

**ANALYZING UNGRAMMATICAL SENTENCE IN WRITING  
DESCRIPTIVE TEXT OF STUDENTS AT MUHAMMADIYAH  
UNIVERSITY OF MAKASSAR**



**A Thesis**

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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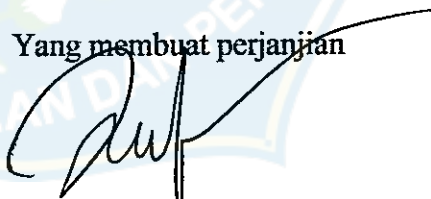
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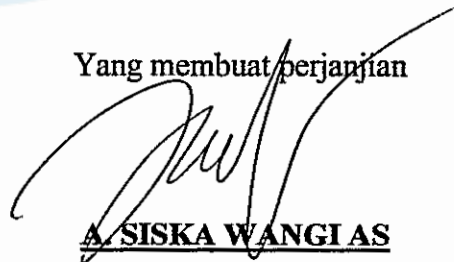
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3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1, 2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

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Yang membuat perjanjian



A. SISKAWANGI AS

## MOTTO

### **“RESPONSIBILITIES OF YOUR CHOICE”**

*“Every choice is definitely a risk. Large or small. Before choosing, think of the risks you really can go through. After choosing, responsibility for your choice. Dear, slow or fast just a matter of numbers. You cannot compare your life with others. It was very cruel. All have had their own portions.”*

*(A.S.W.A)*

**I dedicated this thesis**

**For my beloved parents, my future husband, my family,  
my friends, and all who love and pray until I finish this  
thesis.....**



## ABSTRACT

A. Siska Wangi As, 2020. *Analyzing Ungrammatical Sentence in Writing Descriptive Text of Students at the Muhammadiyah University Of Makassar* in the academic year of 2018/2019. Skripsi, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University Of Makassar. Guided by St. Asriati AM and Maharida.

The objective of this research was to find out the types of errors in the ungrammatical sentence that the students made in writing descriptive text using linking verb based on Surface Strategy Taxonomy. It was conducted based on descriptive qualitative research analysis. The subjects of the research were 23 students at the third-semester students at the English Education Department Muhammadiyah University of Makassar. The written test by the picture was given to analyze the students' errors in their sentences based on Surface Strategy Taxonomy, those were omission, addition, misformation, and misordering. The result found that there 4 types of errors made by students those are: omission errors with 14 items or 26,41 %, addition errors with 10 items or 18,87%, misformation errors with 17 items or 32,08 %, and the last is misordering errors with 12 items or 22,64%. It reveals that misformation errors are the highest error made by the students.

**keyword:** Error Analysis, Ungrammatical Sentences, Descriptive text, Linking Verb.

## ABSTRAK

A. Siska Wangi As, 2020. Menganalisa Kalimat Ungrammatis dalam Menulis Teks Deskriptif Mahasiswa di Universitas Muhammadiyah Makassar pada tahun akademik 2018/2019. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dipandu oleh St. Asriati AM dan Maharida.

Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan dalam kalimat *ungrammatical* yang dibuat siswa dalam menulis teks deskriptif menggunakan kata kerja yang menghubungkan berdasarkan *Surface Strategy Taxonomy*. Itu dilakukan berdasarkan analisis penelitian deskriptif kualitatif. Subjek penelitian adalah 23 siswa pada mahasiswa semester tiga di Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar. Tes tertulis oleh gambar diberikan untuk menganalisis kesalahan siswa dalam kalimat mereka berdasarkan *Surface Strategy Taxonomy*, yaitu kelalaian, penambahan, kesalahan informasi, dan kesalahan pemesanan. Hasil penelitian menemukan bahwa ada 4 jenis kesalahan yang dilakukan oleh siswa yaitu: kesalahan kelalaian dengan 14 item atau 26,41%, kesalahan penambahan dengan 10 item atau 18,87%, kesalahan kesalahan informasi dengan 17 item atau 32,08%, dan terakhir adalah kesalahan pemesanan dengan 12 item atau 22,64%. Ini mengungkapkan bahwa kesalahan informasi salah adalah kesalahan tertinggi yang dibuat oleh siswa.

kata kunci: Analisis Kesalahan, Kalimat *Ungrammatical*, Teks Deskriptif, kata kerja yang menghubungkan



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*In the name of Allah, Most Gracious, Most Merciful*

Alhamdulillah, the research expresses thank you very much for the gratitude Allah SWT for blessing and mercy on the writer during the process until the finished writing this research . Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW, who has given him the best everything to complete the whole process of this work.

In writing this research the writer found many difficulties, so the writer realized this research has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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Makassar, February 2020

The writer

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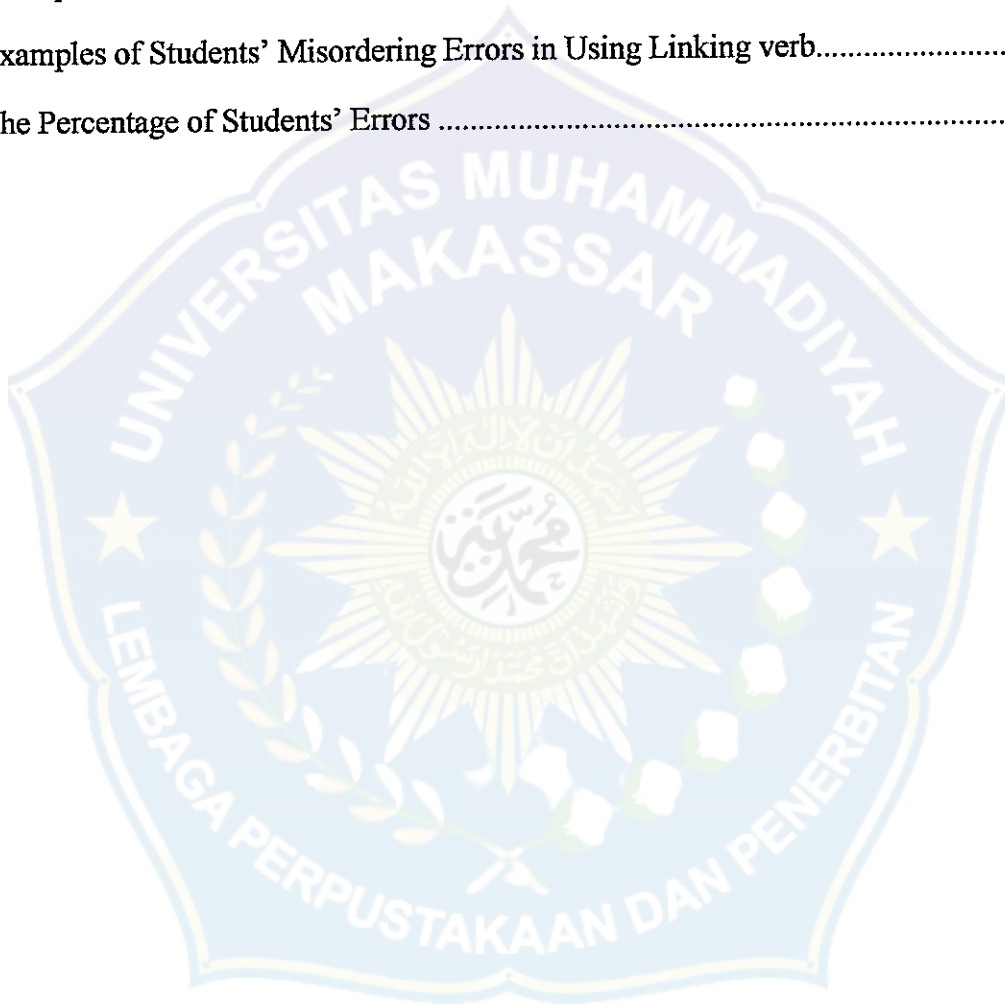
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***CURRICULUM VITAE***



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## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background**

Language is very important, because with language we can get good communication and interaction with other people. Without language we cannot live perfectly. English is an international language. In study English, students must study some skills of English, such as listening, reading, writing, and speaking (Yanti, 2014). All of the skills are important. However, one of language skills that encourages students to be more productive and creative is writing skill.

However, writing is the most difficult skill in English, many students in University of the class have a problem with writing skill. Most of the students write incorrect sentences, such as incorrect grammar, and word choice. Some students also could not finish their writing at the end of the time set because of less ideas and vocabulary. According to Harmer, (2001:255) in writing, a writer will need to express his/her ideas, experiences, thoughts and feelings so that he/she has to be supported by sufficient language components such as grammar, vocabulary, and spelling.

A writing ability must be focused on the understanding of the students on how to make good writing. In this case, English teaching-learning process in our country has many several methods especially in teaching writing. One of the methods is genre-based method. There are

several genres in the teaching-learning process, namely: descriptive, narrative, recount, spoof, report, and many others. Descriptive text is a text that tells about description of something or activity. In writing a descriptive text, students can increase their vocabulary and improve their comprehension in writing (Yanti, 2014).

