A. The background of the Study

English as a foreign language in Indonesia has influenced many aspects of life. Language has an important role in the intellectual, improvement, society, and students emotional. So in order to improve student’s ability in English, the government has tried to teach the English from the beginning. English has been taught from Elementary to University. The government has shown its concerns about the importance of English in use. It is stated in the 2004 English curriculum:

“Mata pelajaran Bahasa Inggris bertujuan mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi mendengarkan (listening), berbicara (speaking), membaca (reading), dan menulis (writing).”

Surely, the government recognize the role that language plays are in listening, speaking, reading and writing. In line with the curriculum of Department of Education, the teaching learning process of English language concentrates those four skills. One of four skills above, which play a significant role in mastering English is writing.

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgmental element. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical devices but also of conceptual and judgmental elements. In writing, the use of correct grammar, spelling and diction should be understandable as well as possible. There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only generating and organizing ideas, but also in translating these ideas into readable texts. There is no doubt that the writing is

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the most difficult to teach. However, some important things to improve quality of writing that the students should have a wider vocabulary, understanding of the In writing, students must also be able to write in different ways for different purposes. The students problems in the descriptive text are diction, word order, word form, singular and plural, addition of word, omission of word, tenses, spelling, article, and capitalization.

In writing, the use of correct grammar, spelling and diction should be understandable as well as possible. There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only generating and organizing ideas, but also in translating these ideas into readable text.³

In writing, students must also be able to write in different ways for different purposes. In this research has shown that students need to be exposed to and have practice with various genres. Researcher finds some problems in the description text. Description text is one of types of writing, which is learnt by the students in the junior and senior high school. Descriptive text is to describe particular person, place, or thing, the features are used of simple present tense and used of adjective. The feature is important because each text of writing is different features such as narrative text, the feature is used of past tense.

Student problems in the descriptive writing is about grammatical error. Teaching English grammar is not easy because it is too broad. The teachers must be know the problems and the necessary in student’s English writing. By doing some correction in student’s English writing the teachers can find some problems solving to teach English writing well.

Because of that, teachers role is very important in teaching English grammar. The knowledge of grammar is very important in expressing what we want to say and interpreting correctly not only the basic meaning of what has been

said to us but also to force the utterance of piece of writing. Because of that, teachers role is very important in teach English grammar.

Finally, based on the background above, the writer should carry out a research under title: “Error Analysis on Descriptive Text”.

B. The limitation of the Study

To avoid the research becomes wider, the writer will limit and focus on:

1. An analysis on the errors made by student in descriptive text of writing, especially on the types of error analysis, such as diction, word order, word form, singular and plural, omission of word, tenses, spelling, article, and capitalization.

2. The writer only gives the test for students at 8th grade of SMP Islamiyah which is located in Sawangan Depok.

C. The objective of the Study

The findings (results) of this study are expected to provide useful information about the problems encountered by the tenth grade students of SMP Islamiyah Sawangan in learning descriptive text. It is expected that these results can contribute for all students who find the problems in learning descriptive text.

For the teacher, it can be an evaluation tool to measure the quality of the students in learning genres and help him/her to improve the strategy in teaching genres to them. And for further research, it can be as a reference in conducting similar studies in the next time.

D. The method of the Study

In the process of writing this skripsi, the writer uses a qualitative research as her method of research by giving a test to the students of SMP Islamiyah Sawangan. She gives a test about descriptive text to the students. From the test, she can identify and know the errors made by the students in descriptive text of writing.
**E. The statement of Problem**

Based on the limitation above, the writer would like to formulate the problem as follows: “The difficulties in teaching English writing were caused by intralingual transfer, interlingual transfer, and context of learning.”

**F. The organization of Paper**

This skripsi is divided into five chapters. Chapter one is introduction. It contains the background of the study, limitation of the study, objective of the study, method of the study, statement of problem, and organization of paper.

Chapter Two is a theoretical framework. This chapter discusses the definition of error, the types of error, and the source of error. Besides, there is also information about writing, the kinds and form of writing, the characteristic of writing, the purpose of writing and writing process.

Chapter Three is the profile of SMP Islamiyah Sawangan. This chapter talks about the curriculum, the English teaching method, the English textbook, the profile of English teacher, and the English activities, condition and environment.

Chapter Four is research methodology and findings. Research methodology contains information about time and place, population and sample, instrument of the research, technique of the data analysis. While research findings contain information about data description, data analysis, and data interpretation.

Finally, Chapter Five consists of conclusion and suggestion. In this chapter, the writer tries to describe some conclusions and, after that, the suggestion that is related to the problem. The writer also encloses appendixes and bibliography completing the research paper.
CHAPTER II
THEORETICAL FRAMEWORK

A. Error Analysis

It is impossible that learners never make some errors in language learning process. In fact, it is very normal and unavoidable during the process of learning. William Ancker in his book said “current theories how we learn languages recognize that habit formation is only one part of the process”. In other words, to achieve the English acquisition, the students get through some errors first, and then automatically they can learn from their own errors.

Actually, the learners’ errors do not always have feedback for themselves only. The result of the test that they have produced is an evidence for the teachers or researches in order to know how far the language is acquired. According to Corder “A learners’ errors……are significant in (that) they provide the researches evidence of how language is learned or acquired, what strategies of procedure the learner is employing in the discovery of the language”. In learners’ errors, the teacher will also know which part of the subject matter that most students make errors and most students do not.

It is of course true that the application of linguistic and psychological theory to the study of language learning added a new dimension to the discussion of errors; people now believed they had a principled means for accounting for these error. The major contribution of the linguist to language teaching was seen an intensive contrastive study of the system of the second language and the mother tongue of the learner; out of this would come an inventory would be to direct the teacher’s attention to these areas so that she might devote special care and emphasis in her teaching to the overcoming, or even avoiding of these

predicted difficulties. The teacher is the most important factor to supply the necessary motivation and to develop enthusiasm in students to learn English by creating new situation in the classroom and the teacher can identify the students difficulties and the common errors in the students writing.

Error analysis is “finding out the learners’ errors to analyzing it” to be more detail, Sharma explained “ Error analysis is defined as a process based on analysis of learners’ error with one clear objective, evolving a suitable and effective teaching-learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language”. 6

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

1. The Understanding of error Analysis

The study of the error that learner make in their speech and writing is known as error analysis. Error Analysis is an important source of information to teachers and researchers. It provides information on students’ error and improves the effectiveness of their teaching. Errors that are made by students give signs to teachers and researchers whether the learning process is success or not.

Learning a foreign language is different from learning one’s mother tongue. Therefore learners in the teaching learning process often made errors and it is not only inevitable but also a necessary part of the language learning process. As the learner of a foreign language errors cannot be avoided by the students because even the most intelligent, conscientious and motivated students do some errors and sometimes the native speakers do it too. The errors made by the students indicated that they are in the process of learning.

