaning not clear, and run on sentence.

Table 4.1

The Recapitulation of Students’ Grammatical Errors in Writing Descriptive Texts

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588 errors

Note:

- **S**: Student
- **Θ**: Omission
- **S-P**: Single-Plural
- **Sp**: Spelling
- **WF**: Word Form
- **Punct**: Punctuation
- **WC**: Word Choice
- **Capt.**: Capitalization
- **WO**: Word Order
- **Art.**: Article
- **InS**: Incomplete Sentence
- **MNC**: Meaning not Clear
- **V**: Verb Tense
- **RoS**: Run-on Sentence
- **Add.**: Addition
- **T**: Total of Error
1. Data Analysis

After presenting the error into types of error which are written by Azar and explaining the frequency of error on each item in the previous pages, the writer would like to talk more about the errors that get high frequency in the students’ writing descriptive paragraph and of course their causes.

a. Word Choice

The most errors that students made in writing descriptive paragraph is word choice. Word choice or diction is choosing the right word in a sentence.

Sometimes one word has the same meaning but has different usage in the sentence. Students had some difficulties in using appropriate words in their sentences because not all words can be used in every sentence. For instance of this error is:

**Student 14:**

“I school at MTsN SA Balaraja.” The correct one is “I study at MTsN SA Balaraja.” This error happens because of overgeneralization (intralingual transfer). They overgeneralized the meaning of word “school” and used it in wrong place. Students also still confuse to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Another problem faced by students in term is some students did not know how to translate some appropriate words from Indonesian language to English.

The total of students’ errors in word choice is 123, and then the grand total of errors occured is 588. The data can be percentage by the formula as follow:

\[
P = \frac{E}{N} \times 100 \%
\]

\[
P = \frac{123}{588} \times 100 \% = 20.9\% 
\]

b. Omission

Second rate type of error is omission. Omission errors are characterized by absence of an item that must appear in a well-formed utterence. Omission can occur morphology. Learner often omit the third person singular morpheme –s, the progressive –ing, the plural marker –s and the past tense inflection –ed or they forgot to put the subject or predicate in a sentence. The example of this error is:
Student 4:
“My school is big.” This sentence absolutely wrong. It should be “My school is big”. They made this error because they are still interfered by their mother tongue. In another word, we could say that students were still influenced by their Indonesian language when they write English paragraph. The errors also happened due to negative intralingual transfer or overgeneralization. Other example of this case is:

**Student 2:**

“She serve the students if there is student want ^ borrow book.” A verb must agree with its subject in number (singular or plural) and in person (first, second, and third). When subject and verb are correctly matched, it can be said that they are grammatically agree. So, this sentence should be “She serves”. The students overgeneralized the rules of subject verb agreement. Total of students’ errors in omission is 68, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[
P = \frac{68}{588} \times 100\% = 11.6\%
\]

c. **Punctuation**

Punctuation is the practice or system of inserting various marks in written text in order to aid interpretation. Here are following of the punctuation marks; Apostrophe ['], Quotation marks ["], Comma [,], Colon [:], Semicolon [:], Dash [-], Parentheses ( ), and Hypen [-]. Some students made errors in punctuation. Example of error in punctuation is:

**Student 6:**

“In the library. I read and borrow a book.” It should be “In the library, I read and borrow a book.” Another example of errors in punctuation is:

**Student 12:**

“This is my school, my school’s name is MTS SA BALARAJA, my school is very large and clean.” The correct sentence is “This is my school. My school name is MTs SA Balaraja. My school is large and clean.” In this sentence the student put the wrong punctuation. In this punctuation case, the students made errors because
they do not pay attention to the punctuation in writing, whereas punctuation is important to make the meaning clear. They did not realize that written English is different from spoken language. Gesture, tones, and stressing can make the meaning clear in spoken language but only punctuation can make the meaning clear in written English.

Total of students’ errors in punctuation is 60, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[ P = \frac{F}{N} \times 100\% \Rightarrow P = \frac{37}{588} \times 100\% = 10.2\% \]

d. Verb tense

Verb tense is the verb used to indicate time at which the action or statement is occurs. Tense is form taken by a verb to indicate the time at which the action or stated is viewed as occurring. The students did not use the proper tense on their writing. For example of this error is:

**Student 6:**

“My school has a mosque, laboratory, library, and court of volleyball.” The correct one is “My school has a mosque, laboratory, library, and court of volleyball”. The students generalized an ordinary verb “have” as a meaning ‘possess’ for first and third person or thing. Other example is:

**Student 14:**

“Yesterday, I and my friend go to the classroom.” It should be “Yesterday, I and my friend went to the classroom.” They did not change the verb of present and past verb. This error occurred because of mother tongue interference or interlingual transfer.

Total of students’ errors in verb tense is 57, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[ P = \frac{F}{N} \times 100\% \Rightarrow P = \frac{57}{588} \times 100\% = 9.7\% \]
e. Capitalization

Capital is used in the beginning of the sentence, day, and in each proper noun. They also use capital letter in the middle of a sentence. The example of this error is:

**Student 13:**

“My school also has two Buildings and twenty two classrooms.” He wrote capital letter “Building” in the middle sentence. It should be “My school also has two buildings and twenty two classrooms.” There are common reasons for capitalizing words; capitalize names of cities: Jakarta, Surabaya, etc. Besides, some of students did not put any capital letter in the beginning of the sentence. The example is:

**Student 16:**

“This is my school.” He did not write capital letter in the beggining of sentence in the word “this” it should be “This is my school.” It caused by their lack of knowledge of less attention about it, they do not certain to their own writing, and they still doubt in giving letter to the words.

