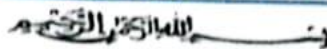


**STUDENTS' SYNTACTICAL ERRORS IN WRITING DESCRIPTIVE
PARAGRAPHS AT THE THIRD GRADE OF MA KANAENG**



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

2023



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Day / Date	Chapter	Note	Sign
Senin 7/8/23	1	Determine The Data why Difficult	
	→	Revise The Abstract	
	→	Add The Documentation	
Selasa 8/8/23		elaborate the discussion.	
		provide the documentation during the research.	
9/8/2023		Acc 4/12	

Makassar, August 2023

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At The Third Grade Of MA Kanaeng
Consultant II : Dr. Sujariati, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
Selasa / 11/7/23	IV	- Revise the Result Finding - Revise the content of Discussion - Revise the data on finding	g/f g/f g/f
Jumat / 21/7/23	IV	- give narration on the data Finding about with error - Revise the discussion; correlated the data and the theories - explain strongly of the data	g/f g/f g/f g/f
senin / 31/7/23	IV	- Revise the finding on data interview - give additional data and narration for the writing errors (Commission)	g/f g/f g/f

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August 2023

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At The Third Grade Of MA Kanaeng

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Day / Date	Chapter	Note	Sign
Rabu/2/8/23	iv	- Re arrange the data from Interview - give firm statement of data from testing / students' writing error - Appendixes = - put all the data show up the data from test	YH YH YH YH YH
Kamis/3/8/23		Abstract : Parase the abstract Rearrange the References	YH YH
Jumat/4/8/23		Prepare to exam	Hee
Rabu/5/8/23		ACC	

Makassar, August 7 2023

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Skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil jiplakan dan tidak dibuatkan oleh siapapun. Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, 31 August 2023

Yang membuat pernyataan,

Sri Wahyuni S



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TITLE : Students' Syntactical Errors in Writing Descriptive Paragraphs At
The Third Grade of MA Kanaeng

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi saya, saya akan menyusun sendiri skripsi saya.
2. Dalam menyusun skripsi, saya akan selalu konsultasi dengan pembimbing.
3. Saya tidak akan melakukan penjiplakan (plagiat) dalam menyusun skripsi saya.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, 31 August 2023
Yang membuat perjanjian,

Sri Wahyuni S

MOTTO AND DEDICATION

MOTTO

“Direndahkan dimata manusia, ditinggikan dimata Tuhan, *Prove Them Wrong*”

“Gonna fight and don’t stop, until you are proud”

“Selalu ada harga dalam sebuah proses, Nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menjadikan dirimu serupa yang kau impikan, mungkin tidak selalu berjalan lancar. Tapi, gelombang-gelombang itu yang nanti akan bisa kau ceritakan”

DEDICATION

A Thesis for My Beloved Parents and my big family

Also,

My Own Self

ABSTRACT

Sri Wahyuni S, 2023. *Students' Syntactical Errors in Writing Descriptive paragraphs At the Third Grade of MA Kanaeng*. The thesis of English Education Department, faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by (Eny Syatriana, and Sujariati).

The objectives of the research were (1) to find out and describe the types of syntactical errors made by students the third grade of MA Kanaeng in writing descriptive paragraphs. (2) to find out and describe the factor causes students having syntactical errors in writing descriptive paragraphs.

This research used mixed methods: descriptive qualitative and quantitative research. The research subject consisted of class the third grade of IPA with 23 students. The instrument of this research are a writing test and an interview.

Based on the findings of this research indicated that were 133 total errors that students made which were classified into eight categories. Those were of omission of errors with 48 or 36.1% errors, No characteristics about the object with 34 or 25.6% errors, disordering of errors with 24 or 18% errors, misformation of errors with 13 or 9.8% errors, addition of error with 8 or 6% errors and no qualities about the object with 6 or 4.5% errors. The other hand, indicated that were 133 total the factor causes of error that students made which were classified into third categories. The highest factor causes of error is Carelessness with 96 or 72%, the second factor causes of error is Translation with 37 or 28%. Based on the findings in research it can be concluded that the third grade students of MA Kanaeng had many errors in writing descriptive text, especially in omission and the highest causal factor is carelessness. Most students made errors due to the lack of understanding, difficulties and dislike of English let alone writing. Besides that, lack of vocabulary and being influenced by the first language.

Keyword: *Descriptive paragraph, Syntactical Error, Error Analysis, Types of Errors, Factor causes of Errors.*

ABSTRAK

Sri Wahyuni S, 2023. Kesalahan Sintaksis Siswa dalam Menulis Paragraf Deskriptif Kelas III MA Kanaeng. Skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh (Dr.Eny Syatriana,M.Pd dan Dr.Sujariati,S.Pd.,M.Pd).

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan jenis-jenis kesalahan sintaksis yang dilakukan oleh siswa kelas III MA Kanaeng dalam menulis paragraf deskriptif dan untuk mengetahui dan mendeskripsikan faktor-faktor yang menyebabkan siswa mengalami kesalahan sintaksis dalam menulis paragraf deskriptif.

Penelitian ini menggunakan metode campuran: penelitian deskriptif kualitatif dan kuantitatif. Subyek penelitian terdiri dari kelas III IPA dengan jumlah siswa 23 orang. Instrumen penelitian ini berupa tes tulis dan wawancara.

Berdasarkan temuan penelitian ini menunjukkan bahwa ada 133 total kesalahan yang dilakukan siswa yang diklasifikasikan ke dalam delapan kategori. Itu adalah penghilangan kesalahan dengan kesalahan 48 atau 36.1%, Tidak ada karakteristik tentang objek dengan kesalahan 34 or 25.6 % kesalahan, kesalahan susunan dengan kesalahan 24 atau 18%, kesalahan pembentukan kesalahan dengan kesalahan 13 atau 9.8%, penambahan kesalahan dengan kesalahan 8 atau 6%, dan tidak ada kualitas tentang objek dengan kesalahan 6 atau 4.5%. Di sisi lain, terdapat 133 total faktor penyebab kesalahan yang dilakukan siswa yang diklasifikasikan ke dalam tiga kategori. Faktor penyebab kesalahan tertinggi adalah Kecerobohan dengan 96 atau 72%, faktor penyebab kesalahan kedua adalah Terjemahan dengan 37 atau 28%. Berdasarkan temuan dalam penelitian dapat disimpulkan bahwa siswa kelas 3 MA Kanaeng banyak melakukan kesalahan dalam menulis teks deskriptif, terutama pada penghilangan dan faktor penyebab tertinggi adalah kecerobohan. Sebagian besar siswa melakukan kesalahan disebabkan kurangnya pemahaman, kesulitan dan tidak menyukai bahasa inggris apalagi menulis selain itu, kurangnya kosa kata dan di pengaruhi oleh bahasa pertama.

Kata Kunci: *Paragraf Deskriptif, Kesalahan Sintaksis, Analisis Kesalahan, Jenis Kesalahan, Faktor Penyebab Kesalahan.*

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In preparing this thesis, the researcher realizes that a lot of help, support, suggestions, and directions have been provided by many parties. Therefore, the researcher would like to express her highest appreciation to the following parties:

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4. Dr. Ummi Khaerati Syam, S.Pd., M.Pd, the Head of English Education Department.
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for effort to keep fighting to finish this thesis and do my best in the preparation of this thesis.

Hopefully this thesis can be accepted and the results can have a big influence on readers and provide an increase in the process of teaching and learning English. However, the writer also realizes that this research is still far from perfection.

Makassar, 31 August 2023


Sri Wahyuni S



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CHAPTER I

INTRODUCTION

A. Background

In English, there are several skills that must be known is writing become one of important things. An active to activity that must be done by doing the writing process, can get used to it is writing. In producing text in writing, students must know the sentence structures, ideas, main thoughts, which must be known beforehand with this knowledge, students can learn how to write well. Writing is a different thing when we read, there are many differences in it that we should to know. In writing when doing a series of words in it that cannot be read. But, we must write it into a correct sentence. In the writing process, there are often errors in the use of sentence structure or the like in writing. Therefore, writing well is very much needed in sentences.

Writing is activity an expressive because the writer expresses feelings in writing productive activities. To make a good written text, it must be understood comprehensively, these are the characteristics of good writing Cheung in (Mantra et al., 2021). Then, good writing is very important in conveying a message, in writing must convey ideas. So that, the readers and listeners can get the message from the writings they have read. So, writing becomes more interesting and easy to understand. The researcher also argues that it must be colors with various words. So that, it does not become the only word in a reading that is in writing.

In the other hand, in writing also often experience various errors in it. (Dinamika & Hanafiah, 2019), claims that an important part of the learning process itself is making mistakes. Writing is not always correct in the use of word

sentences, punctuation marks, the use of pronouns or others in a sentence or paragraph in writing. There are; many rules of structure that must be known but in English the use of good and correct in writing.

Moreover, by writing descriptive paragraphs, it is use to describe places, people and others. Argue that (Noprianto, 2017), about descriptive text in Indonesian master by the high school of students is one of genre. In this descriptive text, the writer must describe in detail. So that, the reader can feel and understand what the author write in our writing.

In writing, we also cannot avoid is called a syntax error. according to (Brown in Altadmri et al., 2016), syntactical errors occur due to intervention from the mother tongue, causing students having assumptions that foreign languages have the same rules as their mother tongue. Syntactical errors are something that cannot be separate from students due to the lack of understanding. This syntactical error, can occur with writing or using the wrong structures in the sentences by students. In addition, this syntactical errors can be our reference to be able to know the types of students' syntactical errors and the factor causes having students' syntactical errors in writing descriptive paragraphs.

Based on the explanation above, it can be said that writing English must be accompanied by the use of good and correct syntax. However, writing is the most difficult thing in learning English compared to others. Writing can cause someone to be wrong in the writing that is made. The effect of the writing error itself is that the reader will become ambiguous or experience confusion with the use of the wrong word or sentence structure. Thus, it can lead to errors. Therefore, this error is the momentum that we do in writing, especially in writing English

texts which are very different from the first language. Therefore, English students can be considered as foreigners in learning English. For them, English is a foreign language that they learn, while their mother tongue or the use of Indonesian is what they always use in communicating. In contrast to English, students only learn when students study at school. Thus, it is possible for errors to occur in writing, especially writing texts in English.

Based on interviews with English teachers at MA Kanaeng. There are several reasons for the teacher including the teacher saying that, there are several obstacles that become students' problems in the process of learning English, especially in writing. The teacher said that writing is very difficult for students to do correctly. Moreover, the use of good and correct word structures that must be in accordance with the function is very different from the students' mother tongue. This English lesson becomes a polemic in class / school because students are not too used to communicating in their daily lives except in their mother tongue. Students also did not know enough vocabulary in English and there were even students who said that students felt bored and did not like learning English, let alone being given assignments to write. This information the teacher gets from the students themselves in the teaching and learning process in class and from student learning outcomes the teacher gets that students experience difficulties in writing especially writing English due to a lack of knowledge of using good and correct structure in English.

Thus, the teacher concludes that syntactical errors occur because students have difficulty writing or using word structures or using the functions of words and sentences in English due to a lack of understanding about the use of words

and sentences according to their function, lack of vocabulary that is known by students, students also do not like learning English, students get a lot of influence from their mother tongue into English. With this problem, students focus more on using their mother tongue than using English word structures.

From the explanation above, there are still some students' experience errors in using structures, especially in syntax. Therefore, the researchers want to re-evaluate students at the third grade of Ma Kanaeng especially at class IPA. The purpose is to be able to evaluate the syntactical errors made by students to provide writing, especially writing descriptive paragraphs. From the phenomenon above, the researcher wants to analyze the types of errors and analyze the factor causes made by students in writing descriptive paragraphs. Therefore, researchers can take the title *"Students' Syntactical Errors in Writing Descriptive Paragraphs At The third Grade of MA Kanaeng"*.

B. Problem Statement / Research Question

1. What are the types of students' syntactical errors in writing descriptive paragraphs at the third grade of MA Kanaeng?
2. What are the factor causes students having syntactical errors in writing descriptive paragraphs at the third grade of MA Kanaeng?

C. Research Objectives

1. To find out and describe the types of syntactical errors made by students the third grade of MA Kanaeng in writing descriptive paragraphs.
2. To find out and describe the factor causes students having syntactical errors in writing descriptive paragraphs.

D. Significance of The Research

There are several benefits in this research including for teachers, students and finally for future researcher.

1. For teachers, this can be a reference to better know and to get information the types of syntactical errors and the factor causes of syntactical errors made by students.
2. For students, can motivate learning and to be able to reduce the types of syntactical errors and reduce the causes of syntactical errors.
3. For future researchers, it can be using as a source or as a reference that will be using for future researcher.

E. Scope of The Research

Based on the research, the researcher limits the analysis of an error made by third grade students at MA Kanaeng in writing descriptive texts about describing people focused on (family members or friend) and only focused on using their language. Error analysis into six categories, namely: omission only focused on (*verb auxalaries /to be, verb inflection/s or es, article, preposition and Plural*), addition only focused on (*double marking, reguralization, and simple addition*), misformation only focused on (*verb auxalaries s/es and pronoun*). disordering only focused on (*word order, spelling and noun phrase*), no characteristics about the object, and no qualities about the object. The next, researchers analyzed the factors causing errors, only focused on factors namely: carelessness and translation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this chapter, found some literature and the use of several theories relate to research to be able to provide existing knowledge in the field relate to the problem in this research.

The first research by (Ayyubi, 2021), in his research is “Analyzing The Syntactic Errors Made By The Eleventh Grade Students of Private Senior High School Islamic Integrated Bangkinang In Writing A Narrative Text”. The conclusion of this research is that the most common type of error is misformation. In this research, there were about 26% type’s omission of errors, 4% types addition of errors, 70% types of misformation errors, and finally 0% disordering errors in writing narrative text essays made by students. The technique of collecting data is using a test in the instrument and the researcher also uses population with four classes which are then chosen to be the subject of this research with XI SMA in writing narrative text.

The similarities with this research are both researchers discuss about syntactical error. Whereas, the differences with the research is the researcher using narrative text as writing test about this research.

The second research is “Syntactical Errors of Recount Text Writing of The Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi” By (Mariamah, 2021). The conclusion of this research is that grade IX students are still low in writing recount text essays. In this research, there were types of errors made by students, among others, this type of omission error occurred about 9% of errors, addition of

about 3% of types of errors, misinformation of about 46% of the types of errors that existed and lastly this type of disordering error was about 42% of the errors in the class. Recount text.

The similarities with this research are both researchers discuss about syntactical error. Whereas, the differences with the research is the researcher using recount text as writing test about this research.

The third research is “The Analysis of Syntactical Errors Made by Students’ Of TBI IAIN Bengkulu in Writing Thesis Abstracts” By (Oktisa, 2018). This research aims to determine syntax errors, syntax errors that often occur, and factors that can influence writing. It can be concluded that from 33 thesis abstract data there are several errors that occur, including 20 incorrect uses of nouns used by students, 8 errors in the use of noun phrases, and 132 errors in the use of verbs, determiners as many as 12 errors, determiner phrases as many as one type of error, in pronouns there are 3 errors, in tenses markers there are 6 syntactical errors, in auxiliary there are 2 errors, in complement errors there are 3 types of errors, there are types of prepositional errors, there are 7 types of errors in it. In this research, the errors that most often occur in writing abstracts on the thesis are the use of the wrong verb as many as 132. As well as the factor of syntactical errors made by students, namely the use of their first language and the influence on learning that is not so effective in it so that it occurs ignorance of it is use.