In the process of writing English language is completely different from writing in Indonesian, there are no tenses; a verb appears in the same form in all the times. In fact, there were many students who still made many errors in writing English paragraph and found difficulties in applying, tenses, structure, syntax, semantic, lexical meaning, and phonology into sentences. It can affect the content of their writing, as a result their message do not convey successfully to the reader. In tenses for example, i *buyed* a book yesterday. Which is supposed to be i *bought* a book. And in word choice, like sentence she *have* black hair. It should be she *has* black hair.

According to Dulay et.al (1982:138), error are flawed side of learning speech or writing. They are those parts of conversation or composition that deviate from selected norm of mature language performance. However, making error is fundamentally human in process. therefore, it is possible for students to make errors unconsciously when they were writing. By analyzing the students error, it will give the important role in giving the feedback for the teacher and the researcher in order to evaluate and develop the material in teaching learning process.

Therefore, error analysis has an important role to help the teacher to reveal that grammars undoubtedly of errors that mostly do in writing especially in descriptive text and the causes of the error they make. By knowing the errors, the teacher could improve their method of teaching and would avoid the errors by giving the extensive materials about the errors in writing. The students also would have better understanding of what they were learning and would be able to write correctly and awarded with their previous error (Meliyanti, 2013).

From the description above, the researcher applied "Surface Strategy Taxonomy" in classifying, describing and analyzing the data. The surface strategy taxonomy is a classification system "based on the ways in which the learner's erroneous version is a different from the presumed target version" (James, 1998:106).

The writer try to classify the errors based on Dulay, Burt and Krashen (in Carl James 1998:106), the writer analyzes the data by using 4 types of errors as follows: Ommision, Addition, Misformation and Misordering. Therefore, an error analysis has an important role to the reveal what kinds of error that the students do most. Finally, the writer was interested in conducting an eror analysis by the title "Analyzing Ungrammatical Sentence in Writing Descriptive Text of Students at Muhammadiyah University of Makassar".

According to Nordquist (2018) In prescriptive grammar, ungrammatical may refer to a word group or sentence structure that fails to



conform to the "proper" way of speaking or writing, according to the standards set by some authority. Also called grammatical error. Contrast with correctness.

## **B. Problem Statement**

Based on the background above, the problem statement of this study that is: What are the types of errors in ungrammatical sentence that the students made in writing descriptive text using linking verb based on Surface Strategy Taxonomy?

## **C. Objective of The Research**

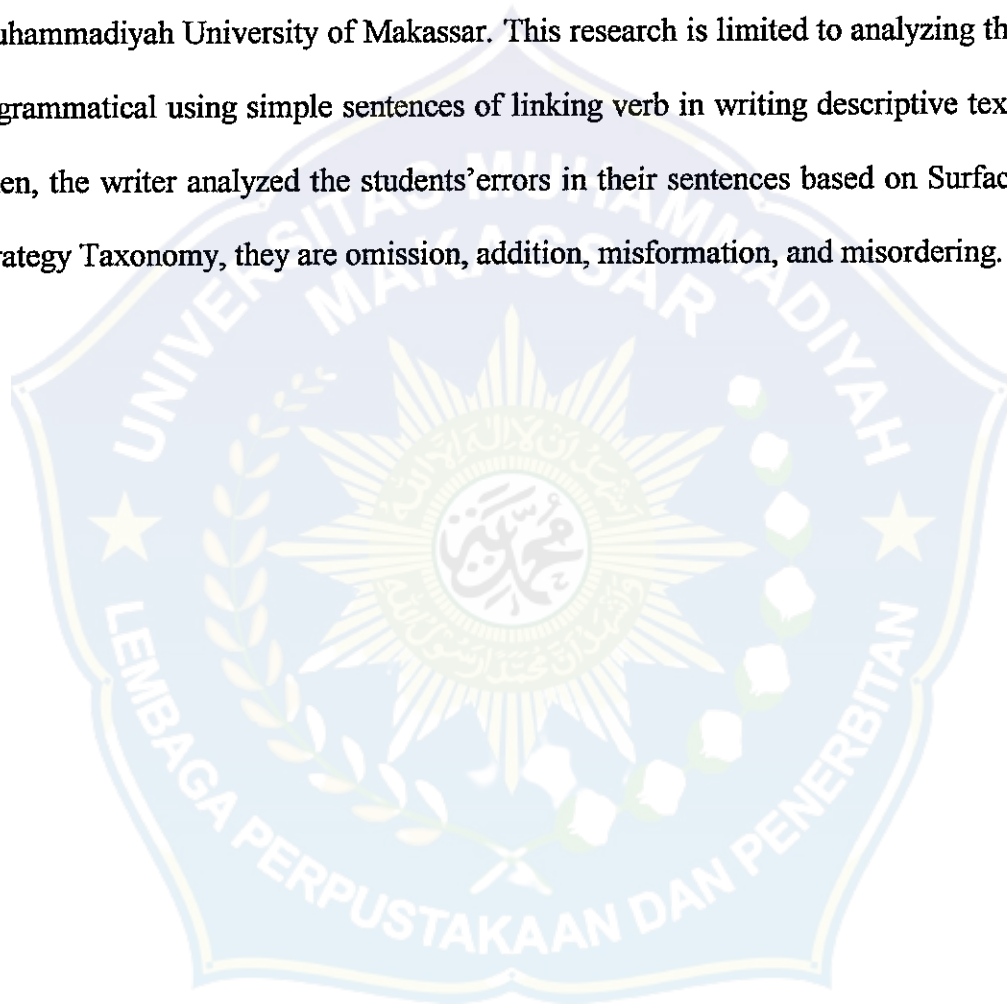
This study's objective is to find out the types of errors in ungrammatical sentence that the students made in writing descriptive text using linking verb based on Surface Strategy Taxonomy.

## **D. Significance of The Research**

The significant of the study was classified into two – theoretically and practically. Theoretically, the result of this study could be as a document of research that proved whether this study works or not and also as a reference for other teacher so it could improve their teaching way in the classroom. Practically, for the teachers the result of this study could give contribution to enrich their was in teaching writing, for the students this study can give them information how they can to improve their writing, for other the researcher this study gave them information regarding to the Ungrammatical sentence of linking verb in Writing Descriptive Text.

### **E. Scope of the Research**

The object of this study focused on third semester students at English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. This research is limited to analyzing the ungrammatical using simple sentences of linking verb in writing descriptive text. Then, the writer analyzed the students' errors in their sentences based on Surface Strategy Taxonomy, they are omission, addition, misformation, and misordering.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

There are several the researcher has reported their finding about using ungrammatical sentence in descriptive text of students. Some of the finding are presented in following section.

Cahyaningrum (2014), in his journal entitle "*Error Analysis On The Use Of To Be As Auxiliary And Linking Verb In The Students' Recount Text (A Case Of The 8th Grade Students Of Smp N 19 Semarang In The Academic Year Of 2013/2014)*" The result showed that 11.3 % from the total findings belongs to errors on the use of Auxiliary verb which consisted of 8.1 % in misinformation types and 3.2 % in omission types and 88.7 % from the total findings belongs to errors on the use of Linking verb which consisted of 45.2 % in misinformation types, 20.9 % in omission types, 19.4 % in addition types and 3.3 % in misordering types. After analyzing and counting the data, I found out that the most frequent errors were errors on the use of Linking verb which were dominated by misinformation types.

Meliyanti (2013), in her thesis entitle "*An Analysis on Students' Grammatical Errors in Descriptive Texts Writing*" The result of the research shows that the most errors that the students made are in "word choice." This error occurred because of students' mother tongue interference. The students still confused to choose the right word in a



sentence because of the lack of knowledge or poor vocabularies and its use. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

Santi Noviyanti (2013), in her thesis entitle "*An Analysis On Students' Grammatical Errors In Writing Descriptive Paragraph.*" The result of the error analysis process showed that students committed error into four types: omission, addition, selection, and ordering. From the frequency of each error types, selection was the error which most frequently produced by the students. It took 57.9% of the total errors. Moreover, 29.8% errors fell into error of omission and 7.6% errors fell into addition; whereas, for Misordering, it only took 4.7%. To sum up, it showed that the usage of the grammar in writing descriptive paragraph is difficult for students.

Wahyuningsih (2013), in her thesis entitle "*Grammatical errors analysis in the descriptive writing of the semester 3 students of English Education Department of STAIN Gajah Putih*" The results of the study are as follows. The total errors found in the students' writing test are 688 that divided into fourteen types of errors, namely: errors in production of verb (57%), miscellaneous errors (21%), errors in the use of preposition (15%), errors in the use of articles (4%), and errors in the distribution of verb group (3%). Then, the causes of errors are as follows: interference (32%),

ignorance of rule restriction (21%), incomplete application of rules (19%), false concepts hypothesized (16%), and overgeneralization (12%).

## **B. Some Pertinent Ideas**

### **1. Errors Analysis**

#### **a. Definition of Error Analysis**

Error analysis is an activity to reveal the learning outcomes achieved by learners in developing interlanguage system in writing and speaking which is consist of comparison between the errors made in target language and that target language itself.errors found in writing and speaking. Taylor (1997:3) states that 'error analysis is the study and evaluation of uncertainty in measurement'. It implies that error has a positive role in language learning since it is the sign that a language learner do not learn the rules of the target language effectively.

