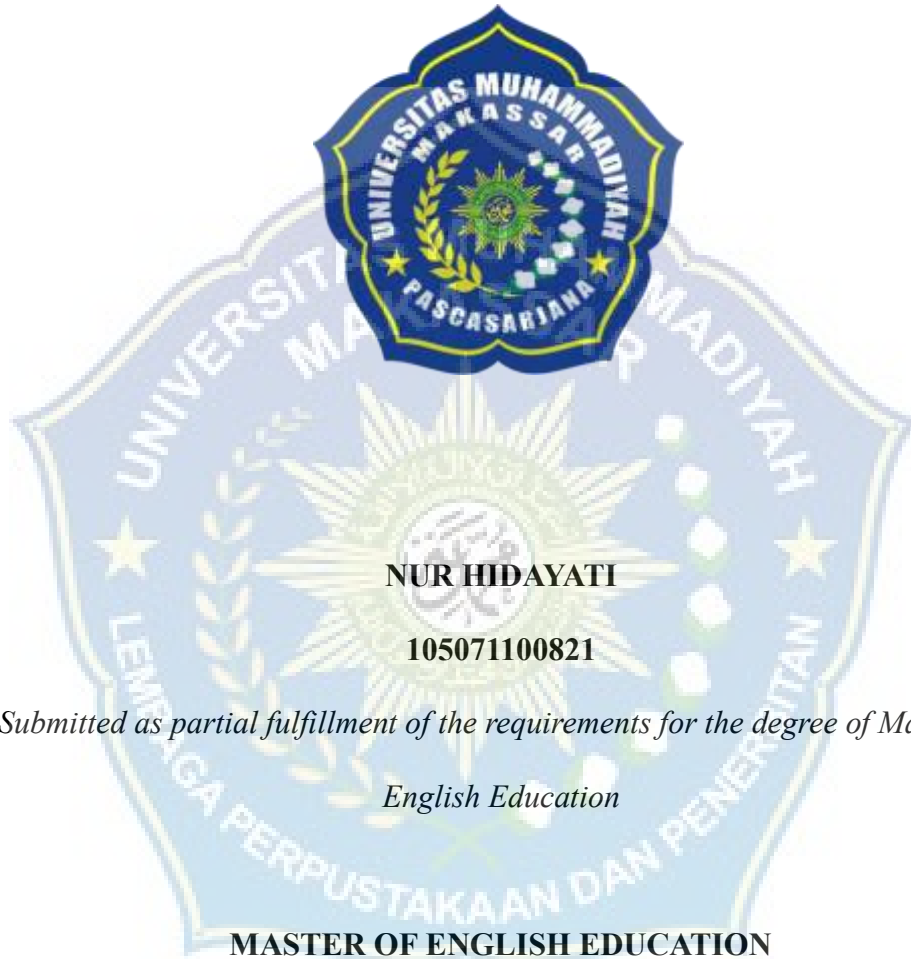**THESIS**

**ERROR ANALYSIS ON STUDENTS' DESCRIPTIVE WRITING**

**AT MADRASAH ALIYAH PMU SANROBONE TAKALAR REGENCY**

**NUR HIDAYATI**

**105071100821**

*Submitted as partial fulfillment of the requirements for the degree of Master of*

*English Education*

**MASTER OF ENGLISH EDUCATION**

**POSTGRADUATE PROGRAM**

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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**HALAMAN JUDUL**

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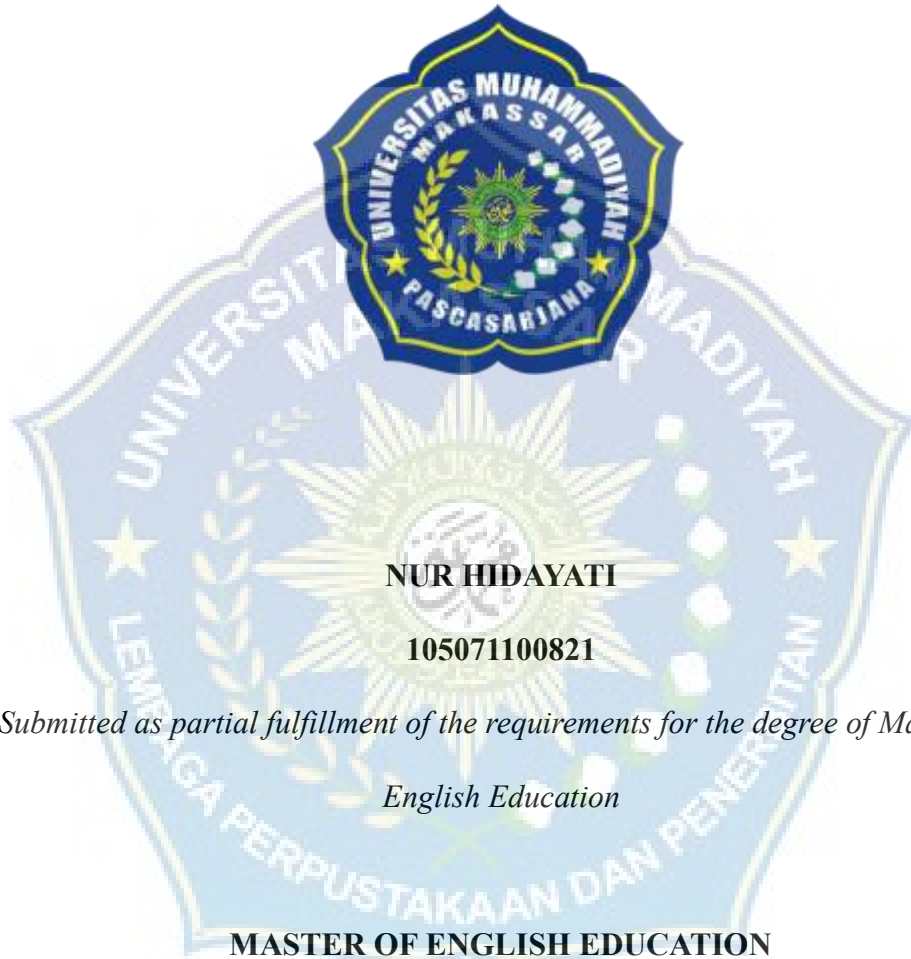
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## APPROVAL SHEET

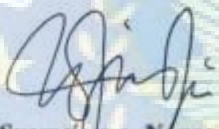| | |
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| Thesis Title | Error Analysis on Students' Descriptive Writing at Madrasah Aliyah PMU Sanrobone Takalar Regency |
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This is to certify that the thesis entitled **"Error Analysis on Students' Descriptive Writing at Madrasah Aliyah PMU Sanrobone Takalar Regency"** has been approved by the thesis examination ready to be implemented in thesis examination.

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## APPROVAL SHEET

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Makassar, February 29, 2024

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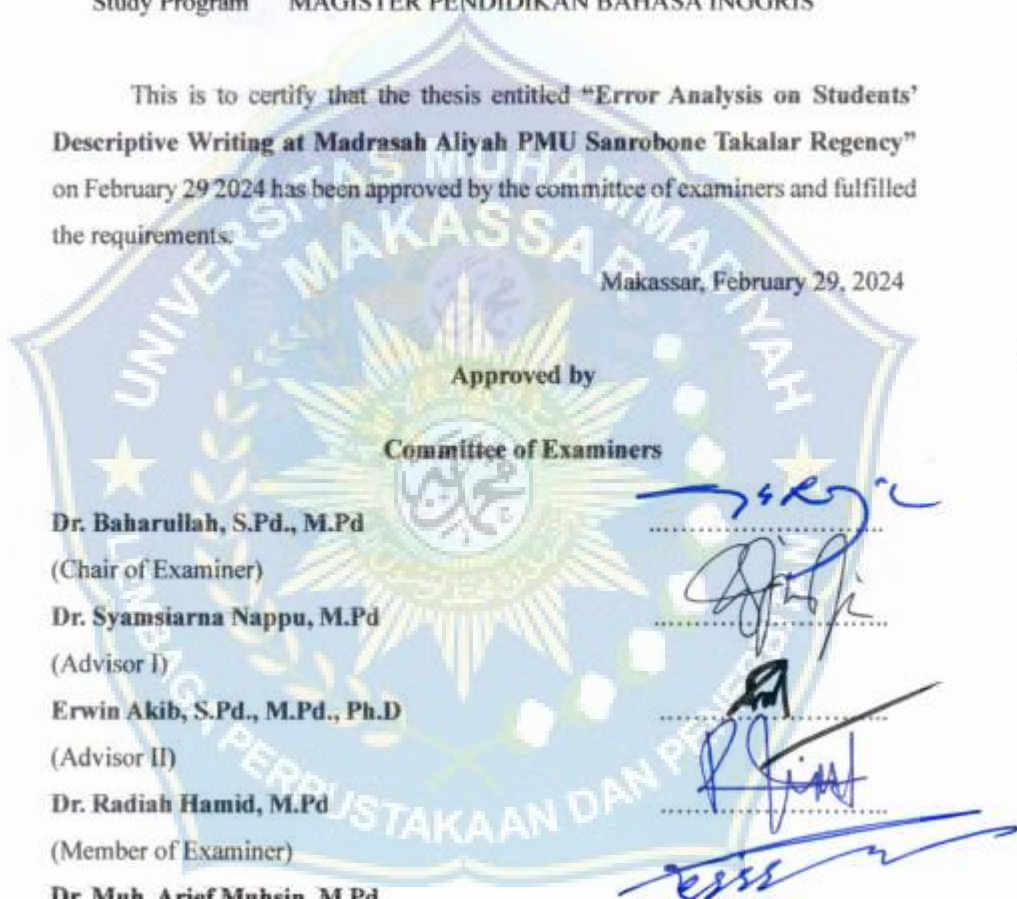
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# PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan dibawah ini :

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Menyatakan dengan sebenarnya bahwa tesis yang saya tulis benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa Sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

Makassar, 29 Februari 2024

Nur Hidayati

# ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ
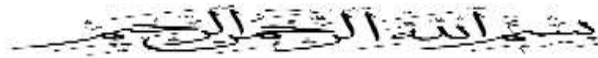
Alhamdulillahi Rabbil Alamin, the researcher would like to express her deepest gratitude to the Almighty Allah Subhanawata'ala, the only provider, the most merciful who gives guidance, inspiration and good health all the time to conduct this research until the end. Next, shalawat and salam are delivered to the prophet Muhammad Sallalahu 'alaihi wasallam who has brought us with his adherent from the darkness to the world full of light that we live in today.

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The researcher realized that this thesis is still far from perfection. Remaining errors are the researcher's own. Therefore, any criticism, ideas and suggestions for this thesis improvement are greatly appreciated.

Makassar, 29 Februari 2024

Nur Hidayati

# ABSTRACT

**Nur Hidayati, 2023.** *Error Analysis on Students' Descriptive Writing at Madrasah Aliyah PMU Sanrobone Takalar Regency.* Guided by Syamsiarna Nappu and Erwin Akib.

This research focused on students' errors in writing descriptive text. This study aimed to know the types of error that made by eleventh-grade students at Madrasah Aliyah PMU Sanrobone Takalar Regency in academic year 2023/2024 in writing descriptive text and to find out the most students' dominant error in writing descriptive text.

This research was conducted using descriptive quantitative study with case study design as quantitative data used. The population of this research is 18 students. Then the data of the research were collected by using test about writing descriptive text. Based on the data analysis result, students made four types of errors based on surface strategy taxonomy. Those were omission, addition, mis-formation, mis-ordering. Students' highest error frequency is mis-formation error with 219 total number of errors or (36%) total of errors. Omission error with 112 or (19%) total of errors, addition error with 190 or (32%) total of errors. The lowest frequency of error made by the students is mis-ordering error with 80 or (13%) total of errors.

Keyword: *Error, Text, Descriptive, Writing*

# ABSTRAK

Nur Hidayati, 2023. Analisis Kesalahan pada Penulisan Deskriptif Siswa di Madrasah Aliyah PMU Sanrobone Kabupaten Takalar. Dibimbing oleh Syamsiarna Nappu dan Erwin Akib.

Penelitian ini berfokus pada kesalahan siswa dalam menulis teks deskriptif. Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan yang dilakukan oleh siswa kelas sebelas di Madrasah Aliyah PMU Sanrobone Kabupaten Takalar pada tahun ajaran 2023/2024 dalam menulis teks deskriptif dan untuk mengetahui kesalahan yang paling dominan dilakukan oleh siswa dalam menulis teks deskriptif.

Penelitian ini dilakukan dengan menggunakan metode deskriptif kuantitatif dengan desain studi kasus sebagai data kuantitatif yang digunakan. Populasi penelitian ini adalah 18 siswa. Data penelitian ini dikumpulkan dengan menggunakan tes tentang penulisan teks deskriptif. Berdasarkan hasil analisis data, siswa melakukan empat jenis kesalahan berdasarkan taksonomi strategi permukaan. Kesalahan-kesalahan tersebut adalah penghilangan, penambahan, pembentukan yang salah, dan pengurutan yang salah. Frekuensi kesalahan tertinggi yang dilakukan siswa adalah kesalahan pembentukan yang salah dengan total 219 kesalahan atau (36%) dari total kesalahan. Kesalahan penghilangan dengan total 112 kesalahan atau (19%) dari total kesalahan, kesalahan penambahan dengan total 190 kesalahan atau (32%) dari total kesalahan. Frekuensi kesalahan terendah yang dilakukan oleh siswa adalah kesalahan pengurutan yang salah dengan total 80 kesalahan atau (13%) dari total kesalahan.