There are many definitions of errors. According to the geographical Webster Revised Home and Office Dictionary of the English Language, “ Error is

a mistake made in writing or otherwise, a wondering or deviation from the truth.”

It means that error can be found in the writing covering a phoneme, a word, a
phrase, a clause, a sentence, a paragraph, a discourse.

Dullay stated “errors are the flawed side of the learner speech or
writing.” It means that there is something wrong in norms of language
performance. As the writer said before, that making errors are unavoidable in
learning process. Besides making errors are parts of learning and no one can learn
language without his/her first making error.

Error and mistake are not the same, but the most of people still
misunderstanding in getting definition of both. To be more clarified between error
and mistake, Hubard et al said, “Errors caused by lacked of knowledge about a
target language (English) or by incorrect hypotheses about it, and mistakes
caused by temporary lapses of memory, confusion, slips of the tongue and so on”.

Another way to differentiate between error and mistake is if the learners can
correct themselves, it is probably mistake. If they cannot, so it an error.

2. The Types of Error

Every learner has a different type of making errors. In this case, especially
for the 8th grade of SMP Islamiyah Sawangan, the most common errors that the
learners made are personal pronouns, spelling, article, capitalization, subject verb
agreement, noncount nouns.

a. Personal Pronoun

There are four parts in the personal pronouns:

1. Subject Pronouns (I, you, we, they, she, he, it)

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4 Geographical Webster, *Revised Home and Office Dictionary of the English Language*(Chicago), p.384
A pronoun is used in place of a noun. It refers to a noun. The noun it refers to is called the antecedent.

2. Object Pronouns (me, you, us, them, her, him, it)

3. Possessive Pronouns (mine, yours, ours, theirs, hers, his)

   Possessive pronouns are not followed immediately by a noun; they stand alone.

4. Possessive Adjectives (my name, your names, our names, their names, her name, his name, its name)

   Possessive adjectives are followed immediately by a noun; they do not stand alone. Possessive nouns require apostrophes but possessive pronouns do NOT take apostrophes.

b. Spelling

   Spelling is how to write a word correctly. For instance; fores, gras, mause etc. some students made many errors in this case. It caused by the students’ lack of the knowledge and the influence of their native language. Spelling problems can be overcome only through practice and if the students need more practice, they should arrange practice session with a friend.

c. Article

   The occurrence of the article varies depending upon the type of noun. The definite and indefinite article is customary to recognize a zero article. The two articles are the and a. they may be used with a singular or a plural noun. Each of articles undergoes a change before a word beginning with a vowel sound -the changes in pronunciation, a changes in both pronunciation and spelling. In Indonesian writing, no need to use articles in their composition.

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The chief semantic function of articles is to mark nouns as definite or indefinite. The signals a particular person or thing that has been singled out from others.

Guidelines for article:

1. Use *the* when you know or assume that your listener is familiar with thinking about the same specific thing or person you are talking about.
2. Use *the* for the second mention of an indefinite noun
   First mention: some dogs, a cat, a mouse, a hole.
   Second mention: the dogs, the cat, the mouse, the hole.
3. Do not use *the* with a plural count noun (e.g., apple) or a noncount noun (e.g., gold) when you are making a generalization.
4. Do not use a singular count noun (e.g., car) without:
   a. an article (a/an or the); OR
   b. this/that; OR
   c. a possessive pronoun
5. *The* is not used for the second mention of a generic noun.\(^{11}\)

**d. Capitalization.**

According to Alice Oshima and Ann Hogue there are some important rules for capitalization:

1. Capitalize the first word of a sentence
   Hello! My name is Princess Diana
   At school I studied ballet.
2. Capitalize the pronoun *I*
   My children and I enjoy swimming.
3. Capitalize all proper nouns. Proper nouns include:
   - Names of deities: God, Allah, Shiva.

• Names of people and their titles: John P. Doe, Princess Diana of Wales
  (But: Do not capitalize a title without a name: the general, the prime minister, the math professor, the prince, the king.)
• Names of specific places (places you could find on a map: Gary, Indiana, Mediterranean Sea, North Pole, Park Avenue, etc.
• Names of day, months, and special days: Monday, January, Independence day, Ramadan, etc.
  (But: Do not capitalize the names of the seasons).
• Names of specific groups of people : nationalities, races, and ethnic groups), languages, and religions: Asian, Caucasian, American, Sino-Soviet, Moslem, English, etc.
• Names of geographic areas: the Middle East, the North, etc.
  (But: Do not capitalize the names of compass directions: Drive east for two blocks, and then turn south)
• Names of school subjects with course numbers: Chemistry 10A, Business Administration 17B, German 0I
  (But: Do not capitalize names of classes without numbers, except languages: computer science, business administration, economics, German conversation, English composition).
• Names of specific structures such as buildings and bridges: Golden Gate Bridge, Park Plaza Hotel, the White House.
• Names of specific organizations (businesses, clubs, schools): Young England Kindergarten, Sears, Reobuck & Co, Sumitomo Bank, etc.
• Titles of compositions, stories, books, magazines, newspaper, plays, poems, and movies: Introducing Myself, Introduction to Academic Writing, Stars Wars, etc.
  NOTE: Capitalize the first word, the last word, and other important words in titles. Do not capitalize short words such as articles (a, an, the), prepositions (of, on, for), and conjunctions (and, but, or). Of course you must capitalize a short word if it is the first word in a title.
  A Tale of Two Cities
Also, underline the titles of books, magazines, newspapers, and movies.\textsuperscript{12}

In many cases of capitalization, some of students did not put any capital letter in the beginning of the sentence and in proper noun because they do not certain to their own writing, and they still doubt in giving capital letter to the word.

f. Subject -Verb Agreement.

Verbs are the most complex part of speech in English. They can take many different forms and function in many different ways. Problems that may occur with verbs are:

1. Does its subject?
2. Do singular verbs have singular subject?
3. Do plural verbs have plural subject?

Rules for Subject-Verb Agreement

1. When the following words are used as subjects, they are always singular.
2. When \textit{each} or \textit{every} comes before singular subjects joined by \textit{and}, a singular verb is used.
3. Words that come between a subject and its verb do not change the number of the subject. Prepositional phrases often have this position.
4. \textit{There, here} and \textit{where} are never subject. When a sentence begins with one of this words, the subject comes after the verb.
5. Subject joined by \textit{and} or \textit{both}…and… take a plural verb.
6. \textit{Several many, both, few} are plural words and always take a plural verb.
7. Some nouns are always plural in form and always take a plural verb.
8. When subjects are joined by following structures, the verb must agree with the closer subject.