The similarities with this research are both researchers discuss about syntactical error. Whereas, the differences with the research is the researcher using writing text abstract as writing test about this research

The fourth research By (Poejilestari, 2020), in her journal “An Analysis of Morphological and Syntactical Errors in Recount Text”. It can be concluded from this research that there are still many mistakes made by students in writing recount text essays. In this research, the researcher obtained the results of his research and found 56 errors in which there were 4 types of single errors around 7.14%, while the plural errors were about 8.93%. Types of errors in the use of past tense 30 are about 53.575, infinitive with the number of errors that are around 9 or about 16.07% and errors belonging to the number of errors that are about 4 or about 7.14%. Meanwhile, in the syntax errors in the recount text, there are various types of errors, including 41.60% omission errors in the recount text, 21.24% errors in additions in the recount text, and the last error in the formation that occurs in the recount text. Text recount is about 37.16% available. Even in this research, there are factors that influence students, including intra-lingual factors and excessive generalization factors in it so that students experience obstacles in writing recount texts and this research uses qualitative methods to produce data.

The similarities with this research are both researchers discuss about syntactical error. Whereas, the differences with the research are discuss about morphology and the researcher using recount text as writing test about this research.

The fifth research is “Students Syntactical Errors in Writing Descriptive Text at MTsN 8 Muaro Jambi” by (Yulinar, 2020). To find out the syntactical errors using design qualitative research. The conclusion of this research are 31,78%

total of omission, 19,51% total of addition error, 41,47% are total of misinformation and total of disordering error are 7,31%.

The similarities with this research are both researchers discuss about syntactical error using writing test about writing descriptive text. Whereas, the differences with the research is the researcher to find out the factor causes students having in this research.

Based on some of the researcher findings above, there are research similarities related to syntactical errors in writing. This syntactical errors is a problem in the syntax class. The difference with previous researchers is that they have different locations, research subjects and researchers develop types of errors in the generic structure in this study, namely types of errors no characteristics and no qualities about objects. Therefore, in some schools this problem is encountered in English lessons, especially in writing because in writing, a good and correct sentence structure is needed suitable the function.

From some of the information above, there are similarities related to analyzing the types of syntactical errors made by students and there are also previous studies that are the same as the focus of their research on writing descriptive text. However, this study has differences in analyzing the types of errors which are then developed to analyze other types of errors, namely the addition of no characteristics about the object and no quality about the object of error. Then in this study also analyze the factors that cause students to experience syntax errors according to the theory of Norrish.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of Writing

The ability to write is the human ability to be able to describe one's thoughts other can appreciate it and can provide experiences to others in writing. Then, to writing can be interpreting as something that can be seen by our eyes to convey messages with the aim of communication in which there are thoughts, feelings and ideas in the writing (Mantra et al., 2021) . According to (Talosa & Maguddayao, 2018), writing can be said to vary with it is structure that cannot be digested into the ability of various forms of development that refer to the acquisition of information. In other words, Writing can be interpreted as a productive way for students to be able to describe their ideas (Nadya & Muthali, 2021). Then, interpreting as students must be able to provide and display their thoughts in a form that can be read as a result of their understanding of the readings that have been read. Therefore, writing is a very important skill to be given to students in order to provide a process. Although, writing is a factor in learning the teaching and learning process in a foreign language.

In making good paragraph writing, have a long steps to production of writing. In addition, in writing, there are various steps in doing it. So that, it can be produce properly and correctly. Therefore, the use of feelings, creativity in thinking is also very much to need. It is use spurs feelings that can be express properly and correctly. So, the readers can appreciate, understand, and having our feeling the writers can write. If the reader feelings it, the writer has succeed

in contributing to the feeling that animates in the existing reading. However, good writing also needs to be considered because with a good talisman it can be imitated by others as a reference. In making a good and correct paragraph, the writer also needs to understand the existing rules of writing, whether it is different vocabulary, good word structure, use of formulation patterns that are in accordance with current or past circumstances, use of appropriate punctuation marks and so on. Then, that will make the writing better is the most difficult thing among the skills in English.

From the explanation above, writing is a person's ability to express the soul and thoughts that exist to form a work. Writing can also be said as the ability to be able to convey one's feelings by relying on thoughts and feelings that form experiences to others to get information because they have describing existing ideas productively. Therefore, writing this is an opportunity to be able to provide new experiences to others to get new information. So, writing is very important to know information about any others to giving the readers ideas after reading the writing.

b. The Elements of Writing

According to Hugnes in (Kartawijaya, 2018) in below are five elements of writing:

1. Content

The term "content" in writing is in the form of facts, opinions, personal experiences, cause/effect illustrations and contrasts related to the extent to which students can place statements that support some of their ideas to make students consistent and focused on their ideas.

2. Organization

The term "organization" which relates to the introduction, content and closing that is well written by the author.

3. Grammar

The most important part in English is to use language properly and correctly. Therefore, if the use of grammar is inadequate, the writer will experience difficulties in using it.

4. Vocabulary

Vocabulary in writing the use of words must be used in sentences that are known by someone. The writer must also choose the use of vocabulary, phrases, clauses and sentences in producing meaningful and effective writing.

5. Mechanics

The writing mechanics relates to the use of writing with spelling, punctuation, reference citations, neatness and appearances.

c. The Characteristic of Writing

In below having the characteristic of writing is very important in writing. According to Boardman in Wali & Madani, (2020), there are characteristic of good to writing: coherence, cohesion and unity:

1) Coherence

If all the supporting sentences are well arranged, the first coherence is based on the order of space in the prepositions of in, on, above, behind, and so on. Second, the coherence in the narrative paragraphs of the time

sequence in the transition. Finally for expository based on the logical order in the expository paragraph.

2) Cohesion

All the sentences in the paragraph in the connecting sentence are related to each other to support the sentence on the topic in the paragraph. There are four cohesions, among others: connector (i.e. however, etc.), personal pronouns (i.e. he, she belongs to etc.), definite article (the), and demonstrative pronouns (i.e. this, that, etc.).

3) Unity

In a paragraph, all supporting sentences have a relationship with the topic sentence in the paragraph.

d. The Process of Writing

In writing, there are many things that must be passes to get good and correct writing in accordance with the rules that exist in writing. Writing also has some rules in writing because writing has various rules that can be a good and correct writing. Therefore, there are several steps in writing.

According to Harmer in (Pratama, 2020), four steps the process of writing there are:

1) Planning

At this stage someone will write a list of his ideas related to the topic and at this stage will also measure the main issues such as objectives, how the audience is even the content. Planning is becomes a reference in describing or writing an idea before writing it.

2) Drafting

In this second stage, a person will begin to write down the ideas that are written to be written so that they cannot measure the mistakes that have been made as a concept to be written.

3) Editing

At this stage, one has to rewrite the existing draft because it is useful to be able to revise existing errors. So that the absence of other people is also very important because to be able to read our writing so that it can be easily revised by others.

4) Final version

At this last stage, someone will rewrite the previously revised writing to which was done by other people who saw the previous writing. So, writing properly and correctly in the final.

Besides that, (Irawati in Pohan, 2018), argue that steps having the process of writing, in below:

1. Pre-writing: before writing you have identifying the topic, purpose, brainstorming and organization information of the topic you choose.
2. Drafting your ideas: before writing you have planning to write about composition your first draft.
3. Revising: you make a changes to improve your writing.
4. Proofreading: you have checking problem in your writing well, such as: error in spelling, punctuation, grammar, and so on.
5. Publishing: you have publishing writing to explain to the readers, you can added the pictures or whatever you want to include in your writing.

2. The Concept of Descriptive Paragraphs

a. Definition of Descriptive Paragraphs

In writing, there are several types of writing, one of which is writing descriptive paragraphs. This types writing is to draw the object that we want to tell the reader. Talking about descriptive writing, according to Murrey in (History, 2015), descriptive text is a way to enable the reader to visualize a person, place, or things with some appropriate senses included. Argue that (Noprianto, 2017), about descriptive text in Indonesian master by the high school of students is one of genre. Meanwhile, according to Wardiman in Ihsan, (2018), descriptive writing is a text to talks which contains information something and someone. Besides that, Oshima & Hogue in (Ratnaningsih & Azizah, 2019), stated that write a description for the taste buds in order to describe the state of something that can be heard, seen and can be recognized by smell well.

From the explanation above, descriptive paragraphs is an essay that describes an object. This descriptive paragraph explains the existence of relevant information that is useful for readers so that they get clear information, observations, feelings, and even the author's experience. Then, in writing this descriptive paragraph, it is necessary to describe something that works to be able to provide deeper and broader information to the reader. In other words, this descriptive paragraph serves to give a characteristic of a thing that exists in a certain object. So, the reader can feel the author's depiction in writing.

b. Generic Structure of Descriptive Paragraphs

There are some theories about generic structure of descriptive paragraphs:

Gerot & Wignell in Anggun (2016), argue that descriptive text are two generic structure; namely, Identification and description. In identification, can identify subject to describe phenomenon by the students. Then, description, to describe of object, specifically characteristics, qualities and the last of parts to being described by the students.

According (Insani, 2020), generic structure having 2 theories:

a. Identification:

- 1) Identifying the phenomenon to be described.
- 2) Statement that describe the object that we will describe generally.
- 3) Using degree of comparison or adjective.

b. Description:

- 1) Described about the object and giving description.
- 2) Describing characteristic, qualities, part about the object.
- 3) Using grammatical structure, which as tenses (present tense), action verb and using the adjective that used for describing about the situation and condition about the object.

Meanwhile, argue that (Nafisah & Kurniawan in Rahmah, 2017), like other genres, descriptive paragraphs having elements structures there are; identification or can saying general statement and description. Identification is goals to identifying participant there are animal, person, place, things or events and then introducing participant. Meanwhile, description, is goals

making structure that participants to describe from habits, personality, appearances and so on.

Like other genres, (Noprianto, 2017), descriptive text having structure. General statement or called identification and description. Identification is the goals to identifying the participant which as event, place, thing, animal or person. The description is the goals to identifying the participant and describe our feelings, personality the object, characteristic, appearances and the qualities from it.

c. The Purpose of Descriptive Paragraphs

There are several purposes of writing descriptive paragraphs:

- 1) To describe about someone, thing, place or something to reader
- 2) To tell the reader and explain about the topic
- 3) To inform about famous place or thing to other

According to (Nurlaila, 2013), the purposes of descriptive text to describe feelings in there the reader to get information about imagines or feeling and something or someone to write the writer. Besides, argue that (Clouse in Mendale et al, 2019), the goals of descriptive text are to certain, to describe our feelings, to relation our experiences, to provide information to the readers are not familiar with it and to describe things in detail.

d. Language Feature of Descriptive Paragraphs

There are some theories about language features of descriptive paragraphs:

They also explain about the grammatical features Focus on the participant, use the adjective, use the adverb, using tense simple present tense

to describe any other about that Gerot & Wignell in (Nurlaila, 2013). Mention that (Emilia in Firmansyah, 2022), the grammatical features that supporting the descriptive text having using simple present tense, adjective, and adverb to describe the object in the text.

According to Sudarti & Grace in (Yenita et al., 2014), there are several language future use in descriptive text, they are: Using simple present, simple present tense is the activity happen in daily life, and the habitual activity. However, sometimes it uses past tense if the thing to be described does not exist anymore. Use linking verb, Use adjective and compound adjectives and use of degree comparison.

3. The Concept of Writing Error

English learners making writing errors in writing are commonly because it is included in teaching and learning process in language learning (Ulfa et al., 2014). According to (Dulay in Cholipah, 2014), making writing error is having unavoidable in the learning process. Besides that, (Ancker in Syahputri & Masita, 2018), making writing errors is process of learning writing English cognition which should be considered as a natural. Because, making errors in learning process is a natural. Then, having errors as it is commonly in writing English which is included in a foreign language, the complexity of writing errors will be found which cannot be avoided students in the writing process (Kaweera, 2013). Therefore, writing errors in this case are relate to the use of incorrect word of rules. So, the writing has errors can affect the reading, meaning, or other things containing in the text. By making errors in writing text because of the use of structure syntax in a new language. In process learning,

students having difficulties and struggle significantly with writing and if someone does not write well and find the difficulties in the process by learning.

From explanation above, argue that the researcher, writing errors are making a mistakes in writing that happen errors relate to the structure of words anything in writing. Therefore, writing errors in this case are relating to the use of incorrect word of rules. So the writing has errors can affect the reading, meaning, or other things containing in the text. In process learning, students having difficulties and struggle significantly with writing and if someone does not write well and find the difficulties in the process by learning. Talking about writing, in English having a rules in writing paragraphs nor sentences in the text. In writing a paragraphs there will definitely be an error in it. In addition, writing errors is very common thing to happen, because lack of understanding of the use of word structure functions to want in paragraphs.

4. The Concept of Syntactical Error

Talking about syntax is a part of linguistics that focused a sentences structures including word, phrase, clause and sentence. Next, Syntax as process learning a certain language in which having principles to use in the formation of the sentence (Chomsky in Rizzi, 2013). Then, according to Tarry in (Rahmayanti et al., 2012) syntax is a science that studies the relationship between internal structures including word, phrases, clauses, sentences. In the other hand, it is hereby explaining that the used of words and descriptions is arrange in the form of a coherent sentence. Therefore, it is a process of inquiry and sentences developing in a particular language. So, the complexity of this syntax for this students to be the sentence structure must be correct. So that,

students trying best for it, because their first language in the country is not English, this is worth appreciating. It can be interpreting this writing activity is difficulties to add information with the help of creating a mindset using existing vocabulary, but also paying attention to the correct rules in writing

Talking about syntax the correlation with using words with a larger unit to form a sentence. In this case, syntax talking about the elements of words which are related to one another. However, in combining of words there are words structure, in other words called syntactical errors. Therefore, Argue that Ruth & Sanders in (Didi Sukyadi, 2009), syntactical errors is a confusion in part of speech; It is any deviation from the rule system due to insufficient competence of the target language, particularly in syntax which involves phrase, clause and sentence. Some of the errors are difficult to categorize unambiguously, however an error in word meaning may be caused by ignorance of just one word, but it effects are sometimes global: that is the entire sentence may be affected in unpredictable ways. Besides that according to (Brown in Altadmri et al., 2016), syntactical errors occur due to intervention from the mother tongue, causing students having assumptions that foreign languages have the same rules as their mother tongue.

Mention that (Yusuf & Jumriana 2014), syntactical error is having rules particular language due the lack of proficiency in using in the target language especially in used the syntax which are phrase, clause, and sentence . In the other hand, A text is determined to be correct by a syntactical language and an incorrect one by syntactical rules are called syntax error (Talosa & Maguddayao, 2018). Then, according to Binti (2007) syntactical errors are error

in which use affect more adequate in writing include the use of words in phrase, clause and sentences. The last, Syntactical errors include noun phrase which included, determiner, nominalization, number, use of pronouns, use of preposition, errors in verb phrase that include omission of verb, use of progressive tenses, agreement of subject and verb, error in verb and verb construction, word order, and some errors in transformations involve negative transformation, passive transformation Tammase in Yusuf & Jumriana (2014).

From the explanation above, Syntactical errors are mistakes made in making the wrong sentence structure or wrong in making a paragraph. Therefore, this syntax error occurs in a sentence or paragraph by mistake. This syntax error is triggers a paragraph or sentence to be wrong because students do not understand the use or rules in a language.