As Erdogan in Alfiyani (2013:23) emphasizes that 'error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition'.

Errors analysis emphasizes 'the significance of errors in learners' interlanguage system'. (Brown in Alfiyani, 2013: 23).

Errors analysis is a type of linguistic analysis that focuses on the errors learners make. As the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

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

According to Lee (2004) students expect to get feedback from their teachers and hope that it would be very helpful for them to good writers. So, by analysing the errors, teachers would be able to have knowledge of what areas should be focused on and what kind of materials are emphasized in their teaching. They should be able to develop curriculum design such as remedial teaching, and select materials that help students' to learn English. Teachers need to know the causes of errors and the reasons behind their occurrence.

#### b. Types of Error

##### 1) Error Based on Linguistic Category

In classifying linguistic errors, Dulay, Burt and Krashen (1982 : 146) states that there are four taxonomies, those are as follows:

- a) Linguistic category taxonomy, which classifies errors, based on linguistics components, using linguistics terms.

- b) The surface strategy taxonomy which classifies error into four categories namely omission, addition, misordering and misformation.
- c) The comparative taxonomy classifies error into four namely : developmental errors, interlingual errors, ambiguous errors, unique errors.
- d) The communicative effect taxonomy classifies error into global errors and local errors.

Based on Linguistic Category Taxonomy, errors are classified according to "both the language component and the particular linguistic constituent the error affects" Dulay, Burt, Krashen (1982:146). These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which are affected by the error. Among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse.

This taxonomy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay, Burt, Krashen (1982:150) divide errors into the following categories: (1) omission, (2) addition, (3) misformation and (4) misordering.

Omission is typical for the early stages of second language acquisition, whereas in the intermediate stages misformation,



misordering, or overuse are much more common Dulay, Burt, Krashen (1982:155).

- (1) Omission means that an item which must be present in a well-formed utterance is absent. There is an evidence that grammatical morphemes (noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning. for instance, in the sentence *\*my father plumber* the grammatical morphemes *is* and *a* are omitted.
- (2) Additions are the second category of surface strategy taxonomy and also the opposite of omission. The presence of an extra item which mustn't be present in a well formed utterance is characteristic for additions. Dulay, But, Krashen (1982:156-158) divide them into three categories: (a) double markings, as in *\*did you went there?*, (b) regularization, e.g *\*sheeps*, *\*cutted*, and (c) simple addition, which contains the rest of additions. Another example from Gusti (2016 : 6-7) The students make error in verb if they use double linking verb in sentence correctly. E.g : *Marry is feels sad* (error) *Marry feels sad* (correct)
- (3) Misformation refers to "the use of the wrong form of the morpheme or structure". There are three types as well: (a) in regularizations an irregular marker is replaced by a regular one, as in *\*sheeps* for sheep. (b) archi-forms refer to the use of one member of a class of forms instead of using all the members, for

example; using *this* in the situations when either *this* or *these* should be used. (c) alternating forms are represented by “free alternation of various members of a class with each other”, as in *\*those dog* and *this cat* used by the same learner; Another example from Gusti (2016 : 6-7) The students make error in verb if they do not use linking verb in sentences correctly. *Angela are my sister* (error) *Angela is my sister* (correct)

- (4) Misordering come across an utterance where a morpheme or a group of them is incorectly placed, as in *i get up at 6 o'clock always*, where *always* is misordered. Another example from Gusti (2016 : 6-7) e.g: *She is a girl pretty* (error) *She is a pretty girl* (correct)

## 2) Error Based on Comparative Taxonomy

Dulay, Burt, Krashen (1982:163-164) state that the comparative taxonomy classifies errors on the basis of comparing the structure of second language errors to others types of constructions, most commonly to errors made by children during their firts language acquisition of the language in question. In this taxonomy, there are four error categories: (1) developmental errors, and (2) interlingual errors, (3) ambiguous errors, and (4) the ‘grab bag category’ of other errors.

## 3) Errors based on Communicative Effect Taxonomy

Dulay, Burt, Krashen (1982:189) argue that “errors that effect the ovrall organization of the sentence hinder successful communication, while errors that effect a single element of the sentence usually do not hinder communication”. They call the former (1) global errors and the latter (2) local errors.

a) Among global errors the include:

- Wrong order of major constituents
- Missing, wrong, or misplaced sentence connectors.
- Missing cunst signal obligatory exceptions to pervasive syntactic rules.
- Regularization of pervasive syntactic rules to exceptions
- Wrong psychological predicate constructions (predicates describing how a person feels)
- Improrer selection of complement types (subordinate clauses).

b) Local errors include, according to Dulay, Burt, and Krashen (1982:191-192), errors in noun and verb inflections, articles, auxiliaries, formation of quantifiers, etc.

## **2. Ungrammatical or Grammatical errors**

The grammatical errors made by second language learner divided into four sources, namely (Cowan, 2008 :42-45):

a. Performance Errors

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

Example: - No matter where you live, the great taste of your favorite. Lays flavors are just around the corner. That example, the verb should be is (not are) to agree with the actual subject, taste. But the native speakers who produce this sentence, an advertisement writer, were apparently influences by the immediately preceding noun, flavors, and thus incorrectly chose the plural form, are. Performance errors such as this one probably constitute the smallest percentage off all errors that English language learners make.

b. Imperfect Learning

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

Example: Does he goes to school every day?

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



the subject (*goes*), and this verb has to be in its bare infinitive form, *go*.

c. Overgeneralization

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

d. Influence of the native language

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

### 3. The Concept of Writing

a. Definition of Writing

According to Oxford Learner's Pocket Dictionary (2005:5002) the definition of writing is produce something in written from so that people can read. More specific explanation that writing can contribute to personal development, Petty and Jensen (1918:382) have opinion about it:

Writing is the mental and physical act of forming letters and words. It is putting words into sentences and sentences into

paragraph, spelling words correctly, punctuating and capitalizing in customary ways, and observing conventions in written forms and more. Writing is a process of expressing thoughts and feelings, of thinking, and of shaping experiences.

And then Deporter and Heracki (2002:179) explain that writing is a whole brain activity, which use bright brain side (emotion) and left brain side (logic). Although right and left brain sides are used in writing, right brain side has a big position because it is a place which appears new ideas and emotion.

Based on the various definition of writing above, we can conclude that writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper.

#### b. Component of Writing

Oshima & Hogue (1997: 65) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics.

##### 1) Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unify and complete.

a) Unity in writing means that each sentence must relate each other and support the main idea.

b) Completeness means that the main idea has been explained and develop fully completeness as Byrne (1986: 96) comments that controlling idea with is developed thoroughly by these of particular information.

## 2) Language Use

Cole, et al in Yakkop (2006: 67) state that language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with overused or worn-out modifier, find more interesting synonyms in the dictionary or Thesaurus.

## c. The principle of writing

There are some characteristics of a good writing as Adelstein and Pival, (1984: 198) state as follow:

a) Good writing reflects the writer's ability to use the appropriate voice. Even through all good writing conveys the

sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of the occasion.

- b) Good writing reflects the writers' ability to organize the material into a coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to a consistent entry, conveying to the reader a sense of a well thought outplay.
- c) Good writing reflects the writers' abidingly to write clearly and ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writers' intend one.
- d) Good writing reflects the writers' ability to write convincingly to interest readers in the subject and to demonstrate a thought and sound understanding of it.
- e) Good writing reflects the writers' ability to criticize the first draft and revise it. Good writing reflects the writers pride in manuscript the willingness to spell and punctuate accurately and to check word meanings and grammatical relationship within the sentence before submitting the finished predict to the security of an audience.

#### **4. The Concept of Descriptive text**

- a. Definition of descriptive text



Hyland (2004:214) defined descriptive text is a text which has social purpose to give an account of imagined or factual events. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or nonliving things) and it has the aim that is giving description of the object to the reader clearly.

b. Types of Descriptive Text

The two types of descriptive text you will find most useful are :

a) Description of a place

For descriptive text, it is best to limit the description to a small place-a room, a house instead of something as large as a city or a country. You want to create such a vivid impression of the place to make the reader see what you see. In order to show that place to the reader, you have to provide vivid, concrete details.

There are two ways in writing a text about description of place : start from overall impression and break it down into details, or start from the details and build up toward an overall impression.

b) Description of a Person

The same strategies you use for description of a place can be used to describe a person. You may choose a general feeling first and then find details to back it up, or you may find plenty of details and work toward a general feeling that seem to sum them up. But whichever path you choose, the fact to keep in mind is the need to relate your details to the person's character. You want to describe what make this person thick, so every detail you include has to work toward illustrating some side of the personality.

You must be selective in describing a person. You cannot write a biography or tell everything you know, that would take far too long. Instead you must work toward creating a single, dominant impression. This impression is a kind of thumbnail sketch that will become the main idea of the description. Choose details to support this impression, and leave out any details that are too general.

Finally you should try to describe the dominant impression gradually. It is no need to tell as much as you can

all at once. Readers need to be shown characteristics slowly; telling them gradually, lets the readers find out about the person, as they would do is they were to meet him or her face to face.