\textsuperscript{9} Alice Oshima and Ann Hogue, \textit{Introduction to Academic Writing} ( New York: Addison-Wesley Publishing Company)p.5-7
9. Many words may be singular or plural depending on what they refer to: *none, all, some, any, majority, most, half, etc.* when these words are followed by a prepositional phrase, the number of the object of the preposition will determine whether the words are singular or plural.

10. The expression a number of is plural, and the expression the number of is singular.

11. Expression stating one amount of *time, money, weight, volume, etc.* are plural in form but take a singular verb.

12. Some words are always plural in form but singular in meaning. These words require singular verbs.

13. Titles of books and movies, even if plural in form, take singular verbs.

14. Collective nouns are usually singular, but may be plural if the members are functioning independently. Watch the pronouns for clues to the singular or plural nature of the subject. Some of these words are class, team, police, committee, audience, family, faculty, etc.

15. Some nouns use the same form for both singular and plural meanings. The pronouns and modifiers with these words will indicate whether they are singular or plural in meaning.

16. Nouns for nationality that end with *-ese, -ch, or -sh* may be singular or plural depending on their meaning. When the word refers to a language, it takes a singular verb. When the word refers to the people of the country, it takes a plural verb and is preceded by the article *the*.

17. English has borrowed words from other languages. Some of these words have unusual singular and plural forms.

**g. Noncount Nouns.**

Most noncount nouns refer to a “whole” that is made up of different parts. There are different parts of noncount nouns:

1. It is a whole group of things that is made up of similar but separate items; e.g., furniture.
2. It is whole masses made up of individual particles or elements; e.g., sugar and coffee.
3. It is an abstract concept, an abstract “whole”. It has no physical form; you can’t touch it, you can’t count it; e.g., luck.
4. It is a phenomena of nature, such as sunshine, are frequently used as noncount nouns.
5. Many nouns can be used as either noncount or count nouns, but the meaning is different; e.g., hair and light.

To express a particular quantity, some noncount nouns may be preceded by unit expressions.

3. The Sources of Error

In the analysis of learner’s speech or writing, it is important to know the sources or error. Why are certain errors made? What cognitive strategies and styles or even personality variables underlie certain errors? By trying to identify sources can begin to arrive at an understanding of how learners’ cognitive and effective relate to linguistic system and to formulate and integrated understanding of the process of second language acquisition. Sources of error come from inter-lingual transfer, inter-lingual transfer context of learning and communication.  

a. Inter-Lingual Transfer

Mother language or native language of learner has a great deal of influence in learning second language or foreign language. It is called interference or inter-lingual transfer. In these early stages, before the system of second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

b. Intra-Lingual Transfer

10 H Douglas Brown,….p.212,217
In learning second language, intra-lingual transfer is one of the sources of error that must be recognized, but it is now clear that transfer within the target language (intra-lingual). As Douglas Brown stated “Principle of language learning and teaching that….intra-lingual transfer (within the target language itself) is a major factor in second language learning. Researches have found that the early stages of language learning are characterized by a predominance of interference (inter-lingual transfer), but once learner have begun the acquire parts of new system, more and more intra-lingual transfer-generalization within the target language-is manifested.”14

Native-intra lingual transfer, or overgeneralization, has already illustrated in such utterance as “Does John can sing?” other example like “he good” and “I don’t know what time is it?”


A third major source of error, though it overlaps both types of transfer, is the context of learning. “Context” refers to the classroom with the teacher and the material in the case of school learning or social situation. In classroom context, the teachers or textbook can lead the learner to make faulty hypothesis about the language, what Richards called “false concept” and what Stenson termed “Induced errors” Students often, make errors because of a misleading explanation from the teacher, faulty presentation of structure or word in the text book, or even because of a pattern, that was rote memorized in a drill but not properly contextualized.

B. Writing

As mentioned in Chapter one, writing is one of the four the language skills. In some countries, writing is the skill that is mainly taught at school. Through writing, people can express their ideas and convey their messages in

11 Ibid., p.214
alphabets, words linked by sentences and become paragraph. So, the intended messages will be received accurately by the readers.

Writing is the most difficult skill among other language skills, because of that, to make a good writing, the students need hard thinking and they have to have extent knowledge specially that in writing. To get a correct writing, because when the students are writing something like a diary, a novel, a short story, etc., they have to produce some words, sentences, and paragraphs at the same time. Not only that, but also they have to spell the words in the right spelling, diction, tenses, etc. therefore, if the students want to be a good writer they have to master all aspect about writing and more practices.

The fact the people frequently have to communicate with each other in writing is not only the reason to include writing as a part of second-language teaching. There is an additional and new important reason: writing helps students learn. There are the directions of Ann Raimes:

1. Writing reinforces the grammatical structures, idioms, and vocabulary that teacher have been teaching their students.
2. When students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks.
3. When students write, they necessarily become very involved with the new language: the effort to express ideas and the constant use of eye, hand and brain is a unique way to reinforce learning.15

As students struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their idea. They discover a real need for finding the right word. the close relationship between writing and thinking makes writing valuable part of any language course.

1. The Understanding of writing

There are some opinions about writing. James C Raymond gave some general opinion about what writing is: “Writing is a way of thinking. Writing is more than a medium of communication. It is a way of remembering and way of thinking well. Writing is also a way of finding out what we know and what we need to learn. Spoken words disappear as soon as they are spoken; but writing freezes our thought, make them visible and permanent so we can examine and test their quality”.

In many schools, writing is principally conducted to demonstrated knowledge or information from students to the readers. When students take notes during lecturer or as they read, writing enables them to store new information in memory. But writing makes another important contribution to learning. Because it is always a composing of new meaning, writing enables them to find and establish their own connection and network of information and ideas.

Furthermore, the meaning of writing just not the way of thinking and learning, but writing also contributes to personal development. As the students write, they become more potent thinkers and active learners, they come eventually to better understanding of themselves through the recording, clarifying, and organizing of their personal experiences, and our innermost thought.

In the modern world, written language serves a range of functions in everyday life, including the following:

1. Primarily for action
   Public signs (roads and stations), product labels and instruction (food, tools or toys purchased, recipes, maps etc) personal correspondence (letters, post cards, greeting cards)

2. Primarily for information
   Newspaper and current affair magazines, public notices, advertisements, political pamphlets, reports, etc.

3. Primarily for entertainment

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Light magazines, comic strips, fiction books, poetry and drama, newspaper features, film.\textsuperscript{17}

More specific explanation that writing can contribute to personal development and process of expressing thoughts and feeling of thinking.

Based on the opinions above, the writer would like to conclude that the meanings of writing are: Writing is the way of thinking, feeling and learning, contribute to personal development and in the modern world, written language serves a range of functions in everyday life

2. Writing Process

The writing process as a private activity may be broadly seen as comprising four main stages:

1. Planning (Pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage: group brainstorming, clustering, rapid free writing, \textit{wh}-questions.