5. The Concept of Error and Error Analysis

a. Error and Mistake

Errors are results that cannot be corrected by themselves because they involve incomplete learning and inability in linguistics, while mistakes are the result of many factors that can influence such as fatigue and carelessness caused by inadequate language skills Corder in (Jabeen et al., 2015). The other opinion (Darus & Saadiyah, 2009), stated that errors in writing such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are committed by learners. Then, according to Brown in Miko (2018), error is a produce having wrong because in use it does do not know the correct form to use by native speakers. While, mistakes are produce made by abilities because they forget how the correct form is done by native speakers.

Bustami in Janah (2015), argues that, in errors mistakes are only mistakes in writing so that the learner forgets the correct form of use made by the learner, while errors are mistakes in writing that simply do not know the rules of use and are carried out continuously by the learner. In addition, error become things that cannot be avoid from any activity including writing. According to Moqimipour & shahrokhi (2015), errors that are linguistic or verbal forms that can be seen and cannot be accepted as insufficient knowledge of the rules of the foreign language to be created. Therefore, the errors that exist create misunderstanding that occur in the message that you want to give to the reader. Moreover, Ellis in (Gayo & Widodo, 2018), mention that due to the limited existing knowledge. On the other hand, occurs because they cannot apply skills in their language. Errors that occur due to lack of knowledge of sentence structure, vocabulary and others in writing sentences that are in it errors occur that do not match properly. Mention that, (Dulay et al., 1982), Errors are defined as the flawed side of learners' speech or writing, which deviates from come selected norm of mature language performance. The last, (Norrish in Yusuf & Jumriana 2014), error is a systematic deviation, when a learner has not learn something and consistently gets it wrong.

From the explanation above, it can be conclude that students writing paragraphs must have errors. In writing there must be rules for using language in sentence structures. This sentence structure cannot be using in certain sentences. This structure has its own function and purpose in it is use in sentences. Errors in writing are also due to lack of knowledge in applying

language properly and correctly or even in making paragraphs where errors occur in writing by students.

Table 2.1 The types of Writing Errors

No	Types of Error	Examples
1	Singular-plural	♣ Incorrect: He have been here for six month. ♣ Correct : He has been here for six months
2	Word form	♣ Incorrect: I saw a beauty picture. ♣ Correct: I saw a beautiful picture.
3	Word choice	♣ Incorrect: She got on the taxi. ♣ Correct: She got into the taxi.
4	Verb tense	♣ Incorrect: He is here since June. ♣ Correct: He has been here since June.
5	Add a word	♣ Incorrect: I want ^ go to the zoo. ♣ Correct: I want to go to the zoo.
6	Omit a word	♣ Incorrect: She entered to the university. ♣ Correct: She entered the university.
7	Word Order	♣ Incorrect: I saw five times that movie. ♣ Correct: I saw that movie five times
8	Incomplete Sentence	♣ Incorrect: I went to bed. Because I was tired. ♣ Correct: I went to bed because I was tired.
9	Spelling	♣ Incorrect: An accident ocured. ♣ Correct: An accident occurred
10	Punctuation	♣ Incorrect: What did he say. ♣ Correct: What did he say?
11	Capitalization	♣ Incorrect: I am studying english. ♣ Correct: I am studying English
12	Article	♣ Incorrect: I had a accident. ♣ Correct: I had an accident.
13	Meaning Not Clear	♣ Incorrect: He borrowed some smoke. ???
14	Run-on Sentence	♣ Incorrect: My roommate was sleeping, we didn't want to wake her up. ♣ Correct: My roommate was sleeping. We didn't want to wake her up

Adopted by Betty Schampfer Azar in (Dwiyanto, 2020)

Table 2.2 The Types of Writing Mistakes

No	Types of Mistake	Examples
1	Use of the word “The”	<ul style="list-style-type: none"> When there is only one of something: the internet With cardinal numbers: the first With superlatives: the worst With places where the name refers to a group of islands or states: the USA Before nouns which describe general things: exercise is good for the body, Before abstract nouns used to describe a situation, process, quality or a change.
2	Countable and Uncountable Nouns:	She has three dogs. I own a house
3	Noun Verb Agreement	The verb must agree with the noun. If you use a plural noun, you must use a plural verb and vice versa.
4	-Ing or to Infinitive	We use to + infinitive verb after the following verbs: learn how, would like, want, seem, refuse, promise, prepare, offer, learn, hope, help, deserve, decide, afford, and ask.
5	Use of Articles before Noun Phrase	<p>You should include a/an before adjective singular noun combinations: a very small percentage, a really strong argument.</p> <p>Some exceptions include the word ‘of’ after the noun phrase: a wide range of, an equal number of, a large/small number of, a small/large/equal proportion of.</p> <p>Exceptions: quite a few people, to a certain extent/degree</p>
6	Use of Commas	<p>In the writing test we often use phrases called ‘discourse markers’ or ‘liking phrases’ to link our ideas together, such as, firstly, secondly, in conclusion, in summary.</p> <p>We normally use a comma after a discourse marker that introduces a sentence:</p>

		<ul style="list-style-type: none"> • Firstly, the main cause of pollution is motor vehicles. • On the one hand, motor vehicles are said to be the main cause.
7	Verb Tenses	Always consider which of tense you should use.
8	Prepositions after Adjectives and Nouns	Students often get confused about which prepositions to use after adjectives and nouns.

Adopted by Betty Schampfer Azar in (Dwiyanto, 2020)

b. Error Analysis

Error analysis is a way to get information by identifying, classifying and also describing an error made in writing which contains how common difficulties exist in order to get information faced by someone in writing (Kharmilah & Narius, 2019). In the other opinion, stated that (Norrish in History, 2015), in analyzing errors about the types of errors that exist, it can provide an overview of the types of errors. According to (Divsar & Heydari, 2017), error analysis can be interpreted as a way that can be done to find effective errors and collect other errors in order to provide information on errors that occur because of what things are found in student writing. Therefore, students can do or start learning from the mistakes they make in writing.

From the explanation above, mistakes are unavoidable in life when writing a paragraph. Errors it will cause problems in it is meaning. Therefore, analysis is need to find out the errors in the writing. Error analysis can be interpreting as a way to get the size, type of error, and other things that students in their writing. This is causes an error to exist. In knowing systematical errors made by students, it is useful to be able to provide important information relating to

the students' writing errors. So, this analysis is very useful for teachers in knowing the types of errors that students make in a paragraph in their writing.

c. The Types of Errors

In writing, there are several types that exist in a writing. This types of errors is the reference for internal errors of writing skills.

According to (Dulay at al., 1982),stated that occurs are sixth types of error there are:

1. Omission

Omission is contains things that must be absent it in order to form a correct sentence. Omission grammatical morphemes are small words that have minor plays in sentences such as noun and verb inflections (the –s in birds, the –s in Mother's, the –ed in looked, the –ing in laughing), articles (a, the, an), verb auxiliaries (am, is, are, was, were, will, can etc), plural and prepositions (in on, under etc). Grammatical morphemes are omitted much more frequently than content morphemes.

For example:

- “*She lecturer new college.*” It should be “*She is the lecturer of the new college*”.
- “*He always give me motivation*” It should be “*He always gives me motivation*”
- “*Dewi multi-talented and good looking*” It should be “*Dewi is multi-talented and good looking*”.

2. Addition

Addition is to make the sentence into a proper sentence so that the presence of the item should not occur in the sentence.

There are three types of addition, they are:

- a. Double marking: two items rather than one are marked for the same feature (tense).

For example:

“She does not makes homework” it should be *“She does not make homework”*

“She does not closes the door” it should be *“She does not close the door”*

- b. Regularizations: in which a marker that is typically is usually added to linguistic items mistakenly added to an outstanding item of a certain unused class.

For example:

“The mans did not cry” it should be *“The mans did not cried”* are added to unmarked items.

The verb sing cannot be changed into singed but sang, write but wrote, readed but read. The noun “woman” cannot be pluralized into womans but women. It is true that in English most of verbs can be changed into past form by adding –d/-ed after the basic verb and most of nouns can be pluralized by adding –s/es to singular forms, but not all of them. The description above shows other errors that may be made by the learners in which the errors are interfered by regularization.

- c. Simple addition: if an addition error is not a double marking or regularization, it is called a simple addition. No particular features characterize all addition errors, which are the use of an item should not appear in a well formed utterance.

For example:

*"The book is **in over there**"* it should be *"A this book is **good**"*

The error in the first sentence is the addition of the preposition in and the error in the second sentence is the addition of the article a. either the preposition in or the article a must not appear in those two sentences

3. Misformation

Misformation is a type of errors by the use of an incorrect sentence in, structure or morphemes and phonemes in sentences.

For example:

- *"The tiger catch a goat"* and *"The boys is sad"*. Those two sentences are not correct. The first sentence should be, *"The tiger catches a goat"*. The second sentence should be, *"The boys are sad"*. In English when the subject is singular, the verb should be verb for singular, whereas when the subject is plural, the verb should be plural subject too.
- *"It have a short mustache, short legs and have four short legs"* it should be *"it has a short mustache and four short legs"* in this sentence to select the wrong word.

4. Disordering

Disordering is errors occur because students place items in the wrong order so that errors occur in the place of morphemes in sentences.

For example:

“Favorite food Dika fried rise” it should be *“Dika’s favorite food is fried rise”*.

5. No Characteristic about the Object.

Does not describe the characteristics of an object in a text or does not describe the identity of a person, object or place, the reader will experience ignorance of the information about the object he wants to describe in a text.

“Does not describe the characteristics of an object related to hobby, favorite food, physical, nature, age, address, education”

“Does not describe the characteristics of an object related to shape and texture,

“Does not describe a place in terms of ambiance, beauty, cost, and street situation”

6. No Qualities about the Object.

Does not describe necessary to know about the characteristics and functions the object because it is in a text so that the reader can get the necessary information in more detail.

“Does not describe a person's character and habits”

“Does not describe the resistance and function of the object”

“Does not describe the cleanliness and situation of a place”

d. The Factor Causes of Errors

Argues that (Norrish, 1983), three factor causes of errors, namely:

- 1) Carelessness: Carelessness is students' lack of motivation. This lack of motivation is the effect on students so that students become unenthusiastic

in learning a lesson. Some teachers think that the material or learning style is not suitable for students because they are not motivated in learning.

- 2) First Language: Norrish argues that deepen a language being studied with first language or a second language is considered in forming habits. Therefore, the disturbance of the first language used with the use of the new language interferes with the old habits. So, the use of this first language makes it difficult to contribute to other languages because of the strange in speaking in a language other than the first language given from a young age.
- 3) Translation: Translation errors is most frequent. In this case because of translating their first language word for word in making a foreign language.

C. Theoretical and/or Conceptual Framework

This part is talking about the research activities in the form of conceptual framework. This conceptual framework to explain all the parts from the beginning to the end of the research. This conceptual framework contain two main focuses which are the types of errors and the factor causes of errors in writing descriptive text.

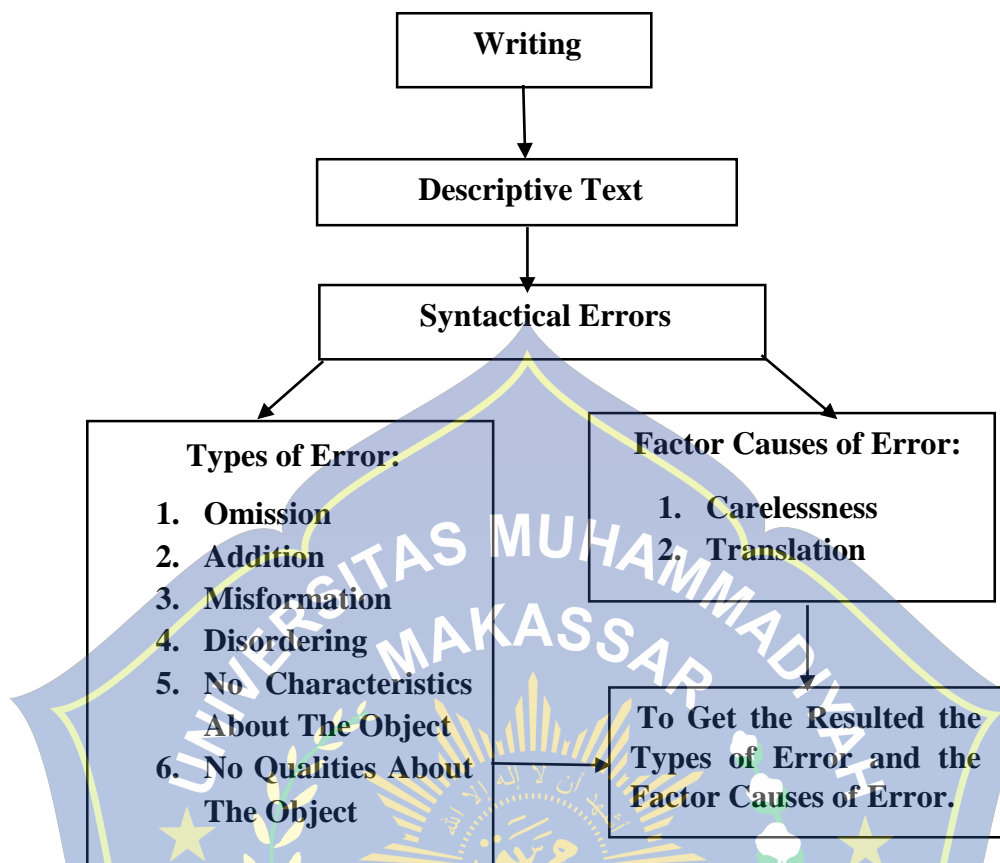


Figure 2.1. Conceptual Framework

In the conceptual framework, the researcher provides a brief and comprehensive description of the direction of this research. In this framework, the researcher describes information about writing descriptive text about describing people only focused on (family members or friend) which are the types of errors and the factor causes of errors made by the students. In this research, the researcher focus on analyzing of the types of errors there were: omission only focused on (*verb auxalaries /to be, verb inflection/s or es, article, preposition and Plural*), addition only focused on (*double marking, reguralization, and simple addition*), misformation only focused on (*verb auxalaries s/es and pronoun*), disordering only focused on (*word order, spelling and noun phrase*), no characteristics about the object and no qualities about the object. Besides that, the researcher also focuses on

analyzing the factor causes of errors there were *carelessness and translation*. Running from these two things, the researcher focused on analyzing the types of error and the factor causes students having syntactical errors in writing descriptive paragraphs. The conceptual framework in this research is presented in Figure 2.1.



CHAPTER III

RESEARCH METHOD

A. Research Design

The type of this research is descriptive research. The researcher use mixed method. Although, this research more focus on descriptive qualitative method, but serving numerical data in order to get valid and countable data was needed. So, the quantitative method has conducted in this research to see the percentage and frequencies for supporting the research. In this way, the researcher found out the types of syntactical errors and the factor causes students having syntactical errors in writing descriptive paragraphs made by students.

B. Research Subject

The research subject of this research are students of MA Kanaeng. The population is 45 students. To determine the subject in this research, the researcher used a purposive sampling method with the consideration that the informant know best and can provide information to the needs of the researcher. Purposive sampling used to the sample at the third grade of IPA is 23 students. The researcher chose this class because students had more experiences and active in doing assignments.

C. Research Instrument

In this research, the researcher used two instrument to collect the data in order to answer the problem statement on the previous chapter. They were writing test and interview.