Total of students’ errors in capitalization is 42, and then the grand total of errors occured is 588. The data can be percentage by the formula as follow:

\[
P = \frac{\text{E}}{\text{N}} \times 100\% = \frac{60}{588} \times 100\% = 7.2\%
\]

f. Addition

Addition are characterized by the presence of an item which must not appear in a well formed utterence. The example of this error is:

**Student 19:**

“I study in the here.” Here is the addition of preposition “in” and article “the”. The correct sentence is that preposition “in” and article “the” must not appear here, it should be “I study here”. This error occured because of mother tongue interference or interlingual transfer. The students were interfered by Indonesian logical thinking while they write a sentence in English. They also wrote word by word directly from Indonesian language into English, so they added a word incorrectly.
Total of students’ errors in addition is 39, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[
\frac{F}{N} \times 100\% \rightarrow P = \frac{39}{588} \times 100\% = 6.6\%
\]

g. **Spelling**

Spelling is how to write a word correctly. The most important thing to keep in mind with regard to spelling is that you should consult a dictionary whenever you have any doubt about whether you have spelled a word correctly. If, in addition, you keep a notebook in which you list the words that you misspell frequently, along with their proper spelling, you will have a valuable tool that you can use whenever you are proofreading a paper. Always proofread your papers for spelling.

Most students misspelled certain words, especially for the English words that changed into Indonesian language and made some incorrectly separated words. The students could not spell and write some word correctly because they were still interfered by Indonesian language, their mother tongue. The spelling in Indonesian language imposed students to write spelling in English. Spelling error could also happen by lack of knowledge of students and influence of their native language. For example of this error is:

**Student 2:**

“*office of teacher.*” The correct one is “*office*”. Total of students’ errors in spelling is 37, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[
\frac{F}{N} \times 100\% \rightarrow P = \frac{22}{588} \times 100\% = 6.3\%
\]

h. **Word Form**

In students’ writing, the writer also found error in word form. Word form is any variant of a lexeme. Used as away of avoiding ambiguity of word e.g. see, sees, seeing, etc In word form, students could not differentiate between noun, verb, adverb, adjective, etc. It can becaused of overgeneralization. For example of this error is:
Student 2:
“Miss Nurma is a head library at my school.” The correct one is “Miss Nurma is a librarian at my school”. Total of students’ errors in word form is 34, and then the grand total of errors occured is 588. The data can be percentage by the formula as follow:

\[
P = \frac{F}{N} \times 100\% \rightarrow P = \frac{34}{588} \times 100\% = 5.8\%
\]

i. Word Order
The term word order is often used to refer to the order of the elements in the clause, element which are, often each realizes by phrases or clauses rather than just one word: subject, verb, object, predicate and adverbials. Word order is sometimes the result from immediate communication strategy when the learner tried to express a meaning, which their competence contained no appropriate items or rules at all. Indonesian word order and English word order is different. For instance of this error is:

Student 14:
“books history.” It should be “history books”. This error happens because of mother tongue interference or interlingual transfer. Total of students’ errors in word order is 33, and then the grand total of errors occured is 588. The data can be percentage by the formula as follow:

\[
P = \frac{F}{N} \times 100\% \rightarrow P = \frac{33}{588} \times 100\% = 5.6\%
\]

j. Singular-Plural
Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object. Plural number is a noun is a noun denotes more than one object. Singular can be identified by putting “a” or “an” before noun. Generally, plural nouns can be added by “s” or “es” after noun. In irregular noun form, plural has varoius types e.g. knife-knives, man-men, mouse-mice etc.

Most of students made errors in singular and plural because of their lack of knowledge and the influence of their native language or mother tongue
interference. We know that the form of Indonesia singular and plural is different from English form. Mostly, Indonesia plural form does not change form its singular form. For instance of this error is:

**Student 2:**

“Nine classroom.” It should be “nine classrooms”. The student did not put –s after noun “classroom”. Total of students’ errors in singular-plural is 34, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[
P = \frac{F}{N} \times 100\% = \frac{32}{588} \times 100\% = 5.4\%
\]

k. **Article**

Article is determiner with its basic role is to mark noun phrases as either definite or indefinite. The definite and indefinite article is customary to recognize a zero article. Students did not use the article such as a, an, and the correctly. One of the example of students’ error is:

**Student 3:**

“I am ^ student of MTs N SA Balaraja.” She did not put an indefinite article of a in the sentence. It should be “I am a student of MTs N SA Balaraja” The students still confused to using a/an as indefinite article and the as definite article. It is true that there is no pattern of using a, an, and the in Indonesian Language. That is why most students made errors in using this aspect. Sometimes, they thought that English is the same as Indonesian Language.

Total of students’ errors in word order is 23, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[
P = \frac{F}{N} \times 100\% = \frac{42}{588} \times 100\% = 3.9\%
\]

l. **Incomplete sentence**

Incomplete sentences can be problem for young writers. An incomplete sentence is any word or group of words that creates the subject of a sentence, but fails to create a predicate. For instance of this error is:
Student 9:

“*My school ^ big and clean.*” It should be “My school is big and clean”. This sentence fails of predicate. It can be caused because of overgeneralization. Total of students’ errors in incomplete sentence is 22, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[
P = \frac{F}{N} \times 100\% \quad \Rightarrow \quad P = \frac{23}{588} \times 100\% = 3.7\%\]

m. Meaning not Clear

It means that words in the sentence is not having a clear meaning. It is something that is not clear and therefore capable of being understood in more than one way. For example of this error is:

Student 8:

“If computer education, I’ll go to computer laboratory.” This error happens because of overgeneralization (intralingual transfer) and their lack of knowledge. Total of students’ errors in this case is 14, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[
P = \frac{F}{N} \times 100\% \quad \Rightarrow \quad P = \frac{14}{588} \times 100\% = 2.4\%\]

n. Run-on Sentence

Run on sentence is the students did not make a good sentence. A run on sentence occurs when two sentences are incorrectly connected. The end of sentence occurs when two sentences are incorrectly connected. The end of one sentence and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon. Perhaps, the students did not realize that two sentences are connected, so they write a simple sentence instead of writing it in the complex sentence.