After all, no one learns everything about another person at a first meeting, and even first impressions may change in time.

c. Generic Structure of Descriptive Text

a) Identification

1. Identifying the phenomenon to be described
2. Statement that describe the object that we will describe generally
3. Statement must be interesting, so the readers will be interested to read completely
4. Using the adjective or degree of comparison

b) Description

1. Giving description about the object that we described
2. Describing the phenomenon in parts, qualities, or/and characteristics. Using good grammatical pattern, such as tenses (present tense/present perfect tense), verb (be, have, linking verbs), and using the adjectives that used for describing the condition of object.

## 5. The Concept of Linking Verbs

What are Linking Verbs or Copulas? As the name suggests, a linking verb is a link or connector between two groups of words. This link shows relationship between these words and how these words affect each other. According to Glencoe (2001: 456), Ebest et al (2003: 358) and Fowler et al (2007: 320), a linking verb links, or joins or connects the subject of a sentence and its complement.

The subject complement which may be a noun or a pronoun or an adjective is “a word or expression that identifies or describes the subject” (Glencoe 2001: 456).

Nneoma is beautiful. Adjective

Segun became a doctor. Noun

The girl was mine Pronoun

The linking verbs is, became, was join the subjects Nneoma, Segun, The girl with the subject complements beautiful, doctor, mine. These complements identify the subjects as

Beautiful Nneoma

Doctor Segun

My(ne) Girl

Linking verb therefore is a joint that fastened or fixed a subject and a complement together. The inseparableness of subject and



complement manifests in the complement giving us the attribute of the subject.

According to Quirk et al.(1985:54), the term 'copular' refers to the verb 'BE', and copular verbs are those verbs (including BE and BE(AmE) which are functionally equivalent to the copular. They are variously called 'copulative', 'equivalent', 'intensive' or 'linking verbs'. Linking verbs known as 'copular' and (joining verbs), have several definitions:

a. Definition of Linking Verbs

Linking verbs are verbs that express a static condition or state of being (no action). They serve the purpose of coming between, or coupling, two substantives or a substantive and an adjective (Shaw, 1985:104-5). Copular verbs are verbs used to associate some attribute expressed by the subject predicative following the verb with the clause (Longman, 2003: 435). Frank (1993:45) says that a linking verb is a verb of incomplete predication. It merely announces that the real predicate follows.

While Greenbaum (1991:343), states that a linking verb is the verb that has copular complementation when it is followed by a subject complement or a predication adjunct, and when this element cannot be dropped without changing the meaning of the verb. Linking verbs like appear, seem, look, sound, feel, smell and taste are items used to join the subject with its complement.

Such verbs are also called verbs of sensation (Rozakis, 2003:12-3).

b. Types of Linking Verbs

Three types of linking verbs are isolated:

1. The Verbs 'be' - am, is, are, was, were, being, been.

Examples in sentences :

I **am** a musician

That singer **is** an artist

The days **were** hot

Those **are** mosquitoes

('be' verbs from Glencoe 2001:456)

2. The Sensory verbs i.e . verbs associated with the five senses – taste, look, sound (hear), smell, feel.

Examples in sentences :

The cake **tastes** good.

He **grew** taller over the summer.

She **felt** good about the election result.

He **seems** better today.

(Glencoe 2001:456)

3. Others - remain, become, grow, seem, stay, appear.

Examples in sentences :

Careful editing is essential to a well written paper.

She **became** an industrial engineer.

The repair crew grew tired.

(Ebest 2003:358)

Jowitt and Nnamonu (1988:207-208) explain linking verbs as words which link two language expressions that identify each other. According to them, in the sentences:

Matthew is my friend.

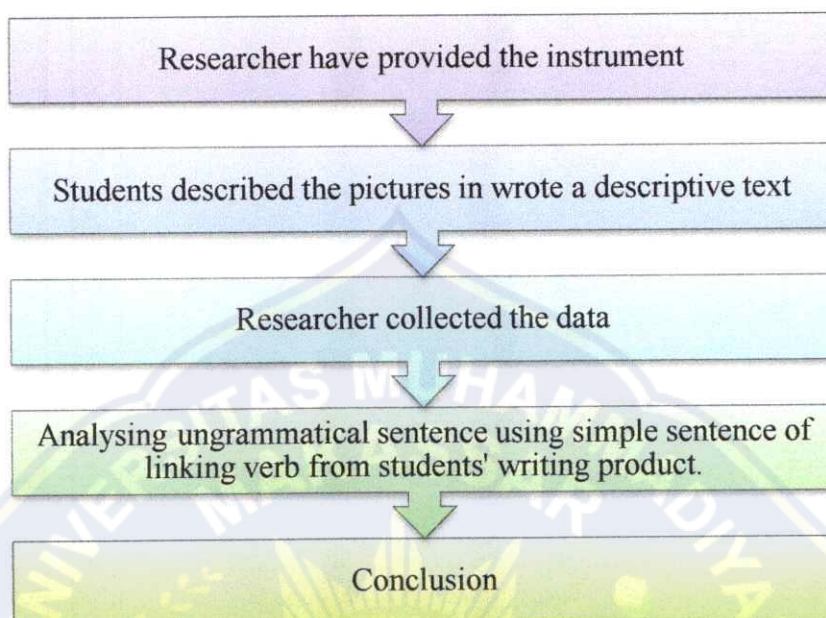
Joseph feels happy.

Joseph seems sad.

There is identity between Matthew and my friend; Joseph and happy; Joseph and sad; just as there are identities among the subjects at the left hand side of the linking verbs and the other nouns, noun phrases and adjectives at the right hand side of the underlined linking verbs in the three groups of sentences above, i.e. between I and musician, singer and artist, days and hot, those and mosquitoes, cake and good, he and taller, she and good, he and better, editing and essential, she and engineer, crew and tired. The right group gives attributes to the left group of subjects.

## 6. Conceptual Framework

Based on the some theories present the writer try to give theoretical framework as follows:



From theoretical above, the researcher have provided the instrument there is a topics in the pictures for writing descriptive text. The Students wrote descriptive text based on the prepared topics. The topic is: the students were free to choose one of the pictures in topic and wrote a descriptive text. The topic was culture of South Sulawesi, the picture has given to choose is Paduppa dance, Pinisi ship, Kete' kesu, Bissu in South Sulawesi and Kajang's ethnic. The researcher collects the data by entered the class in the University for one meeting in the class. The students wrote descriptive text in 60 minutes and the students should wrote about minimum 80 words and maximum 150 word in their writing. After conduct the data, the researcher collected the data and analyzing ungrammatical sentence using simple sentence of linking verb that they made and the researcher gave the conclusion.



## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Research Design**

In conducting this research, the writer used descriptive qualitative research to analyze and describe the students' errors. According to Arikunto (2006: 12) , Qualitative research is a research procedure which efforts to find out and collects data answer of problem and describes them in the written word. But possible to write them in number form. Between the models in the qualitative research known in Indonesia is naturalistic research. The qualitative research shows that the research happened naturally and unmanipulated. Therefore, in this research, the writer gathered the data from students' writing of a descriptive text using simple sentences in linking verb then analyzed, classified and described the grammatical based on Surface Strategy Taxonomy(omission, addition, misformation and misordering).

#### **B. Research Subject**

The subject of the research was the third semester students of English department Faculty of teaching training and education, Muhammadiyah University of Makassar in academic Year 2018/2019. There were seven classes, each class consist of 33 students, so the total students of the third semester students of English department Faculty of Teacher Training and

Education, Muhammadiyah University of Makassar were 231 students. From those classes the writer took just one class as a population.

In these research the reasearcher took one class that was B. G 3E which had 33 students as an example of research, but only 23 students were present to conduct research. The process of taking the samples above was taken using purposive sampling. According to Teddlie and Yu (2007) state that purposive sampling is a sampling technique that involves problem (based on spesific goals).

### **C. Research Instrument**

In this research, the writer gave the written test by giving five pictures to the students, but the students were only allowed to choose one of the pictures to be described. The students only has 60 minutes to wrote the descriptive text about minimum 80 words and maximum 150 words. It was aimed to analyzed the data of error. In these data, students wrote a descriptive text that has been selected one of the pictures from five pictures has been given by the writer using simple sentences in linking verb.

### **D. The Procedure of collecting data**

The researcher used procedure of collecting data as follows:

1. The researcher have requested permission to the lecturers of the relevant subjects, at the University of Muhammadiyah Makassar.

2. The researcher gave written test to the students, and gave instruction to wrote descriptive text to the students to describe one of pictures that is provided by researcher.
3. The researcher gave one hour to for respondent to do task that have been given by the researcher.
4. The students wrote descriptive text about one of the pictures have been choosen and the students should wrote about minimum 80 words and maximum 150 words.
5. The researcher collected data through written test from the students' have described one of pictures that was given by the writer as the instruments of the research .
6. The researcher analyzed the data by ungrammatical sentence or students' error in writing descriptive text using simple sentences in linking verb and calculated the percentage of the data.
7. The researcher reported the result of the analysis. In this step, the writer as the researcher wrote all of the information of the research to include in the research findings.