1. Writing Test

In this research, the researcher used writing test as the first instruments. The writing paragraph applied by asking the students to make a descriptive writing. Based on the topic given by the researcher about describing people focused on "family members or friend" So, students must write 2 paragraphs about a topic. The purpose of writing test was to get information data regarding the types of errors made by students. In writing descriptive test, the students had 60 minutes to finish the writing test.

2. Interview

The second instruments used by the researcher was interview guidelines. An interview was also used as an instrument for this research, which would be carry out after all the writing tasks had been completed. So, the purpose of interview was to find out the factor causes and students reason in errors in writing descriptive text. So, the total of questions is 12 questions interview. In interview guidelines the students had 60 minutes for working the interview.

D. Procedure of Data Collection

1. Writing Test

The research collected the information data using writing test as a technique in data collection. The researcher giving an explanation and how to instruction about descriptive text. Therefore, the researcher gave the students choices in making descriptive text containing describing people (family members or friend) for the writing test. Then, students must write a paragraph which consists of 2 paragraph. The researcher gave an explanation and how to instruction before the students to write the test. Allocation of time is 60 minutes. The students chose

the one form were give the topic. After that, the data must collecting and the last, the researcher analyzed the test made by students in writing descriptive paragraphs.

2. Interview

In addition, the second supporting data is interview guidelines to get of the data collection. Before answering the questions, the researcher give an explanation regarding the instruction of interview. In addition, the researcher did the interview at the last meeting. The researcher distributed papers containing interview tests to students and after that, students answer were as the papers interview. The researchers gave students 12 questions about the factor causes of errors there are: carelessness, and translation. After that, students must answer the questions and students having allocation of time is 60 minutes to answer this papers. So, the interview help the researcher to get information from respondent regarding the factor causes of errors in writing test.

E. Technique of Analysis Data

In analyzing the data, the researcher used error analysis method. The researcher analyze the data as follows:

1. Collect Data: After getting the data.
2. Identify Error: First thing to do is identifying the syntactical error. In this step, the collected data were identified to reveal syntactical errors in students' writing.
3. Classify Error: Second step is classifying the data. The grammatical errors found were classified into each type of grammatical errors.

4. Quantify Error: The third step is calculating the grammatical error. After classifying the entire errors to the place where they belong, the errors were calculated. Calculating the errors gave the data about the total numbers of errors found as well as the percentage of errors.

To quantify the error of the students committed in their essay, the researcher used percentage formula:

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

Note:

P = Precetages

f = Frequency

N = Total number of errors (Total Frequency).

Adopted by (Sugiyono, 2016)

5. Analyze Cause of Error: The fourth step is analyzing the factors cause of error. The cause of error was analyzed through relating the error with the theory about the causes of errors and confirmed by the result of the interview.
6. Reporting The Analysis Result: The reporting the analysis' result. After analyzing the data, the results were described in descriptive way.
7. Drawing Conclusion: The last is drawing conclusion. At last, the conclusion of research was created based on the result of analysis.

Adopted by (Gass & Selinker, 2008).

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings of research results based on the problem statement of the types of syntactical errors and the factor causes students having syntactical errors in writing descriptive paragraphs at the third grade of MA Kaneng. The discussion in this study is divided into two: the first is problem of findings and the second is discussion.

A. Findings

Based on the findings from this study, the findings are in the form of types of syntactical errors and factor causes students having syntactical errors which are explained in detail below;

1. The Types of Syntactical Errors in writing Descriptive Paragraphs at the Third Grade of MA Kanaeng.

The findings from the written test data are related to the topic, namely “my friend”, which had previously been mutually agreed to serve as the topic of writing descriptive text. Therefore, it was found that the error was successfully identified and classified according to the theory to (Dulay at al., 1982) in detail below:

a) Omission

This error happened when students do not write down or convey what should be in well-organized writing descriptive paragraphs. In this research, there are some errors in making uncompleted sentences in writing descriptive paragraphs. There were 48 (36.1%) errors made by students; those were a).Omission of verb auxiliaries/to be, b).Omission of verb inflection s/es/, c).Omission of articles, d). Omission of preposition and e). Omission of

plural. There are several example of writing descriptive text made by students in omission found by researchers in her research, can be seen from explanation below:

1). Omission of verb auxiliaries/to be

Example Error	It should be
His name Resky.	His name <u>is</u> Resky.

The sentence above is lack of verb auxiliaries because His is the possessive form of he. His is a possessive pronoun that shows possession of masculine objects (referring to men) of to be “is”

2). Omission of verb inflection s/es

Example Error	It should be
He live in Bontokanang.	He <u>lives</u> in Bontokanang

In the sentence above, the less present tense, third person singular, must use “lives” verb in the present tense, it must follow the third person subject, and the singular rule must be added s. However, there are a few rules for adding s or es that we need to know about: The third person singular (she, he, it) must be added with s/es. Words that end in y then change to ie and must be added with s.

3). Omission of articles

Example Error	It should be
She is student in MA Kanaeng	She is <u>a</u> student in Ma Kanaeng.

In the sentence above, the use of an article is lacking in the sentence because the used of article a is used before the noun "student" when the sound "student" starts with a vowel because the noun "student" is considered a

countable noun, which means it can be used to refer to one or more individuals. The article "a" is used to indicate that a noun refers to a singular individual.

4). Omission of preposition

Example Error	It should be
She was born Makassar.	She was born <u>in</u> Makassar.

In the sentence above, there is less use of prepositions in the sentence. The use of "in" is a preposition of place indicating that something is "in" or is "in" a place. This preposition is usually used to describe the existence of a person or a place in a geographical context.

5). Omission of plural

Example Error	It should be
Her weight is 45 kilogram.	He weight is 45 <u>kilograms</u> .

In the sentence above, the lack of use in the plural of noun is generally in the form of a singular noun (kilogram) which is added with the ending "s" is (kilograms).

b) Addition

This error happened, when adding indeterminate items using correctly words. Students make errors and put items into sentences made by students who are considered as adding errors in writing descriptive. There were 8 (6%) errors made by students; those were; a). Addition of double marking and b). Addition of regularization, and c). Addition of simple addition. There are several example of writing descriptive text made by students in addition found by researchers in her research, can be seen from explanation below:

1). Addition of double marking

Example Error	It should be
<u>My friends</u> having family consist of five peoples	<u>My friend</u> having family five peoples.

In the sentence above, there is an addition of the letter s, therefore the use of s "my friends", because my friends adds s which means plural. However, this text only describes one (singular) object, namely "my friend".

2). Addition of regularization

Example Error	It should be
I wanna <u>introduced</u> myself.	I wanna <u>introduce</u> myself.

In the sentence above, there is an error in adding the word introduced which is a past tense verb because it was added d. The sentence above is a sentence to introduce oneself to a friend who is currently taking place.

3). Addition of simple addition

Example Error	It should be
She is <u>my girlfriend.</u>	She is <u>my friend.</u>

In this sentence above it must be using my friend because incorrect words added the used of my girlfriend. So, the word of girlfriend is only subject "He". But, this sentence the subject is "She".

c) Misformation

This error happened when students used word form of morpheme or structure. Students made errors by using. There were 13 (9.8%) errors made by students; those were a). Misformation of verb auxiliaries (has/have), and misformation of pronoun. There are several example of writing descriptive

text made by students in misinformation found by researchers in her research, can be seen from explanation below:

1). Misformation of verb Auxiliary (has/have)

Example Error	It should be
Andy <u>have</u> a white skin.	Andy <u>has</u> a white skin.

In this sentence above an error in using misinformation verb auxiliaries has/have. Where the students write “have” use in third person plural (they) and “has” only use in third person singular (she, he, it).

2). Misformation of pronoun

Example Error	It should be
<u>His</u> is very cute and beautiful.	<u>She</u> is very cute and beautiful.

In this sentence above the student omit the wrong pronoun. “His” should be replaced by “She” because in student’s paragraph describe about her friends. It means the subject is “she” and pronoun that correct in the sentence is “her”.

d) Disordering

This error occurred when a student wrong placed items of a morpheme or group of morphemes in sentences. There was 24 (18%) error of disordering made by students those were; a). Disordering of word order, b). Disordering of spelling and c). Disordering of noun phrase. There are several example of writing descriptive text made by students in disordering found by researchers in her research, can be seen from explanation below:

1). Disordering of word order

Example Error	It should be
Donuts, fish, fried rise are Rani favorite food	Rani's favorite food are donuts, fish, and fried rise.

In this sentence above, occurs because of an error in word order in the form of reversal of patterned phrase order.

2). Disordering of spelling

Example Error	It should be
She like to <u>swear</u> jacket.	She likes <u>wears</u> jacket.

In this sentence above, student did error in disordering of spelling. The student did not pay attention and more focus with the word. The spelling of the word that the students had wrote.

3). Disordering of noun phrase

Example Error	It should be
She has a <u>skin brown.</u>	She has a <u>brown skin.</u>

In this sentence above, the student did error of incorrect placement about adjective and noun .the noun is error because the sentence should be put adjective first and followed by noun.

e) No Characteristics about the Object

This error occurred where the students did not described about the characteristics or identity of the object. There were 34 (25.6%) errors made by students in writing descriptive paragraphs. There is no example of writing descriptive text made by students in characteristics about the object found by researchers in her research because students do not know what to write them in writing and vocabulary mastery that students know is lacking,

students do not explain about the age, physical, hobby, and favorite food, and address of the objects that students describe in the text. So that, the reader does not understand the characteristics of the object.

f) No Qualities about the Object

This error occurred when a student did not described about the characteristics of the object or did not described qualities of the object. There were 6 (4.5%) errors made by students in writing descriptive paragraphs. There is no example of writing descriptive text made by students in qualities about the object found by researchers in her research because students do not know what to write them in writing, vocabulary mastery that students know is lacking and students do not describe the characteristics and habit about the object in the text. So that, the reader does not understand the qualities of the object.

The result of the students' writing descriptive paragraphs can be seen in the following table:

Table 4.1 the Types of Errors in Writing Descriptive Paragraphs

No	Types of Error	Number of Errors
1	Omission	48
2	Addition	8
3	Misformation	13
4	Disordering	24
5	No Characteristics about the Object	34
6	No Qualities about the Object	6
Total		133

Table 4.1 shows total errors in writing descriptive paragraphs made by the students at MA Kanaeng. According to the data, 133 errors are found by the researcher. They are 48 omission of errors, 8 addition of errors, 12 misformation of errors, 24 disordering of errors, 34 no characteristics about the object of errors, the last 6 no qualities about the object of errors.

The table below displayed the percentage from each type of syntactical errors in writing descriptive paragraphs made by students.

Table 4.2 The Percentages of Student's Error

No	Types of Error	Percentages
1	Omission of Errors	36.1%
2	Addition of Errors	6%
3	Misformation of Errors	9.8%
4	Disordering of Errors	18%
5	No Characteristics about the Object	25.6%
6	No Qualities about the Object	4.5%
	Total	100%

Table 4.2 shows the percentage of error made by the students in writing descriptive paragraphs. The top of number is omission errors with 36.1% of total errors. The under of the top number is no characteristics with 25.6% of total errors. Disordering errors with 18% of total errors. Misformation errors with 9.8% of total errors. Addition errors with 6% of total errors. The bottommost number of errors No qualities about the object with 4.5% of total errors.

The chart under displayed the percentage errors in writing descriptive paragraphs made by the students.

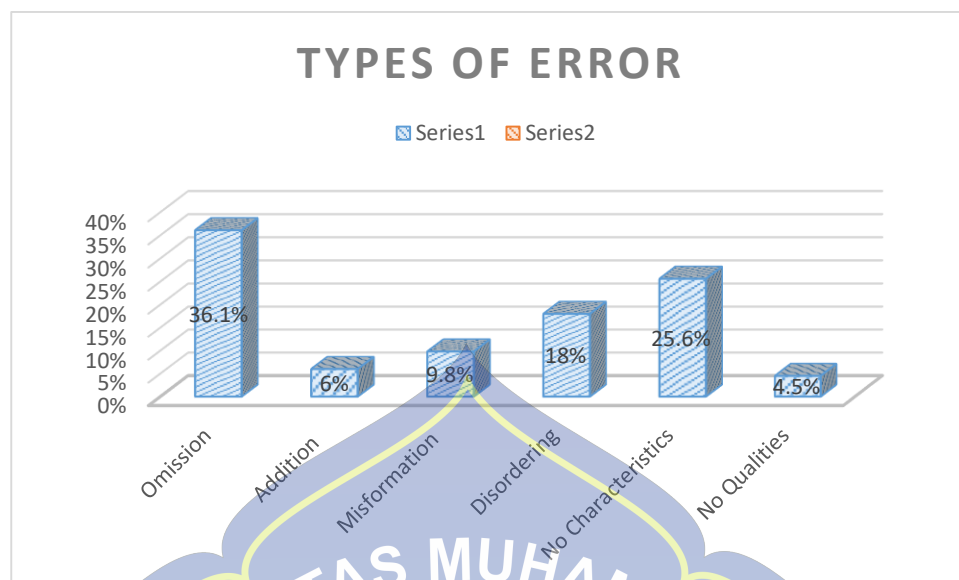


Chart 4.1 The Percentages of Students Errors

Based on the chart 4.1 above, the highest number of error is omission with 36.1%. The next is no characteristics about the object of errors with 25.6%. The next is disordering of errors with 18%. The next is misformation of errors with 9.8%. The next is addition of errors with 6%. The lowest number of error is no qualities about the object of errors with 4.5%.

The researcher determined that Omission was the percentage types of syntactical error in writing descriptive paragraphs made by the students from the figure above.

2. Factor Causes Students Having Syntactical Errors in Writing Descriptive Paragraphs at the Third Grade of MA Kanaeng.

The result findings from data interview found successfully identified and classified factor causes of syntactical error argue that theory by Norrish (1983). In the detail below the resulted of writing descriptive text made by students having factor causes of error there were carelessness and translation:

a. Carelessness

When the researcher asked 23 students difficulty of their task, some of them stated that they could do the task well while others said that they faced problems doing their task, it was proven by;

The first participant added;

"Saya tidak mengerjakannya dengan hati-hati tapi saya kerja tugas sesuai pikiran saya" "I did not do it carefully but I did the task according to my mind"

The seventh participant said that;

"Saya mengerjakannya dengan baik, sesuai arahan dan topik yang harus di kerjakan dalam menulis teks deksriptif" "I did it well, according to the directions and topics that must be worked on in writing descriptive texts"

The sixteenth participant added;

"Saya sudah melakukannya baik, teliti sesuai dengan kemampuan saya dalam mengerjakannya" "I have done well, thoroughly according to my ability in doing it"

The twenty-one participant also said that;

"Saya mengerjakannya dengan baik sesuai dengan pikiran dan ide" "I do well according to my thoughts and ideas"

Therefore, there are some students who are not confident and there are also some students who are very confident about the tasks that have been given before.