In this case, the students made errors because they do not pay attention to the writing, whereas period and a capital letter or a semicolon is important to make the complete sentence. They did not realize that written English is different from spoken language. The example of this case is:
Student 3:
“In front of my class is a yard it is so big and large.” The correct one is “In front of my class is a yard. It is so big and large.” Total of students’ errors in run on sentence is 4, and then the grand total of errors occurred is 588. The data can be percentage by the formula as follow:

\[ P = \frac{\text{F}}{\text{N}} \times 100\% \rightarrow P = \frac{4}{588} \times 100\% = 0.7\% \]

B. Interpretation

In this part, the writer will interpret the grammatical errors that students made and its sources as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Category</th>
<th>Frequency of Error</th>
<th>Percentage of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Word choice</td>
<td>123</td>
<td>20.9%</td>
</tr>
<tr>
<td>2.</td>
<td>Omission</td>
<td>68</td>
<td>11.6%</td>
</tr>
<tr>
<td>3.</td>
<td>Punctuation</td>
<td>60</td>
<td>10.2%</td>
</tr>
<tr>
<td>4.</td>
<td>Verb tense</td>
<td>57</td>
<td>9.7%</td>
</tr>
<tr>
<td>5.</td>
<td>Capitalization</td>
<td>42</td>
<td>7.2%</td>
</tr>
<tr>
<td>6.</td>
<td>Addition</td>
<td>39</td>
<td>6.6%</td>
</tr>
<tr>
<td>7.</td>
<td>Spelling</td>
<td>37</td>
<td>6.3%</td>
</tr>
<tr>
<td>8.</td>
<td>Word form</td>
<td>34</td>
<td>5.8%</td>
</tr>
<tr>
<td>9.</td>
<td>Word order</td>
<td>33</td>
<td>5.6%</td>
</tr>
<tr>
<td>10.</td>
<td>Singular-Plural</td>
<td>32</td>
<td>5.4%</td>
</tr>
<tr>
<td>11.</td>
<td>Article</td>
<td>23</td>
<td>3.9%</td>
</tr>
<tr>
<td>12.</td>
<td>Incomplete Sentence</td>
<td>22</td>
<td>3.7%</td>
</tr>
<tr>
<td>13.</td>
<td>Meaning not Clear</td>
<td>14</td>
<td>2.4%</td>
</tr>
<tr>
<td>14.</td>
<td>Run on Sentence</td>
<td>4</td>
<td>0.7%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>N=588</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Diagram 4.1

Percentage of Types of Error

From the table and diagram above, it can be seen that the grammatical errors made by students of second year of MTsN SA Balaraja are the highest is word choice, 20.9%, and the lowest is placed by run on sentence, 0.68%.

Table 4.3

Percentage of Sources of Error

<table>
<thead>
<tr>
<th>Types of Errors</th>
<th>Frequency of Error</th>
<th>Category</th>
<th>Frequency of Sources of Error</th>
<th>Percentage of Sources of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word choice</td>
<td>123</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omission</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article</td>
<td>23</td>
<td>Interlingual Transfer</td>
<td>322</td>
<td>54.76%</td>
</tr>
<tr>
<td>Addition</td>
<td>39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singular-Plural</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb tense</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the table and diagram above, it can be seen that the sources of error made by students of second year of MTsN SA Balaraja are the highest is interlingual transfer, 64.76%, secondly intralingual transfer, 27.21%, and the lowest is placed by context of learning, 18.03%.

According to the two tables and the two diagram above, the writer calculates result into percentage and it is known that the highest grammatical error were made by students in descriptive writing is word choice, 20.9%, and the lowest is placed by run on sentence, 0.7%. Besides, the highest sources of error in
descriptive writing that made by Second Grade MTsN Satu Atap Balaraja is interlingual transfer, 64.76%, and the lowest is placed by context of learning, 27.21%. The reason why the students made errors are: first, students had some difficulties in using appropriate words in their sentences because not all words can be used in every sentence. Second, the reason might be caused of lack knowledge in vocabulary.
CHAPTER V

CONCLUSION AND SUGGESTION

After finishing the whole steps of this research, the writer makes some conclusions considering the result of this research. Furthermore, related to the conclusion the writer also gives some suggestions.

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, the writer made conclusion that the ability of the second grade of MTsN Satu Atap Balaraja in writing descriptive paragraph was still low. She found that there were 20.9% students who made errors in word choice, 11.6% students who made errors in omission, 10.2% students who made errors in punctuation, 9.7% students who made errors in verb tense, 7.2% students who made errors in capitalization, 6.6% students who made errors in addition, 6.3% students who made errors in spelling, 5.8% students who made errors in word form, 5.6% students who made errors in word order, 5.4% students who made errors in singular-plural, 3.9% students who made errors in article, 3.7% students who made errors in incomplete sentence, 2.4% students who made errors in meaning not clear, and 0.7% students who made errors in run on sentence.

The errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides, errors happened because of their first language (Indonesian logical thinking), or we could say the learners’ mother tongue interference (interlingual source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

B. Suggestion

In this part, the writer would like to contribute some suggestions for teacher. According to the writer, in order to make the teaching and learning process
successful, the English teacher is expected giving clear explanation when she or he is explaining the lesson and giving more attention to the students who ignore the lesson. Also the teacher can use interesting technique with the intention of developing the students’ interest and motivation especially in learning descriptive writing and teaching writing as general. Next, the teacher can use many sources of English book related to the teaching, especially descriptive writing and teaching writing as general. The last, the teacher should give feedback to the students’ assignment in order to the students know about the errors and mistakes they have made.