#### **E. Technique of Data Analysis**

The researcher analyzes the data by using 4 types of errors according Dulay, Burt and Krashen (in Carl James 1998:106) as follows: Omissions, Additions Misformation and Misordering. Each sentence will be analyzed using 4 types of errors above to determine ungrammatical sentence of linking verb on the students' descriptive text.

The researcher counted the frequency of errors (ungrammatical sentence) based on the tables using the formula below:

$$\%error = \frac{\sum n}{N}$$

Where: % error is the percentage of error at one field

$\sum n$  is the sum of error at one field

N is the whole error that the students make

The errors of linking verbs in the students' descriptive text can be calculated as follows:

**Table 3.1** The frequency of ungrammatical sentence (error) of linking verb

No	Category of error	Frequency	% of error
1	Omission	-	-%
2	Additions	-	-%
3	Misformation	-	-%
4	Misordering	-	-%
<b>Total</b>		-	-%

*Source:* Fictitious data, for illustration purposes only



**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

**Types of Errors in Ungrammatical Sentence of Linking Verb In Writing  
Descriptive Text Of Third Semester Students' At Muhammadiyah  
University Of Makassar.**

This data was to determine about what types of error that the students' made in ungrammatical sentence of linking verb in writing descriptive text of third semester students' at muhammadiyah university of makassar. Following are several samples of students ungrammatical sentence of linking verb in writing descriptive text based on type of errors in Surface Strategy Taxonomy. The types of students' error can be seen in the appendix (See Appendix 4).

**a. Omission**

Omission errors are characterized by the absence of an item which must appear in a well formed utterance. In this research, the writer as a researcher found 14 items of errors. The following data in the table 4.1 below only presents 3 items of errors as samples of the errors committed by the students. Therefore, the whole of data omission errors can be seen in Appendix 4.

**Table 4.1**

**Examples of Students' Omission Errors in Using Linking Verb**

No.	The Student's Errors	Explanations	Corrections
1.	Kajang ethnic <u>place by</u>	The student make error	The Kajang

	bulukumba regency, South Sulawesi	in verb if they omitted linking verb in sentence correctly. This sentence omission of "is".	<u>ethnic place is</u> <u>located in</u> Bulukumba Regency, South Sulawesi
2.	<u>which as</u> usually made from rice flour	The student make error in verb if they omitted linking verb in sentence correctly. This sentence omission of "are"	<u>which are as</u> usually made from rice flour
3.	to the guests of honor <u>who present</u> at an event.	The student make error in verb if they omitted linking verb in sentence correctly. This sentence omission of "were"	to the guests of honor <u>who were present</u> at an event.

b. Addition

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the written test and there were 10 items of addition errors. The following data in the table 4.2 below only presents 3 items of errors as samples of the errors committed by the students. Therefore, the whole of data addition errors can be seen in Appendix 4.

Table 4.2

## Examples of Students' Addition Errors in Using Linking Verb

No	The Student's Errors	Explanations	Corrections
1.	<u>This is dance</u> illustrates that the bugis formerly especially the kingdom of Bone,	The student make error in verb if they add linking verb in sentence correctly. Addition of "is" it should be omitted.	<u>This dance</u> illustrates that the bugis formerly especially the kingdom of Bone,
2.	<u>they are can</u> <u>wait</u> for a moment while seeing the pa duppa performance	The student make error in verb if they add linking verb in sentence correctly. Addition of "are" it should be omitted.	<u>they can wait</u> for a moment while seeing the pa duppa performance
3.	<u>but was and</u> <u>still is</u> used widely by the buginese and M akassar	The student make error in verb if they add linking verb in sentence correctly. Addition of "is" it should be omitted.	<u>But was and still</u> <u>widely</u> used by Bugis and Makassar

## c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In this research, the students did misformation error in using linking verb. It had found there were 17 items of misformation errors. The following data in the table 4.3 below only presents 3 items of errors as samples of the errors committed by the students. Therefore, the whole of data misformation errors can be seen in Appendix 4.

**Table 4.3**

**Examples of Students' Misformation Errors in Using Linking Verb**

No.	The Student's Errors	Explanation	Corrections
1.	...The Patuntung community or the Kamasea-masea community <u>are</u> local community group.	The word "are" should be replaced by "is"	...The Patuntung community or the Kamasea-masea community <u>is</u> local community group.
2.	For example, when there <u>is</u> ceremonies	The word "is" should be replaced by "are"	For example, when there <u>are</u> ceremonies
3.	Bosara <u>was</u> a place of typical dishes from Makassar Bugis	The word "was" should be replaced by "is"	Bosara <u>is</u> a place of typical dishes from Makassar Bugis

d. Misodering



Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. In this research, the students did misorder in their sentences. It had found there were 12 items of misordering errors. The following data in the table 4.4 below only presents 3 items of errors as samples of the errors committed by the students. Therefore, the whole of data misordering errors can be seen in Appendix 4..

Table 4.4

Examples of Students' Misordering Errors in Using Linking Verb

No.	The Student's Errors	Explanation	Corrections
1.	The clothes <u>are used</u> bodo shirts	Incorrect placemet of "are used" should be placed after to be "used are"	The clothes <u>used are</u> bodo shirts
2.	he basic ingredient of bosara comes from iron and <u>equipped is</u> with a typical cover like a large drum	Incorrect placemet of "equipped is" should be placed after to be "is equipped"	he basic ingredient of bosara comes from iron and <u>is equipped</u> with a typical cover like a large drum
3.	Their presence <u>is in</u> 40km east of the city of Bulukumba	Incorrect placemet of "is in" should be placed after to be	Their presence <u>at</u> 40km east of the city of Bulukumba

		"at"	
--	--	------	--

After collecting the data of students in making descriptive text. The writer identified the ungrammatical sentences of linking verb from each students by using Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering. Then researcher classified the types of errors and determined the frequency of them. To be clearer see the table below :

**Table 4.5**  
**The Percentage of Students' Errors**

No	Category of error	Frequency	% of error
1	Misformation	17	32,08%
2	Omission	14	26,41%
3	Misordering	12	22,64 %
4	Additions	10	18,87 %
<b>Total</b>		<b>53</b>	<b>100%</b>

Based on the table 4.5, The total number of errors is 53 items. They were 17 items of misformation errors, 14 items of omission errors, 12 items of misordering errors, and 10 items of addition errors,. After getting the data, the writer made the percentage of the result of analysis. The result of this analysis showed that the highest percentage of errors is misformation

(32,08%). The lowest one is addition (18,87%), while the other types of errors were, omission (26,41%) and misordering (22,64%).

## B. Discussion

After collecting the data from the students, the writer got types of errors from their sentences based on Surface Strategy Taxonomy, using this taxonomy Dulay, Burt, Krashen (1982:150) divide errors into the following categories: Omission, Addition, Misformation and isordering. After identifying and classifying the types of errors, then proportions (frequency and percentage) were determined. Based on the result of the research above, the writer found that the highest frequency of errors made by students in using linking verb based on Surface Strategy Taxonomy is misformation with 32,08%, meanwhile the lowest one is addition with 18,87%.

This finding is similiar to Cahyaningrum (2014) This study reveals that 11.3 % from the total findings belongs to errors on the use of Auxiliary verb which consisted of 8.1 % in misinformation types and 3.2 % in omission types and 88.7 % from the total findings belongs to errors on the use of Linking verb which consisted of 45.2 % in misinformation types, 20.9 % in omission types, 19.4 % in addition types and 3.3 % in misordering types. After analyzing and counting the data, I found out that the most frequent errors were errors on the use of Linking verb which were dominated by misinformation types.

Furthermore, in this research, the students made a lot of errors in the form of misformation. As we know that misformation is "the use of the wrong

form of the morpheme or structure” It is stated by Dulay, Burt, Krashen (1982:155). Then, the students are still confused and have difficulties in using linking verb in writing descriptive text because of lack in writing exercises. For example: The Patuntung community or the Kamasea-masea community are local community group.

This sentence is an error of misselection of to be in linking verb. It also stated by Gusti (2016 : 6-7) The students make error in verb if they do not use linking verb in sentences correctly. The verb "are" in the sentence of the above subject not more than one, because the subject shows the name of the community which means the use of the word "is" is more appropriate.

The students did such errors there are omitted the important part in structure of the sentences. as stated by Dulay, Burt, Krashen (1982:155) Omission means that an item which must be present in a well-formed utterance is absent. Therefore, In this case, the students made error 14 items or 26,41%. For example: .Kajang ethnic place by bulukumba regency, South Sulawesi.

Error of omission is the absence of an item that should appear. Ibid in Noviyanti (2013:7) stated that “Errors of omission where some element is omitted which should be present.” The learner omits the item that should appear in the good utterance. From example above, it is omission of linking verb. We should add the verb “is” as the linking verb before.

The writer has found the total numbers of misordering error are 12 items or 22,64 %, as we know that misordering is incorrect placement of a morpheme or a group of morpheme or word utterance. It is also stated by Dulay, Burt, Krashen



(1982:155) Misordering come across an utterance where a morpheme or a group of them is incorectly placed. Following example below:

Their presence is in 40km east of the city of Bulukumba. The sentence is incorrect placement of linking verb. It becomes: Their presence at 40km east of the city of Bulukumba.