However, the researcher asked 23 students rechecked your writing after finished it. There were a number of students who said they had rechecked and there were also those who had not rechecked the results of their test work. It was proven by;

The first participant added;

"Saya tidak memeriksanya kembali karna saya malas untuk melakukannya lagi" "I did not check it again because I'm too lazy to do it again"

The seventh participant said that;

"Saya tidak memeriksanya lagi karena saya optimis kalo tugas saya itu benar" "I did not check it again because I was optimistic that my assignment was correct"

The sixteenth participant added;
“Saya mengecek ulang pekerjaan saya supaya saya dapat membacanya lagi” “I double-checked my work so I can read it again”

The twenty-one participant also said that;
“Saya mengeceknya kembali, siapa tau saya ada typo dalam menulis” “I checked again, who knows I had a typo in writing”

Therefore, there are some students who do not rechecked back what they have written because students think it is correctly and they are confident or have other reasons for not rechecking the results of the tests they made. There are also students who double-checked their test results to be able to recheck for mistakes that were accidentally made.

The researcher gave another question to 23 students feel less motivated in writing you made. There are some students who state that they are not excited to make writing tests and there are also some who are excited and enthusiastic in doing writing assignments. It is proven by;

The first participant argue that;
“Saya merasa kurang bersemangat karena pelajaran bahasa inggris itu susah” “I feel less enthusiastic because English lessons are difficult”

The seventh participant said that:
“Saya sangat bersemangat karena ini salah satu mata pelajaran kesukaan saya” “I am very excited because this is one of my favorite subjects”

The sixteenth participant added;
“Saya antusias sekali dalam tugas ini karena kita bisa memberikan gambaran kepada orang lain” “I am very enthusiastic about this task because we can give an idea to other people”

The twenty-one participant also said that;
“Saya sangat senang karna ini pelajaran untuk dapat belajar lagi dengan mata pelajaran yang telah di lalui” “I am very happy because this is a lesson to be able to learn again with the subjects that have been passed”

However, there were some students who felt less enthusiastic because according to themselves writing in English was very difficult to do and some were enthusiastic about taking the test because they liked the subject.

The researcher gave another question to 23 students after examining the writing you made, it was found that there were some missing words or sentences in the descriptive text, why. All students said that they made the mistake. In making descriptive paragraph text. It is proven by;

The first participant said that;

"Saya melakukan kesalahan penghilangan dalam menulis teks deskriptif karena saya menghilangkan item/ kata maupun kalimat yang seharusnya ada dalam teks deskriptif. Sehingga kalimat yang saya buat menjadi tidak jelas. Bahkan saya pun tidak memperhatikan saat di jelaskan terkait dengan menulis teks ini" "I made an omission error in writing a descriptive text because I omitted items/words or sentences that should have been in a descriptive text. So the sentence I made became unclear. Even I didn't pay attention when it was explained related to writing this text"

The seventh participant mention that;

"saya menghilangkan kata bahkan kalimat dalam tulisan yang saya buat karena saya tidak tahu apa yang harus saya tulis dalam teks yang diberikan" "I omit words and even sentences in my writing because I don't know what to write in the text given"

The sixteenth participant argue that;

"saya melakukan kesalahan penghilangan dalam tulisan yang saya buat karena saya tidak tahu kata apa yang harus saya sambungkan dalam kalimat yang saya buat. Bahkan saya pun merasa bosan untuk belajar menulis apalagi dalam bahasa inggris karena itu susah untuk dilakukan" "I made omission errors in the writing I made because I didn't know what words to connect in the sentences I made. Even I feel bored to learn to write especially in English because it's hard to do"

The twenty-one participant said that;

"saya melakukan kesalahan penghilangan dalam tulisan yang saya buat karena saya lupa untuk menambahkan kata dalam sebuah kalimat untuk menjadi kalimat yang lengkap" "I made an omission mistake in my writing because I forgot to add words in a sentence to make a complete sentence"

Therefore, students made omission words and sentences in writing descriptive paragraphs because students do not pay attention when the teacher

explains related to writing descriptive texts, students also feel bored when they study English and even they don't like English lessons, especially in writing.

The researcher gave another question to 23 students what do you think you or your teacher should do, so that you understand and can make correct sentences in writing descriptive text. Students say that they are bored, lack creativity, are not fun, the way of teaching must be changed, and students who really cannot understand the lessons being taught.

The first participant said that;

"Saya ingin cara guru mengajar di kelas dirubah, sehingga guru dapat menjadi lebih tidak membosankan, sehingga dapat diusahakan sebisa mungkin untuk membuat kami tertarik untuk dapat belajar bahasa inggris. Dan dapat termotivasi untuk lebih giat lagi dalam belajar dan siswa juga harus memperhatikan guru ketika mengajar dalam kelas" "I want the way teachers teach in class to be changed, so that teachers can be less boring, so that they can try their best to make us interested in learning English. And can be motivated to be even more active in learning and students must also pay attention to the teacher when teaching in class"

The seventh participant argue that;

"saya yang kurang memperhatikan guru ketika guru menjelaskan terkait dengan menulis paragraph deskriptif, guru pun sudah lebih apapun untuk menjelaskan pelajaran terkait dengan tugas yang akan diberikan" "I paid less attention to the teacher when the teacher explained related to writing descriptive paragraphs, the teacher also had more to explain the lesson related to the assignment to be given"

The sixteen participant mention that;

"Menurut saya guru harus lebih kreatif untuk dapat memberikan mata pelajaran, akan tetapi dalam bahasa inggris ini apalagi tentang menulis ini pasti sangat membosankan karena saya tidak tahu untuk mulai untuk menuliskannya sehingga saya merasa kurang dalam pelajaran bahasa inggris" "In my opinion the teacher has to be more creative to be able to give subjects, but in English especially about writing this must be very boring because I don't know how to start writing it so I feel lacking in English lessons"

The twenty-one participant said that;

"Menurut saya, guru sudah lebih giat dalam memberikan pelajaran dalam bahasa inggris akan tetapi itu pasti dikembalikan kepada siswa karena siswa merasa tidak terbiasa dalam bahasa inggris sehingga untuk dapat memicu"

siswa untuk tidak tertarik, mudah merasa bosan bahkan siswa merasa tidak termotivasi dalam mengerjakan tugas dalam bahasa Inggris sehingga siswa menjadi sangat sulit dalam mengerjakannya "In my opinion, the teacher has been more active in giving lessons in English but that must be returned to the students because students feel unfamiliar with English so that it can trigger students not to be interested, easily feel bored and even students feel unmotivated in doing assignments in English so that students become very difficult to do it "

The factor causes error from carelessness explains in detail below: from the results of the student tests, there were 23 students who made errors due to carelessness with a total of 96 errors or 72%. This happened because of the carelessness of the students in writing words into sentences. Where students make errors from some words that are really needed in sentences. The students omitted words that should be in the sentence but the students omitted the word in the use of the verb auxiliaries to be in the possessive pronoun, the use of the inflected verb s/es in the third person singular in the present tense sentence, the use of articles in the preposition of places, and the use of plural. In writing students do not include information related to descriptions of characteristics and qualities so that they lose information related to the objects students describe and students also add words or letters which should not be added to sentences but students add words to the use of double markings on the singular, not adding the past tense to the regularization and not adding to the use of simple addition. This error is caused by carelessness because students are not carefully in writing words in sentences.

On the other hand, the factor that causes why students make errors in writing descriptive paragraphs is that students do not check whether their writing is appropriate or not. In carrying out the assignments given, students

also feel less motivated, less attentive, and less enthusiastic in learning English. do not like English lessons, to the extent that there are students who feel uninterested in learning English, especially in terms of writing because according to them writing English is very difficult to do, they also feel less enthusiastic about learning English, they feel bored easily, they also feel they don't know what to write in the assignment given, even students pay less attention when the teacher explains about the lesson to be given. The teacher's presentation style in teaching, according to the students, the teacher in teaching was not creative in giving lessons. They also felt the teacher had to change the way he taught in class, so that in learning English. This is the reason their students made errors in writing because of the carelessness factor in writing descriptive texts.

b. Translation

The researcher's questions gave students the difficulties they experienced, when you wanted to express your ideas in English translation. 23 respondents agreed that they were influenced by the use of their mother tongue, so they did not pay attention to the order in which the target language was used. This was proven when the researcher asked the students whether your language was still influenced by Indonesian. It is proven by;

The first participant mention that;

"Iya miss, karna saya kan membuatnya dengan bahasa Indonesia baru saya buat lagi dengan Bahasa Inggris oleh karena itu saya berpikir bahwa kata ataupun kalimat yang saya tulis sudah benar terkait dengan formasi yang saya tulis dalam tulisan yang saya buat." "Yes miss, because I made it in Indonesian I just made it again in English, therefore I think that the words or sentences that I wrote are correct regarding the formations that I wrote in the writing that I made."

The seventh participant said that;

"Iya miss, sangat berpengaruh sekali apalagi saya selalu pakai Bahasa Indonesia, tapi ya saya harus usaha untuk bisa menyelesaikan tugas dari miss oleh karena itu saya buat dengan kalimat bahasa pertama saya" "Yes miss, it's very influential, especially since I always use Indonesian, but yes, I have to make an effort to be able to complete the assignment from miss, that's why I made sentences in my first language"

When, the researcher asked students the difficulties they experienced, when you wanted to express your ideas in English 23 respondents agreed that they had difficulty translating the sentences they made. Thus, they face various kinds of difficulties in one vocabulary, are still affected by their mother tongue and are not used to using dictionaries or other things. Therefore this can be proven by;

The first participant said that;

"Sangat kesulitan, karena saya tidak tahu banyak kosa kata dalam bahasa inggris, akan tetapi saya lebih banyak menguasai bahasa pertama saya" "It is very difficult, because I don't know a lot of vocabulary in English, but I can master my first language more"

The seventh participant mention that;

"Menurut saya miss, saya sulit, karna saya masih saja berpatok pada bahasa Indonesia tapi kita tidak boleh membuka google translet" I think miss, I'm difficult, because I still stick to Indonesian but we can't open google translate"

The sixteenth participant argue that;

"Saya pikir miss, saya sulit, Tapi saya harus berusaha tanpa adanya kamus ataupun yang lainnya" "I think miss, I'm difficult. But I have to try without a dictionary or anything else"

However, the researcher asked again 23 students whether the students' use of good syntactical is really greatly affected of the quality of writing. This was proven when the all participants agreed that the use of good syntactical influenced the results of the writing that was made.

The first participant said that;

"Menurut saya miss, itu sangat perlu karena bahasa pertama saya dengan bahasa inggris itu sangatlah berbeda apalagi dari segi formasi dalam kalimatnya". "In my opinion miss, it is very necessary because my first

language with English is very different, especially in terms of formation in sentences”.

The seventh participant mention that;

“Saya setuju miss, karena itu bisa membuat orang lebih paham tulisan kita akan tetapi saya membuatnya sesuai dengan bahasa pertama saya miss” "I agree miss, because it can make people understand our writing better but I make it according to my first language miss"

The sixteenth participant also said that;

“Iya miss itu sangat mempengaruhi, karna bahasa inggris itu sangat berbeda dengan bahasa Indonesia” "Yes miss it really influences, because English is very different in Indonesian”

However, the researcher again gives questions respondents, if you don't know how to arrange sentences or expressions in writing English, what would you do. Then, all respondents agreed that they were influenced by their mother tongue so they tried to complete the tasks given according to their abilities. Which is proven by:

The first participant said that;

“Saya lakukan adalah saya buat saja dengan bahasa Indonesia lalu menerjemahkannya sebisa mungkin sesuai dengan bahasa pertama saya dan saya pun yakin itu bisa memiliki kesalahan terkait formasi dalam sebuah kalimat yang saya buat” "I just do it in Indonesian and then translate it as much as possible according to my first language and I'm sure it can have errors related to formation in a sentence that I make"

The seventh participant mention that;

“Dari Bahasa Indonesia yang telah saya buat, saya cari alternative lain dengan cara mencari persamaannya” "From the Indonesian language that I have made, I am looking for other alternatives by looking for similarities"

The sixteenth participant argue that;

“Sangat sering terjadi, tapi mau bagaimana lagi harus dikerjakan tugasnya. Dengan usaha kosa kata yang sudah di tahu sebelumnya walaupun masih terpengaruh dengan bahasa pertama saya. Akan tetapi saya tetap mengerjakan tugas yang diberikan oleh miss” “Very often happens, but what else can we do our job. With an effort of vocabulary that was already known even though it was still affected by my first language. But I still do the task given by miss"

When the researcher asked other questions 23 respondents agreed that they had difficulty translating the sentences they made. Thus, they face various kinds of difficulties in one vocabulary, are still affected by their mother tongue and are not used to using dictionaries or other things. Therefore this can be proven by;

The first participant said that;

“Sangat kesulitan, karena saya tidak tahu banyak kosa kata apalagi dalam penggunaan tempat untuk kata dalam bahasa inggris itu pasti akan berbeda dengan bahasa pertama” It is very difficult, because I don't know a lot of vocabulary especially in the use of places for words in English that will definitely be different from the first language”

The seventh participant mention that;

“Menurut saya miss, saya sulit, karna saya masih saja berpatok pada bahasa Indonesia tapi kita tidak boleh membuka google translet dan saya pun tidak tahu tempat yang benar dalam kalimat yang saya buat” In my opinion miss, I'm difficult, because I still stick to the language Indonesia but we can't open google translate and I don't even know the correct place in the sentence I made”

The sixteenth participant argue that;

“Saya pikir miss, saya sulit. Tapi saya harus berusaha tanpa adanya kamus ataupun yang lainnya” “I think miss, I'm difficult. But I have to try without a dictionary or anything else”

When the researcher asks more questions 23 respondents if you don't know the English of some words, will you do to write down in your writing. The all respondents who stated that they would do it according to their ability to interpret the writing they had made before. This is proven by;

The first participant argue that;

“Saya lakukan sesuai dengan kemampuan saya miss walaupun pasti ada kesalahan dalam pemilihan tempat dalam kalimat yang saya sudah buat” “I do it according to my ability miss even though there must be an error in the choice of place in the sentence that I have made”

The sixteenth participant said that;

‘Saya tulis sesuai dengan pengetahuan dan kembali lagi mengingat kosa kata dalam tulisan yang saya buat’ “I wrote according to my knowledge and come back to remember the vocabulary in the writing I made”

The twenty-one participant also said that;

“Saya tulis sesuai dengan bahasa Indonesia yang saya buat untuk lebih gampang dalam menerjemahkannya dalam bahasa Inggris” "I wrote according to the Indonesian language that I made to make it easier to translate it in English"

Then, the researcher asked 23 respondents again, in translating words in English. All students stated that they translated the sentences they made word for word according to their abilities. This can be proven by;

The first participant said that;

“Iya miss, saya menerjemahkannya dengan kata perkata agar lebih mudah walaupun itu sudah pasti ada kesalahan yang terjadi” "Yes miss, I translated it word by word to make it easier even though it is certain that there are mistakes that occur"

The seventh participant argue that;

“Saya mengerjakannya dengan melakukan itu miss dengan menerjemahkan kata perkata agar lebih mudah untuk saya selesaikan tugas yang diberikan” "I do it by doing it miss by translating words for words so that it is easier for me to complete the task given"

The last question, when the researcher asked the difficulties of 23 respondents without using the help of Google Translation. All students stated that it was very difficult to translate words and sentences in the assignments given.

The sixteenth participant said that;

“Saya kesulitan miss, tapi mau di apa saya harus mencoba walupun saya menerjemahkan kata perkata bahkan pasti ada kesalahan tempat yang kalimat yang saya buat” "I'm having trouble miss, but what do I have to try even though I translate word for word there must be a mistake in the place of the sentence I made"

The twenty-one participant argue that;

“Sulit miss, karena ada saya tahu sedikit tentang kosa kata akan tetapi saya tidak terlau banyak mengetahui kosa kata, tapi saya berusaha untuk menyelesaikannya dengan cepat walaupun saya menerjemahkan dengan kata perkata”. "It is hard miss, because I know a little about vocabulary but I don't know too much vocabulary, but I try to finish it quickly even though I translate word by word."