\textsuperscript{14} David Nunan, \textit{Language Teaching Methodology}, (Sydney: Longman, 1998), p. 84

\textsuperscript{15} Jack C Richard and Willy A. Renandya,….., p. 315
2. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is, drafting – may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer’s ability to visualize an audience. Once a start is made, the writing task is simplified as the writers let go and disappear into the act of writing.

3. Revising

When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meaning to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of the ideas so that the writer’s intent is made clearer to the reader.

4. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own on their peer’s work for grammar, spelling, punctuation, diction, sentence structure, etc.

A simple checklist might be issued to students to alert them to some of the common surface errors found in students’ writing. For instance:

- Have you used your verbs in the correct tense?
- Are the verb forms correct?
- Have you checked for subject-verb agreement?
- Have you used the correct prepositions?
- Have you left out the articles where they are required?
- Have you used all your pronouns correctly?
- Is your choice of adjectives and adverbs appropriate?
- Have you written in complete sentences?

The students are, however, not always expected to know where and how to correct every error, but editing to the best of their ability should be done as a
matter of course, prior to submitting their work for evaluation each time. Editing within process writing is meaningful because students can see the connection is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to an audience.

3. The Forms of Writing

Forms of writing are required for different purposes. In general, writing can be divided into three forms: Narration, Description, and Exposition.

a. Narration

Narration or story telling is writing about a succession of events. The simplest kind of narration follows chronological order. The social function of narrative text to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There are five generic structures in the narrative text, in the following:

1. Orientation: sets the scene and introduce the participants.
2. Evaluation: a stepping back to evaluate the plight.
3. Complication: a crisis arises
4. Resolution: the crisis is resolved, for better or for worse
5. Re-orientation: optional

Significant and lexica grammatical features are focus on specific and usually individualized participants. It uses of material process, behavioral, verbal processes, temporal conjunctions and temporal circumstances and it uses of past tense.

Model of narrative text:

| Snow White |
Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Major Complication
One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to do to America and they didn’t have enough money to take Snow White.

Resolution
Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.

Complication
She was very tired and hungry.

Resolution
Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Complication
Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs said, what is your name? Snow White said, ’my name is Snow White’.

Major Resolution
Doc said,’ if you wish, you may live here with us’. Snow White said,’ Oh could(1)?. Thank you’. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

b. Description
Description is writing about the way persons, animals, or things appear. Its purpose is to tell about the subject by describing its features without including personal opinions. Description tells how something looks, or fells or sounds. It talks about such features as size, shape, color, sound, or size. The generic structures are:

1. Identification: Identifies phenomenon to be described
2. Description: describes parts, qualities, characteristics.

Significant lexica grammatical features are focus on specific participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, use of simple present tense and adjectives to describe the features of the subject.

Model of Description Text:

<table>
<thead>
<tr>
<th>Natural Bridge National Park</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
</tr>
<tr>
<td>Natural Bridge National Park is a luscious tropical rainforest.</td>
</tr>
<tr>
<td>Description</td>
</tr>
<tr>
<td>It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.</td>
</tr>
</tbody>
</table>

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short 1 kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

c. Exposition
Exposition is writing that explains something. Its purpose is to present ideas and to make the ideas as clear as possible. Exposition is writing with a referential aim. It seeks to explain someone or something in the world outside the writer. The social function is to persuade the reader or listener that something the case. There are three generic structures in the exposition text:

1. Thesis
   Position: Introduces topic and indicates writer’s position.
   Preview: Outlines the main arguments to be presented
2. Arguments
   Point: restates main arguments outlined in preview
   Elaboration: develops and supports each point/argument
3. Reiteration: restates writer’s position.

Significant lexica grammatical features are focus on generic human and non-human participants, use of simple present tense, use of relational processes, use of internal conjunction to state argument, and reasoning through causal conjunction or nominalization.