Kata Kunci: Kesalahan, Teks, Deskriptif, Penulisan

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# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Research

Writing is considered one of the active skills integral to language learning. Through writing, students have the ability to express themselves, convey ideas, and communicate effectively. It is crucial for students to ensure that their writing is straightforward, allowing the reader to comprehend their thoughts and expressions easily. Effendy (2014), writing involves a mental process of determining how to communicate ideas and structuring them into coherent sentences and paragraphs. Mastering writing is perceived as a challenging skill, as it demands more than just a command of vocabulary and grammar; it encompasses various writing abilities, including selecting appropriate structure and content, and preparing a well-organized text (Yuliah, Widiastuti & Meida, 2019).

Pratiwi et al., & Husna (2017), asserted that learning how to write in a new language is not always easy. Students need to comprehend grammatical structures and appropriate language usage to effectively convey their thoughts in writing. Consequently, this challenge occasionally results in concerns, such as students making errors in their written expressions. Ananda, A. Gani, & Sahardin (2014), acknowledge that "some previous studies have demonstrated that a low proficiency in grammar can hinder writers from expressing themselves effectively." Grammar represents another crucial language skill that is taught, as

students who struggle with it may encounter difficulties in producing well-written texts.

Furthermore, Mubarak (2022) observes that there has been a rise in the investigation of student errors or error analysis. This insight arises from the recognition that mistakes are made by students, and that these mistakes may be seen, examined, and classified to provide insights into how the students' language systems are operating. Error analysis is a helpful technique that may be used to evaluate a person's language ability and learn about typical issues that arise when learning a language.

Writing is more complex than other skills; therefore, students often make errors when composing written works. To ensure clarity, students must not only be familiar with grammar rules but also possess a good command of the appropriate terminology for use in their texts. This proficiency is essential for readers to comprehend the writing effectively. As supported by Husna (2017), Writing is thought to be the hardest skill to learn because it requires the use of syntax, vocabulary, structures, and other literary-related abilities. Writing properly demands imagination when choosing words and structuring them logically for reader comprehension. Beyond only being proficient in spelling, capitalization, and punctuation, kids also need to be able to organize their thoughts, form coherent sentences, and follow a variety of language standards.

Rizqullah & Abdul (2022), xplain that errors, defined as deviations from the norms of the language, are committed by students who repetitively make errors without justification. These errors may manifest at various stages of language

acquisition. Students often make errors due to their lack of familiarity with grammar rules, appropriate vocabulary, or sentence patterns. The occurrence of writing errors can be attributed to a variety of issues stemming from the students' inability to generate content with the correct structure and cohesive arrangement necessary for reader comprehension.

Based on the preliminary research findings, the research strongly supports the opinion that students have made numerous errors in their writing. This suggests that the students may not be acquiring proper vocabulary and grammar rules effectively. The negative influence of their first language has contributed to the students' errors. Additionally, some errors arise due to carelessness in writing. Another contributing factor is the literal translation of the original language into English by the students.

In summary, errors are observed when students write descriptive texts. The foundation for the research problem in this study is derived from previous studies that identified a gap requiring further investigation based on those findings. The preceding research consistently highlighted the occurrence of writing errors among students. The present study was conducted to identify the primary categories of errors in students' descriptive text writing. The anticipation is that if teachers are cognizant of their students' errors, they can effectively correct and assist them in avoiding issues related to sentence construction, thereby fostering the production of quality writing. The purpose of this study is to conduct research on "Error Analysis on Students' Descriptive Writing at Madrasah Aliyah PMU Sanrobone, Takalar Regency."

## 1.2 Problem Statements.

The problem formulation serves as a fundamental description of the issue that the researcher aims to investigate, constituting the initial step in comprehending and planning a solution to a problem. A well-crafted problem statement should possess adequate characteristics to facilitate the construction of an effective problem-solving framework.

### 1.2.1. Identification of the Problem

Problem Identification is a method to observe or analyze issues that hinder the smooth execution of the Plan or lead to deviations, potentially resulting in unmet Targets and Objectives. The process of problem identification must consider both internal and external aspects.

Based on the problem stated above, the researcher has attempted to identify two interrelated problems as follows:

1. What types of errors that made by the students in writing descriptive text?
2. What is the most students' dominant error in writing descriptive text?

## 1.3 Objective of the Research

The objective of this research are:

1. To analyze the types of error that made by students in writing descriptive text.
2. To analyze the most students' dominant error in writing descriptive text.

## 1.4 Significance of the Research

The result of this research can aid students in comprehending the types of errors they make. In the field of error analysis, the English Education Department can gain valuable insights into student errors by utilizing this research. English teachers are able to use this research as a source to acquire knowledge and understanding of the mistakes made by their pupils, especially when composing descriptive texts.

## 1.5 Scope of the Research

Based on the identification of the problems, numerous issues related to errors in writing descriptive text have been identified, but this research focuses on two specific discussions. Firstly, it explores the types of errors made by students in writing descriptive text, in term of omission, addition, mis-formation, mis-ordering. Secondly, it investigates the most students' dominant errors in writing descriptive text. The study's subjects are students of eleventh grade at Madrasah Aliyah PMU Sanrobone, Takalar Regency.

Based on the problems, there are numerous issues related to the error in writing descriptive text have been found, however, this research focuses on two specific discussions, First, it explores the types of error that made by students when write a descriptive text, in term of omission, addition, mis-information and mis-ordering. Second, it investigates most students' dominant error when write a descriotive text. The research's subjects are students of eleventh grade at Madrasah Aliyah PMU Sanrobone, Takalar Regency.

**CHAPTER II**

**LITERATURE REVIEW**

**2.1 The Essence of Qalam and Suggestion for Writing in The Qur'an**

Allah has revealed the Qur'an as a guide to life for all humans with perfect news, rules and messages, covering all aspects of life in the world to achieve salvation in this world and the hereafter. Verse of the Qur'an were first revealed to the Prophet Muhammad SAW:

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ,الَّذِيْ عَلَّمَ بِالْقَلَم

Meaning: Read, and your God is the Almighty noble, who teaches (humans) with the pen, He teaches humans what is unknown.

Allah provides education to all humans through the pen in Surah Al-Alaq verse 4. This means that Allah trains writing skills in humans through the pen. So that this ability is the greatest pleasure from Allah SWT. Thus, human can communicate with others through spoken language but if there is no written activity, knowledge will be lost.

Rasulullah gave a solution to his followers to bind knowledge with writing, "Qoyyidul ilma bil kitabi" (bind all knowledge with writing). While Imam Syafi'i once said, "Knowledge is like a hunted animal, bind your prey by writing." When Abu Bakar ordered Zaid bin Thabit at the suggestion of Umar Bin Khatab to

collect the Qur'an that was still with his friends to be written down and recorded. All that's because many memorizers of the Qur'an died as martyrs in the war. From this story it can be understood that knowledge needs to be tied to writing.

Prof. Hamka in Tafsir Al-Azhar first verse is an order to read only the name of Allah who create humans from a clot of blood, followed by the order to read with the name of Allah, the most Glorious. He taught mankind various scientific disciplines, He gave various secrets as revealers of God's knowledge, all of this through the intermediary of the Qalam ( Khoirunnisa, 2021).

Writing is a tradition that is deeply rooted in Islam civilization. Writing is a way of communicating by expressing what is in one's thought, views, feelings and desires in writing. This is indicated by the large number of scholars and scientists who are able to produce various works of multi-disciplinary knowledge according to their respective fields. This shows that writing is one of the most valuable learning media in Islam, such as this, which should be emulated and practiced by Muslims from an early and young age. Because writing is part of a very dominant role in building and developing knowledge for groups, individuals, fellow nations and as an indication of a nation's civilization.

In the Hadits of Rasulullah SAW narrated by Bukhari about writing:

Rasulullah SAW said;

حدثّنا يوسف بن حمد البصري، اخبرنا عبد الله الأعلى عن سعيد عن قتادة عن انس بن مالك : ان رسول الله صلى الله عليه و سلم كتب قبل موته الى كسرى و الى قيصر، و الى النجاشي و الى كل جبّارٍ يدعو هم الى الله، و ليس النجاشي الذي صلى عليه. (رواه الترمذي)

Meaning: From Annas Bin Malik that the Messenger of Allah wrote (a letter) before his death to Kisra (the tittle King of Persia) and to Caesar, to Najasyi (King of the Habsyah land) and to every royal dignitary. Rasulullah SAW invited them to embrace Islam and not Najasyi who had converted to Islam. (H.R Tirmidzi)

From the explanation above it can be concluded writing is an activity to create a note or information on a media using script. Writing is usually done on paper using tools such as pens or pencils. Writing is a combination of three components that must move synergistically, namely the movement of the muscles, brain and heart. In Islam writing is an activity that is recommended. This can be proven by the existence of verses in the Qur'an that mention these three words 'write', 'write', or 'write'. There are at least 17 verses of the Qur'an that mention these three words.

Not only in the Qur'an, it turns out that writing was also recommended by Rasulullah SAW. This can be proven by the actions of Rasulullah SAW who never preached through letters. In addition, Rasulullah SAW also allowed once ordered several friends to write.

In connection with the tittle of research conducted by this study on writing, therefore the verses and hadiths of the Prophet Muhammad SAW which have been described above become the basic for conducting research on writing.

## 2.2 Error Analysis

### 2.2.1 Definition of Error Analysis

Errors often occur during the learning process for students due to variations in

language and learning levels. Consequently, it is possible for students to make errors during this learning journey. The theoretical aspect focuses on understanding the language, while the applied type concentrates on learning it effectively. According to Huwari (2020), errors are not always viewed negatively, as he suggests that learning a second language progresses through different stages, much like learning a first language.

Error Analysis is a variation of Contrastive Analysis (CA) that was developed in an effort to identify the types of errors made by students. It was discovered that Contrastive Analysis was unable to anticipate students' errors, and this flaw gave rise to Error Analysis (EA). Alwan, Bt, & Yusof (2019), note that in this regard, Error Analysis (EA) demonstrates Contrastive Analysis (CA)'s incapacity to forecast a large number of errors because, in Contrastive Analysis, errors are only viewed as the consequence of linguistic interference.

## 2.2.2 Error and Mistake

The terms "error" and "mistake" are often used interchangeably by students. Despite being synonymous, they are used differently in context, and it is crucial to distinguish between them. Mistakes refer to incorrect statements that can be self-corrected by students when they become aware of them. This is frequently the result of students' carelessness, misinterpretation, and lack of comprehension. It is not the conventions of a foreign language that lead to mistakes. Errors, on the other hand, are a necessary component of learning. Students are often unaware of the errors they make when speaking or writing. As a result, they require an explanation for their mistakes since they are unable to understand why their

sentences contain errors, Nell (2017).

Unlike errors, mistakes are caused by linguistic errors, such as slips or estimate errors. They represent inconsistencies that manifest in students' work. When a student employs an incorrect form but can rectify it upon direction, whether due to irritation, negligence, exhaustion, or enthusiasm, it is categorized as a mistake. According to Sasmiasih (2014), Errors are self-correcting.

### 2.2.3 Types of Error

Ambar (2015), stated that errors in learning a second language have been classified into different types. Two hypotheses classify different types of errors; these are intralingual/developmental errors and interlingual/transfer errors. Intralingual errors are those caused by the target language, as mentioned by Agbay & Reyes (2019). These errors are created by students and represent overgeneralization based on limited exposure to the target language rather than the structure of the mother tongue. Overgeneralization is defined by the presence of a single deviated structure rather than two standard structures, as exemplified in phrases like '*He can sing,' "We are hoping," and "it is occurs"* Khresheh (2016).

Interlingual/transfer errors are errors caused by the impact of the native language or mother tongue. Khresheh (2016), defines them as "those caused by the influence of the learner's mother tongue on the production of the target language, particularly in areas where languages clearly differ." This type of inaccuracy arises due to language transfer, which could be induced by the learner's native language. Since there are two types of transfer, positive and negative, these errors result from the negative transfer of specific language

structures from the first language, as noted by Khresheh (2016). In other words, negative transfer can be linked to a pattern rule in the L1 (first language) that leads to an error in the target language. Consequently, the detrimental impact of the L1 or native language on target language learning is known as interlingual interference or transfer.

The foundation for error classification relies on four useful and commonly used descriptive taxonomies: (1) Linguistic Category Taxonomy; (2) Surface Strategy Taxonomy; (3) Comparative Taxonomy; and (4) Communicative Effect Taxonomy. However, the Surface Strategy Taxonomy will be employed to categorize the errors. Corder (2019), have provided four categories to explain how sentences deviate from correct forms as learners alter the surface structure. These categories include addition, omission, mis-information, and mis-ordering.

1. **Addition**

The presence of an "unwanted" item in a sentence indicates an addition. Unwanted items do not belong in a complete sentence and arise when students misuse specific grammatical rules of the target language. Additionally, addition errors manifest in three different types: double marks, regularizations, and simple additions, Yuki (2021). Double marking occurs when a feature is presented at two levels, as seen in the example "*He does not knows my name.*" Regularization involves giving rule exceptions the same rules as those used to establish the usual ones, as illustrated by *"sheeps"* and *"putted.*" A simple addition error is one that does not involve regularization or double marking.