The factor causes error from translation explains in detail below: from the results of the student tests. There were 15 students who made errors in translating with a total of 37 errors or 28%. Where students make errors in sequencing which are marked by incorrect placement of a morpheme or group of morphemes, misformation of verb inflection (has/have), misformation of pronoun, error of word order and spelling error, and noun phrases are used in a sentence. On the other hand, the factors that cause students to made errors in writing descriptive text are that students do not have a large vocabulary, they only rely on the use of the first language. So they do not know the correct use of a word in a sentence. However, students try according to their abilities to be able to solve it. Then, students also do not understand the use of the correct word order so that it becomes wrong. In the sentences that students write, they translate words according to their knowledge, students also made their first language writing so that it is easier to translate it in English. That is the cause of errors in writing descriptive paragraphs made by students in the wrong word order. This is the reason students made errors. This is the reason for students to made errors in writing because of the translation factor they used.

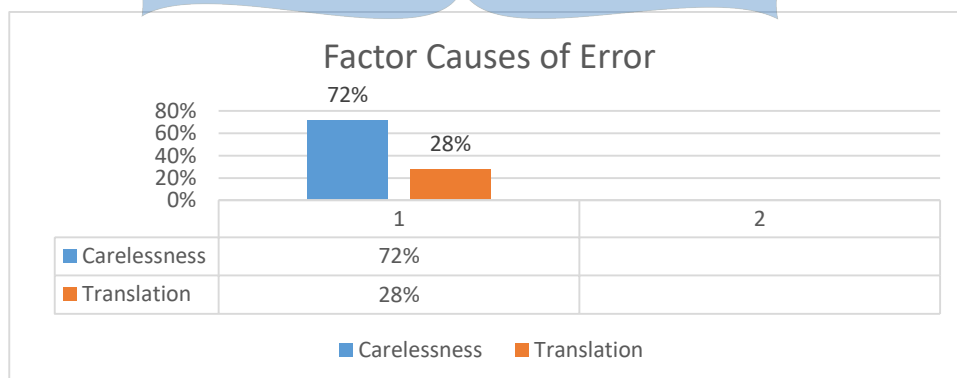


Chart 4.2 The Percentages of Factor Causes of Errors

Based on the chart 4.2 above, there are two factor causes of errors, there carelessness and translation. Among the factor causes of errors in writing descriptive texts made by students is the carelessness factor which is the highest factor cause of errors made by students, there are around 23 students with a total error of 96 errors or 72%. Then, followed by the translation factor which is the second high factor, around 15 students with a total error of 37 errors or 28%. This factor is the factor that causes students to experience errors in writing descriptive texts made by students. Therefore, this research needs to be continued by other researchers to reduce the proportion of existing levels.

B. Discussion

Based on the discussion results of this research, the discussion in the form of types of syntactical errors and factor causes students having syntactical errors are explained in detail below;

1. Types of Syntactical Errors in writing Descriptive Paragraphs at the Third Grade of MA Kanaeng.

Researcher had analyzed syntactical errors made by students with the theory by (Dulay et al.,1982). From the results of these tests, researcher found several findings on the average percentages in the below:

The first is that most students make error in omission, there are 19 students who made error with an error frequency of 48 or 36.1%. This is a very high frequency because students made errors on the test due to omissions that they wrote on the test. They omit items that should be in the sentences. In the students' writing results, there were four types of omission errors, including omission of the auxiliary verb to be, omission of verb inflection, omission of articles, omission of prepositions and omission of plural.

The second level of error is that most made error by not describing the characteristics about the object on the test. There were 13 students who made errors with a frequency of 34 or 25.6%. This is a high frequency. Because students do not provide information regarding the characteristics of the objects they write in the test. Thus, it becomes a sentence is not complex to know about the characteristics want to describe.

The third level of error is that some students made error in disordering, there are 14 students with an error frequency of 24 or 18%. This is a very high frequency. This happens because the students put the elements/words wrong or the students put the items in the wrong order resulting in an error in the placement of the morpheme in the sentence. In the students' writing results there were three errors in disordering between using the disordering of word, the disordering of spelling and the disordering of noun phrase.

The fourth level of error is misinformation error, there are 10 students who made error with an error frequency of 13 or 9.8% because students face difficulties with the use of the wrong sentence in the selection structure and it is formation in sentences. In the students' writing results, there were two errors in misinformation, namely misinformation of verb auxiliary has/have and misinformation of pronoun.

The fifth level of error is addition error, there are 7 students who made error with a frequency of 8 or 6% because students add some unnecessary or incorrect use of the elements they provide in the sentences they made. In the students' writing results, there were three errors in addition, including addition of double marking, addition of regularization and addition of simple addition.

The last level of error is that students made error by not describing the qualities about the object. There are 6 students who made errors with a frequency of 6 or 4.5% because students do not provide information related to the qualities of the objects they wrote in the test. Thus, it becomes a sentence that is not complex to know about the qualities want to describe.

2. Factor Causes Students Having Syntactical Errors in Writing Descriptive Paragraphs at the Third Grade of MA Kanaeng.

Researcher had analyzed factor causes students having syntactical errors made by students with the theory by (Norrish, 1983):

The first factor causes of error is carelessness. Carelessness is a student's lacked of motivation. This happens because of the carelessness. From the results of the student tests, there were 23 students who made errors due to carelessness with a total of 96 errors or 72%. On the other hand, the factor that causes why students made errors in writing descriptive paragraphs is that students do not check whether their writing is appropriate or not. In carrying out the assignments given, students also feel less motivated, less attentive, and less enthusiastic in learning English. do not like English lessons, to the extent that there were students who feel uninterested in learning English, especially in terms of writing because according to them writing English is very difficult to do, they also feel less enthusiastic about learning English, they feel bored easily, they also feel they don't know what to write in the assignment given, even students pay less attention when the teacher explains about the lesson to be given. The teacher's presentation style in teaching, according to the students, the teacher in teaching was not creative in giving lessons. They also felt the teacher had to change the way he taught in class, so that in learning English. This is the reason their students made errors in writing because

of the carelessness factor in writing descriptive texts. Supported theory by (Norrish, 1983), this lack of motivation has an impact on students so that students become unenthusiastic in learning a lesson.

The second factor causes of error was translation. There were 15 students who made errors in translation with a total of 37 errors or 28%. On the other hand, the factors that cause students to made errors in writing descriptive text are that students do not have a large vocabulary. So, they do not know the correct use of a word in a sentence. However, students try according to their abilities to be able to solve it. Then, students also do not understand the used of the correct word order so that it becomes wrong. In the sentences that students write, they translate words according to their knowledge, students also made their first language writing so that it is easier to translate it in English. That is the cause of errors in writing descriptive paragraphs made by students in the wrong word order. This is the reason students made errors. This is the reason for students to made errors in writing because of the translation factor they use. Supported theory by (Norrish, 1983). Translation is translating their first language word for word in making a foreign language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presents two main sections. The first part is the conclusion of research finding.

After analyzing students from writing tests and interviews, the researcher of research found that the most common errors made by third grade students at MA Kaneng consisted of the types of errors made by students were omission of errors, no characteristics about the object, disordering of errors, misformation of errors, addition of errors and no qualities about the object theory by (Dulay et al., 1982). Then, the factors causing students to made errors consist of carelessness and translation theory by Norrish (1983). From the data collected, it can be concluded:

1. The researcher concludes from the students' writing results that; the types of error with total 19 students made errors were omission of errors is the top of number with error frequency of 48 or 36.1%. With total 13 students made error were no characteristics about the object with error frequency of 34 or 25.6%. With total 14 students made error were disordering of error with an error frequency of 24 or 18%. With total 10 students error were misformation of error with total 10 students made error were error frequency of 13 or 9.8%. With total 7 students made error addition of errors with error frequency of 8 or 6%. The bottom number of error with total 6 students made error were no qualities about the object with error frequency of 6 or 4.5%.

2. The researcher concludes from the students' interview results that; the factor causes of the reason why the students' made error, consists of Carelessness as the first factor causes with total 23 students (96 errors or 72%), Translation as the second factor causes with total 15 students (37 errors or 28%).

B. Suggestions

1. For the teachers

The writer hopes that the teacher will provide more explanation regarding the use of to be in the third person singular, simple present tense, articles, prepositions, plural, writing word order and the order of using noun phrases in writing sentences and even spelling in correct sentences. Teachers are also expected to be able to choose the most appropriate and enjoyable learning methods for students. The research hopes that the teacher can be provide training and explanations regarding syntactical rules and the teacher can provide feedback on the student assignments so that students can be found out what errors they made, especially in writing descriptive text.

2. For the students

Students have to practice a lot to write English, especially in writing descriptive text. Students must learn to use good and correct syntax rules according to existing rules. Students also have to pay attention to the errors in the writing they made, especially in omission, addition, misformation and disordering errors. Then, must having characteristics and qualities about the object especially in writing descriptive text. the highest error frequency indicates that students lack knowledge of the use of syntactical structures in

making sentences, especially in writing descriptive texts caused by carelessness, the used of first language and translation that they do in writing descriptive texts.

3. For future researcher

This research can be a reference that can provide benefits in the future. Researchers believe that there are many phenomena and aspects of errors that occur in students but may not exist or have not been discovered by researchers. Therefore, the researcher hopes to inspire future researchers.



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APPENDICES 1: The Name of the Sample

No	Name	Class	Code
1	Amirah	XII IPA	S1
2	Ekha Marwati Putri	XII IPA	S2
3	Fitriani	XII IPA	S3
4	Frida Anggreani S	XII IPA	S4
5	Indra	XII IPA	S5
6	Indriani	XII IPA	S6
7	M. Sabir	XII IPA	S7
8	Kurnia Mansyur	XII IPA	S8
9	Muh Farhan	XII IPA	S9
10	Muh Refky	XII IPA	S10
11	Muh Resky Rahmatullah	XII IPA	S11
12	Muh Ridhotullah R	XII IPA	S12
13	Muhammad Alwi	XII IPA	S13
14	Muliana	XII IPA	S14
15	Ninawati	XII IPA	S15
16	Nur Aulia Syam	XII IPA	S16
17	Nur Insani Sultan	XII IPA	S17
18	Nurul Mutmainnah	XII IPA	S18
19	Riskawati	XII IPA	S19
20	Siti Suci Mulidiyah	XII IPA	S20
21	Siti Nur Khalifah	XII IPA	S21
22	Oktapiana	XII IPA	S22
23	Syahrul Syam	XII IPA	S23

APPENDICES 2: Instrument of Writing Test

Instrument of Writing Test

Instructions

1. Make a descriptive text by choosing one these theme which has been determined together.

Describing people



Family Members or Friend

2. The text consist of two paragraphs.
3. The time given is 60 minutes.

Writing Test

Name:

Class:

APPENDICES 3: Instrument of Interview

Instrument of Interview

Name:

Class:

Instruction

1. Read and answer the questions of interview carefully in the below.
2. Answer the questions according to you experiences and you feels about that.
3. The time given 60 minutes.

Questions List Interview guidelines for the Students about the factor causes students having syntactical errors in writing descriptive paragraphs.

1. In the writing that you make, can you do your writing well? (Dalam tulisan yang anda buat, apakah anda dapat mengerjakan tulisan anda dengan baik).
2. When you do the work, did you recheck and edit your writing after finishing it? (Pada waktu anda mengerjakan tugas, apakah anda memeriksa kembali tulisan yang anda buat).
3. Do you feel less motivated in the writing you made? (Apakah anda merasa kurang termotivasi dalam tulisan yang anda buat).
4. When you write descriptive paragraphs, are you still influence by Indonesian? (Pada saat anda menulis paragraph deskriptif, apakah anda masih terpengaruh dengan bahasa Indonesia).
5. Do you experience difficulties when you want to expressing your ideas in English? (Apakah Anda mengalami kesulitan ketika Anda ingin mengungkapkan ide-ide Anda dalam bahasa Inggris).
6. If you don't know the English of some words, what will you do to write down in your writing? (Jika Anda tidak tahu bahasa Inggris dari beberapa kata, apa yang akan Anda lakukan untuk menuliskannya dalam tulisan Anda).
7. In your writing, do you translate the words in English in your writing? (Apakah dalam tulisan yang anda buat, apakah anda menerjemahkan kata perkata dalam bahasa inggris dalam tulisan yang anda buat).

8. Does the use of good and correct syntactical rules really affect the quality of writing? (Apakah penggunaan kaidah tata bahasa yang baik dan benar benar-benar mempengaruhi kualitas tulisan).
9. Do you find it difficult without using the help of Google translate in the writing you make? (Apakah anda merasa kesulitan tanpa menggunakan bantuan google translet dalam tulisan yang anda buat).
10. If you don't know how to arrange sentences or expressions in writing. What would you do? (jika Anda tidak tahu bagaimana menyusun kalimat atau ungkapan dalam tulisan. Apa yang akan kamu lakukan)
11. After examining the writing you made, it was found that there were some missing words or sentences in the descriptive text, why (Setelah diperiksa tulisan yang anda buat, ditemukan adanya kehilangan kata atau kalimat dalam teks deskriptif, kenapa).
12. What do you think you or your teacher should do, so that you understand and can make correct sentences in writing descriptive text (Menurut anda apa yang seharusnya anda atau guru anda lakukan agar anda paham dan bisa membuat kalimat yang benar di dalam menulis teks deskriptif.

Adopted by (History, 2015, Natanel, 2017 & Sion, 2018).



APPENDICES 4: The Students' of Writing Test

Writing Test

Name: Ekha Marwati Putri

Class: XII IPA

No _____
Date _____

Ekha Marwati Putri

My friend

S-2

Hi . I want to introduce myself . My name is Ekha Marwati putri . I have a friend . His name resky . He lives in Rika . His has one sister.

He has height is 160 cm . he has weight 60 kg . He was born in Makassar . His hobby is playing football . In the afternoon she like riding a bicycle . He is kind person . Favorite^d food is resky friend chicken and fish . His has brown skin . He have^m dimples . for me , resky always funny to makes me happy .

I think that's enough for me .

Thank You .

O : 1
M : 2
D : 2
Nc : 1

Writing Test

Name: St Suci Maulidiyah

Class: XII IPA

St Suci Maulidiyah

§-21

My friend

One day My friends is Ruskawati. Me and My friends usually call her name is Ruka. She has three siblings. two older sister and one older brother. she lives in kampung cinaya.

she a student. she has weight 55 kg. she has tall 150 cm, she is 16 years old. she has black eyes. her hair is black and short. she has sweet face. her hobby is watching movies. Donuts, fish, and fried rice is Ruka favorite food. she doesn't like tea. I think that's enough for me.