Model of Exposition Text:

```
Country Concern

Thesis
In all the discussion over the removal of lead from petrol (and the atmosphere) there doesn’t seem to have been any mention of the difference between driving in the city and the country.

Argument
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While I realize my leaded petrol car is polluting the air wherever I drive, I feel that when you travel through the country, where you only see the another car every five to ten minutes, the problem is not as severe as when traffic is concentrated on city roads.

**Argument**

Those who want to penalize older, leaded petrol vehicles and their owners don’t seem appreciate that, in the country, there is no public transport to fall back upon and one’s own vehicle is the only way to get about.

**Recommendation**

I feel that country people, who often have to travel huge distances to the nearest town and who already spend a great deal of money on petrol, should be treated differently to the people who live in the city.


3. **The Role of Descriptive Writing**

Description is writing about the way persons, animals, or things appear. Its purpose is to tell about the subject by describing its features without including personal opinions. Description tells how something looks, or falls or sounds. It talks about such features as size, shape, color, sound, or size. The generic structures are:

- Identification: Identifies phenomenon to be described
- Description: describes parts, qualities, characteristics.
  
  Significant lexica grammatical features are
- Focus on specific participants,
- Use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups,
- Use of simple present tense and adjectives to describe the features of the subject.
CHAPTER III
THE PROFILE OF “SMP Islamiyah Sawangan”

A. Curriculum

Curriculum is one of the important components which may significantly support the requirements of teaching learning process in the school. Comprehensively, it is defined as the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of the school.

The curriculum is all of the experiences that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice. Curriculum can be viewed as a program arrange by an educational institution to provide sequentially organized knowledge, understanding, skills, and concepts for the learners. A significant aspect of the curriculum is the instruments to bring the needs of the learner together with the needs of society.

In this research, the curriculum used in “SMP Islamiyah Sawangan” is The School-Level Curriculum-the “KTSP”. The “KTSP” is operated in “SMP Islamiyah Sawangan”. It has been developed into syllabus, the lesson plan, and annual program. It is developed and implemented by the school based on the national educational standards.

The purposes of a curriculum or teaching plan are the most important curriculum criteria they should provide the first guideline for determining the learning experiences to be included in the curriculum. Unfortunately, school commonly lack a comprehensive and reasonably consistent set of objectives on which to base curriculum decisions, and teachers often fail to use of objectives to guide their planning for teaching.

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In terms of the development of the syllabus of English subject, the teacher tries to elaborate the item of the content standards into the description of learning and teaching activities of lesson materials, of a variety of competency indicators, of time allocation, of learning and teaching resources, and even of evaluation instruments and techniques.

B. The English Teaching Method

As the writer had observed, the teaching method of English teacher in the 8th grade students of “SMP Islamiyah Sawangan” may be categorized into the communicative Language Teaching (CLT). It might be shown from several teaching techniques the teacher used that involved dominantly the students’ activity in expressing something whether spoken or written. The teacher didn’t dominate the class, but she let his students’ intervention. The teacher used media which enabled her students to learn creatively and cooperatively, for example pictures and realia. The media provided the students more information and the students were expected to have a respond to every information and problems given. Besides, if the students feel bored, the teacher sometimes makes a game to create a new atmosphere in the classroom.

Theoretically, Communicative Language Teaching aims the learners become more active in communicating. It is useful for them to express something in their daily life. The goals of Communicative Language Teaching means little more than an integration of grammatical and functional teaching.20

It is clear that in learning a language, the learners need not only knowledge of structures and vocabularies, but also their require to know how the language elements work together when the learners try to produce a well communication as an achievement of communicative competence.

Here, the English teachers of “SMP Islamiyah Sawangan” tried to let the students know their ability to produce English whether spoken or written by

serving them the materials communicatively. He arranged the teaching situation without his determination and opened widely the opportunity for the students to express their ideas based on the given context.

C. The English Textbook

The English textbook which is used by the teacher and the 8\textsuperscript{th} grade at “SMP Islamiyah Sawangan” is the English textbook published by CV Buana Raya and PT Remaja Rosdakarya Bandung and titled “English II For Junior High School Student’s 8\textsuperscript{th} Year” and “Reach English Competency II”, and LKS.

The textbook has been consistently harmonious with the principles of developing communicative competence with the emphasis on the ability to understand and to produce both oral and written text.

It provides with practice of using English in contextual integrated, and collaborative ways to develop the ability to use English appropriately and accurately.

D. The Profile of English Teacher

There are two English teachers in “SMP Islamiyah Sawangan”. They are Dra. Eni Herlinda and Ahmad Sudja’i S.Pd. Dra.Eni Herlinda graduated from IAIN Syarif Hidayatullah Jakarta. She is thirty eight years old. She teaches 7\textsuperscript{th} and 9\textsuperscript{th} grade. Ahmad Sudja’i S.Pd graduated from University of Malang, English Department, 2000” He is thirty two years old. He teaches 8\textsuperscript{th} grade. He teaches English well.

E. The English Activities, Condition and Environment

As the writer had observed, the activities that involved English were implemented by the English teachers and the students inside and outside of the classroom. The English teacher delivered the course mostly in English inside the class. The discourse which was employed by the English teacher and the students outside the classroom was about greeting or other simple expressions. Moreover,
the interaction among the English teachers and others used English in low intensity.

The activities which have mentioned above affected the students became accustomed in expressing something in English and this condition might let them to be competence in English. Also, the purpose of teaching and learning process might be easily achieved, that was the communicative goals.

The students’ English ability improvement were also supported by providing of English facility, for instance the English laboratory, and English instruments, for instance the availability of some posters which were written by using English, the English novels, magazines, and books, and so on.
CHAPTER IV
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. The objective of Research

The objective of research for this ‘skripsi’ is to find empirical evidence the most common error made by 8th grade students of SMP Islamiyah Sawangan. This in turn, will be beneficial for teachers in this school in their attempt to improve the students’ writing skills in the writing of descriptive text.

2. Time and Location

The research is held at SMP Islamiyah Sawangan, 8th grade. It is located at Jl. Raya Muchtar No.136 Sawangan Kota Depok 16511.

To obtain the data which is used as the object of this study, the writer asked the students to write descriptive text on November 5th, 2009 at 14.00-15.00 WIB.

3. The Population and sample

In this research the writer took the population of the Eight grade of SMP Islamiyah. “The writer mixes all subjects of the population and the students had a chance to be a sample. All the sample is the same, no sample which is specialized”\(^2\). The number of population of these classes is 65 students. The sample taken is only 20 students. The writer used random sampling to get the representative data.

4. The Technique of Data Collecting