http://statistikian.blogspot.com/2012/10/populasi-dan-sampel.html


**Standar Kompetensi : 12. Menulis**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/ Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teks fungsional</td>
<td></td>
<td></td>
<td>Teknik</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 12.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat | - Instruksi  
- Daftar barang  
- Pengumuman  
- Ucapan selamat  
- Kosakata terkait tema / jenis teks.  
- Ciri kebahasaan teks fungsional. | 1. Tanya jawab yang berkaitan dengan materi.  
2. Membahas dan mengembangkan kosakata dan tata bahasa: noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative.  
3. Membuat frasa, kalimat sesuai dengan materi.  
4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek  
5. Membuat teks tulis fungsional pendek terpimpin atau diterangan  
6. Membuat teks tulis fungsional pendek sendiri dalam bebas. | - Menulis teks fungsional pendek berbentuk:  
- Instruksi  
- Daftar barang  
- Pengumuman  
- Ucapan selamat  
- Menulis kalimat sederhana. | Test tulis  
Melengkapi | Complete the sentences | 4x40 menit | Buku teks  
Alat peraga  
Tempat-tepat umum yang ada fungsional |
|                  | Teks monolog berbentuk          |                        |           | Bentuk Instrumen |               |               |
|                  | Descriptive/procedural         |                        |           |              |               |               |
| 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive/procedure* | 1. Mendengarkan dan merespon introduksi tentang penulisan teks monolog deskrptif / prosedur.  
2. Memperhatikan penjelasan tentang kosakata dan tata bahasa yang berkaitan dengan penulisan teks monolog deskrptif / prosedur.  
3. Memperhatikan dan membaca teks deskrptif / prosedur. | - Melengkapi teks deskrptif / prosedur  
- Menyusun teks  
- Menulis teks berbentuk  
- Descriptive/procedural | - Menyusun teks  
- Melengkapi teks deskrptif / prosedur  
- Descriptive/procedural  
- Esai | Test tulis  
Esai | Complete the blank spaces  
Correctly.  
Arrange the jumbled sentences into a good descriptive/procedure text.  
Write down a simple descriptive/procedure text based on the picture with your own words | 4x40 menit | Buku teks  
Alat peraga  
Teks otentik |
Write a descriptive paragraph based on the following pictures!

MY SCHOOL
Appendix 3

**Table Description of Students’ Grammatical Errors**

<table>
<thead>
<tr>
<th>S</th>
<th>Student’s writing</th>
<th>Error classification</th>
<th>Correction</th>
<th>Causes of Errors</th>
<th>Total of Errors</th>
</tr>
</thead>
</table>
| 1. WC | I’m a student of MTsN SA. My school is very big and beautiful. It has so much room, they are; nine classrooms, one library, one laboratorium, one teacher office, eight toilets, one canteen, and one mosque. My classroom has twenty seven students. Time take a rest, students usually go to toilet to take ablution and go to mosque to praying. After praying, students usually go to the canteen to buy food and drink. If they do not go to canteen, they will go to library to reading a book, | - Verb tense (1x)  
- Word choice (9x)  
- Plural (1x)  
- Omission (1x)  
- Word form (2x)  
- Addition (1x) | I am a student of MTsN SA. My school is very big and beautiful. It has many rooms. They are nine classrooms, library, laboratory, teacher office, eight toilets, canteen, and mosque. My classroom has twenty seven students. In the break time, students go to toilet to take ablution and go to mosque to pray. After praying, students go to canteen to buy food and drink. If they do not go to canteen, they go to the library to read book, novel, etc. I am happy study at MTsN SA | - Intralingual transfer (1x)  
- Interlingual transfer (14x) | 15 errors |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>novel, etc.</td>
<td>I’m happy study at MTsN SA Balaraja because here I’m have very much friends.</td>
</tr>
<tr>
<td></td>
<td>Balaraja because I have a lot of friends there.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>This is my school. <strong>my school</strong> in Iwul street. <strong>my school</strong> not far from <strong>market</strong>. My school <strong>have</strong> nine classroom, canteen, library, laboratorium, mosque, <strong>yard</strong>, and <strong>office teacher</strong>.</td>
</tr>
<tr>
<td></td>
<td>In the school yard there <strong>is</strong> two tree, basketball and field volleyball. The library very big. There <strong>is much</strong> book, novels, comic, <strong>book history</strong>, magazine, newspaper, and so on. Miss Nurma is <strong>the head library in my school</strong>. She <strong>serve</strong> the students if there <strong>is student</strong> want ^ borrow book. the school <strong>have</strong> canteen for</td>
</tr>
<tr>
<td></td>
<td>This is my school. <strong>My school</strong> is at Iwul street. <strong>My school</strong> is not far from the market. It has nine classrooms, canteen, library, laboratory, mosque, school yard, and <strong>teacher office</strong>. In the school yard, there are two trees, basketball and field of volleyball. The library is very big. There are books, novels, comic, <strong>history book</strong>, magazine, newspaper, and so on. Miss Nurma is a librarian at my school. She serves the students who want to borrow book. It also has canteen for</td>
</tr>
</tbody>
</table>

- Capitalization (4x)
- Omission (5x)
- Article (2x)
- Verb tense (3x)
- Plural (2x)
- Word choice (4x)
- Punctuation (1x)
- Spelling (2x)
- Word order (2x)
- Word form (1x)
- Interlingual transfer (14x)
- Intralingual transfer (7x)
- Context of learning (5x)

26 errors
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **3.** | I am _student_ of MTsN SA Balaraja. I have a school. My school is beautiful and clean. My school **have** much facilities, such as library, classrooms, **area** basketball, a laboratory, a **the** mosque, and a canteen. | In the library, **have** much books for example **serial** comic, novel, **books** history, **books** sport, etc. My teacher **English** is Mr Shaibul Ulum. In the classroom is **tables, chairs, white board, poster champion, etc.** my **area** basketball **not** far form my classroom. The laboratory is for students **a study ilmiah, fisika, biology, kimia, etc.** | I am a student of MTsN SA Balaraja. I have a school. My English teacher is MR. Shaibul Ulum. My school is beautiful and clean. It has some facilities, such as library, classrooms, basketball court, laboratory, mosque, and canteen. There are a lot of books in the library. They are **serial** comic, novel, history book, sport book, etc. There are tables, chairs, white board, poster, etc in the classroom. The basketball court is not far from my classroom. The laboratory is a place for students to study scientific, physic, biology, | - Omission (4x)  
- Article (1x)  
- Verb tense (2x)  
- Word choice (7x)  
- Punctuation (1x)  
- spelling (1x)  
- Word order (6x)  
- Word form (1x)  
- Incomplete sentence (1x)  
- Addition (2x)  
- Meaning not clear (1x)  | - Interlingual transfer (15x)  
- Intralingual transfer (10x)  
- Context of learning (2x)  |