2. **Omission**

Omission errors are a type of error that occurs when students omit or erase parts of a sentence that should have a specific form or grammar, Hikmah (2020). Due to the difficulty of producing certain linguistic forms, learners may opt to omit them. Morphology is also prone to omission, with past tense inflections like -ed, plural markers such as -s, and third-person singular morphemes -s being frequently omitted by learners. For example, a student might say, "*I watch the movie last night,*" instead of the correct form, "*I watched the movie last night,*" Sholihin & Haris, (2020). Omission encompasses two types of morphemes that are omitted more than others: content and grammatical morphemes.

1) Omission of content morpheme

   Although it is possible for morphemes in a sentence to be omitted, some morphemes may be removed more frequently than others, Prianto (2022). his pertains to situations where a content morpheme is intentionally or unintentionally left out of a linguistic expression, potentially impacting the overall meaning of the communication. For example, consider the sentence "*She quickly the book.*" Here, the content morpheme (verb) "reads" appears to be omitted, resulting in an incomplete and unclear expression. The correct sentence would be "*She quickly reads the book.*"

2) The omission of grammatical morpheme

   Grammatical or function words are small words that are frequently used to convey a sentence's meaning. These include sentence

forms (a, an, the), verb auxiliaries (is, will, may, can, etc.), prepositions (in, on, at, etc.), and noun and verb inflections (-s, -ed, -ing), as explained by Hendrawaty (2018). They contribute to the grammatical morpheme structure and nuances of sentences.

3. **Mis-formation**

Mis-formation errors are characterized by the utilization of an incorrect form of a morpheme or structure. In an omission error, an element is absent, whereas in a mis-formation error, the element is present but incorrect, Azep Maulana (2022). As an example, *the chicken was consumed by the dog.* The correct sentence "*the dog consumed the chicken*".

4. **Mis-ordering**

Mis-ordering errors involve the incorrect placement of a morpheme or a cluster of morphemes within an utterance. These errors manifest when students construct a grammatically incorrect statement by placing specific morphemes in the wrong order within a sentence, as described by Syahdanny (2023). Example: *She fights all the time her brother. (Correction: She fights her brother all the time)*

**2.2.4 Cause of Error**

Norris as cited in Ma'mun (2016) classified the causes of errors into three categories: translation, carelessness, and interference from the first language. The explanation is provided below:

a) *Carelessness*

Carelessness is an error made by students who are unmotivated to learn a

second language or by boring course material, as highlighted by Wulandari & Harida (2021). It is often associated with a lack of motivation. Many teachers would agree that if a learner loses interest, it is not necessarily his fault; rather, it is more likely that the materials and presentation style do not meet his needs.

One method for reducing the number of 'careless' errors in written work is to have students check each other's work. Learners will attempt to identify errors, and English will be used for genuine communication in class as they discuss these errors. Teachers can assist students in learning a language by employing interesting instructional methods and tools, Ma'mun (2016).

When students are required to listen for a long time during a lesson, it can lead to inattention, Wei & Yang (2021). In such cases, teachers should explain the materials quickly and enthusiastically, providing students with opportunities to participate and respond to questions. In instances of a lack of attention during independent work, teachers should establish clear expectations for completing assignments, monitor learner work, and offer corrective feedback.

### b) First Language Interference

Negative interference is the term used to refer to issues that arise when target language learners encounter problems with complex norms and rules. The aptitudes and talents of second language learners are essential to their capacity to learn the target language because every language has its own specializations and characteristics, Mubarak (2022).

Learning a language, whether it is one's own tongue or a foreign language, is a habit that must be formed. When someone attempts to develop new habits, the old ones may interfere. This inaccuracy is referred to as first language interference, Sheen & Ellis (2011). English learners often apply their first language practices to the target language, resulting in the native language interfering with the student's use of the foreign language. The majority of errors that interfere with first language learning are related to verb usage, the use of incorrect and repetitive prepositions, and the omission and misuse of plural/singular agreement, adjectives, and conjunctions.

c) **Translation**

Translation is one of the causes of errors. It occurs when a foreign language student attempts to translate a sentence or idiomatic term from their native language into the target language. As observed by Utami (2017), students often translate English sentences into the Indonesian language. The students' abilities to translate texts from Indonesian to English are still developing, indicating that they may still struggle with this task. In translating from Indonesian to English, errors are frequently made, and students experience confusion with Indonesian vocabulary, phrases, and sentences, Sasmiasih, (2014b).

Abusaeedi & Boroomand (2014), assert that determining the causes of errors is an important part of the error analysis process. The process of acquiring a second language can be better understood through the identification of error causes. Teachers can more easily observe the learning

process when they comprehend the reasons for errors. Richards categorizes the causes of students' errors into multiple types:

a. Interference Errors

Interference is a grammatical error in English produced by negative structures from the first language to the target language, Irmalia (2016). Interference errors arise due to the rules of the learner's first language. This occurs when a learner's first language (L1) and target language (L2) have different forms. When students write, they often transform words from their L1 into sentences, ultimately creating English sentences using L1 grammatical rules. They apply completely different syntax in their L1 and L2 languages, resulting in numerous errors in their writing. For example, an Indonesian student would write "*You smart*" instead of "*You are smart*".

b. Intralingual Errors

The second type involves errors that occur during the language learning process. This type of inaccuracy is unaffected by the mother tongue. It is caused mostly by students' insufficient knowledge of the target language, inadequate application of grammatical rules, and a failure to recognize which rules they should use in a given situation, Handoyo (2006). For example, if a student is unsure about the difference between "*she walks*" and "*she is walking*" the learner probably writes "*she is walking*".

Furthermore, according to Richards intralingual errors are subdivides into four categories (Heydari & Bagheri, 2012).

1. *Overgeneralization errors*

Error in overgeneralization occurs when norms of the target language are applied in situations where they are not required. Utami (2017), Overgeneralization occurs when students use second language norms without considering the exceptions to the general rules, leading to the rearrangement of linguistic resources or the application of particular principles in inappropriate contexts, such as "*the writers gives us a chance*" given the similarity of the English -s morpheme in this example, students might get it wrong. "*the writers give us chance*" is the correct phrase to use.

## 2. *Incomplete application of rules*

This error occurs when a student fails to fully apply the rules as a result of the stimulus language, Sari (2015). Question forms serve as an example of incomplete rule application, often utilized as a medium for acquiring questions through a transforming exercise rather than discovering things as intended. The use of questions may also be irrelevant to the abilities that are supposed to be developed.

| Teacher's questions | Student's responses |
| --- | --- |
| *Ask her how long it takes* | *How long it takes?* |
| *How much does it cost?* | *It cost five dollars.* |
| *What does he have to do?* | *He has to write the address.* |

## 3. *False concepts hypothesis*

The learners do not fully comprehend the distinction in the target language, Rahmayanti (2018). This is a type of generalization error caused by the learner's lack of comprehension of the target language. Through analogy,

students exploit specific elements in unsuitable contexts. In other words, if they have learned particular components of the target language, they may attempt to employ them in contexts where they are inappropriate. For example, in the past tense statement "it was happened," the word "was" is used as a marker.

c. Developmental Errors

Developmental errors similar to first language (L1) acquisition, Richard, Heydari & Bagheri (2012). Students' competency in a linguistic aspect of a language is reflected in developmental errors, which frequently occur when a student's capacity to comprehend specific grammar rules is limited. Proficiency with grammatical features of a language is showcased in developmental errors among students. When learners have limited expertise in the target language, they may attempt to construct their own hypotheses.

**2.2.5 Classification of Error Analysis**

Not all errors require grammatically incorrect sentences. It is probable that some students make different types of errors than others. Some experts suggest that there are many different types of error categorization. Abbasi & Karimnia (2011), Errors are divides into two categories. The first type comprises syntactical morphological issues, which involve the inappropriate use of articles, prepositions, plural morphemes, qualifiers, intensifiers, and sentence patterns in English that are typical of Indonesian language usage. The second type of errors includes lexicosemantic errors, such as cross-association and language switch.

Richard and khasawneh (2014), language errors are classified into two types:

intralingual and interlingual errors. The first category, interlingual errors, encompasses lexical, grammatical, and pragmatic problems, as well as translation faults caused by a learner's native language. The second category, intralingual errors, can result from misconception, ignorance of rule constraints, and overgeneralization.

**2.2.6   The Procedure of Error Analysis**

The procedures of error analysis are quite essential. Without a proper procedure, analyzing errors will be incorrect and unclear. As a result, learners need to recognize the error analysis technique in order to ensure they know how to write correctly. Some error analysis procedures have been developed by linguistic experts. Ellis, Amiri & Puteh (2017), suggest taking the following actions to examine students' errors. These include collecting a sample of learner language, identifying errors, describing errors, explaining errors, and evaluating errors.

**1.  Collecting a sample of learner language**

The writer collected a sample from the students by conducting a writing test Anjayani, Suprapto, & Hum (2016). The first step in error analysis is identifying which student language samples will be used for error analysis and how these samples will be gathered. In this study, the writer employs descriptive text by administering a test to the students. The writer then selects certain students to collect the data.

**2.  Identifying Error**

After collecting samples, the next step is to identify errors. The concept of error was already mentioned in the previous section of the text by   Sasmiasih

(2014a). An error is a departure from the rules of the target language. As an example, the sentence "I has animal" is provided, with the correct form in the target language being "I have animal." When comparing the two sentences, it is clear that the learner made a word form error by using "has" instead.

## 3. Describing Error

Describing errors in learner language involves recognizing and describing the errors produced by language learners. When providing feedback, it is critical to be detailed, constructive, and appropriate to the learner's proficiency level. Azar (2018), divided errors into thirteen types. The following is the explanation:

1. Articles

In English, articles constitute a subclass of determiners. English articles comprise the definite article "the" and the indefinite articles "a" and "an" Indarto (2016). The utilization of articles is contingent upon the type of noun. Both definite and indefinite articles serve to distinguish from the absence of any article. "The" and "a/an" represent the two types of articles and can be employed with both singular and plural nouns. Each article undergoes modification before a word that commences with a vowel sound, impacting both pronunciation and spelling.

2. Capitalization

Capitalization is the practice of capitalizing the first letter of a word. There are numerous standards in English for utilizing capital letters, Oshima &

Hogue (2007). Consider the content of the following table:

| No | Rule | Example |
|----|------|---------|
| 1 | *The first word in a sentence* | ***M**y best friend is Aslam* |
| 2 | *The pronoun I* | *He and **I** never argue* |
| 3 | *Abbreviations and acronyms formed from the first letters of words* | *USA, IBM* |
| 4 | *All proper nouns* | *God, New York City, Asian, ect.* |

3. Singular – plural

In the English language, nouns are inflected for grammatical numbers, single and plural. Singular nouns are terms that suggest someone is talking about a single item. Plural nouns are terms that show someone is talking about more than one thing, Gonçalves, Guterres, & Castro (2020). When a word refers to only one person, it is regarded singular, as in book; when a noun refers to more than one, it is considered plural, as in books, Thursina (2021). When describing a singular thing, the students should use singular nouns. When describing more than one thing, students should use plural nouns. For example: *Her hobbies are swimming and drawing.*

4. Meaning not clear

Meaning not clear is difficult to understand and is not evident to the mind Sasmiasih (2014a). The statement should be written by the students with

obvious meaning. Example, *her physical appearance tall and big.*

5. Word Form

Word form errors arise due to inaccuracies in the form of the word. The placement of the word is not appropriate, as noted by Fasikh (2019). Students are required to construct sentences in the correct manner. When expressing information about a person, place, or thing, the appropriate choice is to use nouns. If students intend to convey actions, they should employ verbs. Furthermore, students need to incorporate adjectives to provide descriptions for nouns. It is crucial to use terms accurately. For instance, in the sentence "*Every day, his character is always **changing**,*" the term is not applied correctly.

6. Word Choice

Word choice involves selecting the appropriate words in a statement; two words may share the same meaning but differ in pronunciations, as stated by Ma'mun (2016). Effective word choice occurs only when the selected words are suitable for the audience and purpose, ensuring accurate and easy transmission of the message. While the concept of comfort may seem unusual in the context of diction, words can occasionally evoke discomfort in the reader. An error in word choice, example in the sentence *"I am staring at you,"* involves selecting a word that closely aligns with the context of the words. Word choice, in essence, pertains to how a writer crafts a mental image for the reader by employing specific and descriptive words.

7. Verb of Present Tense

The verb tense denotes the timing of an action in a sentence, indicating

whether it occurred in the past, is happening presently, or will occur in the future, according to Answer (2023). Most verbs are categorized into three tenses: past, present, and future. Students are advised to complete sentences using the appropriate verb form. For instance: *Now **She is live** at Makassar Street No. 38*. Tense serves as an indicator of the passage of time. However, it is important to recognize that the concept of time in relation to an activity exists solely in the speaker's, reader's, or listener's mind, Ma'mun (2016). In practical usage, tense exclusively pertains to grammatical forms. Frequently, tense and time do not necessarily align. Apart from denoting a temporal connection, verb tenses may also signify the completion, continuity throughout time, or ongoing nature of an activity.