The next step is collecting the data. The writer gives writing test to the 8th grade students of SMP Islamiyah Sawangan and it focuses on descriptive text. Beside giving the test to the students, she also interviewed the English teacher to know the method and curriculum in teaching learning English.

5. Research Instrument

To collect the data of this research, the writer gives a descriptive text test by using pictures to the 10th grade students of SMP Islamiyah Sawangan and it focused on the descriptive writing, which are related personal pronouns, spelling, article, capitalization, subject-verb agreement, noncount nouns.

6. The Technique of Data Analysis

After the research instrument had collected, the writer classified and analyzed the data of the student’s errors in descriptive writing. There are some problems which appear in their writing, such as personal pronouns, spelling, article, capitalization, subject-verb agreement, and non count nouns.

The technique that the writer uses is descriptive analysis technique (percentage), with the percentage from the frequency of information and divided with number of cases. To get a relative percentage, Anas Sudjiono presents the formula:

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

Notes :  

- \(P\) = Percentage
- \(F\) = Frequency of errors occurrence
- \(N\) = Number of observed sample 22

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B. Research Findings

1. The Description of Data

As stated in the preceding chapter, that this “Skripsi” is focused, about the descriptive writing errors done by the 8th grade of SMP Islamiyah Sawangan in writing. The writer identified the errors to get answer what the problem really is. Therefore, the writer marked the sentences containing errors by personal pronouns, spelling, article, capitalization, subject-verb agreement, and non count nouns.

<table>
<thead>
<tr>
<th>No</th>
<th>Personal pronouns</th>
<th>Spelling</th>
<th>Article</th>
<th>Capitalization</th>
<th>Subject-Verb Agreement</th>
<th>Non count nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
2. The Analysis of Data

From the data collected, the writer found three aspects of error of the use in the descriptive writing, she marked the sentences containing errors by personal pronouns, spelling, article, capitalization, subject-verb agreement and non count nouns. The identified error could be seen from the table based on the three categories with the explanation and correction.

Table 2

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Sentences</th>
<th>Error Classification</th>
<th>Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fish: This is a fish. It lives in the water. Its color is black. It eats things in the water. Zebra: This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat: This is a cat. It lives in the house. Its color is white. It eats fish and mouse</td>
<td>Personal Pronouns: 3x Spelling: - Article: - Capitalization: - Subject-Verb Agreement: - Noncount nouns: -</td>
<td>Fish: This is a fish. It lives in the water. Its color is black. It eats pellets. Zebra: This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat: This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
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<tr>
<td>2</td>
<td>Fish: This is a fish. Fish Personal Pronouns:9</td>
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</tbody>
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<table>
<thead>
<tr>
<th>17</th>
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<td>86</td>
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</tbody>
</table>
| **live in water. Fish** color is black. **Fish eat** pellets.  
Zebra : This is a zebra.  
**Zebra live in jungle.**  
**Zebra color** is black and white. **Zebra eat grass.**  
Cat : This is a cat. **Cat live in house.** **Cat color** is black. **Cat eat** fish. | **Spelling :** -  
**Article :** 3  
**Capitalization :** -  
**Subject-Verb Agreement :** 6  
**Noncount Nouns :** -  
**lives in the water. Its color is black. It eats pellet.**  
Zebra : This is a zebra.  
It lives in the forest. Its color is black and white.  
It eats grass.  
Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish. |   |
| **Fish : This is fish. It live in water.** It's color is orange.  
It eat all in waters.  
Zebra : This is zebra. It live in jungle. It’s color is black and white. It eat grass.  
Cat : This is cat. It live in house. It’s color is grey. It eat fish, meat, and mouse. | **Personal Pronouns :** 3  
**Spelling :** -  
**Article :** 7  
**Capitalization :** -  
**Subject-Verb Agreement :** 6  
**Noncount nouns :** 1  
**Fish : This is a fish. It lives in the water. Its color is black. It eats pellet.**  
Zebra : This is a zebra.  
It lives in the forest. Its color is black and white.  
It eats grass.  
Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish. |   |
| **Fish : this is a fish. It lives in the water. It’s color black. It eats plankton.**  
Zebra : **this** is a zebra. It lives in the forest. **It's** | **Personal Pronouns :** 3  
**Spelling :** -  
**Article :** -  
**Capitalization :** 3  
**Subject-Verb Agreement :** -  
**Noncount nouns :** -  
**Fish : This is a fish. It lives in the water. Its color is black. It eats pellet.**  
Zebra : This is a zebra.  
It lives in the forest. Its color is black and white.  
It eats grass.  
Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish. |   |
### Table 2

Student’s sentences

<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Sentences</th>
<th>Error Classification</th>
<th>Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Fish : This <strong>is fish</strong>. <strong>Fish live in waters</strong>. <strong>Fish color</strong> is orange. <strong>Fish eat plangton</strong>. Zebra : This <strong>is zebra</strong>. <strong>Zebra live in fores</strong>.</td>
<td>Personal Pronouns: 9</td>
<td>Fish : This is a fish. It lives in the water. Its color is black and white. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
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<td></td>
</tr>
<tr>
<td><strong>Zebra color</strong> is black and white. <strong>Zebra eat grass.</strong> Cat : This is cat. Cat live in house. Cat color is black. Cat eat fish.</td>
<td>Agreement: 6  Noncount Nouns : 1</td>
<td>It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house Its color is grey. It eats mouse and fish.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Fish : <strong>this is fish.</strong> Fish live in the water. Fish color is orange. It eat pellet. Zebra : <strong>this is zebra.</strong> Zebra live in the forest. Zebra color is black and white. Zebra eat grass. Cat : this is cat. Cat live in the house. Cat color is grey. Cat eat fish and mouse.</td>
<td>Personal Pronouns: 8  Spelling : -  Article : 3  Capitalization : 3  Subject-Verb Agreement: 6  Noncount nouns : -</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house Its color is grey. It eats mouse and fish.</td>
</tr>
<tr>
<td>8.</td>
<td>Fish : This is a fish. It lives <strong>in waters.</strong> It’s color is orange. It eats plankton. Zebra : This is a zebra. It lives in <strong>forest.</strong> It’s color is white and black. It eats grass. Cat : This is a cat. It lives in house. It’s color is</td>
<td>Personal Pronouns: 3  Spelling :  Article : 3  Capitalization :-  Subject-Verb Agreement: -  Noncount nouns: 1</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It</td>
</tr>
</tbody>
</table>
grey. It eats fish and meat. lives in the house Its color is grey. It eats mouse and fish.

9. Fish : this is fish. It is live in water. It’s color black. It eat pellet.
Zebra : this is zebra. It is live in fores. It’s color black. It eat grass.
Cat : this is cat. It is live in house. It’s color white. It eat fish and mouse.

10. Fish : This is a fish. It live in a water. It color is black. It eat everything in water.
Zebra : This is a zebra. It live in the jungle. It color is black and white. It eat grass.
Cat : This is a cat. It live in the house. It color is white. It eat everything.
<table>
<thead>
<tr>
<th>No</th>
<th>Student’s Sentences</th>
<th>Error Classification</th>
<th>Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Fish: <strong>this is fish.</strong> It live in the water. <strong>It’s color grey.</strong> It eat plankton. Zebra: <strong>this is zebra.</strong> It live in forest. <strong>It’s color black and white.</strong> It eat grass. Cat: <strong>this is cat.</strong> It live in my house. <strong>It’s color is brown and white.</strong> It eat fish and mose.</td>
<td>Personal Pronouns: 3 Spelling: Article: 4 Capitalization: 3 Subject-Verb Agreement: 6 Noncount nouns: -</td>
<td>Fish: <strong>This is a fish.</strong> It lives in the water. Its color is black. It eats pellet. Zebra: <strong>This is a zebra.</strong> It lives in the forest. Its color is black and white. It eats grass. Cat: <strong>This is a cat.</strong> It lives in the house Its color is grey. It eats mouse and fish.</td>
</tr>
<tr>
<td>12.</td>