**27 errors**
| 4. | I go to school every day. I study at MTs SA Balaraja. I am a student of class eight. My school is big. I am happy here. Much activity in the school. For example football, volleyball, badminton, and basketball. In the break time, I go to canteen to buy food and drink. The canteen’s school is near with the second class B. There are many foods, such as bread, candy, tea, fried chicken, and egg. I often go to the laboratory. There are many tools, such as telescope and microscope. In the library | - Word choice (7x)  
- Incomplete sentence (2x)  
- Omission (6x)  
- Plural (3x)  
- Meaning not clear (1x)  
- Punctuation (2x)  
- Addition (2x)  
- Word form (3x)  
- Capitalization (1x)  
- Spelling (5x)  
- Word order (2x)  
- Verb repetition (3x)  
- Interlingual transfer (26x)  
- Intralingual transfer (7x)  
- Context of learning (4x) |
books. For example novel, book history, comic, book champion. I often to computer room. In the computer room, there ten computer.

| 5. | I am student. my school name is MTsN SA. my school in Jl.Iwul, my school have nine classroom, canteen, laboratorium, library, and office for teachers and staffs. My school is most famous school in my town. My school have many area sport. Basketball and volley ball in front of classrooms. Badminton and football is behind. Students like use it to keep healthy. The laboratory beside the | - Omission (6x) - Punctuation (1x) - Capitalization (3x) - Word choice (2x) - Verb tense (3x) - Plural (1x) - Article (1x) - Word order (1x) - Spelling (1x) - Incomplete sentence (1x) | I am a student. My school’s name is MTsN SA. My school is at Iwul street. My school has nine classrooms, canteen, laboratory, library, and office for teachers and staffs. My school is the most famous school in my town. My school has many sport courts. Basketball and volleyball are in front of classrooms. Badminton and football are behind. Students like use it to keep healthy. The laboratory is beside | - Interlingual transfer (10x) - Intralingual transfer (6x) - Context of learning (4x) | 20 errors |
6. Hello my friends, my name is Alifkaleo. I live in Balaraja. I am a student. I study at MTsN SA Balaraja. It is my favorite school. My school has a mosque, laboratory, library, field of volleyball, field of “futsal”, garden and canteen. My school have four room class. In the class have table’s, chair’s, window’s, door, lamp’s, white board and table’s. So, the canteen present between classroom.

In the library I to read and borrow a book. Before out library and bring book to house, I do registration head library.

- Word form (3x)  
- Word choice (9x)  
- Verb tense (2x)  
- Punctuation (7x)  
- Capitalization (2x)  
- Word order (1x)  
- Article (1x)  
- omission (1x)  
- addition (1x)  

Hallo my friends, my name is Alifkaleo. I live in Balaraja. I am a student. I study at MTsN SA Balaraja. It is my favorite school. My school has mosque, laboratory, library, course of volleyball, field of ‘futsal’, garden, and canteen. It also has four classrooms. There are tables, chairs, windows, door, lamps, white board, and tables in the classroom. I read book in the library. If I want to borrow book, I have to register to librarian before go out from library. If I and my friends hungry, we go to canteen to buy food and drink. So, if “Dzuhur” praying is coming, I and
<table>
<thead>
<tr>
<th>C</th>
<th>If my hungry, I and my friends go to canteen to buy food and drink. So if time is solat zuhur I and my friends go to mosque to solat zuhur. I like my school. I have firend’s and many teacher’s. I feel very happy in the school MTsN SA Balaraja.</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>MTsN Satu Atap Balaraja is my school. It is located in the Iwul street. My school has canteen which is a lot of foods there. I like buy meatball, snack, and soft drink. In the canteen there are tables and chairs for sitting and eating meatball. The canteen is tidy and clean. It also has four classrooms. They are seventh grade A-B and</td>
</tr>
<tr>
<td>S</td>
<td>- Capitalization (3x) - Incomplete sentence (1x) - Omission (2x) - Plural (5x) - Punctuation (3x) - Word form (2x) - Spelling (2x) - Verb tense (4x) - Word choice (4x) - Interlingual transfer (13x) - Intralingual transfer (8x) - Context of learning (6x)</td>
</tr>
</tbody>
</table>
### Article (1x)

- Article (1x)

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Error Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article</td>
<td>1</td>
</tr>
</tbody>
</table>

### Word order (2x)

- Word order (2x)

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Error Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word order</td>
<td>2</td>
</tr>
</tbody>
</table>

### Verb tense (2x)

- Verb tense (2x)

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Error Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb tense</td>
<td>2</td>
</tr>
</tbody>
</table>

### Meaning not clear (3x)

- Meaning not clear (3x)

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Error Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>3</td>
</tr>
</tbody>
</table>

### Word choice (7x)

- Word choice (7x)

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Error Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word choice</td>
<td>7</td>
</tr>
</tbody>
</table>

### Word form (1x)

- Word form (1x)

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Error Count</th>
</tr>
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### Omission (3x)

- Omission (3x)

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### Addition (2x)

- Addition (2x)

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### Incomplete

- Incomplete

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<tbody>
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</tbody>
</table>

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**8.** This is my school. My school are big, clean, and beautiful. My school is prefer to Islamic School.

A: In my school, there are mosque, library, science laboratory, basketball field, computer laboratory, and many more. The mosque is a place for pray. All of

<table>
<thead>
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<th>Error Type</th>
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</thead>
<tbody>
<tr>
<td>Interlingual transfer</td>
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</tr>
<tr>
<td>Intralingual transfer</td>
<td>6x</td>
</tr>
<tr>
<td>Context of learning</td>
<td>4x</td>
</tr>
</tbody>
</table>

24 errors
students meet here when time to rest. The mosque not big but not small too. Near the mosque is the library. In the library many of books there, comics, magazines, history book, and many more. There are some computers too, but isn’t lab.

If computer education, I’ll go to computer laboratory. There are twenty computers here. The computer is very fantastic. The computer laboratory have fast internet too. But, if students want to internet searching, students must bring his modem. Science laboratory is very nice place for students. There are pose like professor making a formula.

So, I think it is enough to introduce my school. My school is the best school in Balaraja. You may visit my school, guys..!!

Beside the mosque is the library. There are a lot of books in the library. They are comics, magazines, history book, etc. There are some computers too but it is not laboratory. There are twenty computers at my school. It has the acces of the internet. But, if students want to use the internet, students have to bring their modem. Besides that, Science’s laboratory is a nice place for students. There is a picture of professor that is making formula.