According to Ellis in Meliyanti (2014:73) Misordering is deal with the correct placement of words in the sentences, but the word of “is” just focus on the wrong placement of to be as a linking verb. As we know that addition is the presence of an extra item which must not appear in well-formed. As stated by Dulay, Burt, Krashen (1982:155) they are said that “The presence of an extra item which mustn’t be present in a well formed utterance is characteristic for additions”. In this case, the students made a some of errors in their sentences, there are 10 items or 18,87% of addition errors. They Add some items that should be no appear. Following for example:

Paduppa dance is performed by beautiful girls. “is” is Addition Error in linking verb to be. This to be should be omitted. It becomes Paduppa dance is performed by beautiful girls.

Addition is the opposite of omission. It also stated by Rod in Novianti (2013:8) Addition is the presence of an item that must not appear in well-formed utterances. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

The objectives of this research were to find out the kinds of errors, frequency and percentage of errors made by students in writing descriptive text of using linking verb based on Surface Strategy Taxonomy at the third semester students at Muhammadiyah University of Makassar in the academic year of 2017/2018.

Based on the analysis of the data, the writer concluded that there were types of errors made by the students in using linking verb based on Surface Strategy Taxonomy. They are in the form of: omission, addition, misformation and misordering. Then, the total numbers of errors committed by 23 students are 53 items.

Moreover, from 53 items of errors the proportions (frequency and percentage) of the students' error in grammatical sentence of linking verb are omission errors with 14 items or 26,41%, addition errors with 10 items or 18,87%, misformation errors with 17 items or 32,08%, and the last is misordering errors with 12 items or 22,64%. Therefore, the result of the research shows that misformation errors are the highest error that made by the students.

#### **B. Suggestion**

Based on the conclusion above, the writer tries to give suggestions as follows:

1. For the English Teacher or lecturers in their fields

The teacher should explain as clear as possible about using linking verb in the sentence, especially in writing a descriptive text, not only the meaning and formula but also the usage. So, the students will not misunderstand and do some errors in using each type of linking verb in the sentences. In addition, the teacher should pay attention to students' errors to minimize those error with find the appropriate techniques in teaching to make the students interest and easy to comprehend the material.

2. For the Students

The students should more active and pay attention in every particular material in learning English especially in writing a descriptive text using linking verb in grammatical sentences. Then, at the end of the lesson they may be able to increase their understanding in writing descriptive text of using linking verb in grammatical sentences.

3. For other researchers

It is necessary to the other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. Then, the writer recommends to conduct and concern the research about another types of error analysis in English tenses.

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## Appendix 1

### Sample of the Research

Data of Sample Class: BG. 3E / English Department Faculty of teaching training and education, Muhammadiyah University of Makassar

No	Code	Students' Name
1.	S1	MIK
2.	S2	NA
3.	S3	K
4.	S4	A
5.	S5	NMA
6.	S6	M
7.	S7	ADM
8.	S8	N
9.	S9	NAH
10.	S10	RYF
11.	S11	NF
12.	S12	NI
13.	S13	AAR
14.	S14	AR
15.	S15	NAJ
16.	S16	AP
17.	S17	SBP
18.	S18	JR
19.	S19	IH
20.	S20	WWS
21.	S21	Nr
22.	S22	Ka
23.	S23	NH

**Appendix 2**

**Documentation of Instruction from the English Teacher**

**a. Information**

Subject : Academic writing

Sub Subject Matter : Descriptive text

Class/ Semester : BG. E/ III

Faculty : Faculty of Teacher Training and Education Muhammadiyah University of Makassar

Month/ Date/ Year : Nov 27th 2018

Time Allocation : 60 Minutes

**b. Instructions**

Chosse onli one topic based on the picture below and write a descriptive text minimum 80 words and maximum 150 words in 60 minutes.



(Pinisi ship)



(Kajang's Ethnic)



(Bissu in south Sulawesi)



(Paduppa dance)



(Kete' Kesu)



## Appendix 3

### The Types of Students' Errors

#### Sample No. 1

No	The Student's Errors	Corrections	Types of Errors
1.	...The Patuntung community or the Kamasea-masea community <u>are</u> local community group.	...The Patuntung community or the Kamasea-masea community <u>is</u> local community group.	MF
2.	Kajang ethnic <u>place by</u> bulukumba regency, South Sulawesi	The Kajang ethnic <u>place is</u> <u>located in</u> Bulukumba Regency, South Sulawesi	OM

#### Sample No. 2

No	The Student's Errors	Corrections	Types of Errors
1.	<u>This is dance</u> illustrates that the bugis formerly especially the kingdom of Bone,	<u>This dance</u> illustrates that the bugis formerly especially the kingdom of Bone,	AD
2.	<u>which as</u> usually made from rice flour	<u>which are as</u> usually made from rice flour	OM

#### Sample No. 3

No	The Student's Errors	Corrections	Types of Errors
1.	to the guests of honor <u>who present</u> at an event.	to the guests of honor <u>who were present</u> at an event.	OM
2.	For example, when there <u>is ceremonies</u>	For example, when there <u>are ceremonies</u>	MF
3.	Paduppa dance <u>is performed</u> by beautiful girls	Paduppa dance <u>performed</u> by beautiful girls	AD
4.	The clothes <u>are</u> <u>used</u> bodo shirts	The clothes <u>used are</u> bodo shirts	MD

#### Sample No. 4

No	The Student's Errors	Corrections	Types of Errors
1.	The people of Makassar mention the word Bosara <u>certainly</u> inseparable from traditional cakes as something complementary	The people of Makassar mention the word Bosara <u>is certainly</u> inseparable from traditional cakes as something complementary	OM
2.	especially events that laden with traditional and cultural values	especially events that are laden with traditional and cultural values	OM
3.	Bosara <u>was</u> a place of typical dishes from Makassar Bugis	Bosara <u>is</u> a place of typical dishes from Makassar Bugis	MF



Sample No. 5

No	The Student's Errors	Corrections	Types of Errors
1.	Paduppa dance is a traditional bugis-makassar dance <u>that intended</u> to give a speech to guests or officials present at an event.	Paduppa dance is a traditional bugis-makassar dance <u>that is intended</u> to give a speech to guests or officials present at an event.	OM
2.	he basic ingredient of bosara comes from iron and <u>equipped is</u> with a typical cover like a large drum	he basic ingredient of bosara comes from iron and <u>is equipped</u> with a typical cover like a large drum	MD

Sample No. 6

No	The Student's Errors	Corrections	Types of Errors
1.	Their presence is in 40km east of the city of Bulukumba	Their presence at 40km east of the city of Bulukumba	MD
2.	They have an identity color <u>thick is black</u>	They have a thick identity color <u>that is black</u>	OM
3.	<u>This what</u> makes kajang always provided with foreign tourist every year.	<u>This is what</u> maks kajang always provided with foreign tourist every year.	OM
4.	they believe <u>that nothing</u> is better than all the black that is worn.	They believe that <u>there is nothing</u> better than all the colors other than black that are worn	MD

Sample No. 7

No	The Student's Errors	Corrections	Types of Errors
1.	<u>but was and still is used</u> widely by the buginese and makassar	But still widely used by Bugis and Makassar	AD
2.	<u>It was</u> mainly built by the konjo tribe	<u>It is</u> mainly built by the konjo tribe	MF

Sample No. 8

No	The Student's Errors	Corrections	Types of Errors
1.	unique ornaments of bamboo and <u>stone are carved</u> in abstract and geometric pattern	Unique ornaments of bamboo and <u>stone carved in</u> abstract and geometric patterns.	AD
2.	The kete' kesu <u>are said to</u> have the most well-preserved megalithic culture	The kete' kesu <u>is said to</u> have the most well-preserved megalithic culture	MF
3.	<u>Toraja is believe</u> that the higher one is buried, the easier the pathway to paradise.	<u>Toraja believes</u> that the higher is buried, the easier the pathway to paradise.	AD

Sample No. 9

No	The Student's Errors	Corrections	Types of Errors
1.	<u>and</u> known as one area producing world class carving.	<u>and is known</u> as a world-class carving	OM
2.	Also <u>there are</u> well arranged tongkonan along the way	Also <u>there is</u> well arranged tongkonan along the way	MF

Sample No. 10

No	The Student's Errors	Corrections	Types of Errors
1.	The area and the <u>people were quite</u> isolated from other people in Bulukumba regency	The area and the <u>people are quite</u> isolated from other people in Bulukumba regency	MF

Sample No. 11

No	The Student's Errors	Corrections	Types of Errors
1.	In ancient times the <u>dance often</u> shown to entertain the king.	In ancient times the <u>dance was often</u> shown to entertain the king.	OM
2.	especially those <u>that are</u> traditional and of cultural values	Especially <u>there are</u> traditional and cultural values	MF