<td>Fish: This is a fish. It lives in the <strong>waters.</strong> Its color is orange. It eats pelet. Zebra: This is a zebra. It live in the jungle. Its color is black and white. It eat grass. Cat: This is a cat. It live in the house. Its color is black. It eat meat and fish.</td>
<td>Personal Pronouns: - Spelling: 1 Article: - Capitalization: - Subject-Verb Agreement: - Noncount Nouns: 1</td>
<td>Fish: <strong>This is a fish.</strong> It lives in the water. Its color is black. It eats pellet. Zebra: <strong>This is a zebra.</strong> It lives in the forest. Its color is black and white. It eats grass. Cat: <strong>This is a cat.</strong> It lives in the house Its color is grey. It eats mouse and fish.</td>
</tr>
<tr>
<td>13.</td>
<td>Fish: <strong>This is fish. it is life</strong></td>
<td>Personal Pronouns: 3</td>
<td>Fish: <strong>This is a fish. It lives in the water. Its color is black. It eats fish.</strong></td>
</tr>
<tr>
<td>14. Fish : This is a fish. It lives in the water. Its color is orange. It eats plankton. Zebra : This is a zebra. It lives in forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in house. Its color is brown. It eats fish.</td>
<td>Personal Pronouns : - Spelling : - Article : 3 Capitalization :- Subject-Verb Agreement : - Noncount Nouns :-</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
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<tr>
<td>15. Fish : It is a fish. It live in the water. It’s color black. It eat pellet. Zebra : It is a zebra. It live in fores. It’s color black</td>
<td>Personal Pronouns : 3 Spelling : 1 Article : - Capitalization :- Subject-Verb Agreement : - Noncount Nouns :-</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
<td></td>
</tr>
</tbody>
</table>
and white. **It eat** grass.
Cat : It is a cat. **It live** in the house. **It’s** color grey. **It eat** mouse and fish.

<table>
<thead>
<tr>
<th>Agreement : 6</th>
<th>Noncount Nouns: -</th>
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</thead>
<tbody>
<tr>
<td>It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house Its color is grey. It eats mouse and fish.</td>
<td></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Table 4</th>
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<tbody>
<tr>
<td>Student’s Sentences</td>
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<table>
<thead>
<tr>
<th>No.</th>
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<th>Error Classification</th>
<th>Reconstructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house. Its color is <strong>brawn</strong>. It eats <strong>mause</strong> and fish.</td>
<td>Personal Pronouns : - Spelling : 2 Article : - Capitalization : - Subject-Verb Agreement : - Noncount nouns: -</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
</tr>
<tr>
<td>17.</td>
<td>Fish : <strong>this is fish. fish live in water. fish color is orange. fish eat pelet.</strong> Zebra : <strong>this is zebra. zebra</strong></td>
<td>Personal Pronouns : 7 Spelling : 1 Article : 6 Capitalization :12</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet.</td>
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<tr>
<td></td>
<td>live in jungle. zebra color is black and white. zebra eat grass.</td>
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<td>---------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Cat : this is cat. cat live in house. cat color is grey. cat eat fish.</td>
<td></td>
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<tr>
<td></td>
<td>Subject-Verb Agreement: 6 Noncount Nouns: - Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Fish : This is a fish. Fish lives in water. Fish color is orange. Fish eats pellet. Zebra : This is a zebra. Zebra lives in forest. Zebra color is black and white. Zebra eats grass. Cat : This is a cat. Cat lives in house. Cat color is grey. Cat eats fish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Pronouns: 9 Spelling: 1 Article: 3 Capitalization: Subject-Verb Agreement: 6 Noncount Nouns: - Fish : This is a fish. It lives in the water. Its color is black. It eats pellet. Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass. Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Fish : this is a fish. it live in the water. it color is black. it eat planitons. Zebra : this is a zebra. it live in the jungle. it color is black and white. it eat grass. Cat : this is a cat. it live in</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
the house. It color is grey. It eat mouse and fish.

<p>| | | |</p>
<table>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.</td>
<td>Fish : This is a fish. It lives in the water. Its color is black. It eats pellet.</td>
<td>Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass.</td>
</tr>
</tbody>
</table>

20. Fish : This is a fish. It lives in the water. Its color is black. It eats pellet.
Zebra : This is a zebra. It lives in the forest. Its color is black and white. It eats grass.
Cat : This is a cat. It lives in the house. Its color is grey. It eats mouse and fish.

**A. Personal Pronouns**

Although not many students making error in this area. It is obvious that three are some of them which are confusing to use the appropriate word in accordance with the sentences. It happened because the students lack of grammar, and it is caused by **intra lingual transfer**. That is why it is possible for students to use in appropriate word in the sentences.

**B. Spelling**

In the table above shows the students’ errors in spelling the words, some of them are omitted, substitute, and even miss form. Not to mention that there is
some of the phonetic sound which spelled improperly, like the word: fores, plangton, ras, and so on. This is happened because the students thought that the English pronunciation is similar to its spelling and it is caused by **intra lingual transfer**.

C. Article

In the table above shows the students, errors in article, some of them are miss to mark nouns as to definite or indefinite. It is caused by **inter lingual transfer**. In English writing, we need to use articles in their composition, but in Indonesian writing, no need to use articles in their preposition. Article is customary to recognize a zero article. The two articles are the and a. they may be used with a singular or a plural noun. The students are still confused to put the article, because of their lack of grammar. For example: It lives in forest. They need to put “the” before “forest”.

D. Capitalization

In many cases of capitalization, some of students did not put any capital letter in the beginning of the sentence and in proper noun because they do not certain to their own writing, and they still doubt in giving capital letter to the word. It caused by **context of learning**.

E. Subject- Verb Agreement

Verbs are the most complex part of speech in English. They can take many different forms and function in many different ways. in this case, it is caused by **intra lingual transfer**. The problems that may occur with verbs are:

1. Does its subject?
2. Do singular verbs have singular subject?
3. Do plural verbs have plural subject?
F. Noncount Nouns

The table above shows some of the students’ still confuse about noncount nouns. It is caused by context of learning. Most noncount nouns refer to a “whole” that is made up of different parts. There are different parts of noncount nouns:

1. It is a whole group of things that is made up of similar but separate items; e.g., furniture.
2. It is whole masses made up of individual particles or elements; e.g., sugar and coffee.
3. It is an abstract concept, an abstract “whole”. It has no physical form; you can’t touch it, you can’t count it; e.g., luck.
4. It is a phenomena of nature, such as sunshine, are frequently used as noncount nouns.
5. Many nouns can be used as either noncount or count nouns, but the meaning is different; e.g., hair and light.

To express a particular quantity, some noncount nouns may be preceded by unit expressions.

3. Interpretation of Data Analysis

The final step is to explain the findings to analyzed data. After categorized the errors based on the types of error. The writer distribute the types of error.

Table 5

Type and percentage of error in descriptive writing

<table>
<thead>
<tr>
<th>No.</th>
<th>Types</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Pronouns</td>
<td>32.95%</td>
</tr>
<tr>
<td>2</td>
<td>Spelling</td>
<td>4.98%</td>
</tr>
</tbody>
</table>