8. Add or omit a word

    Adding a word, known as addition, is the inclusion of an essential element in a well-formed statement, as explained by Wardoyo (2016). Conversely, omission, similar to addition, refers to the absence of a necessary element in a phrase. Omitting a word signifies the inclusion of an element that should not be present. Students are required to rectify sentences by either adding the missing word or eliminating the extraneous one. Consider ***his nickname, Bejo.***

9. Word Order

    Word order typology involves studying the arrangement of a language's syntactic elements and understanding how different languages may employ distinct structures, Ma'mun (2016). An example of an error in word order is illustrated in the sentence "I saw five times that movie." The correct sentence

should be: "I saw that movie five times." Word order issues, such as Mis-ordering, refer to the improper placement of a morpheme or cluster within a phrase, Yuliah et al. (2019). Word order, which pertains to how words are arranged in a phrase, exhibits variations among languages. In English, the typical word order is subject-verb-object (SVO). Here are a few examples: *She (subject) eats (verb) pizza (object).*

10. Incomplete Sentences

An incomplete sentence is one that is missing a subject, a verb, or both, as explained by Husna (2017). Incomplete sentences can also occur when there are no other clauses to connect. Students are required to complete such sentences. For instance: **"Because** *he is very friendly to me, and his solidarity is very high with me and my other friends."* Incomplete sentences are characterized by a deficiency of essential words or phrases. They arise when one or more required morphemes or words are absent from a sentence or utterance. Incomplete sentences include a variety of causes and examples:

    a. A term that serves as but differs grammatically from a preceding word should not be omitted in a composite formation. For example: *The car was given an oil change, and its wheels(?) aligned.*

    b. A comparison that is stated in a complete or illogical way also leads to an unfinished statement. For example: *My car is faster?*

11. Spelling

Spelling rules apply to a small number of words, and practically every rule has an exception. How ever some of the guidelines may assist in spelling

common words, particularly those formed with suffixes. Spelling is the process of creating words with the correct order, Masruddin & Nasriandi (2022). Spelling is important because it helps us connect letters and sounds, and then words and sentences.

a. Final Silent – e

Drop a final silent – e before suffixes beginning with a vowel (*ing, age, able)*. Keep a final silent – e before suffixes beginning with a consonant *(ful, ly, ness)*.

*Hope + ing = Hoping*          *Hope + ful = Hopeful*

*Love + able = Lovable*          *Pale + ness = Paleness*

Learn the following exception: *dyeing, gluey, awful, ninth, truly, wholly.*

The – e is retained in such words as the following in order to keep them soft sound of *e and g. noticeable, peaceable.*

b. Doubling Final Consonant

When adding a suffix that begins with a vowel to words that finish in one consonant followed by one vowel (Red, Redder), pay attention to where the word is accented. If the last syllable is a accented, or if it is a monosyllable, double the final consonant.

*Prefer + ed = Preferred*          *Benefit + ed = Benefited*

*Omit + ing = Omitting*          *Profit + ing = Profiting*

*Occur + ance = Occurrence*          *Differ + ence = Difference*

It's worth noting that the accent changes in some nouns when the suffix is added.

*Referred*            *Reference*

*Preferring*          *Preference*

There are a few exceptions to this rule, such as transferable and excellent, and many words that should adhere to the rule have variant spelling: *worshiped or worshipped; traveling or travelling.*

c. Ending in – y

If the – y is preceded by a consonant, change the – y to – I before any suffix except – ing.

*Lady + es = Ladies*          *Lonely + ness = Loneliness*

*Try + ed = Tried*          *Accompany + es = Accompanies*

12. Punctuation

Punctuation can assist a reader in following the separation or connection that one wishes to make between sentences and components of phrases that are similar, Nuriyanti & Yuliawati (2017). Stanly et al. list twelve different types of punctuation. The question mark (?), exclamation point (!), period (.), comma (,), semicolon (;), colon (:), dash (- or -), parenthesis (( )), brackets ([ ]), ellipsis (….), quotation mark ( - ), and apostrophe ( _ ) are the symbols.

13. Run-on Sentence

When two or more independent clauses (also known as complete sentences) are incorrectly connected, it results in a run – on sentence, Centre (2021). Students may accurately write the sentence. For example: *I have close friend, she is tall and a bit fat, her character is sometimes cool and sometimes annoying.*

4. **Explaining Error**

Explaining errors involves identifying their sources to provide a rationale for why they occurred. According to second language acquisition (SLA) principles, this constitutes the most crucial stage of Error Analysis (EA), as discussed by Agustin & Wulandari (2022). The explanation focuses on the cause of the error, elucidating why it occurs. In the given example, the writer could infer that the student made an error by using *"beauty"* instead of *"beautiful"* due to carelessness, influence from their first language, or a translation error.

5. **Evaluating Errors**

Error evaluation constitutes an additional stage in error analysis, involving the assessment of the severity of various errors to determine which ones should receive instruction, as noted by Limengka & Kuntjara (2013). While the preceding components of error analysis focus on examining errors from the perspective of the student who creates them, error evaluation entails assessing the impact of errors on the individual.

Based on the detailed explanation of the Error Analysis procedure provided earlier, it can be summarized that the procedure of Error Analysis follows the same stages. First, data is collected; second, the data is identified to uncover errors made by students; third, the research describes the errors based on classifications, and then it explains the sources of the students' errors. Finally, the errors are tallied to determine the total number of errors made by students for

evaluation. This study adopts the Ellis-identified Error Analysis approach, utilizing the total number of errors committed by students as an assessment.

### 2.2.7 Benefit of Error Analysis

Error analysis proves beneficial in the teaching of second and foreign languages. Understanding the types of errors made by students aids teachers in delivering effective writing lessons, Nurhamidah (2021). Additionally, it assists teachers in comprehending new teaching methods by offering feedback on student errors. It is evident and widely recognized that students make errors during their studies. These errors, in turn, furnish language teachers and linguists with new concepts and approaches for addressing challenges associated with language learning.

Error analysis is beneficial not only for students, teachers, and curriculum designers but also for this study, as it explores the ways learners employ to acquire the target language. Furthermore, error analysis, Al-khasawneh (2014), identifies and elucidates the types of errors made by students. In summary, error analysis aids linguists in training teachers, enabling them to recognize and classify students' writing errors, and helps them adopt successful teaching approaches.

### 2.3 Writing

### 2.3.1 Definition of writing

Writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). There are some types of English writing text and one of them is descriptive text. Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a place and

animals, or thing Nappu, & Natsir, (2018).

Writing is considered one of the four English language abilities deemed difficult to learn, Asmara (2021). When somebody sits down to write for the first time, they should already have a plan and thoughts about what and how they want to convey. After completing this phase, they should review the work and make the necessary changes. It is the process of organizing and arranging thoughts to create a well-written document. Processes and activities that do not stand alone in writing may pose significant obstacles for new writers.

Writing is the most challenging language skill for practically all English learners at every level of education, as noted by Khatoony and Nezhadmehr (2020). They focus on writing an appropriate title, selecting a suitable topic sentence, expanding the topic sentence into a whole paragraph, creating grammatically correct sentences, organizing supporting sentences coherently, and using appropriate words or phrases, as well as employing proper writing mechanics. When it comes to writing ability, various factors need consideration. Because writing relies substantially on abilities and skills such as spelling, planning, and editing, most students may not fully comprehend it.

Writing is the art of transmitting ideas, feelings, and experiences to readers. To put it another way, writing can be seen as a form of communication between writers and readers. Additionally, Azep Maulana (2022) believes that writing is an attempt to communicate ideas, making it a skill-based activity that necessitates students to utilize their knowledge, reasoning, and critical thinking skills. Writing is an important ability for students to learn, in addition to speaking, listening, and

reading, because it is a vital aspect of communication. Students must possess the ability to communicate both verbally and in writing.

### 2.3.2 The Purpose of Writing

Purpose refers to the writer's reason, which can be mentioned explicitly or implied. Identifying the aim can assist in staying on track with the draft and selecting tactics to fit concepts. According to May (2021), the main purposes of writing can be thought of as follows:

1. Conveying information, instruction and directions

   These broad goals are frequently combined in a number of ways. Most writing, for example is intended to inform while also reassuring the reader that it is true and reliable, Sasmiasih (2014a).

2. Expressing feelings

   Creative writing is one important genre that enables writers to express their thought and feeling while coming up with original ideas. Writing creatively has become an important part of teaching English as a second/foreign language, Saaty (2023).

3. Convince

   Another type of writing, whose primary goal is to persuade others to agree with the point of view, can also be informative. The degree of persuasion

differs. It varies depending on the situation, meaning, audience, and tone of voice, Sasmiasih (2014b)

4. Giving and gaining aesthetic pleasure

Since the focus of teacher writing has largely been on its reflective component, there has been less attention placed on its craftsmanship, or the value of writing aesthetically, as a performative act," through which teachers can acquire greater subtlety and skill in self-expression, Yoo (2014). This is surprising considering the frequent references to teachers as artists who display a keen sense of aesthetic awareness on a daily basis. The current article seeks to explore this gap by depicting teacher writing not only as a reflective act, but as creative and aesthetic means of self-expression, all of which are vital qualities for teacher practice.

**2.3.3 Writing Process**

In the writing process, there are several stages. Those are prewriting, writing the first draft, revising, and editing. They are explained below, Langan (2006).

a. **Prewriting**

When a writer begins to write, they may encounter difficulty in expressing the notion they intend to convey. Uncertain about what supporting ideas should follow, the writer faces a challenge. To overcome these difficulties, several prewriting approaches can be employed. The methods are as follows: (1) freewriting, (2) questioning, (3) making a list, (4) diagramming, and (5) preparing a scratch outline, Masrks (2009).

1. **Freewriting**

Freewriting is a technique in which the writer communicates their ideas quickly and repeatedly without regards for syntax, style, or even form. a writer does not have to be concerned about making errors, Yuk & Yunus, (2021). Correcting spelling and punctuation, removing errors, organizing documents, and picking appropriate terms are some examples. Instead, write down everything that comes to mind while thinking about a concept. If the writer gets stuck while writing, keep going until finds the words. He will be able to focus on what he wants to say about the issue without worrying about making mistakes. After he writes them down in the text, the original idea will become more evident and may lead to more ideas.

2. **Questioning**

The writer can help identify and create their concepts in writing by asking questions Herayati (2020). One prewriting strategy that can aid in idea exploration and mental focus for writers is the questioning technique. By asking question, the writer can assist identify and develop their thoughts in writing. The questions such as *Why? When? Who?* And *How?* Inquire many questions as they come to mind.

3. **Making a List**

Listing is a pre-writing technique for distinguishing and organizing the core idea from supporting ideas, Aluemalai & Maniam (2020). Arrange the concept in a random sequence, without attempting to judge one is more significant than the others. The goal is to write down anything that comes to mind about the subject.

**4. Clustering**

"Clustering is a visual network of ideas and relations which writer constructs the relations between ideas and clustering, and concentrates only on invention" Inal (2014). Clustering begins with a keyword, which may be the most relevant term in the issue. This method is useful for students who enjoy visualizing their jobs.

**5. Preparation a Scratch Outline**

One may refer to the first version of a piece of writing as a draft. A number of drafts may be produced on the way to the final version. A scratch outline is typically used after freewriting, questioning, developing a list, or diagramming; it can appear gradually in half of these processes. Making a scratch outline is a fantastic approach to determine whether additional prewriting is required. In a scratch outline, a writer carefully evaluates the concept that presenting, the supporting facts, and the sequence in which those elements should be placed, Sasmiasih (2014b).

**b. Writing the First Draft**

Prepare to compose additional ideas and supporting details not present during prewriting while writing the first draft. If a writer gets stuck, leave a space or write "Do later" and keep working on the text. The writer does not need to worry about grammar, punctuation, or spelling. He does not have to spend time fixing sentences because he can do it later. Instead, explicitly state the main idea and expand on the supporting details, Laksmi (2006).

**c. Revising**

Students' ways for improving their essays using the textual correctly feedback provided is still to be thoroughly understood. Students revised their second language essays using four different procedures, according to a study by Sommers namely deletion, substitution, addition and reordering. Razali (2015). On the same point, students were discovered to make adjustments that were unrelated to the written correctly feedback offered by the teacher, hence the term "unrelated". The purpose of revising is to ensure that the paragraphs are well-organized and that the concepts are expressed logically and clearly, Apsari (2019). After rewriting, writers should seek comments from a second reader. It can be obtained from a teacher, a students' or someone of equal standing to the writers. Peer feedback or peer review is a method of revising input from someone who has comparable information or knowledge.

**d. Editing**

Editing is the process of checking for spelling, punctuation, and grammatical errors, Aspian (2019). Furthermore, writer should examine the flow of their ideas. Writers can read their work aloud to help identify errors and sections or parts. More proficient writer's priority general meaning and overall structure above specific aspects such as individual words and grammatical precision.

## 2.4 Descriptive Text

### 2.4.1 Understanding Descriptive Text

Gerot and Wignell stated that descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, and so on, It means that we can use descriptive prose to convey how something looks, smells,

feels, acts, tastes, sounds to someone. Essentially, it provides detailed information about people, places, and objects. The specific information is utilized to assist the reader in forming a mental image. In summary, descriptive text emphasizes words to communicate anything specific, Aluemalai & Maniam (2020).