So, I think it is enough to introduce my school. My school is the best school in Balaraja. You may visit my school, guys..!!
introduce my school. My school is very best school. So, keep moving forward, and don’t worry to visit my school!!!

9. I am a student of MTsN SA Balaraja. My school is at Iwul no. 10 Balaraja. My school is big and clean. There are nine classrooms. A beautiful garden is in front of classroom. The yard school is very wide. Students use it for playing football and other activities like ceremony flag. Students usually hold the flag every Monday. Big library is in the right side of the teacher office. The teacher office is in the left side library. Students go to library in time rest or after last lesson. I read some books there or
<table>
<thead>
<tr>
<th>10.</th>
<th>This is my school, it name is MTs N SA Balaraja, Tangerang, Banten. My school is big. It has six classrooms and two hundred fifty students. It also has library. There are books and eight computers in the library. I read the book in library. This is the mosque, a place for praying. It is beautiful and big. The color of mosque is white. In the break time, I go to the mosque and I pray there. My school also has the yard of school for playing basketball, football, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verb tense (4x)</strong></td>
<td><strong>Interlingual transfer (14x)</strong></td>
</tr>
<tr>
<td><strong>Plural (1x)</strong></td>
<td><strong>Intralingual transfer (4x)</strong></td>
</tr>
<tr>
<td><strong>Spelling (2x)</strong></td>
<td><strong>Context of learning (1x)</strong></td>
</tr>
<tr>
<td><strong>Omission (3x)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Addition (1x)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Word form (4x)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Word choice (3x)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Meaning not clear (1x)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td><strong>19 errors</strong></td>
</tr>
</tbody>
</table>
more. My school *have* a laboratory for study.
If I am hungry, I go to canteen for buy a food and *drink* delicious with my friend. I am very happy school here. It is amazing.

If I am hungry, I go to the canteen to buy food and drink with my friend. I am happy study here because it is amazing.

| 11. | This is my school. *My school* name is MTs SA Balaraja. My school is clean, beautiful, *wanderfull*, and very broad. My school *have* two floor on and under, my class in floor on. *Time* take a *rest* I and my friend go to canteen, there I buy food and *drink*. After that I *return* to classroom. My school *have* room clean, beautiful and *very* broad. Expect that, my school *have* laboratorium computer big and *near* computers *that* neat. In

- Capitalization (1x)
- Spelling (1x)
- Word choice (9x)
- Verb tense (4x)
- Plural (1x)
- Punctuation (2x)
- Meaning not clear (2x)
- Omission (1x)
- Word order (2x)

This is my school. My school's name is MTs SA Balaraja. My school is clean, beautiful, and large. My school has two floors, first and second floor. My classroom is on the second floor. In the break time, I and my friend go to canteen to buy food and drink there. After that I go back to my classroom. It is clean and large. Besides that, my school has a big computer laboratory. It is near with a mosque.

- Interlingual transfer (12x)
- Intralingual transfer (6x)
- Context of learning (4x)

| 23 errors |
the school also have one mosque.

| 12. | This is my school, my school name is MTS SA BALARAJA, my school is very large and clean. It have some facilites, are laboratory, field, canteen, library, and lab, computer. And it have 30 teachers, they are very kind to me and to my friends. My school has field to play basketball, badminton, footsall, and etc. also have laboratorium, in there we can practice. Beside laboratorium, we have canteen, when we take a rest we go to the canteen for buying some food and drink. On the classroom we have lab computer, in there we can study how to wear computer. Beside the | - Punctuation (5x)  
- Run on sentence (3x)  
- Addition (3x)  
- Verb tense (2x)  
- Spelling (3x)  
- Word order (1x)  
- Word choice (9x)  
- Omission (1x)  
- Plural (1x)  
- Word form (1x)  
- Meaning not clear (1x) | This is my school. My school’s name is MTs SA Balaraja. My school is large and clean. It has some facilities. They are laboratory, yard of school, canteen, library, and computer room. It also has 30 teachers. They are very kind to me and to my friends. It also has basketball court, badminton, football, laboratory, etc. There is a laboratory there. We can practice in the laboratory. Beside of laboratory, it has canteen. In the break time we go to the canteen to buy some foods and drink. In the second floor is computer room. We can study how to operate computer there. Besides | - Interlingual transfer (18x)  
- Intralingual transfer (3x)  
- Context of learning (9x) | 30 errors |
Hello my friends, my name is Reza. I live in Balaraja. My school is MTs SA Balaraja. I am very happy study here. My school has laboratory, yard of school, and library. I like playing volleyball and football.

13. Hello my friends, my name is Reza. I live in Balaraja. My school is MTs SA Balaraja. I am very happy study here. My school has laboratory, yard of school, and library. I like playing volleyball and football.
<table>
<thead>
<tr>
<th></th>
<th>Building and twenty two classroom. At my class are some tool, such as book, pencil, pen, table, chair and etc. And I have friends good at my school.</th>
<th>My school also has two buildings and twenty two classrooms. There are some tools at my classrooms. They are book, pencil, pen, table, chair, etc. I love my school because I have good friends there.</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>My name is Kukuh. I’m school at MTS S.A. Balaraja. I like school at MTS S.A Balaraja because the teachers of MTS S.A are clever and good. MTS S.A Balaraja have a garden, lab IPA, library, mosque, field football, four class, field volleyball, canteen, toilet, teacher room, lab, computer, UKS room. Yesterday I am and my friend go to my favorite room at MTS S.A. Balaraja. My favorite room in MTS</td>
<td>My name is Kukuh. I study at MTS SA Balaraja. I like study at MTS SA Balaraja because the teachers of MTS SA are clever. It has garden, laboratory, library, mosque, field of football, four classrooms, volleyball court, canteen, teacher’s room, computer room, and healthy room. Yesterday I and my friend went to our favorite room of MTS SA Balaraja. It is the library.</td>
</tr>
</tbody>
</table>