Sample No. 12

No	The Student's Errors	Corrections	Types of Errors
1.	<u>they are can wait</u> for a moment while seeing the paduppa performance	<u>they can wait</u> for a moment while seeing the paduppa performance	AD
2.	<u>They make up are</u> very graceful	<u>Their Makeup is</u> very graceful	MF

Sample No. 13

No	The Student's Errors	Corrections	Types of Errors
1.	Paduppa bosara dance is a dance that illustrates that <u>people are coming or can be said as</u> a welcome dance from the bugis tribe	Paduppa Bosara Dance is a dance that illustrates that <u>people who come or can be said to be</u> a welcome dance from Bugis people	MD
2.	<u>dance that is performed</u> by sweet women who bring	<u>Dance performed</u> by a sweet woman carrying a cake that	AD

	cakes that deliver to guest as a sign of respect.	drove guests as a sign of respect	
3.	Bosara paduppa dance now has a lot of creative <u>dance/</u> <u>has be</u> created by some people in bugis	Bosara paduppa dance now has a lot of creative <u>dance/</u> <u>has been</u> created by some people in bugis	MF

#### Sample No. 14

No	The Student's Errors	Corrections	Types of Errors
1.	-	-	-
2.	-	-	-

#### Sample No. 15

No	The Student's Errors	Corrections	Types of Errors
1.	This dance movement <u>was so flexible</u> that it is nice to see	This dance movement <u>is so flexible</u> that it is nice to see	MF
2.	<u>that are</u> especially traditional and of cultural values	especially <u>there are</u> traditional and of cultural values	MD
3.	Besides <u>used as one of the tools being used</u> by regional dancers	Besides <u>being used</u> as one of the tools used by regional dancers	MD

#### Sample No. 16

No	The Student's Errors	Corrections	Types of Errors
1.	usually <u>dance</u> <u>this in</u> demonstrate by the girl.	Usually this <u>dance is</u> performed by the girl	MD
2.	Duration of paduppa dance really short	Duration of paduppa <u>dance is</u> really short	OM

#### Sample No. 17

No	The Student's Errors	Corrections	Types of Errors
1.	<u>This is ship</u> also has a machine for making the ship move	<u>This ship</u> also has a machine for making the ship move	AD

#### Sample No. 18

No	The Student's Errors	Corrections	Types of Errors
1.	the two main screen masts <u>is based</u> on two sentences	the two main screen masts <u>are based</u> on two sentences	MF
2.	the indonesian people <u>are able</u> to cross the seven great oceans	The Indonesian people <u>were able</u> to cross the seven great oceans	MF

	in the world	in the world	
3.	the front of the screen of the surah al-fatihah <u>was the number</u> .	the front of the screen <u>is the number</u> of the surah al-fatihah.	MD

Sample No. 19

No	The Student's Errors	Corrections	Types of Errors
1.	Phinisi ship <u>building very unique</u>	Phinisi ship building <u>is very unique</u>	OM
2.	This is one where the splendor of phinisi <u>is born</u>	This is the one where the grandeur of Phinisi <u>born</u>	AD

Sample No. 20

No	The Student's Errors	Corrections	Types of Errors
1.	Dolphinisi actually a screen name	Dolphinisi is actually a screen name	OM
2.	the two main <u>masts is</u> based on 2 sentences of creed and 7 pieces of <u>screen is</u> surah al-fatihah	the two main <u>masts are</u> based on 2 sentences of creed and 7 pieces of <u>screen are</u> surah al-fatihah	MF
3.	<u>Dolphinisi that a sailing boat is uses a schooner type screen with two poles with seven screen strands</u>	<u>Dolphinisi is a sailing boat that uses a schooner type screen with two poles with seven screen strands</u>	MD

Sample No. 21

No	The Student's Errors	Corrections	Types of Errors
1.	<u>This is</u> dance comes from south sulawesi.	<u>This dance</u> comes from south sulawesi.	AD
2.	The <u>used were</u> sometimes yellow, red or green	The clothes <u>used are</u> sometimes yellow, red or green	MF
3.	This dance <u>is played</u> at the opening of event	This <u>dance was played</u> at the opening of event	MF

Sample No. 22

No	The Student's Errors	Corrections	Types of Errors
1.	The two main screen <u>masts based</u>	The two main screen <u>masts are based</u>	OM
2.	Phinisi <u>actually are</u> a screen name	Phinisi <u>is actually</u> a screen name	MD



Sample, No. 23

No	The Student's Errors	Corrections	Types of Errors
1.	The life of kajang centered to pasang <u>which</u> was not only rules the relation among man	The life of kajang centered to pasang <u>whi</u> ch is not only rules the relation among man	MF
2.	The head of <u>who</u> is this group ruled by a tribal and religious is called "ammatoa"	The head of this group <u>who</u> is ruled by a tribal and religious is called "ammatoa"	MD

Appendix 4

The Classification of the Errors Committed by Each Students

Sample number of student	TYPES OF ERRORS				$\Sigma$ Errors
	OM	AD	MF	MD	
S1	1	-	1	-	2
S2	1	1	-	-	2
S3	1	1	1	1	4
S4	2	-	1	-	3
S5	1	-	-	1	2
S6	2	-	2	-	4
S7	-	1	1	-	2
S8	-	2	-	1	3
S9	1	-	1	-	2
S10	-	-	1	-	1
S11	1	-	-	1	2
S12	-	1	1	-	2
S13	-	1	1	1	3
S14	-	-	-	-	0



S15	-	-	1	2	3
S16	1	-	-	1	2
S17	-	1	-	-	1
S18	-	-	2	1	3
S19	1	1	-	-	2
S20	1	-	1	1	3
S21	-	1	2	-	3
S22	1	-	-	1	2
S23	-	-	1	1	2
$\Sigma$ Errors	14	10	17	12	53

Explanation:

OM : Omission errors

AD : Addition errors

MF : Misformaton errors

MD : Misordering errors

### Appendix 5

#### The Data of Errors

##### 1. Ommision Errors

The Data of the Student's Omission Errors in Using Linking Verb

No.	The Student's Errors	Explanations	Corrections
1.	Kajang ethnic <u>place by</u> bulukumba regency, South Sulawesi	Omission of "is"	The Kajang ethnic <u>place is located in</u> Bulukumba Regency, South Sulawesi
2.	<u>which as</u> usually made from rice flour	Omission of "are"	<u>which are as</u> usually made from rice flour
3.	to the guests of honor <u>who present</u> at an event.	Omission of "were"	to the guests of honor <u>who were present</u> at an event.

4.	The people of Makassar mention the word Bosara <u>certainly</u> inseparable from traditional cakes as something complementary	Omission of "is"	The people of Makassar mention the word Bosara <u>is certainly</u> inseparable from traditional cakes as something complementary
5.	especially events <u>that laden</u> with traditional and cultural values	Omission of "are"	especially events <u>that are laden</u> with traditional and cultural values
6.	Paduppa dance is a traditional bugis-makassar dance <u>that intended</u> to give a speech to guests or officials present at an event.	Omission of "is"	Paduppa dance is a traditional bugis-makassar dance <u>that is intended</u> to give a speech to guests or officials present at an event.
7.	They have an identity color <u>thick is black</u>	Omission of "is"	They have a thick identity color <u>that is black</u>
8.	This <u>what</u> makes kajang always provided with foreign tourist every year.	Omission of "is"	<u>This is</u> what makes kajang always provided with foreign tourist every year.
9.	<u>and known</u> as one area producing world class carving,	Omission of "is"	<u>and is known</u> as a world-class carving
10.	In ancient times the <u>dance often</u> shown to entertain the king,	Omission of "was"	In ancient times the <u>dance was often</u> shown to entertain the king,
11.	Duration of paduppa <u>dance really</u> short	Omission of "is"	Duration of paduppa <u>dance is really</u> short
12.	Phinisi ship <u>building very</u> unique	Omission of "is"	Phinisi ship <u>building is very</u> unique
13.	<u>Dolphinisi actually</u> a screen name	Omission of "is"	<u>Dolphinisi is</u> actually a screen name
14.	The two main screen <u>masts based</u>	Omission of "are"	The two main screen <u>masts are based</u>

## 2. Addition Errors

The Data of the Student's Addition Errors in Using Linking Verb

No	The Student's Errors	Explanations	Corrections
1.	<u>This is</u> dance illustrates that the bugis formerly especially the kingdom of Bone,	Addition of "is" it should be omitted	<u>This dance</u> illustrates that the bugis formerly especially the kingdom of Bone,
2.	Paduppa dance <u>is performed</u> by beautiful girls	Addition of "is" it should be omitted	Paduppa dance <u>performed</u> by beautiful girls
3.	<u>but was and</u> still is used widely by the buginese and makassar	Addition of "is" it should be omitted	But still widely used by Bugis and Makassar
4.	unique ornaments of bamboo and <u>stone are carved</u> in abstract and geometric pattern	Addition of "are" it should be omitted	Unique ornaments of bamboo and <u>stone carved</u> in abstract and geometric patterns.
5.	<u>Toraja is believe</u> that the higher one is buried, the easier the pathway to paradise.	Addition of "is" it should be omitted	<u>Toraja believes</u> that the higher is buried, the easier the pathway to paradise.