**2.4.2 Generic Structure of Descriptive Text**

The descriptive text's generic structure differs from that of other texts. The general structure of descriptive text consists of two major components. These are identification and description, Husna (2017).

a) Identification. It introduces the subject or thing which will be described, Yoandita (2019). In identification is typically presented in the first paragraph to introduce the reader to the issue that will be discussed in the next paragraph. The writer describes the subject in detail in the description. It serves as identification support.

b) Description. The term description is referring to the factual and practical description of many circumstances and things encountered, including sounds, colors, forms, smells, touch, including vision, hearing, smell,taste, and touch, Hsu & Chan (2021).

### 2.4. 3. Language Features of Descriptive Text

According to Yoandita (2019), there are numerous linguistic future uses in descriptive text, which are as follows: using simple present, simple present tense is the activity that occurs in daily life and the usual activity. However, if the thing being described no longer exists, it will employ the past tense. Make use of a linking verb. Employ degree comparison, compound adjectives, and adjectives.

### 2.4.4 Examples of Descriptive Text

Some examples of descriptive texts are given below, Syahputri & Masita (2018):

#### *My beloved Mother*

(Identification)

*Everybody certainly has a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I adore her. I owe great debt to what she has been doing to me until right now, and here is my mother.*

(Description)

*My mother's name is Hasmina. She was born 53 years ago. She is high and she is little fat. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some good solution when I have some problems. That is why I never reject her willing.*

### 2.4.5 Theoretical Concepts

In this study, Surface Strategy Taxonomy Theory indicators were used. A surface strategy taxonomy illustrated the particular and systematic ways in which surface structure is modified. This study will use surface Strategy Taxonomy Theory indicators to determine these characteristics.

1. Students' carelessness in creating descriptive text. Mis-spelling, to be, preposition, object pronouns, verbs, plural nouns (s/es) and conjunctions are all examples.
2. Students make additional errors when writing descriptive material. This includes prepositions, spelling, and to be.
3. Errors made by students when writing descriptive material includes nouns, singular, ordinal numbers, verbs, articles, prepositions, spelling and to be.
4. Errors made by students when assembling descriptive text.

This concept will be used by researchers practically and empirically in the operational context of writing academic research papers, therefore the operational concept becomes a guide to avoid misunderstandings in carrying out research.

### 2.4.6 Conceptual Framework

This conceptual frame work aim to examine students' errors in writing descriptive texts by employing tests as the primary method. In addition, they will analyze the predominant errors made by students in writing descriptive texts. To

conduct the investigative variables, researchers will identify several indicators according to Dulay et al.'s Surface Strategy Taxonomy Theory (1982, p. 150), as follows:

1. Students' omission errors in descriptive writing, which include the following" misspelling, to be, preposition, verb, plural noun (s/es), object pronoun, and conjunction.

2. The addition errors made by students when writing descriptive texts, which include preposition, spelling, and to be.

3. Students' mis-formation errors in students descriptive writing, which include the following: verb, article, preposition, singular, ordinal number, noun, spelling, and to be.

4. Errors in mis-ordering by students when writing descriptive texts.

```
┌─────────────────────┐
│   Error Analysis    │
└──────────┬──────────┘
           │
           ▼
┌─────────────────────┐
│   Types of Error    │
│   1. Omission       │
│   2. Addition       │
│   3. Mis-ordering   │
│   4. Mis-formation  │
└──────────┬──────────┘
           │
           ▼
┌─────────────────────┐
│   Descriptive text  │
└─────────────────────┘
```
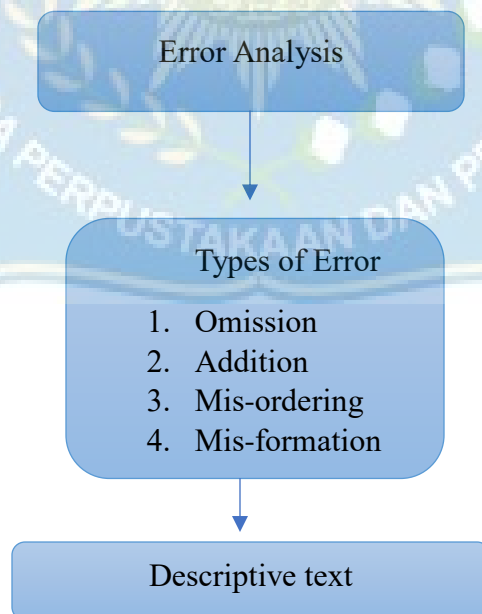
*Figure 2.1 conceptual framework*

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1 Research Design

To identify and describe current conditions in the field, the researcher used a descriptive quantitative approach to conduct this analysis. There is just one variable in the study. Creswell (2021) defines quantitative research as the statistical examination of numerical data.

In order to discover different types of errors when write a descriptive text the researcher conduct a writing test and analyze the data by using Dulay's Surface strategy taxonomy which are omission, addition, mis-ordering, and mis-information. While to obtain the percentages of students' most common error when write a descriptive text, the researcher use's Sudjono's formula.

### 3.1.1 Place and Time of the Research

The research was conduct at Madrasah Aliyah PMU Sanrobone, located in Jl. Poros Kunjung – Sanrobone, Takalar Regency.

### 3.1.2 Subject and Object of the Research

1. Subject of the Research

   The subject of this research were 18 students of eleventh grade in Madrasah Aliyah PMU Sanrobone Takalar Regency in 2023/2024 Academic Year.

2.  The object of the Research

    The object of this research was students' errors when write a descriptive text.

### 3.1.3   Instrument of the Research

The researcher uses a test to collect data by instructing students' eleventh grades Madrasah Aliyah PMU Sanrobone Takalar Regency to write a descriptive text. The writing test was utilized as a research instrument. Students were presented with a topic about time efficiency. Students completed writing tasks based on subjects provided by the researcher on the topic *"describe your family"* Error types were identified by means of the test.

### 3.2 The Technique of Data Collection

One method is employed to gather data for the study. The researcher used a writing test to obtain data on students' errors when writing descriptive text. According to Anandan (2015, p. 3), a test is a procedure designed to determine an object's performance, quality, or dependability—especially prior to widespread implementation. The researcher asks the students to write a descriptive text based on the given title. The students assign a 45-minute worksheet for students to create descriptive language on a chosen topic.

The research counted the errors after classifying them to determine the frequency of each type of error. The descriptive analysis approach (percentage) is used by the researcher to determine the frequency of each error type.

### 3.2.1 The Technique of Data Analysis

Two raters used the surface strategy taxonomy to identify faults in descriptive text composition, assigning marks for omission, addition, mis-information, and mis-ordering.

After obtaining the data, to analyze students' errors when write a descriptive text, Corder (1999) suggested that the following steps when doing an error analysis

1. Gathering the data of the sample

2. Identify the errors

3. Describe the errors

Then the researcher concluded the data that has been analyzed. The formula below is used Sudjono, (2009).

$$P = \frac{f}{N} \times 100\%$$

Where P     = The percentage of students

   f     = The number percentage of each letter case

   N     = The number of the students

   100%   = Constant Value

# CHAPTER IV

## RESULTS FINDINGS AND DISCUSSION

Corder's (1982) classification of four types of errors in descriptive text was used to describe students' writing outcomes. There are four categories of errors: omission errors, addition errors, mis-formation errors, and mis-ordering errors.

### 4.1 Types of Errors

An error in writing descriptive text, the researcher uses Corder's (1982) theory in classification errors into four types: omission, addition, mis-ordering, mis-formation. The findings of the analysis were described in the table below:

**Table 4.1**

Data Analysis about the percentage of error

| No | Types of Errors | Number of Errors |
|----|-----------------|------------------|
| 1 | Errors of addition | 190 |
| 2 | Errors of omission | 112 |
| 3 | Errors of mis-formation | 219 |

| | | |
|---|---|---|
| 4 | Errors of mis-ordering | 80 |
| | Total Number of Errors | 601 (N) |

Based on table 4.1 they are (112) errors in omission or 19% from the total number of errors, errors in addition (190) or 32% from the total number of errors, errors in Mis-formation (219) or 36% from the total number of errors, and mis-ordering (80) or 13% from the total number of errors. It calculated by the formulation The percentage represents the frequency of errors divided by the total number of errors.

**Table 4.2**

**The students' Errors of Addition**

The student's errors of addition 190 number of errors or 32% in writing descriptive text. Below are some sentences in which students produced errors of addition:

| No | Types of Error | Students' Errors | Correction |
|---|---|---|---|
| 1 | | *Me don't have brother* | *I don't have brother* |
| 2 | | *My hair is black color* | *My hair is black* |
| 3 | Addition | *My brother to get champion in the class always* | *My brother always get champion in the class* |

| 4 | | *I very love and miss father and mother* | *I love and miss father and mother* |
|---|---|---|---|

Addition errors are characterized by the presence of an element that should not appear in a well-formed utterance. From this research, researchers found that students made addition errors in their descriptive writing by adding the words double marking and regularization to descriptive sentences. The first error that found in students descriptive writing is double marking occurs when students inadvertently add grammatical elements that are either unnecessary or already represented by another element in the sentence. This often happens with students learning a second or foreign language because they might try to apply grammatical rules excessively. Examples of double marking include: Using two times markers to indicate the same tense, for example: "He did went to the store," where both "did" and "went" indicate past action, although only one is needed. Adding unnecessary articles or plural markers, for example: "The cats are in the garden," where "the" is used twice.

In second error is Regularization occurs when students' over apply general language rules, particularly in verb forms or other word forms, which should not be applied to irregular words. Examples of regularization include: Using regular past tense forms for irregular verbs, for example: "goes" instead of "went" or "comed" instead of "came." Applying general pluralization rules to nouns with irregular plural forms, for example: "childs" instead of "children."

Here are some examples of findings made by students in writing descriptive texts. Example in the student's first sentence, students write with the second verb (me) which should not appear in ungrammatical. In this sentence, students should write the word I because it is at the beginning of the sentence and as the subject. This refers to the grammatical structure. In English, selecting the correct subject when constructing a sentence is crucial to ensure the sentence has the correct structure and is easily understood. In this context, the word "I" is used to refer to the speaker or writer themselves and must be placed at the beginning of the sentence when it functions as the subject: a) Subject Position at the Beginning of the Sentence: In declarative sentences, the subject is typically placed at the beginning of the sentence before the verb. b) Proper Use of Pronouns: In English, the first-person singular pronoun "I" is always capitalized, regardless of its position in the sentence. This differs from some other languages where the first-person singular pronoun is not always capitalized. c) Subject-Verb Agreement: The subject must agree with the verb in terms of number and person. "I," as the first-person singular subject, should be followed by a verb in the first-person singular form.

Using the correct subject, such as "I" at the beginning of a sentence, helps create clear and easily understood sentences. Mistakes in subject placement or improper pronoun usage can obscure the meaning of the sentence and cause confusion for the reader or listener. By adhering to grammatical rules, students can write more coherent and effective sentences.

In the second example, the word *My hair is black color* is grammatically correct, but semantically the word *black* already has the meaning of color. This sentence contains a common grammatical error, especially among English learners. The main mistake is the use of the word "*color*" after "*black.*" In English, when describing the color of something, the word "*color*" is usually unnecessary if we already use a color adjective. So, the correct sentence is "*My hair is black.*"

In English, color descriptions typically use adjectives without adding the word "*color*" afterward. Adjectives are used directly after the noun or with a linking verb such as "*is,*" "*are,*" "*was,*" or "*were.*" Incorrect: *My hair is black color*. Correct sentence: *My hair is black*. In Adjectives serve to provide additional information about a noun. Adjectives can be placed before the noun or after a linking verb. Before the Noun: "*I have black hair.*" After the Linking Verb: "*My hair is black*". Errors like "*My hair is black color*" often occur due to the influence of the learner's native language or an attempt to translate directly from their own language, where an additional word like "*color*" might be required for clarity. In English, this addition is unnecessary because the color adjective alone sufficiently describes the attribute.

In sentence (3), *My brother to get champion in the class always.* This sentence contains several grammatical and syntactic errors that make it difficult to understand. The main errors include: a) Incorrect use of the infinitive "*to get*"*:* "To get" is not needed in this context and makes the sentence ungrammatical. b) Missing main verb: The sentence lacks a main verb to explain the action. c) Incorrect position of the

adverb "always": "*Always*" should be placed correctly to indicate the frequency of the action.

To make the sentence grammatically correct, we need to fix several aspects: a) Use of the Correct Verb. In this sentence, we need a verb to show the action performed by the subject *(my brother)*. The appropriate verbs are "*wins*" is used to indicate the action of winning something repeatedly or "*is*" with "*the champion*" is used to indicate a continuous state or condition and this are as a complement. b) Position of the Adverb. In the first sentence, "always" is placed before the main verb "wins" to indicate the frequency of the action. In the second sentence, "always" is placed after the to be verb "is" to indicate the frequency of the state or condition. c) Avoiding Unnecessary Infinitives. Removing "to get" because it is inappropriate in this context and not needed to convey the intended meaning. The sentence "*My brother to get champion in the class always*" should be corrected to "*My brother always wins the championship in the class*" or "*My brother is always the champion in the class*" to align with correct English grammatical structure. Understanding and applying these rules helps produce more natural and accurate sentences in English.