|   | 16 errors |   |
|   | S.A. Balaraja is a library, because very good and full education.  
|   | I like MTS S.A. Balaraja because _ a good school. | I love MTs SA balaraja because it is a good school for me. |   |
| 15. | Hello my friend, my name is M. Farid. I’m school in MTsN SA Balaraja. I live in Balaraja. I’m go to school together my friend. In school a mosque, a lab IPA, a kantin and library. in MTs N SA Balaraja have a four room class. I have friends in MTs N SA Balaraja. I and my friend go to canteen to buy food and drink. my school have playing foot ball, volleyball, basketball, and badminton. I like my school I have friend’s, and teacher’s. | - Addition (4x)  
- Word choice (4x)  
- Incomplete sentence (1x)  
- Omission (2x)  
- Article (1x)  
- Capitalization (2x)  
- Verb tense (2x)  
- Word Order (3x)  
- Plural (1x)  
- Punctuation (2x) | Hallo my friend, my name is M. Farid. I study at MTsN SA Balaraja. I live in Balaraja. I go to school with my friend. My school has a mosque, laboratory, canteen, library, and four classrooms. I have friends there. I and my friend go to canteen to buy food and drink when the break time. It also has the yard for playing football, volleyball, basketball, and badminton. I love my school because I have many friends and teachers there. | - Interlingual transfer (11x)  
- Intralingual transfer (7x)  
- Context of learning (4x) |
| 16. | This is my school. my school | - Capitalization | This is my school. My school | - Interlingual transfer (14x) |
| 17. | It’s my school. My school is very big and very clean. My school **have** many rooms four classroom, two laboratorium, one library, one teacher office, eight toilet, one | - Verb tense (4x)  
- Punctuation (6x)  
- Plural (4x)  
- Spelling (4x)  
- Article (4x) | It is my school. My school is big and clean. It has some rooms. They are four classrooms, two laboratories, library, teacher office, eight toilets, canteen, and yard. | **- Intralingual transfer (3x)**  
- **Context of learning (4x)** | 21 errors |
Every classroom has twenty seven students, and they good and fun. My classroom has fifteen table and twenty seven chair.

Every Saturday, students sport in field. The boys playing basketball and the girls playing volleyball. After sport, the students usually go to canteen for buy food and drink. After that student’s go to toilet to take ablution and go to mosque to praying. Then student’s going to class room for study.

I’m verry happy in here because I have many friend’s and I can study with my friend’s together.

| 18. I have a school. My school is in Balaraja Tangerang Banten. My | - Omission (5x) | I have a school. My school is in Balaraja Tangerang Banten. My |
| -Interlingual transfer (14x) | - Intralingual transfer (4x) |
School name is MTS SA Balaraja. There is a building and there are a thousand students and twenty teachers. My school has facilitation, two offices, laboratorium, computer room, canteen, and mosque. And all students of MTS SA are very diligent. And many people like my school, MTS SA Balaraja.

In class, there are many tools such as books, pencils, pens, white board, table, chair, window, and etc. My friend is very happy reading a book together. My school is the famous school in Balaraja. I'm very happy to study here.
<table>
<thead>
<tr>
<th>Errors</th>
<th>Type</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Intralingual transfer (5x)</td>
<td>the favorite school. Because my school is famous school. My famous school with a lux building MTs S.A. Balaraja is my school. My school have much clever student. My school also famous with a best facilities. My school have a library, classrooms, teacher’s room, laboratorium, canteen, and a big building. All room is clean and tidy. All student are very happy. The student can study in this school. My school is the best. My school have a well teachers and clever students. Because my school have complete facilities. Students in my school can use all rooms for study. We use a laboratorium for practice, classroom</td>
</tr>
<tr>
<td>28</td>
<td>Context of learning (4x)</td>
<td>the favorite school. it is MTsN SA Balaraja. It is the famous school at my town. It famed by its facilities. It has library, classrooms, teacher room, laboratory, canteen, and a big building. All of classrooms are clean and tidy. Students can use all of classrooms for studying. We use laboratory to practice our skill, library for reading books, and canteen for buying food and drink. With the complete facilities, we can understand the lesson easily. Besides that, the teachers and the students of MTS SA Balaraja are good and cleaver. Do you want to study at my school? you will be happy study here because it is the</td>
</tr>
</tbody>
</table>
for **study**, library for reading books, and canteen for **buy** a food or a drink. With complete facilities, we feel free to study in the here. We are quick understand all study. Do you want school in my school. May be you also feel happy study in the here.