O : 1
D : 1

APPENDICES 5: Identification and Description of Error

No	Code	Error Identifications	Error Corrections	Types of Error/ Subcategories of Errors
1	S-1	I would like to introduced myself.	I would like to introduce myself.	Addition of regularization
		She have two sisters	She has two sisters	Misformation of verb auxiliaries has/have
		She live in Bontoloe.	She lives in Bontoloe.	Omission of verb inflection s/es
		She like to listen to a music.	She likes listen to a music.	Omission of verb inflection s/es
		Favorite food Fitri is satay and fried rice	Amira's favorite food is satay and fried rice.	Disordering of word Order
		She likes chocolate hot.	She likes hot chocolate	Disordering of word order
		Favorite animals Fitri are cats and rabbits.	Fitri favorite animals are cats and rabbits.	Disordering Word Order
		Do not describe age.	-	No Characteristic
		Do not describe physical.	-	No Characteristic
		Do not describe characteristics.	-	No Qualities
2	S-2	His name Resky.	His name is Resky.	Omission of verb auxiliaries
		He have dimples.	He has dimples	Misformation of verb auxiliaries has/have
		His has brown skin.	He has brown skin.	misformation of pronoun
		Favorite food is Resky fried chicken and fish.	Resky's favorite food is fried chicken and fish.	Disordering of Word order
		He likes ridnig a bicycle.	He likes riding bicycle.	Disordering of spelling
		Do not describe age	-	No Characteristics
		My name Firiani	My name is St Fitriani	Omission of verb auxiliaries/ to be.
		Do not describe about address	-	No Characteristics

3	S-3	Do not describe about Age	-	No Characteristics
		Do not describe about hobby.	-	No Characteristics
		Do not describe about physical.	-	No Characteristics
		Do not describe about favorite food.	-	No Characteristics
		Do not describe about favorite food.	-	No Characteristics
4	S-4	Does not describe about age.	-	No Characteristics
		Do not describe about address.	-	No Characteristics
		Do not describe about hobby.	-	No Characteristics
		Do not describe about favorite food.	-	No Characteristics
		Do not describe about physical.	-	No Characteristics
5	S-5	She have one sister and one brother.	She has one sister and one brother.	Misformation of verb auxiliaries has/have
		The favorite drink ice chocolate is siska.	Siska's favorite drink is chocolate ice.	Disordering of word order
		She calm and kind.	She is calm and kind.	Omission of verb auxiliaries/ to be.
		Do not describe about age	-	No Characteristics
		Do not describe about Address	-	No Characteristics
		Do not describe about physical.	-	No Characteristics
6	S-6	She was born Makassar.	she was born in Makassar	Omission of preposition
		His height 45 kilograms.	His height is 45 kilograms.	Omission of verb auxiliaries to be
		He live in Bontokanang.	He lives in Bontokanang.	Omission of Verb Inflection s/es
		She always watching movie romantic.	She always watching romantic movie.	Disordering of word order
		Does not describe about age.	-	No Characteristics
		Does not describe about age.	-	No Characteristics

7	S-7	Do not describe about address.	-	No Characteristics
		Do not describe about hobby.	-	No Characteristics
		Do not describe about favorite food.	-	No Characteristics
8	S-8	His name are radit.	His name is radit.	misformation of verb auxiliaries to be.
		She is my girlfriend.	She is my friend .	Addition of simple addition
		Do not describe about age.		No Characteristics
		Do not describe about hobby.		No Characteristics
		Do not describe favorite food		No Characteristics
9	S-9	She taller than me.	She is taller than me.	Omission of verb auxiliaries to be
		My friend not skinny.	My friend is not skinny.	Omission of verb auxiliaries to be
		She very kind.	She is very kind	Omission of verb auxiliaries to be
		She live Bontoa	She live in Bontoa	Omission preposition
		My friends having family consist of five peoples.	My friend having family five peoples	Addition of double marking
		Her weigh is about 50 kg.	Her weight is about 50 kg.	Disordering spelling
		Her talled is 160 centimeters.	Her tall is 160 centimeters.	Addition of reguralization
		She were born in Takalar.	She was born in Takalar.	Omission of verb auxiliaries to be was/were
10	S-10	Andy is singer.	Andy is a singer.	Omission of articles
		His favorite colors blue and black.	His favorite colors is blue and black.	Omission of verb auxiliaries to be
		She is very cute and beautiful.	He is very cute and beautiful.	Misformation of pronoun
		Her favorite food fried rise.	Her favorite food is Fried rise.	Omission of verb auxiliaries to be
		He live in Rita.	He lives in Rita.	Omission of verb inflection s/es

		Andy was born September, 22 2007.	Andy was born on September, 22 2007.	Omission of preposition
		Andy have a white skin.	Andy has a white skin.	Misformation has/have
		His weihtg is 55 kg.	His weight is 55 kg	Disordering of spelling
		His always wacthing the action movies.	His always watching the action movies.	Disordering of Spelling
11	S-11	She my friend.	She is my friend.	Omission of verb auxiliaries to be
		She is student.	She is a student.	Omission of articles
		Do not describe age	-	No Characteristics
		Do not describe address.	-	No Characteristics
		Do not describe hobby.	-	No Characteristics
		Do not describe favorite food.	-	No Characteristics
		Do not describe characteristics	-	No Qualities
12	S-12	She lives Bontoa.	She lives in Bontoa.	Omission of preposition
		She is student in MA Kanaeng	She is a student in MA Kanaeng.	Omission of articles
		Do not describe age.	-	No Characteristics
		Do not describe physical	-	No Characteristics
		Do not describe characteristics.	-	No Qualities
13	S-13	He live in Rita.	He lives in Rita.	Omission of verb inflection s/es
		Andy was born July, 16 2007	Andy was born on July, 16 2007.	Omission of preposition
14	S-14	Her always watching cartoon moveis.	Her always watching cartoon movies .	Disordering of spelling
		Mila was born March, 21 2008.	Mila was born on March, 21 2008.	Omission of preposition
		She born on April 2007.	She was born on April 2007.	Omission of preposition
		She live in Kampong Cinaya.	She lives in Kampong Cinaya.	Omission of verb inflection s/es

15	S-15	The faforite food is chicken Bakar.	The favorite food is chicken bakar.	Disordering of spelling
		She is the first daughter.	She is the first daughter.	Disordering of spelling
		She have brown skin and beautiful eyes.	She has brown skin and beautiful eyes.	Misformation of has/have
		She likes raeding comics.	She likes reading comics.	Disordering of spelling
		She is one of students MA Kanaeng.	She is one of students in MA Kanaeng.	Omission of preposition
		Do not describe hobby.	-	No Characteristics
		Do not describe habits	-	No Qualities
16	S-16	I want to introduced myself.	I want to introduce myself.	Addition of regularization
		Do not describe hobby	-	No Characteristics
		Do not describe characteristics	-	No Qualities
17	S-17	Let me introduced my friend.	Let me introduce my friend.	Addition of double marking
		Sinta born on May, 19 2008.	Sinta was born on May, 19 2008.	Omission of verb auxiliaries was/were
		She have weight 48 kilograms.	She has weight 48 kilograms.	Misformation of has/have
		She has skin brown and brown eyes.	She has brown skin and brown eyes.	Disordering of noun phrase
		She one of students in SMAN 13 Takalar.	She is one of students in SMAN 13 Takalar	Omission of verb auxiliaries to be
18	S-18	She live with her parents.	She lives with her parents.	Omission of verb inflection s/es
		She has two duaghters.	She has two daughters.	Disordering of spelling
		She is kind and humble humble person.	She is kind and humble person.	Addition of simple addition
		She has a short hair and brown.	She has a short brown hair.	Disordering of wrong order
		She diligent student.	She is diligent student.	Omission of verb auxiliaries.
		She have a mole under lips.	She has a mole under lips.	Misformation has/have

		She likes freid rise	She likes fried rise.	Disordering of spelling
19	S-19	Do not describe age.	-	No Characteristics
		He live Bontokassi.	He live in Bontokassi.	Omission of preposition
		Her weight is 45 kilogram.	Her weight is 45 kilograms .	Omission of plural
		Her tall is 153 centimeter.	Her tall is 153 centimeters .	Omission of plural
		He very funny and diligent.	He is very funny and diligent.	Omission of verb auxiliaries to be
		Do not describe habit.	-	No Qualities
20	S-20	My friend name Muh Refky.	My friend name is Muh Refky.	Omission of verb auxiliaries to be
		Refky was born Rita.	Refky was born in Rita.	Omission of preposition
		He has a skin brown.	He has a brown skin	Disordering of noun phrase
		He a slim and short girl man.	He is a slim and short man.	Omission of verb auxiliaries to be
		He likes apple.	He likes an apple.	Omission of articles
		The favorite food Refky is meatballs and fried rise.	Refky's favorite foods is meatballs and fried rise.	Disordering of word order
		He like the favorite colors are black and blue.	He likes favorite colors are black and blue.	Omission of verb inflection s/es
21	S-21	She a student.	She is a student.	Omission of verb auxiliaries to be
		Donuts, fish and fried rise is Riska favorite foods.	Riska's favorite foods are donuts, fish and fried rise.	Disordering of word order
22	S-22	She lives Sarro.	She lives in Sarro.	Omission of preposition
		She were born on June, 14 2006.	She was born on June 14 2006	Misformation of verb auxiliaries was/were
		She love dancing traditional.	She loves dancing traditional	Omission of verb inflection s/es
		She like swimming pool.	She likes swimming pool.	Omission of verb inflection s/es

		She likes to waer jackets.	She likes to wear jackets.	Disordering of spelling
		Her body tall is 160 cm.	Her height is 160 cm.	Addition of simple addition
		She lives Kanaeng.	She lives in Kanaeng.	Omission of preposition
		She has weight 50 kg.	She has weight is 50 kg.	Omission of verb auxiliaries to be
		She have tall is 150 cm.	She has tall is 150 cm.	Misformation of have/ has
23	S-23	Her has a beautiful eyes.	She has a beautiful eyes.	Misformation of pronoun
		She has a skin brown.	She has a brown skin .	Disordering of noun phrase
		She like a traditional dancing.	She likes a traditional dancing.	Omission of verb inflection s/es
		The favorite foods suci is fish, noodles and meatballs.	Suci's favorite foods is fish, noodles, and meatballs.	Disordering of word order.



APPENDICES 6: Types of Error in Writing Descriptive Paragraph

Code	Types of Error						
	O	A	M	D	N- C	N- Q	TOTAL
S1	2	1	1	3	2	1	10
S2	1	0	2	2	1	0	6
S3	1	0	0	0	6	0	7
S4	0	0	0	0	5	0	5
S5	1	0	1	1	3	0	6
S6	3	0	0	1	1	0	5
S7	0	0	0	0	4	0	4
S8	0	1	1	0	3	0	5
S9	5	2	0	1	0	0	8
S10	5	0	2	2	0	0	9
S11	2	0	0	0	4	1	7
S12	2	0	0	0	2	1	5
S13	2	0	0	0	0	0	2
S14	1	0	0	1	0	0	2
S15	3	0	1	3	1	1	9
S16	0	1	0	0	1	1	3
S17	2	1	1	1	0	0	5
S18	2	1	1	3	0	0	7
S19	4	0	0	0	1	1	6
S20	5	0	0	2	0	0	7
S21	1	0	0	1	0	0	2
S22	3	1	1	1	0	0	6
S23	3	0	2	2	0	0	7
Total	48	8	13	24	34	6	133

Note: **O:** Omission, **A:** Addition, **M:** Misformation, **D:** Disordering,
N-C: No Characteristics about the Object, **N-Q:** No Qualities about the Object,

APPENDICES 7: Calculating the Students' of Error

Percentage of the students' syntactical error in writing descriptive text based on the surface strategy taxonomy:

A. Omission

$$P = \frac{48}{133} \times 100\%$$

$$P = 36.1\%$$

B. Addition

$$P = \frac{8}{133} \times 100\%$$

$$P = 6\%$$

C. Misformation

$$P = \frac{13}{133} \times 100\%$$

$$P = 9.8\%$$

D. Disordering

$$P = \frac{24}{133} \times 100\%$$

$$P = 18\%$$

E. No Characteristics about the Object

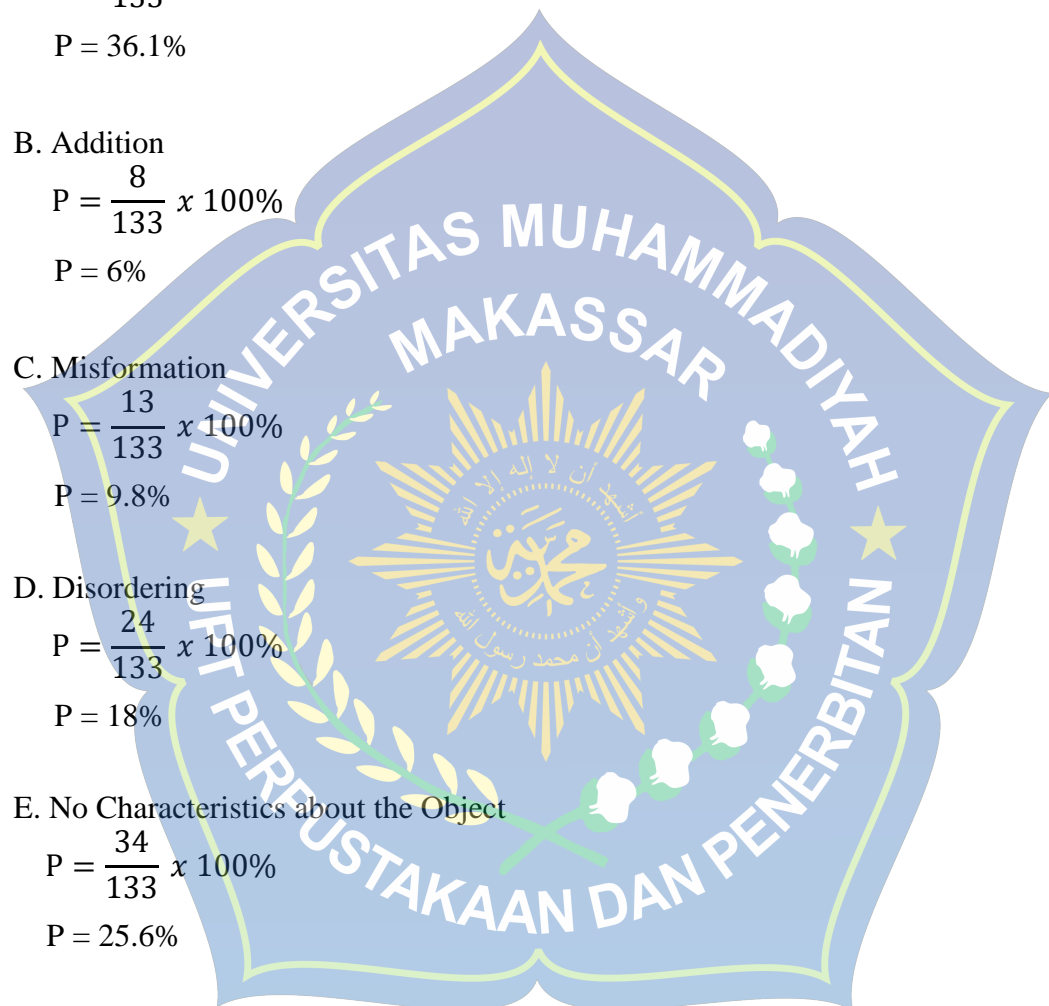
$$P = \frac{34}{133} \times 100\%$$

$$P = 25.6\%$$

F. No Qualities about the Object

$$P = \frac{6}{133} \times 100\%$$

$$P = 4.5\%$$



APPENDICES 8: The Students of Interview

Instrument Interview

Name: Nur Aulia Syam

Class: XII IPA

Instruction

1. Read and answer the questions of interview carefully in the below.
2. Answer the questions according to you experiences and you feels about that.
3. The time given 60 minutes.