Then in sentence (4) students add the preposition (to) which cannot appear in well-formed speech. The sentence "I very love and miss father and mother" contains several grammatical and syntactic errors that need to be corrected to align with proper English grammar rules. Here is a detailed analysis of these errors: a) Placement of the Adverb "Very": The word "very" is typically used to intensify adjectives or other

adverbs, not verbs. In this sentence, "very" is incorrectly placed before the verb "love." b) Correct Use of Verbs: In English, verbs like "love" and "miss" cannot be directly intensified by "very." To intensify the expressions of love and miss, we can use phrases like "very much" after the verb. c) Use of Articles and Possessive Pronouns: In English, singular nouns like "father" and "mother" usually require an article or possessive pronoun. In this context, "my" is more appropriate to indicate possession. d) Effective Sentence Structure: To make the sentence more natural, the use of the conjunction "and" should be considered carefully. This sentence can be divided into two clearer clauses.

To correct the sentence, students need to address several aspects: a) Intensifying Expressions with Appropriate Adverbs: Use "very much" after the verbs "love" and "miss." "Very much" is used to intensify the verb "love. "b) Use of Possessive Pronouns: Use "my" before "father" and "mother" to indicate possession. "My father and mother" indicate that the speaker is referring to their own parents. c) Separating Clauses for Clarity: Using the conjunction "and" to separate two clauses clarifies the two different emotions: love and miss.

The sentence "I very love and miss father and mother" should be corrected to "I love my father and mother very much and miss them dearly" to comply with proper English grammatical structure. Understanding and applying these rules help produce more natural and accurate sentences in English.

These findings indicate that in their effort to write descriptively correctly, students often make errors by adding unnecessary or inappropriate elements. This can suggest that they are still in the process of internalizing the grammatical rules of the language. For educators, understanding these types of errors is crucial for developing more effective teaching strategies. For instance, by focusing on exercises that help students recognize and correct double marking and regularization errors and by providing clear and constructive feedback.

Additionally, these findings can be used to develop more appropriate teaching materials, such as exercises targeting these specific types of errors, thereby enhancing students' understanding of correct grammatical usage in descriptive contexts.

### 4.2.2   Error of Omission

An error of omission is the absence of an item that must appear in a well-formed utterance (Klassen, 1991). In writing descriptive text, students at eleventh grade made 19% or 112 number of errors. There are several types of errors made by students in writing descriptive text. The error is as follows:

**Table 4.3**

**The students' Errors of Omission**

| No | Types of Error | Students' Errors | Error Correction |
|----|----------------|------------------|------------------|
| 1 | Omission | *My ambition is engineering* | *My ambition is an engineering* |
| 2 | | *She beautiful* | *She is beautiful* |
| 3 | | *I have two sister* | *I have two sisters* |
| 4 | | *I was born at Takalar* | *I was born in Takalar* |

Omission errors are characterized by the absence of an item that should appear in a well-formed utterance. From this research, researchers found that students made omission errors in writing their descriptive texts by omitting "to be", verbs, adverbs, and subjects and objects. In this case, omission is divided into two categories, namely omission of content morpheme this refers to situations where a content morpheme is intentionally or unintentionally left out of linguistic expression. Omission of grammatical morpheme these consist of sentence form *(a, an, can)*, preposition *(in, on, at, etc)*, noun and verb inflection *(-s, es, ing)*. These two things became the basis for the assessment carried out by researchers in analyzing students' descriptive writing and the researcher found errors in omission errors.

The analysis of students' descriptive writing revealed several types of errors, among which omission errors were particularly prominent. One specific example is the omission of the indefinite article "an" in the sentence, "*My ambition is engineering.*" This error occurs when students neglect to include necessary

grammatical elements, such as the article *"an"* before the noun *"engineering."* The correct sentence should be *"My ambition is an engineer,"* where *"an"* correctly precedes the noun *"engineer,"* making the sentence grammatically accurate and conveying the intended meaning clearly. When the students write the sentences without the article, example "*My ambition is engineering."* This construction suggests that *"engineering"* is the abstract concept or field rather than specifying the ambition to become an engineer. If the students write the sentence with the article *"My ambition is an engineer"* This clarifies that the ambition is to pursue a career as an engineer, not just to be associated with the field of engineering in general. Students must pay attention to each sentence they write, including the use of articles in descriptive writing because articles are crucial in descriptive writing and help create precise and accurate descriptions. The omission of an article can lead to vague or ambiguous sentences, which might confuse the reader or misrepresent the writer's intentions. In academic writing, where clarity is essential, such omissions can undermine the effectiveness of communication.

The student's sentences (2) the phrase *"She beautiful"* contains a grammatical error. The error lies in the omission of the verb *"is,"* which is necessary to link the subject *"She"* with the adjective *"beautiful."* To construct a grammatically correct sentence, students need to include a linking verb, in this case, *"is"*. Linking verbs, such as "is," "are," "was," and "were," connect the subject of the sentence to a subject complement, which can be an adjective, a noun, or a phrase that describes or

identifies the subject. In this case, "is" is the correct linking verb that connects "She" to "beautiful." To correct the phrase "*She beautiful,"* students need to add the appropriate linking verb. The correct sentence is: *"She is beautiful"*. This sentence is now complete, with "She" as the subject, "is" as the linking verb, and *"beautiful"* as the adjective describing the subject. Using the correct sentence structure is crucial for clear communication. The sentence *"She is beautiful"* is straightforward and easily understood because it follows the standard English sentence structure of subject + verb + adjective.

The student's sentences (3) are omitted to become *(s)*. The phrase "I have two sister" contains a common grammatical error involving the use of a plural noun without proper pluralization. To correct this, the noun "sister" must be made plural by adding an "s," resulting in "sisters". Here is a detailed explanation of these errors: a) Noun Pluralization: regular nouns are typically made plural by adding "s." There are exceptions and irregular nouns (e.g., "child" becomes "children"), but "sister" follows the regular pattern, becoming "sisters" when referring to more than one. b) Quantifiers and Noun Agreement: Quantifiers like "two," "three," "many," and "few" are used to express quantities. When a quantifier is used with a countable noun, that noun must be plural if the quantity is more than one. Therefore, "two sister" is incorrect because "two" requires a plural noun: "sisters". c) Correct Use of the Verb "Have": the verb "have" is correctly used here to indicate possession. In English, "I have" is the correct verb phrase for expressing possession when the subject is "I." The sentence correctly indicates that *two sisters.*

In the fourth example sentence, students perform omission of grammatical morpheme with students omit the prepositions *(in)*. The sentence *"I was born at Takalar"* contains a minor grammatical issue related to the use of prepositions. While "at" can sometimes be used to indicate specific locations, in this context, the correct preposition is "in" because *Takalar* is a geographical area, such as a town, city, or region. Therefore, the sentence should be corrected to *"I was born in Takalar."* Here, the researcher provides a detailed explanation of the analysis of omission errors made by students in writing descriptive texts, namely: a) Preposition Usage: Prepositions are words that link nouns, pronouns, or phrases to other words in a sentence. They often indicate relationships in terms of time, place, or direction. Common prepositions include "in," "on," "at," "by," and "for." The word "In" used for larger areas or more general locations. When referring to a city, town, or other geographic location where someone was born, "in" is the correct preposition. "At" would be incorrect because it implies a specific point rather than a general area. b) Verb Tense and Structure: The verb phrase "was born" is correct and commonly used in English to indicate the time and place of birth. "Was born" is the past tense of "to be born," which appropriately places the action in the past. c) Subject-Verb Agreement: The subject "I" and the past tense verb phrase "was born" correctly match, ensuring that the sentence structure is grammatically sound.

Understanding and using the correct prepositions ensures that sentences are clear, accurate, and convey the intended meaning. Mastering these subtle grammatical

nuances enables students to enhance their proficiency in English and communicate more effectively.

### 4.2.3 Error of mis formation

The student's errors of mis formation are 219 number of errors or 36 % in writing descriptive text. Below are some sentences in which students produced errors of mis-formation:

**Table 4.5**

**The students' Errors of Mis-formation**

| No | Types of Error | Students' Errors | Error Correction |
|----|----------------|------------------|------------------|
| 1 |  | *He hobby is drawing* | *His hobby is drawing* |
| 2 |  | *Us parent is a hero.* | *Our parent's is a hero* |
| 3 | Mis-formation | *My hobby are playing basketball* | *My hobby is playing Basketball* |
| 4 |  | *She goes to school use bike* | *She goes to school by bike* |

Mis-formation errors are characterized by incorrect structure of forms or morphemes. From this research, researchers found that students made mis-formation errors in their descriptive writing. In this case, researchers often find students using the wrong form or structure in morphemes.

The student's first sentence uses the third person singular pronoun (he). In this sentence, the word "He" is used to refer to the subject. However, "he" is a third-

person singular pronoun that should be followed by a possessive noun, which in this case is "his" (the possessive pronoun). Therefore, the correct usage is "his" instead of "he." Example: Incorrect: "He hobby is drawing." Correct: "His hobby is drawing." Here the researcher explain error analysis in pronoun usage that found in students descriptive writing, namely: a) Sentence Structure and Subject-Verb Agreement: After the subject "His hobby," the verb "is" is correctly used. However, it is important to ensure that the possessive pronoun is used properly to indicate possession. b) Word Choice and Meaning Consistency: "Drawing" is a gerund (a verb turned into a noun by adding "-ing"). The gerund is appropriately used after the linking verb "is" to indicate an activity that is being done as a hobby.

To make this sentence grammatically correct, the students must pay attention to the following corrections should be made: a) Use of Possessive Pronoun: The word "His" is used as a possessive pronoun to indicate that the "hobby" belongs to the subject (He). "His" is the possessive pronoun indicating that the hobby belongs to the male subject. b) Subject-Verb-Complement Structure: After the subject "His hobby," the linking verb "is" is correctly used to connect the subject to the complement "drawing." This sentence follows the basic Subject + Linking Verb + Complement structure, which is one of the most common sentence structures in English.

The student's second sentence "Us parent is a hero" contains several grammatical errors that need to be corrected to conform to proper English grammar rules. The researcher explained error analysis that found in students descriptive writing, namely:

a) Error in the Use of Pronouns: In this sentence, the word "us" is used as the subject, which is incorrect. "Us" is an object pronoun used to receive the action in a sentence, not to serve as the subject. The correct pronoun to use as the subject is "we." Example: Incorrect: "Us parent is a hero." Correct: "We are parents, and one of us is a hero." or "Our parent is a hero". b) Error in the Use of Singular and Plural Nouns: The word "parent" in this sentence is used in its singular form, but "us" implies more than one person. If referring to one parent, using the singular form "parent" is correct, but it should be preceded by the appropriate possessive pronoun, such as "our". c) Error in the Use of Verbs and Sentence Structure: After correcting the pronoun and the noun form, we need to ensure that the verb matches the subject. In this sentence, if "parent" is the subject, the correct verb to use is "is." However, if using the plural form "parents," the correct verb is "are." Example: Singular: "Our parent is a hero." Plural: "Our parents are heroes."

To make this sentence grammatically correct, the students Use of Possessive Pronouns which to refer to a parent in this sentence, the appropriate possessive pronoun must be used. In this context, "our" is the correct possessive pronoun to use before the noun "parent" or "parents." Example: Correct: "Our parent is a hero." (for one parent) or Correct: "Our parents are heroes." (for both parents).

In the third sentence "My hobby are playing basketball" contains several grammatical errors that need to be addressed to ensure it aligns with proper English grammar rules. The researcher examines these errors in detail and explore how to correct them. The students should be used some grammatical rules: a) Subject-Verb

Agreement: One of the primary issues in the sentence is the mismatch between the subject and the verb. In English, the verb must agree with the subject in both number (singular or plural) and person (first, second, or third). The subject of this sentence, "My hobby," is singular. Therefore, the verb should also be singular, example: Incorrect: "My hobby are playing basketball." Correct: "My hobby is playing basketball." In this case, the verb "is" should be used instead of "are" because "hobby" is a singular noun. b) Use of Gerunds After "is": The phrase "playing basketball" is functioning as a gerund phrase, where "playing" acts as a noun derived from the verb "play." In English, it is common to use a gerund after the verb "is" to describe activities that serve as hobbies or interests. Alternative Phrasing for Clarity: To make the sentence clearer and more precise, students can also rephrase it slightly while still adhering to the grammatical rules. Example: "I enjoy playing basketball as a hobby." Or "Playing basketball is one of my hobbies". Both of these sentences convey the same idea but offer different structures that might be more appropriate depending on the context.

In the fourth sentence example there is also an error in the placement of the morpheme as in the sentence "She goes to school use bike" contains several grammatical errors that need to be corrected to make it conform to proper English grammar rules. The researcher should analyze the mistakes, and explore how to correct them. The first the students used Verb Form and Structure "Use" or "Using": The word "use" is incorrectly used in this sentence. The sentence is attempting to describe how "she" goes to school, which should be expressed using the gerund form

"using" instead of the base form "use." Example: Incorrect: "She goes to school use bike."