6.	<u>they are can wait</u> for a moment while seeing the paduppa perform mance	Addition of "are" it should be ommited	<u>they can</u> wait for a moment while seeing the paduppa performan ce
7.	<u>dance that is performed</u> by sweet women who bring cakes that deliver to guest as a sign of respect.	Addition of "is" it should be ommited	<u>Dance performed</u> by a sweet woman carrying a cake that drove guests as a sign of respect
8.	<u>This is ship</u> also has a machine for making the ship move	Addition of "is" it should be ommited	<u>This ship</u> also has a machine for making the ship move
9.	This is one where the splendor of phinisi <u>is born</u>	Addition of "is" it should be ommited	This is the one where the grandeur of Phinisi <u>born</u>
10.	<u>This is</u> dance comes from south sulawesi.	Addition of "is" it should be ommited	<u>This dance</u> comes from south sulawesi.

### 3. Misinformation Errors

The Data of the Student's Misinformation Errors in Using Linking Verb

No	The Student's Errors	Explanations	Corrections
1.	...The Patuntung community or the Kamasea-masea community <u>are</u> local community group.	The word "are" should be replaced by "is"	...The Patuntung community or the Kamasea-masea community <u>is</u> local community group.
2.	For example, when there <u>is</u> ceremonies	The word "is" should be replaced by "are"	For example, when there <u>are</u> ceremonies
3.	Bosara <u>was</u> a place of typical dishes from Makassar Bugis	The word "was" should be replaced by "is"	Bosara <u>is</u> a place of typical dishes from Makassar Bugis
4.	<u>It was</u> mainly built by the konjo tribe	The word "was" should be replaced by "is"	<u>It is</u> mainly built by the konjo tribe
5.	The kete' kesu <u>are said to</u> have the most well-preserved megalithic culture	The word "are" should be replaced by "is"	The kete' kesu <u>is said to</u> have the most well-preserved megalithic culture
6.	Also <u>there are</u> well arranged tongkonan along the way	The word "are" should be replaced by "is"	Also <u>there is</u> well arranged tongkonan along the way

7.	The area and the people <u>were quite</u> isolated from other people in Bulukumba regency	The word "were" should be replaced by "are"	The area and the people <u>are quite</u> isolated from other people in Bulukumba regency
8.	especially those <u>that are</u> traditional and of cultural values	The word "that are" should be replaced by "there are"	Especially <u>there are</u> traditional and cultural values
9.	<u>They make up are</u> very graceful	The word "are" should be replaced by "is"	<u>Their Makeup is</u> very graceful
10.	Bosara paduppa dance now has a lot of creative <u>dance/ has be</u> created by some people in bugis	The word "be" should be replaced by "been"	Bosara paduppa dance now has a lot of creative <u>dance/ has been</u> created by some people in bugis
11.	This dance movement <u>was so flexible</u> that it is nice to see	The word "was" should be replaced by "is"	This dance movement <u>is so flexible</u> that it is nice to see
12.	the two main screen masts <u>is based</u> on two sentences	The word "is" should be replaced by "are"	the two main screen masts <u>are based</u> on two sentences
13.	the indonesian people <u>are able</u> to cross the seven great oceans in the world	The word "are" should be replaced by "were"	The Indonesian people <u>were able</u> to cross the seven great oceans in the world
14.	the two main <u>masts is based</u> on 2 sentences of creed and 7 pieces of <u>screen is surah</u> al-fatihah	The word "is" should be replaced by "are"	the two main <u>masts are based</u> on 2 sentences of creed and 7 pieces of <u>screen are</u> surah al-fatihah
15.	The clothes <u>used were</u> sometimes yellow, red or green	The word "were" should be replaced by "are"	The clothes <u>used are</u> sometimes yellow, red or green
16.	This <u>dance is played</u> at the opening of event	The word "is" should be replaced by "was"	This <u>dance was played</u> at the opening of event
17.	The life of kajang centered to pasang <u>wh ich was</u> not only rules the relation among man	The word "was" should be replaced by "is"	The life of kajang centered to pasang <u>which i s</u> not only rules the relation among man

#### 4. Misordering Errors

The data of Students' Misordering Errors in Using Linking Verb



No	The Student's Errors	Explanations	Corrections
1.	The clothes <u>are</u> <u>used</u> bodo shirts	Incorrect placemet of "are used" should be placed after to be "used are"	The clothes <u>used are</u> bodo shirts
2.	he basic ingredient of bosara comes from iron and <u>equipped is</u> with a typical cover like a large drum	Incorrect placemet of "equipped is" should be placed after to be "is equipped"	he basic ingredient of bosara comes from iron and <u>is equipped</u> with a typical cover like a large drum
3.	Their presence <u>is in</u> 40km east of the city of Bulukumba	Incorrect placemet of "is in" should be placed after to be "at"	Their presence <u>at</u> 40km east of the city of Bulukumba
4.	they believe <u>that</u> <u>nothing is</u> better than all the black that is worn.	Incorrect placemet of "that nothing is" should be placed after to be "there is nothing"	They believe that <u>there is</u> <u>nothing</u> better than all the colors other than black that are worn
5.	Paduppa bosara dance is a dance that illustrates that <u>people are</u> coming or can be said as a welcome dance from the bugis tribe	Incorrect placemet of "people are " should be placed after to be "people who"	Paduppa Bosara Dance is a dance that illustrates that <u>people</u> <u>who</u> come or can be said to be a welcome dance from Bugis people
6.	<u>that</u> <u>are</u> especially traditional and of cultural values	Incorrect placemet of "that are" should be placed after to be "there are"	especially <u>there are</u> traditional and of cultural values
7.	Besides <u>used as one of the tools being used</u> by regional dancers	Incorrect placemet of "used as" should be placed after to be "being used"	Besides <u>being used</u> as one of the tools used by regional dancers
8.	usually <u>dance this in</u> demonstrate by the girl.	Incorrect placemet of "dance this in" should be placed after to be "dance is"	Usually this <u>dance is</u> performed by the girl
9.	the front of the screen of the surah al-fatihah <u>was the</u> <u>number</u> .	Incorrect placemet of "was the number" should be placed after to be "screen is the number"	the front of the screen <u>is the</u> <u>number</u> of the surah al-fatihah.
10.	<u>Dolphinisi that</u> a sailing boat is <u>uses</u> a schooner type <u>screen</u> with two poles with seven screen strands	Incorrect placemet of "boat is uses" should be placed after to be "is a sailing boat"	<u>Dolphinisi is a sailing</u> boat that <u>uses</u> a schooner type screen with two poles with seven screen strands
11.	Phinisi <u>actually are</u> a screen name	Incorrect placemet of "actually are" should be placed after to be "is actually"	Phinisi <u>is actually</u> a screen name
12.	The head <u>of</u> <u>who is</u> this group ruled by a tribal and	Incorrect placemet of "of who is " should be placed after to be	The head of this group <u>who is</u> ruled by a tribal and religious is called "ammatoa"



	religious is called “ammatoa”	“this group who is”	
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Appendix 6

The Calculation Percentage of Errors Types

1.Omission Errors

%error = Σn / N

100%= 14 / 53 = 0,2641509433962264 x 100 = 26,41%

The percentage of omission errors are 26,41%

2. Addition Errors

100%= 10 / 53 = 0,1886792452830189 x 100 = 18,87%

The percentage of addition errors are 18.87%

3. Misinformation Errors

100%= 17 / 53 = 0,3207547169811321 x 100 = 32,08%

The percentage of misinformation errors are 32,08%

4. Misordering Errors

100%= 12 / 53 = 0,2264150943396226 x 100 = 22,64%

The percentage of misordering errors are 22,64%







NAME : MUH IHSAN KHALIS  
NIM : 105351116217  
CLASS : 3E  
TOPIC : Kayang's Ethnic

Choose only one topic based on the picture and write a descriptive text minimum 80 words and maximum 150 word in 60 minutes.

**Culture of South Sulawesi**

(the kayang tribe or commonly referred to as the automata community or the Patutung Community or the kamase-masea community are local community groups that reside in the village of tana toa kayang ethnic place (a) bulukumba regency, south Sulawesi. in kayang very thick traditional and adat in there we must use black clothes and don't use sandals and in there we must respect to leader in kayang and than in kayang if we have family who has death we must commorath <sup>today</sup> with cut the buffalo and many traditional food. (ethnic kayang is ethnic that (is) protect they adat and traditional.)

1. OM

1 MF =... the Patutung community or the kamasea-masea community "is" local community groups.

1 OM

1 MF

2. Sultan



## CURRICULUM VITAE



A. Siska Wangi AS was born September, 22<sup>nd</sup> 1997 Watampone, in Bone Regency, South Sulawesi. She was the three child from the marriage of her parents, Andi Syamsul Jihad Ak and Hj. Dahlia Sallang. She has four brother. She began her elementary school at SD Inpres 6/75

TA, and graduated in 2007. After that, she continued her study to junior high school at SMP Negeri 3 Watampone, and graduated in 2010. After finishing, she continued her study at MAN 2 Watampone, and graduated in 2013 year. At the next year, she entered to the S1 Programmed of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar.