Questions List Interview guidelines for the Students about the factor causes students having syntactical errors in writing descriptive paragraphs.

1. In the writing that you make, can you do your writing well? (Dalam tulisan yang anda buat, apakah anda dapat mengerjakan tulisan anda dengan baik).
Saya sudah Melakukannya baik dengan teliti sesuai dengan kemampuan saya dalam mengerjakannya.
2. When you do the work, did you recheck and edit your writing after finishing it? (Pada waktu anda mengerjakan tugas, apakah anda memeriksa kembali tulisan yang anda buat).
Saya mengecek ulang Perkerjaan saya mis supaya saya dapat membacanya lagi
3. Do you feel less motivated in the writing you made? (Apakah anda merasa kurang termotivasi dalam tulisan yang anda buat).
Saya antusias dalam tugas ini karena kita bisa memberikan gambaran kepada orang lain
4. When you write descriptive paragraphs, are you still influence by Indonesian? (Pada saat anda menulis paragraph deskriptif, apakah anda masih terpengaruh dengan bahasa Indonesia).
Saya rasa iya mis. apalagi bahasa Inggris itu sudah dibanding dengan bahasa Indonesia.

5. Do you experience difficulties when you want to expressing your ideas in English?

(Apakah Anda mengalami kesulitan ketika Anda ingin mengungkapkan ide-ide Anda dalam bahasa Inggris).

Saya pikir mis, saya sulit tapi saya harus berusaha tanpa adanya kamus ataupun yang lainnya.

6. If you don't know the English of some words, what will you do to write down in your writing? (Jika Anda tidak tahu bahasa Inggris dari beberapa kata, apa yang akan Anda lakukan untuk menuliskannya dalam tulisan Anda).

Saya tulis sesuai dengan pengetahuan dan kembali lagi mengingat kosa kata dalam tulisan yang saya buat

7. In your writing, do you translate the words in English in your writing? (Apakah dalam tulisan yang anda buat, apakah anda menerjemahkan kata perkata dalam bahasa inggris dalam tulisan yang anda buat).

Iya mis, saya menerjemahkannya ada yang kata perkata.

8. Does the use of good and correct syntactical rules really affect the quality of writing? (Apakah penggunaan kaidah tata bahasa yang baik dan benar benar-benar mempengaruhi kualitas tulisan).

Iya mis sangat pengaruh karena bahasa Inggris itu sangat berbeda dgn bahasa Indonesia.

9. Do you find it difficult without using the help of Google translate in the writing you make? (Apakah anda merasa kesulitan tanpa menggunakan bantuan google translet dalam tulisan yang anda buat).

Saya kesulitan mis tapi mau di apa saya haru mencoba.

10. If you don't know how to arrange sentences or expressions in writing. What would you do? (jika Anda tidak tahu bagaimana menyusun kalimat atau ungkapan dalam tulisan. Apa yang akan kamu lakukan)

Sangat sering terjadi, tapi mau bagaiman lagi harus dikerjakan tugasnya dgn usaha kata-kata yang sudah ditulis sebelumnya.

11. After examining the writing you made, it was found that there were some missing words or sentences in the descriptive text, why (Setelah diperiksa tulisan yang anda buat, ditemukan adanya kehilangan kata atau kalimat dalam teks deskriptif, kenapa).

Saya menghilangkan kata bahkan kalimat dalam tulisan yg saya buat karena saya tidak tahu apa yang harus saya tulis dalam teks yang diberikan karena saya juga tidak menyukai pembelajaran bahasa Inggris.

12. What do you think you or your teacher should do, so that you understand and can make correct sentences in writing descriptive text (Menurut anda apa yang seharusnya anda atau guru anda lakukan agar anda paham dan bisa membuat kalimat yang benar di dalam menulis teks deskriptif).

Menurut saya guru harus lebih kreatif untuk dapat memberikan materi pelajaran lebih tetapi dalam bahasa Inggris ini apalagi tentang menulis ini pasti sangat membosankan karena saya tidak tahu untuk mulai untuk menulisnya sehingga saya merasa kurang dalam pelajaran bahasa Inggris.

Adopted by (History, 2015, Natanel, 2017 & Sion, 2018).

Instrument Interview

Name: M. Sabir

Class:

Instruction

1. Read and answer the questions of interview carefully in the below.
2. Answer the questions according to you experiences and you feels about that.
3. The time given 60 minutes.

Questions List Interview guidelines for the Students about the factor causes students having syntactical errors in writing descriptive paragraphs.

1. In the writing that you make, can you do your writing well? (Dalam tulisan yang anda buat, apakah anda dapat mengerjakan tulisan anda dengan baik).
Iya miss, saya mengerjakannya dengan hati-hati sesuai arahan dan topik yg harus di kerjakan dalam menulis teks deskriptif.
2. When you do the work, did you recheck and edit your writing after finishing it? (Pada waktu anda mengerjakan tugas, apakah anda memeriksa kembali tulisan yang anda buat).
Saya tidak memeriksanya kembali karena saya optimis bahwa tugas saya itu benar.
3. Do you feel less motivated in the writing you made? (Apakah anda merasa kurang termotivasi dalam tulisan yang anda buat).
Saya sangat bersemangat karena ini salah satu mata pelajaran kesukaan saya.
4. When you write descriptive paragraphs, are you still influence by Indonesian? (Pada saat anda menulis paragraph deskriptif, apakah anda masih terpengaruh dengan bahasa Indonesia).
Iya miss, Sangat berpengaruh sekali, apalagi saya selalu pake bahasa itu, tapi saya harus usaha 4/ menyelesaikan tugas dari miss.

5. Do you experience difficulties when you want to expressing your ideas in English?

(Apakah Anda mengalami kesulitan ketika Anda ingin mengungkapkan ide-ide Anda dalam bahasa Inggris).

Menurut saya miss. Saya sulit, karena kita tidak boleh membuka google translate.

6. If you don't know the English of some words, what will you do to write down in your writing? (Jika Anda tidak tahu bahasa Inggris dari beberapa kata, apa yang akan Anda lakukan untuk menuliskannya dalam tulisan Anda).

Saya lakukan sesuai dengan kemampuan saya.

7. In your writing, do you translate the words in English in your writing? (Apakah dalam tulisan yang anda buat, apakah anda menerjemahkan kata perkata dalam bahasa inggris dalam tulisan yang anda buat).

Saya mengerjekannya dengan melakukan itu miss.

8. Does the use of good and correct syntactical rules really affect the quality of writing? (Apakah penggunaan kaidah tata bahasa yang baik dan benar benar-benar mempengaruhi kualitas tulisan).

Saya setuju miss karena itu yg membuat orang lebih paham tulisan kita.

9. Do you find it difficult without using the help of Google translate in the writing you make? (Apakah anda merasa kesulitan tanpa menggunakan bantuan google translet dalam tulisan yang anda buat).

Saya juga kesulitan miss, karena saya tidak tahu bahasa Inggris.

10. If you don't know how to arrange sentences or expressions in writing. What would you do? (jika Anda tidak tahu bagaimana menyusun kalimat atau ungkapan dalam tulisan. Apa yang akan kamu lakukan)

Saya juga kesulitan miss karena tidak boleh menggunakan alat bantu.

11. After examining the writing you made, it was found that there were some missing words or sentences in the descriptive text, why (Setelah diperiksa tulisan yang anda buat, ditemukan adanya kehilangan kata atau kalimat dalam teks deskriptif, kenapa).

Saya menghilangkan kata bahkan kalimat dalam tulisan yang saya buat karena saya tidak tahu apa yang harus saya tulis dalam teks yang di berikan.

12. What do you think you or your teacher should do, so that you understand and can make correct sentences in writing descriptive text (Menurut anda apa yang seharusnya anda atau guru anda lakukan agar anda paham dan bisa membuat kalimat yang benar di dalam menulis teks deskriptif).

Saya kurang memperhatikan guru ketika guru menjelaskan terkait dengan menulis paragraf deskriptif, guru pun sudah lebih mampun u/ menjelaskan pelajaran terkait dengan tugas yg akan di berikan.

Adopted by (History, 2015, Natanel, 2017 & Sion, 2018).

APPENDICES 9: The Factor Causes in Writing Descriptive Paragraphs

Students	The Factor Causes of Errors		Total
	Carelessness (23 students)	Translation (15 students)	
S1	6	4	10
S2	2	4	6
S3	7		7
S4	5		5
S5	4	2	6
S6	4	1	5
S7	4		4
S8	4	1	5
S9	7	1	8
S10	5	4	9
S11	7		7
S12	5		5
S13	2		2
S14	1	1	2
S15	5	4	9
S16	3		3
S17	3	2	5
S18	3	4	7
S19	6		6
S120	5	2	7
S21	1	1	2
S22	4	2	6
S23	3	4	7
Total	96	37	133
Frequency	72%	28%	100%

A. Carelessness

$$P = \frac{96}{133} \times 100\%$$

$$P = 72\%$$

B. Translation

$$P = \frac{37}{133} \times 100\%$$

$$P = 28\%$$

SURAT KETERANGAN BEBAS PLAGIAT



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN**

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

**UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Sri Wahyuni S
Nim : 105351101018
Program Studi: Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	7 %	25 %
3	Bab 3	5 %	10 %
4	Bab 4	2 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 09 Agustus 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,



Nurrahmah S. Hum. M.I.P
NBM 904 591

SURAT PENGANTAR LP3M DARI FAKULTAS

	<p style="text-align: center;">MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH</p> <p style="text-align: center;">UNIVERSITAS MUHAMMADIYAH MAKASSAR</p> <p style="text-align: center;">FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN</p> <p style="text-align: center;">بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</p>	Jalan Sultan Alauddin No. 259 Makassar Telp : 0411 860837 / 860132 (Fax) Email : fkip@unismuh.ac.id Web : https://fkip.unismuh.ac.id
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Nomor	: 13468/FKIP/A.4-II/V/1444/2023
Lampiran	: 1 (Satu) Lembar
Perihal	: Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
 Di -
 Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	: SRI WAHYUNI S
Stambuk	: 105351101018
Program Studi	: Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	: Barua / 19-04-1998
Alamat	: Barua Desa Bontomarannu

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: **STUDENTS' SYNTACTICAL ERRORS IN WRITING DESCRIPTIVE PARACRAPHS AT THE THIRD GRADE OF MA KANAENG**

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan*.

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
 03 Mei 2023 M



Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

SURAT PENELITIAN DARI LP3M


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp. 866/972 Fax (0411) 865588 Makassar 90221 e-mail lp3m@unismuh.ac.id

Nomor : 1430/05/C.4-VIII/V/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

18 Syawal 1444 H
08 May 2023 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
MA KANAENG
di -

Takalar

السلامة عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13468/FKIP/A.4-II/V/1444/2023 tanggal 3 Mei 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : SRI WAHYUNIS
No. Stambuk : 10535 1101018
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"STUDENTS' SYNTACTICAL ERRORS IN WRITING DESCRIPTIVE PARAGRAPHS
AT THE THIRD GRADE OF MA KANAENG"**

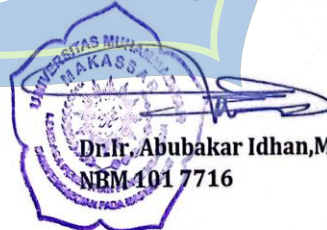
Yang akan dilaksanakan dari tanggal 11 Mei 2023 s/d 11 Juli 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلامة عليكم ورحمة الله وبركاته

Ketua LP3M,



Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716

KARTU KONTROL PENELITIAN

**MAJELIS DIKITILTBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Sri Wahyuni S
NIM : 105351101018
Judul Penelitian : Students' Syntactical Errors In Writing Descriptive Paragraphs At The Third Grade of MA Kanaeng
Tanggal Ujian Proposal : 28 Maret 2023
Tempat/Lokasi Penelitian : MA Kanaeng

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Kamis/11 mei 2023	Pengantaran surat penelitian		
2	Senin/15 mei 2023	Writing test	Nasrah Sukarwati, S.Pd	
3	Senin/22 mei 2023	Interview	Nasrah Sukarwati, S.Pd	
4	Senin/19 juni 2023	Pengambilan surat selesai penelitian		

Takalar, 18 juni 2023

Mengetahui,
Ketua Program Studi,
FKIP Unismuh Makassar
Dr. Umami Khaerati Syam, S.Pd., M.Pd
NBM. 877 807

Pimpinan/Kepala sekolah/Instansi
Nur Syarifuddin, S.Pd
KEC. GAMBUNG SELATAN
KAB. MADARA
SULAWESI BARAT

Idara Sudhan Alhuda'in No. 759 MGL/assur
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Email : zaidan@unismuh.ac.id
Research Service : research@unismuh.ac.id
Website : hg.fkip.unismuh.ac.id

SURAT TELAH SELESAI MENELITI



KEMENTERIAN AGAMA KABUPATEN TAKALAR
MADRASAH ALIYAH KANAENG
KECAMATAN GALESONG SELATAN KABUPATEN TAKALAR
Alamat: Rita Desa Kanaeng Galesong Selatan (92254) Takalar (92211)
E-mail: makanaeng2019@gmail.com



SURAT KETERANGAN PENELITIAN

Nomor: 068/A₂-SKP/017.MA-K/VI/2023

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Kanaeng Kec. Galesong Selatan Kab. Takalar menerangkan bahwa :

Nama	: SRI WAHYUNI S
Nomor Stambuk	: 105351101018
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Keguruan dan Ilmu Pendidikan
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswa

Telah melakukan Penelitian/Pengumpulan Data pada Madrasah Aliyah Kanaeng dari tanggal 11 Mei 2023 s/d 22 Mei 2023 dengan judul.

**“STUDENTS’ SYNTACTICAL ERRORS IN WRITING DESCRIPTIVE PARAGRAPHS
 AT THE THIRD GRADE OF MA KANAENG”**

Demikian surat keterangan ini, kami berikan untuk dipergunakan sebagaimana mestinya.



LOA (LETTER OF ACCEPTANCE)



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LETTER OF ACCEPTANCE
0810/BG-FKIP/LOA/B/VIII/1445/2023

Dear SRI WAHYUNI S

It is our pleasure to inform you that, after reviewing your paper:
**STUDENTS' SYNTACTICAL ERRORS IN WRITING DESCRIPTIVE
PARAGRAPHS AT THE THIRD GRADE OF MA KANAENG**

The manuscript ID: 1052

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

has been ACCEPTED to publish with Journal of Applied Linguistics Studies, ISSN (paper) *in process* ISSN (online) *in process*. We appreciate your contribution.

We will let you know if you have to make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at jals@bg.unismuhmakassar.ac.id

Makassar, 15 August 2023 M
28 Muharram 1445 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977.807

DOCUMENTATION



CURRICULUM VITAE



Sri Wahyuni S was born in Barua 19 April 1998. She comes from three sisters and she is the second child of the couple Sulaeman Dg Nassa and Boyo Dg Lenteng.

She started elementary school at SDI No. 130 Bontomaranu in 2003 and graduated in 2009. She continued her studies at SMP Negeri 3 Galesong Selatan in 2009 and graduated in 2012. After graduating from junior high school, she continued her studies at SMK Sawakung Putra Persada in 2012 and graduated in 2015. Then, she continued study at English Department of Faculty Training Teacher and Education of Universitas Muhammadiyah Makassar in 2018 and now compose the thesis with the title *Students' Syntactical Errors in Writing Descriptive Paragraphs at the Third Grade of MA Kanaeng*.