Correct: "She goes to school using a bike". In this context, "using" functions as a gerund, indicating the means by which she goes to school. The second the students used Article Usage "a bike": In English, when referring to a singular, countable noun like "bike," it is necessary to use an article ("a" or "the"). In this sentence, since the reference is general (not a specific bike), the indefinite article "a" should be used. Example: Incorrect: "She goes to school use bike." Correct: "She goes to school using a bike." The last is Prepositions and Sentence Structure: The corrected sentence "She goes to school using a bike" is grammatically sound, but it's also important to note that English often uses prepositions like "by" when referring to modes of transportation. Alternative Structure: "She goes to school by bike." This alternative is more concise and commonly used in everyday English. Both "using a bike" and "by bike" are correct, but "by bike" is more idiomatic and natural in conversation.

The sentence "She goes to school use bike" should be corrected to "She goes to school using a bike" or, more naturally, "She goes to school by bike." Additionally, it could be rephrased as "She rides her bike to school" for clarity and fluency. These corrections address the verb form, article usage, and overall sentence structure, resulting in a sentence that adheres to standard English grammar and effectively communicates the intended idea. Understanding these grammatical nuances is essential for constructing clear and correct sentences in English.

### 4.2.4 Error of mis-ordering

The students produced 80 number of errors or 13% errors of mis-ordering in writing descriptive text. There were some kinds of mis-ordering errors produced by the students in writing descriptive text. The sentences were as follows:

**Table 4.6**

**The students' Errors of Mis-ordering**

| No | Types of Error | Students' Errors | Error Correction |
|----|----------------|------------------|------------------|
| 1 |  | *I have friends the most* | *I have the most friends* |
| 2 |  | *My favorite food is chicken fried* | *My favorite food is fried Chicken* |
| 3 | Mis-ordering | *My color favorite is black* | *My favorite color is black* |
| 4 |  | *He is child very nice* | *He is very nice child* |

Mis-ordering errors are characterized by the incorrect placement of structures or morphemes in an utterance. From this research, researchers found that students made mis-ordering errors in their descriptive writing. Sentences are a type of sequence error that students make in writing descriptive text, sentence (1), The sentence "the most" is incorrectly placed at the end of the sentence. In English, "the most" is typically used to compare quantities, qualities, or degrees. However, in this sentence, its placement and structure are incorrect, leading to confusion about the intended

meaning. To correct the sentence, the first need to clarify the intended meaning. There are a few possibilities: If the sentence intends to say that the speaker has the most friends compared to others, then a comparative structure is needed. If the speaker wants to express that they have a lot of friends, then "a lot of" or "many" would be appropriate. If the intention is to compare the number of friends the speaker has with others, the sentence should be structured to make that comparison clear. Correct Structure for Comparison: "I have the most friends." This structure uses the superlative "the most" to indicate that among a group, the speaker has the highest number of friends. If the speaker simply wants to express that they have a large number of friends without making a comparison, different phrasing is required, example: "I have many friends." Or I have a lot of friends." These sentences are simple and directly convey the idea that the speaker has a large number of friends without implying comparison. These corrections ensure that the sentence is clear, grammatically correct, and effectively communicates the intended idea. Understanding the correct use of comparative and superlative forms, as well as proper sentence structure, is crucial for constructing accurate and meaningful sentences in English.

In the second example, students make mis-ordering errors because the morpheme placement is incorrect as in the example "My favorite food is chicken fried" The primary issue in this sentence is the incorrect order of the words' "chicken" and "fried." In English, when describing food, the adjective typically comes before the noun. In this case, "fried" is an adjective describing "chicken." Therefore, to correct

the sentence, students need to place the adjective "fried" before the noun "chicken." Correct Sentence: "My favorite food is fried chicken". In English, adjectives (such as "fried") usually precede the nouns they modify (such as "chicken"). This word order helps clearly convey what kind of food is being referred to. The term "fried chicken" is a specific culinary term that refers to chicken that has been coated with breading or batter and then fried. It's a common and well-understood term, making the corrected sentence clear and precise.

In the third example the sentence "My color favorite is black" contains grammatical errors that need to be corrected to conform to proper English grammar rules. Here the researcher should discuss these errors in detail and how to correct them. The errors on students descriptive writing that found by researcher is Word Order. In English, word order is crucial for conveying clear meaning. In this sentence, the words "color" and "favorite" are placed in the wrong order. In English, adjectives like "favorite" must precede the nouns they modify, in this case, "color." Correct word order not only makes the sentence grammatically correct but also ensures that the meaning is clear. "My favorite color" indicates that "color" is the object described as "favorite." The basic structure of this sentence is Subject + Verb + Complement. "My favorite color" functions as the subject, "is" is the linking verb, and "black" is the complement that describes the subject. By correcting the word order, this sentence aligns with proper English grammar, which follows the structure Subject (My favorite color) + Verb (is) + Complement (black). The correct word is "My favorite color is black".

In the fourth example sentence, students also made mistakes in writing descriptive text. This can be seen from the example sentences "He is child very nice" contains grammatical errors that need to be corrected to align with proper English grammar rules. In English, the word order in a sentence is important for conveying clear and accurate meaning. The sentence "He is child very nice" has an incorrect word order. Specifically, the adjective "nice" should directly modify the noun "child," and adverbs like "very" should precede the adjectives they modify. The sentence is missing the article "a" before the noun "child." In English, singular countable nouns usually require an article ("a" or "the") before them. The correct sentence structure should follow the Subject + Verb + Article + Adjective + Noun pattern. "He" is the subject, "is" is the verb, "a very nice" is the descriptive phrase (adjective + adverb), and "child" is the noun. Example: Correct: "He is a very nice child." The revised sentence follows English grammar rules by using the appropriate article, correct word order, and logical sentence structure.

**4.2 The Most Dominant Error**

The table and graphic below show the most common and least common types of errors, as well as their respective percentages.

**Table 4.2**

**Percentage the Most Dominant Error**

| No | Types of Errors | Frequency of Error | Percentage |
|----|-----------------|--------------------|------------|
| 1 | Errors of addition | 190 | 32% |
| 2 | Errors of omission | 112 | 19% |
| 3 | Errors of mis-formation | 219 | 36% |
| 4 | Errors of mis-ordering | 80 | 13% |
| Total | | 601 | 100% |

The table above explains the most dominant errors made by eleventh-grade students. After the researchers analyzed the results of students' descriptive writing using the percentage method adapted by Sudjono (2009). The results of the analysis of students' descriptive writing from the four types of errors consisting of addition, omission, mis-formation and mis-ordering, mis-formation is the most dominant error with a percentage of 36% of the total errors.

Errors of mis-formation occur when students use incorrect forms of morphemes or structures in their sentences. These errors involve deviations from the standard grammatical rules of the language, affecting both the meaning and the grammaticality of the sentences produced. Mis-formation errors can also arise from incorrect sentence structures, including improper use of syntactic rules or sentence patterns. This includes mistakes in word order, clause formation, or complex sentence construction. This includes errors in using grammatical forms that do not align with the intended meaning or standard usage, such as incorrect verb forms, adjective comparisons, or prepositional phrases.

The error can occur due to several causes, including: Lack of Understanding of Grammatical Rules: Students may not fully understand the rules governing the correct formation and use of morphemes or sentence structures. This lack of comprehension can lead to frequent errors in their language use. Overgeneralization of Language Patterns: Students might apply rules or patterns too broadly, leading to errors. For instance, they may overgeneralize regular verb conjugation rules to irregular verbs. Influence of Native Language: The grammatical structures of a student's native language can influence their use of morphemes and sentence patterns in the target language. Differences in syntax, morphology, or verb forms can lead to errors. Inadequate Practice and Feedback: Limited practice with specific grammatical forms or lack of feedback can prevent students from correcting their errors and understanding the proper use of morphemes and structures.

There are several impacts that occur when students make mis-formation errors, including: Grammatical Inaccuracy: Errors in the formation of morphemes or structures can lead to grammatically incorrect sentences, affecting the overall readability and correctness of the text. Miscommunication: Mis-formation errors can result in sentences that convey the wrong meaning or create confusion, making it difficult for listeners or readers to understand the intended message. Hindered Language Development: Persistent mis-formation errors can impede language development, as they reflect a misunderstanding of fundamental grammatical rules and conventions.

The second most dominant error made by students is errors of addition with a percentage of 32% of the total errors. Errors of addition occur when elements that should not be present are added to a sentence or language structure. These errors involve the inclusion of components that alter the original meaning or structure of the intended sentence. Errors of addition occur when elements that should not be present are added to a sentence or language structure. These errors involve the inclusion of components that alter the original meaning or structure of the intended sentence. This error arises when students add more than one unnecessary marker or article. For example, in English, using two definite articles before a noun, such as "the the book," is incorrect and excessive. Students often apply incorrect or excessive rules for word forms. For instance, adding the suffix -ed to an irregular verb like "went" to form "wented" is an error. This involves adding words or phrases that are not appropriate or necessary in a sentence. For example, writing "She is very very happy" when a single "very" is sufficient to convey the meaning.

The error can occur due to several reasons, including: Limited Language Knowledge: Students may not fully understand the rules for the correct use or placement of language elements. This error can occur due to a lack of comprehension about when and how to use additional elements correctly. Influence of Native Language: If students are learning the target language as a second language, these errors might result from the influence of their native language structure affecting how they construct sentences in the target language. Lack of Practice and Feedback:

Insufficient practice and feedback can lead to students repeatedly making the same errors without realizing it. Errors of addition can cause confusion or misunderstanding in communication, as unnecessary information may disrupt the intended meaning. These errors also indicate that students might not fully grasp the correct way to structure or simplify sentences effectively. By understanding the causes and examples of errors of addition in depth, we can identify areas that need improvement in language learning and provide more effective guidance to prevent similar mistakes in the future.

The third most dominant error made by students is omission with a percentage of 19% of the total errors. This type of error is made by students because there are errors in the content morphemes and grammatical morpheme. Errors of omission occur when essential linguistic elements are left out of sentences, which can lead to incomplete or unclear communication. These omissions often affect the grammatical accuracy and overall coherence of the language used. Content morphemes are the units of meaning within a sentence that carry semantic content. They include nouns, verbs, adjectives, and adverbs. Omissions in content morphemes can result in sentences that lack critical information, making them vague or incomplete. Grammatical morphemes are used to indicate grammatical relationships and structures, such as tense, number, case, and agreement. Errors involving grammatical morphemes often manifest as missing auxiliary verbs, tense markers, or plural forms, which can disrupt the grammatical integrity of a sentence.

The error can occur due to several causes, including: Incomplete Understanding of Morphological Rules: Students may not fully grasp the rules governing the use of content and grammatical morphemes. This incomplete understanding can lead to frequent omissions of necessary elements. Overgeneralization of Language Rules: Students might overgeneralize certain language rules, applying them inappropriately or inconsistently. For instance, they might omit auxiliary verbs in an attempt to simplify sentence structures. Transfer from Native Language: Errors of omission can also occur due to the influence of a student's native language, particularly if that language does not use certain morphemes in the same way or at all. This transfer can result in the omission of similar elements in the target language. Lack of Awareness or Attention to Detail: Sometimes, students may simply overlook the need for certain morphemes due to a lack of awareness or careful proofreading. This oversight can lead to unintentional omissions.

There are several impacts that occur when students make omission errors, including: Omissions can result in sentences that lack clarity and precision, making it difficult for the listener or reader to fully understand the intended meaning. This can affect effective communication and comprehension. The omission of grammatical morphemes can disrupt the grammatical structure of sentences, leading to errors that might affect the overall readability and correctness of the text. The omission of crucial components can cause misunderstandings or misinterpretations, potentially leading to ineffective communication and Frequent omission errors may hinder the

development of language skills, as they reflect a lack of understanding or application of key grammatical rules and structures.

The fourth of the most dominant errors made by students is mis ordering with a percentage of 13% of the total errors. This type of error involves incorrect sequencing of elements within a sentence, affecting both the placement of morphemes and the overall word order. To understand this error more deeply, let's explore its various aspects and complexities. Errors of mis-ordering occur when elements within a sentence or utterance are arranged incorrectly. This can disrupt the intended meaning and grammatical correctness of the sentence. These errors can manifest in several ways, including incorrect placement of morphemes, improper word order, or incorrect word writing.

The error can occur due to several reasons, including: Lack of Understanding of Syntax Rules: Students may not fully grasp the syntax rules of the target language, leading to errors in arranging words and morphemes. Syntax rules govern how words combine to form grammatically correct sentences. Influence of Native Language Structure: The sentence structure of a student's native language may differ significantly from that of the target language. This influence can cause students to apply incorrect word order or morpheme placement based on their native language norms. Overgeneralization of Language Patterns: Students might overgeneralize certain language patterns they have learned, applying them inappropriately across different contexts. Inadequate Practice and Feedback: Insufficient practice and lack of

corrective feedback can prevent students from recognizing and correcting their mis-ordering errors.

There are several impacts that occur when students make mis-ordering errors, including: Loss of Grammatical Accuracy: Errors in word order and morpheme placement can result in sentences that are grammatically incorrect or awkward, affecting readability and comprehension. Ambiguity and Miscommunication: Mis-ordering can lead to sentences that are ambiguous or unclear, making it difficult for listeners or readers to interpret the intended meaning accurately. Hindered Language Development: Persistent mis-ordering errors can impede a student's ability to develop proper language skills, as they reflect a misunderstanding of fundamental grammatical structures and conventions.

**4.3 Discussion**

1. **Types of Error**

Based on study analysis and interpretation, errors in surface strategy taxonomy can be categorized into four categories: omission, addition, mis-formation, and mis-ordering Corder (1982).