In the table 5 showed that from the tables above, the first most of students make error in the item of personal pronouns 32.95% with those frequencies the teacher must pay attention more in the personal pronouns. The second level is about subject-verb agreement the frequency of error in this item is 27.58 %, and the third level is about article, the frequency of error in this item is 21.45 %, the fourth level is about capitalization, in this item is 11.49%. The fifth level is about spelling, the frequency of error in this item is 2.98%, and the last level is about non count nouns, in this item only 1.53%.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data on the previous chapter, the writer can draw a conclusion that the types of error that made by the students in their English writing of description text are in the personal pronouns (86 errors, this is the highest of error), subject-verb agreement (students made 72 errors), article (students made 56 errors), capitalization (students made 30 errors), spelling (13 errors in this case) and non count nouns (students only made 4 errors). Each of the students of the 8th grade of SMP Islamiyah Sawangan made many errors on the types of error as mentioned above. The students are still confused with the forms of writing, especially in using the basic article usage. The forms of writing are required for different purposes. The purpose of description text is to describe the particular person, place, animal or thing and it uses of present tense.

These errors are caused by their lack of English grammar knowledge, mother tongue interference, and over generalization. Mother tongue interference in this sense Indonesian language is as cause of most verb tense, spelling, and word order. Interference is influenced by two factors. The first factor is learner level. Lower level learners are particularly prone to negative transfer. So, they rely on their mother tongue to help them in times of trouble. When they don’t know a word or a structure, they simply fall on their equivalence mother tongue. The second is language area.

B. Suggestion

Some suggestions which the writer offered especially to the teachers as an addition to complete the way of teaching learning process in the classroom.

- All aspects in the description text should be taught well.
- The teacher should be aware of these errors by doing some correction.
After the correction, give the problem solving to the students how to make a good text and ask the students about their problem writing on the description text.

The English teachers consider this problem and provide students a sufficient knowledge about grammar to prevent students making the same error in the future.

The suggestion above will work not well if the teachers and their students do not have any cooperation. Because of that, the teacher as an instructor have to give motivation to their students to write English more. And for the students have to improve their writing ability by doing more exercises.
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ERROR ANALYSIS ON DESCRIPTIVE TEXT

( A Case Study at the Eight Grade of SMP Islamiyah Sawangan )

A SKRIPSI
Presented to the Faculty of Tarbiyah and Teachers Training
In Partial Fulfillment of one of the Requirements for the Degree of Strata 1 (SI)

By:
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STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
1430 H/2010M
Interview dengan guru bahasa inggris

1. Berapa kali bahasa inggris diajarkan dalam seminggu?
   2 x seminggu, 2 jam pelajaran.

2. Dalam kompetensi bahasa inggris apakah yang paling di pahami anak?
   Reading

3. Dalam writing, teks-teks apa saja yang sudah di ajarkan?
   Procedure text, narrative text, dan description text

4. Jenis text apa yang anak-anak paling mengerti?
   Procedure text.

5. Jenis teks apa yang sulit di pahami siswa?
   Narrative text

6. Bagaimanakah cara pengajaran/metode untuk mengajarkan genres?
   Melalui latihan menulis baik dikerjakan di sekolah ataupun di rumah yang di sesuikan dengan jenis teks itu sendiri, dan dijelaskan aspek-aspek kebahasaan dari jenis teks tersebut.

7. Di dalam penulisan description text, kesalahan apa yang sering di buat oleh siswa?
   Kesalahan terbanyak masalah grammar.

8. Menurut anda, bagaimana cara mengatasi kesalahan-kesalahan siswa dalam penulisan description text?
   Saya rasa anak sudah dapat menulis dan dapat menuangkan ide/pikiran dalam bahasa inggris itu sudah cukup baik, masalah kesalahan dalam grammar atau hal lain dapat di perbaiki sedikit demi sedikit, yang terpenting bagaimana supaya siswa dapat menyukai pelajaran bahasa inggris itu sendiri, apabila siswa sudah menyukai pelajaran tersebut, dari situlah rasa keingintahuan mereka timbul dan sungguh-sungguh dalam belajar bahasa inggris.

9. Apakah sama kesalahan yang terjadi dalam setiap penulisan teks?
   Saya rasa hampir sama, yang berbeda dalam hal tenses nya saja

10. Menurut anda, berapa persen siswa yang benar-benar paham tentang jenis-jenis teks? yang benar-benar paham paling hanya 40%
ERROR ANALYSIS ON DESCRIPTIVE TEXT

(A Case Study at the Eight Grade of SMP Islamiyah Sawangan)

A SKRIPSI
Presented to the Faculty of Tarbiyah and Teachers Training
In Partial Fulfillment of one of the Requirements for the Degree of Strata 1 (SI)

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ABSTRACT

Ade Citra Trisnawati

Error Analysis on Description Text (at the Eight Grade Students SMP Islamiyah Sawangan)

English has four language skills: listening, speaking, reading, and writing. Based on the writer's observation while he was conducting PPKT and English teaching, some students have difficulties in writing their ideas on paper. The writer found some errors made by students in writing. The “skripsi” is conducted to analyze the common errors in the article, personal pronouns, subject-verb agreement, capitalization, spelling, and non count nouns.

The writer analyzed 20 research samples and found most students made errors in their writing. The writer discovers that the error types in the use of article, personal pronouns, subject-verb agreement, capitalization, spelling, and non count nouns, committed by eight grade students of SMP Islamiyah Sawangan are as follows: Personal pronouns 32,95% with those frequencies the teacher must pay attention more in the personal pronouns. The second level is about subject-verb agreement the frequency of error in this item is 27,58 %, and the third level is about article, the frequency of error in this item is 21,45 %, the fourth level is about capitalization, in this item is 11,49%. The fifth level is about spelling, the frequency of error in this item is 2,98%, and the last level is about non count nouns, in this item only 1,53%.

In conclusion, this “skripsi” Each of the students of the 8th grade of SMP Islamiyah Sawangan made many errors on the types of error as mentioned above. The students still confuse with the forms of writing, especially in using the personal pronouns. The forms of writing are required for different purposes. The purpose of description text is to describe the particular person, place, animal or
thing and it uses of present tense. The English teachers consider in this problem and provide students a sufficient knowledge about grammar to prevent students making the same error in the future.

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In the name of Allah, the Most Beneficent, the Most Merciful

All praises be to Allah Lord of the Universe. The Almighty God for His blessing, guidance, love help who has bestowed upon the writer in completing this ‘skripsi’. Peace and blessing be upon the prophet Muhammad SAW. and his family, companions, and his followers.

This ‘skripsi’ is presented to English Education Department the Faculty of Tarbiyah and Teachers’ Training, State Islamic University Syarif Hidayatullah Jakarta as a partial fulfillment for the Degree of Strata 1 (S1), antititled “Error Analysis on Descriptive Text” (A case Study at the Eight Grade of SMP Islamiyah Sawangan)

In this occasion, the writer would like to express her great appreciation, honor as well as gratitude to her beloved father (Ujang Suherman S.Pd), her mother (Mardiyah S.Pd), her husband (Lutfan Budi Purnama) who always give motivation and support in various endeavors and moral encouragement to finish her study, to her little son (younes Tristan Muhammad), and to her sisters and brother (Umi, Erni, Ahda, and Cevi).

The writer would also like to give great appreciation to Drs. Zainal Arifin Toy, M.Sc, as her advisor, for his time, guidance, kindness, contributions and patience in correcting and helping her in finishing this ‘skripsi’.

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5. Nana, Imoy, Denis, and all friends for sharing joy, always help, give support and giving valuable advices. May Allah guide and give them all happiness throughout their lives, Amin.

Finally, the writer realizes that this ‘skripsi’ is far for being perfect. Therefore, the writer would like to accept any constructive criticism and suggestion to make this ‘skripsi’ better.

Depok, Maret 2010

The writer
The examination committee of the Faculty and Tarbiyah and Teachers’ Training certifies that the Skripsi (Scientific Paper) entitled “Error Analysis on Descriptive Text for 8th grade of SMP Islamiyah Sawangan” written by Ade Citra Trilisnawati, student registration number: 204014003154, was examined by the committee on March 8th 2010. This skripsi has fulfilled one of requirements for the degree of Strata 1 (S1) in English Education Department.

Jakarta, March 8th 2010

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