| 21. | This is my school. I'm in school of MTsN SA Balaraja my school have library, classroom, field, laboratorium, mosque, and canteen. In library have books, tables, and chair. And my classroom have chairs, tables, and whait board. Field school have two field: field for play football and field volleyball. Laboratorium in front of my classroom for study sains and | - Omission (1x) - Meaning not clear (1x) - Punctuation (2x) - Verb tense (2x) - Word choice (4x) - Article (1x) - Addition (3x) - Spelling (1x) - Plural (1x) - Word form (2x) | This is my school. I study at MTsN SA Balaraja. my school has library, classrooms, yard of school, laboratory, mosque, and canteen. There are books, chairs, tables, and white board at my classroom. There are two fields of school. They are field of football and volleyball court. There is also a laboratory in front of my classroom. It is used to study and practice our skill | - Interlingual transfer (12x) - Intralingual transfer (4x) - Context of learning (3x) | 19 errors |
| 22. I study at MTsN SA Balaraja, my school is not so big but more good than other schools, because in my school there are laboratory, mosque, computer’s room, court of basketball, futsal, guest room, security post, and etc. many activity was I did in my school, like studied of academic lesson or non academic lesson. Every Friday all of students following pramuka activity, and Saturday morning following sports activity like futsal, Basketball, marawis, pencaksilat, karate, and many others activities. I am happy study at MTsN SA | - Punctuation (7x)  
- Incomplete sentence (1x)  
- Omission (1x)  
- Word form (4x)  
- Word choice (3x)  
- Addition (2x)  
- Capitalization (6x) | I study at MTsN SA Balaraja. My school is not big but it is better than other school because it has laboratory, mosque, computer room, court of basketball, football field, security post and etc. There are some lessons that I studied at my school, such as science and non-science. Every Friday, all of students follow ‘pramuka’ and Saturday morning they follow some sports like football, basketball, ‘marawis’, and soon. I am happy studying here because I have good teachers. I will study hard. | - Interlingual transfer (10x)  
- Intralingual transfer (1x)  
- Context of learning (13x) |
| 24. | Hey... my name is Mega. Everyday I go to school. My school is MTsN SA Balaraja. The school is in Jalan Iwul no.10 Balaraja. I go to school 15 minutes from my house. My school is big and clean. It has 18 classrooms, laboratory, library, small mosque, canteen, parking area, and garden. My school has sport area. There are basketball field, volleyball field, and hall sport for playing badminton and doing exercise. I love my school very much because good. | - Omission (2x)  - Word choice (5x)  - Verb tense (2x)  - Incomplete sentence (2x)  - Plural (1x)  - Article (1x)  - Word order (1x)  - Punctuation (1x)  - Word form (2x)  | Hi, my name is Mega. I go to school everyday. My school is MTsN SA Balaraja. The school is located in Iwul street number 10 Balaraja. I need 15 minutes to go to school from my house. My school is big and clean. It has 18 classrooms, laboratory, library, small mosque, canteen, parking area, and garden. It also has sport area. They are basketball court, volleyball course, and hall sport for playing badminton and doing exercise. I love my school very much because it is a good school. | - Interlingual transfer (10x)  - Intralingual transfer (6x)  - Context of learning (2x)  | 18 errors |
| 25. | I am Nissa. I study at MTsN Satu Atap Balaraja in the second | - Addition (3x)  - Punctuation (4x)  | I am Nissa. I study at MTsN Satu Atap Balaraja in the second | - Interlingual transfer (12x)  - Intralingual transfer (3x) |
second year ^. My school have many classroom ^ in front of my class is a yard, it ^ so big and larger. In my school students buy the food at cafeteria in rest ^ time (09.00-09.30). many kind of varian. ^ so yummy and delicious. After that we go to computer class for study.

Before I go to mosque I will go to teacher room for give my book to miss Rini to correct my test. After lunch, I praying zuhur and play basketball at yard with my friends.
Jakarta, 06 April 2011

No : Istimewa
Hal : Pengajuan Judul Skripsi
Lampiran : [3] Berkas

Kepada Yth:
Ketua Jurusan Pendidikan Bahasa Inggris
FITK, UIN Jakarta

Assalamu'alaikum Wr.Wb.

Saya yang bertanda tangan di bawah ini:
Nama : Rini Meliyanti
Nim : 207014000051
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

Bermaksud untuk mengajukan judul skripsi sebagai salah satu syarat menyelesaikan program S-1 {Strata} UIN Syarif Hidayatullah Jakarta. Adapun judul yang diajukan adalah:

"AN ERROR ANALYSIS OF STUDENTS' DESCRIPTIVE TEXTS WRITING"

(A Case Study of Seventh Grade of SMP DWI PUTRA, Sarua;

Bersama ini saya lampirkan satu berkas proposal yang terdiri dari:
1. Outline
2. Abstract
3. Daftar Kepustakaan Sementara

Demikian surat pengajuan ini disampaikan, atas pertimbanganya saya ucapkan Terimakasih.

Wassalamualaikum Wr. Wb.

Menyetujui,

Drs. Nasrun Mahmud, M.Pd.
NIP. 150 041 070

Pemohon,

Rini Meliyanti
NIM. 207014000051

Drs A H Zaenuri, M.Pd.
NIP. 150 041 070

Pemohon,

Rini Meliyanti
NIM. 207014000051
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. K.H. Junjung No 95 Gajah Mada 15412 Indonesia

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.1/KM.01.3/1043/2011
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 14 April 2011

Kepada Yth.

Drs. A. M. Zainuri, M. Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing lll (materi/teknis) penulisan skripsi mahasiswa:

Nama : Rini Meliyanti
NIM : 207014000051
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delapan)
Judul Skripsi : "AN ERROR ANALYSIS OF STUDENTS' DESCRIPTIVE Texts Writing" (A Case Study of Seventh Grade of SMP DWI PUTRA, Sarua-Ciputat)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Surat Permohonan Izin Penelitian

Nomor: Un.01/F.1/KM.01.3./23/2012
Lamp.: Outline/Proposal
Hal.: Permohonan Izin Penelitian

Jakarta, 10 Februari 2012

Kepada Yth.

Kepala Sekolah MTSN Satu Atap Barara di Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama: Rini Meliyanti
NIM: 207014000061
Jurusan: Pendidikan Bahasa Inggris
Semester: X (sepuluh)
Tahun Akademik: 2011/2012
Judul Skripsi: "AN ERROR ANALYSIS OF STUDENTS' DESCRIPTIVE TEXTS WRITING"

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Alas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syauki, M.Pd
NIP. 19641212 199103 1 002

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Satu Atap Balaraja, Kecamatan Balaraja Kabupaten Tangerang Provinsi Banten, menerangkan bahwa:

<table>
<thead>
<tr>
<th>Nama</th>
<th>RINI MELIYANTI</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIM</td>
<td>207014000051</td>
</tr>
<tr>
<td>Fakultas</td>
<td>Ilmu Tarbiyah dan Keguruan</td>
</tr>
<tr>
<td>Program Studi</td>
<td>Pendidikan Bahasa Inggris</td>
</tr>
<tr>
<td>Jenjang</td>
<td>Strata Satu (S1)</td>
</tr>
</tbody>
</table>

Nama tersebut diatas adalah Mahasiswa Universitas Islam Negeri Syarif Hidayatullah Jakarta Fakultas Ilmu Tarbiyah dan Keguruan yang telah melaksanakan observasi terhadap siswa siswi MTs Satu Atap Balaraja pada tanggal 12 s/d 23 Pebruari 2013 dalam rangka Penulisan Tugas Akhir (Skripsi) dengan judul:

"Error Analysis On Students Descriptive Texts Writing ."

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Balaraja, 28 Pebruari 2013

[Signature]

H. BAY MAKMUN, M.Pd