The purpose of error analysis is, in fact, to find "what the learner knows and does not know" and to "ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language" Manurung, Muhammad, & Akwene, (2022). The results of this study show

that the students still often make errors in their writing.

As in the previous explanation, the eleventh-grade students of Madrasah Aliyah PMU Sanrobone made many errors. The first error that students often make is addition error. An example of this error is the word me in the sentence: *me have brother* in this sentence, students should write the word I because it is at the beginning of the sentence and as the subject. This refers to the grammatical structure. The second error is an omission error. An example of this error is the word *an* in the sentence *my ambition is an engineering*. As we know, in general, the use of "an" or "a" depends on the initial sound of the word that follows the article. A" is used before words that are pronounced with a consonant sound (such as "a book", "a car"). "An" is used before words pronounced with a vowel sound (such as "an apple", "an engineer"). because the word "engineering" is pronounced with a vowel sound at the beginning, you use "an engineering." However, if the example is "a software engineer," because "software" is pronounced with a consonant sound, then you use "a."

The third error made by the eleventh-grade students of Madrasah Aliyah PMU Sanrobone in their sentences was a mis-formation error. An example of this error is the word I in the sentence: I have a brother. As we know, the sentence "Me have brother" is not correct in standard English grammar. In correct grammar, we use the correct subject along with the appropriate verb. In this case, "me" should be replaced with the correct subject pronoun, namely "I". Therefore, the correct sentence is "I have a brother." In that sentence: "I" is the appropriate subject pronoun for oneself.

"have" is a verb that goes with the subject "I." "brother" is the object in the sentence, indicating a family relationship. So, the use of "I" is important for constructing grammatical and correct sentences in English.

Students make mis-ordering errors in their writing because of several factors, for example the students translate the sentence directly from their mother tongue, Bahasa Indonesia and the students forget to put noun at the end of the objective phrase. An example of this error is the word *is* in the sentence: *My favorite color is black.* The sentence "*My favorite color is black*" does not conform to the common word order in English. A more appropriate and commonly used structure is "My favorite color is black." In English, a common pattern for expressing a favorite is "My favorite [noun] is [adjective]." So, in this case, we construct a sentence by stating that someone's favorite color is black. Thus, the correct word order is "My favorite is black".

2. **The most Dominant Error**

Based on the findings, the researcher discovered that the most common forms of errors in writing descriptive writings, particularly grammatical errors are committed by students. The primary error discovered in this study was mis-formation error. Mis-ordering has the lowest error frequency. This observation is confirmed by Ernawati, Purnomo, & Suryani (2019), research "*An Error Analysis in Writing Descriptive Text of the Seventh Grade Students*" Most errors occur due to ignoring the restrictions of the rules and are influenced by students not applying the rules where they do not

apply. Overgeneralization usually occurs when students apply a previously learned rule to another pattern with a different rule.

Mis-formation represents the highest percentage of student errors. This is because students often have difficulty identifying and forming appropriate verbs and adjectives correctly. This can be due to a variety of factors, including small vocabulary, poor understanding of grammar rules, and the nuanced nature of language, where subtle differences in word choice can significantly change the meaning. This statement is supported by Nazir, Syamaun & Erdiana (2018), research entitled "*An Analysis of Grammatical Errors Made by Students in Writing Descriptive Text*" which states that the most common error is mis-formation. This high rate of mistakes highlights a crucial difficulty in language acquisition: students struggle not just with the syntactical arrangement of verbs and adjectives, but also with the delicate process of word selection. Students commonly make errors in word choice, using wrong or inappropriate terms that risk the grammatical integrity and intelligibility of their sentences. The high proportion of mis-formation errors suggests a potential gap in student understanding of the rules controlling word use and sentence structure. As a result, more specific pedagogical interventions are required. Teachers should prioritize resolving these specific sorts of mistakes by targeted instruction, focusing on the proper use of verbs and adjectives, and giving students more opportunity to practice and comprehend these concepts. This method would assist in reducing the high frequency of errors and improve overall language skills.

In a study conducted by Nurhamidah (2021), research tittle *"An error Analysis of the Use of Preposition in Students' Descriptive Writing"* found that mis ordering was the most dominant errors made by students. Based on the study of the errors, it appears that most are due to students' lack of understanding of certain rule limits. This lack of awareness derives from their inability to correctly determine when certain grammatical rules apply and when they do not. Furthermore, overgeneralization is typical phenomena noticed among students, in which they incorrectly apply a previously learnt grammatical rule to a different language context or pattern, failing to recognize that the new context functions under a different set of rules. This tendency implies a lack of grasp of the complexities of the language's grammatical structure. From the results of the study, the researchers suggested that students can reduce the number of mis-formation errors by a comprehensive strategy to resolving students' issues with the usage of prepositional phrases in English entails many essential strategies. First and foremost, the English instructor should try to alleviate these issues by offering more detailed and specific explanations, supported by a range of activities that promote proper preposition usage. It is critical that the content be delivered in a simple and understandable way, allowing pupils to comprehend the key principles without needless complication. Furthermore, the teacher should provide extensive instruction on the intricacies of prepositional usage, emphasizing their roles, the differences between different prepositions, and the unique rules that govern their use in English. This involves making direct comparisons between prepositional usage in English and Indonesian, noting any notable discrepancies.

However, this finding differed from Aristiawan (2019), research tittle *"Investigating Students Errors in Descriptive Writing at Second Semester Students at STIKES YASRI Mataram"* the greatest errors observed in the 13 data points of second grade students from STIKES Yarsi Mataram were omission and mis-formation errors. The researcher discovered several potential sources of error in this study, including interlingual error, intralingual error, learning environment, and communication methods. Based on the findings, the researcher concluded that interlingual and learning environment are the most significant contributors of inaccuracy. The advantage of performing grammatical error analysis might be observed from a different perspective. It will be valuable to teachers as a tool for developing better lesson plans and teaching practices. For the student, it can be used to assess their ability to comprehend the teacher's explanations. As a consequence, mistakes in student writing can be minimized.

Based on the studies conducted by Yusuf, Mustafa, & Iqbal (2021), research tittle *"An Inquiry into Grammatical in Writing Committed by High Achieving EFL Students"* The study's findings show that among high-achieving EFL students, the most common error in their writing was the 'omission' of important linguistic elements, accounting for 61.04% of the total errors observed. This shows a considerable issue in students' capacity to consistently integrate appropriate grammatical or lexical components, which is necessary for proper language usage. This study's findings indicate that students in the *kelas akselerasi* program continue to

produce major mistakes in their writing. These errors can be attributable to either intralingual or interlingual variables. However, the study also reveals that intralingual factors—those originating within the language itself, such as overgeneralization, simplification, or the incorrect application of grammatical rules—are significantly more dominant than interlingual factors, which involve the influence of the students' native language on their English language learning. The prevalence of intralingual errors among high-achieving students in Indonesia suggests that these students are more challenged by the complexity and subtleties of the English language than by interference from their native language. As a result, this research emphasizes the need of directing instructional efforts towards increasing students' comprehension of English language structures and norms in order to limit the frequency of such intralingual mistakes and improve their overall writing skill.

From the results of the analysis of students' descriptive writing the lowest percentage is mis-ordering, which occurs when morphemes are incorrectly placed in an utterance or sentence. Translated into English with the correct grammatical structure: Unlike Maulana (2022) research, where the lowest percentage is in addition, this error involves the misplacement of morphemes in a speech or sentence. Students committed seventh items out of the total errors, and they found it challenging to construct Noun Phrase or Adjective Word Order.

Then, from the students' writing, many of them made mistakes in learning English. It can be concluded that learning English is not easy. In this study, it was observed that a significant number of students encountered difficulties in selecting

appropriate vocabulary, often resulting in errors. One of the primary issues identified was that students tended to translate words directly from their native language into English on a word-by-word basis, without taking into account the contextual meanings or the syntactical structures of English sentences. This approach led to inaccurate translations and improper word choices, further complicating their writing. Additionally, the study highlighted students' struggles with understanding and correctly applying the simple present tense. Although the basic rule dictates that the subject 'I' should be followed by a base verb, and for third-person singular subjects, an '-s' or '-es' should be added to the verb, many students still misused past tense verbs and verbs in their '-ing' form within simple present tense constructions. This pattern of errors suggests a broader issue: students demonstrate a limited grasp of English tenses and possess insufficient mastery over vocabulary, which collectively impede their ability to produce grammatically accurate and contextually appropriate sentences. These findings emphasize the need for more focused instruction on the fundamental aspects of tense usage and vocabulary acquisition to enhance students' overall linguistic competence.

**BAB V**

**CONCLUSION**

**5.1 Conclusion**

Based on the result and discussion in the previous chapter the following conclusion are explain:

1. This discussion concludes that students frequently make errors in descriptive writing, including addition, omission, mis-formation, and mis-ordering. The investigation found that the most common errors were mis-formation (36%), followed by addition (32%), omission (19%), and mis-ordering (13%). Addition errors frequently entail the insertion of unneeded parts in a sentence, such as multiple markers or overly strict regularization norms. Omission errors occur when students neglect to incorporate required elements, such as "to be," verbs, or other grammatical morphemes. Mis-formation errors occur when pupils employ improper morpheme forms or structures, whereas mis-ordering errors result from incorrect word placement. This research demonstrates that students are still working on comprehending and accurately applying English grammar rules. Understanding these types of errors is critical for educators to build more successful teaching tactics, such as offering more specific practice materials to

assist students in identifying and correcting these errors. Thus, focusing on these typical errors can help students learn English more effectively.

2. The analysis of descriptive writing by eleventh-grade students indicates four categories of errors: mis-formation, addition, omission, and mis-ordering. Mis-formation is the most prevalent error, accounting for 36% of the total, followed by addition (32%), omission (19%), and mis-ordering (13%). The most common type of error is mis-formation, which occurs when morphemes or sentence structures are used incorrectly, frequently due to a lack of grasp of grammatical principles or influence from native language structures. These errors can result in grammatical faults, miscommunication, and slowed language development. Addition errors arise when extraneous parts are added to phrases, disturbing their intended meaning and demonstrating a lack of awareness about proper language usage. These blunders highlight the need for more focused practice and feedback. The third most common type of error is omission, which occurs when crucial linguistic parts are left out, resulting in incomplete or confused communication. These errors are frequently the result of a lack of comprehension of morphological rules or the influence of the local language. Finally, mis-ordering errors, while less common, entail the wrong sequencing of words or morphemes, which results in grammatical flaws and ambiguity. These issues demonstrate a need for a more thorough grasp and use of syntax rules. Overall, this approach emphasis the significance of correcting these typical errors in language learning.

**5.2 Suggestion**

Based on the analysis and discussion of the errors found in students' descriptive writing, here are some recommendations for teachers:

1. Identify specific error categories in the analysis, including mis-formation, addition, omission, and mis-ordering. Create practice exercises that address these common concerns directly. Create worksheets or activities that allow students to practices accurate morpheme usage, acceptable sentence constructions, and word placement.

2. Offer helpful feedback on students' writing, emphasizing specific errors and providing explanations. This feedback should help students understand why specific structures or forms are problematic and how to correct them. Incorporate peer review sessions so that students can learn from each other's errors and corrections.

3. Because mis-formation errors are the most common, more time should be spent teaching morpheme usage and sentence structure rules. Use a variety of teaching methods, including explicit instruction of grammar rules, interactive activities, and examples that illustrate common errors.

4. Help students understand the concepts of redundancy and unnecessary elements in a sentence. Use exercises to show how to streamline sentences by removing irrelevant words and symbols. Encourage students to practice simplifying sentences without losing meaning.

5. Emphasizes the importance of sentences that contain all the necessary grammatical elements. Uses exercises that focus on the use of key building blocks such as modals and tense markers. Highlights common omission errors and shows how to avoid them.

6. It provides practice in word order and sentence structure, especially for those whose native language may influence their English syntax. It's uses sentence switch exercises and practices with different sentence patterns to develop an understanding of correct word order.

7. Be aware that mistakes may occur due to the influence of students' native language.

8. Provide targeted support to students whose native language has different grammatical structures. Provide comparative exercises that show how English grammar differs from students' native language.

9. Regularly evaluate students' writing to track progress and identify persistent problems. Based on these evaluations, adjust teaching strategies and materials to address students' persistent problems.

Based on the results and discussion in the previous chapter, the following recommendations are proposed to help students enhance their descriptive writing skills:

1. Students should take the time to thoroughly review and understand the rules of morpheme formation and sentence structure. Grammar guides and online resources can help clear up any confusion.

2. Participate in targeted practice tasks specifically designed to correct incorrect sentence constructions, which will help master the correct use of morphemes and sentence structures.

3. Get regular feedback from teachers and classmates on your writing. Recognizing and understanding where errors occur in your writing will enable to make the necessary adjustments and improvements.

4. Students receive regular feedback on text from the teacher and classmates. Once you are able to recognize and understand where errors occur in students' writing and be able to make the necessary adjustments and improvements.

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**APPENDIX 1**

**Instrument of the quantitative research**

**<u>Writing descriptive text</u>**

**INSTRUCTION:**

1) Describe about your family in a paragraph! Should be about your mother, father, sister, brother etc.

2) Develop your ideas based on your own word!

3) Do your best in 45 minutes.

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