

**ERROR ANALYSIS ON STUDENTS' DESCRIPTIVE WRITING
(A Descriptive Research at the 8th Grade of SMPN 26 Makassar)**



A THESIS

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in Partial Fulfillment of Requirements the Degree of Sarjana Pendidikan
Makassar Muhammadiyah University**

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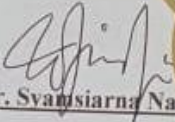
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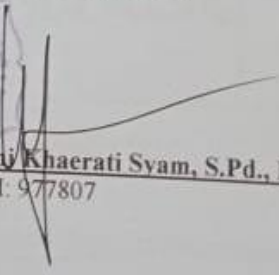

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HERAWATI

MOTTO

There is no bigger than the power of prayer,
Start with “ Bismillah “.

I dedicated this thesis to

My beloved parents, my sibling, my big family

And my bestfriend, for the sincerity and support to do this thesis

ABSTRACT

Herawati. 2018. *Error Analysis on Students' Descriptive Writing (a Descriptive Study at the 8th Grade Students of SMP Negeri 26 Makassar)*. A thesis of English Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar, guided by Syamsiarna Nappu and Saiful.

The objectives of the research are to find out the common grammatical errors and the dominant error of students in descriptive writing. The error modification in this research was divided into four categories; they are Omission, addition, missformation, and misordering.

This research was descriptive research which used qualitative method and total sampling technique to collect the data where the researcher took one class only, that is VIII. 3 because this class is one of the excellent classes with various students ability and consisted with 27 students. The researcher analyzed the students' writing to know the errors that students do most in their writing grammatically. The researcher described the errors in each sentence and gave an analysis. For this research, the researcher analyzed students' writing, then find out and classified the error of the students made.

There were four types of error made by students, namely : omission, addition, misformatian and misordering. Each type had percentage; 91 or 50% error of omission, 20 or 10,99% error of addition, 62 or 34,07% error of misformation, and 9 or 4,94% error of misordering. From these findings, the researcher concluded that the common error were found 182 total errors, and the dominant error of this research was Omission with 50% students' error in this category.

Keywords : Error Analysis, Descriptive Text, and Writing Skill.

ABSTRAK

Herawati. 2018. Analisis Kesalahan Siswa Pada penulisan Deskripsi (*Studi Deskriptif Pada Siswa Kelas 8 SMP Negeri 26 Makassar*). Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dipandu oleh Syamsiarna Nappu dan Saiful.

Tujuan dari penelitian ini adalah untuk mengetahui kesalahan tata bahasa umum dan kesalahan dominan siswa dalam penulisan deskriptif. Modifikasi kesalahan dalam penelitian ini dibagi menjadi empat kategori; yaitu: penghilangan, penambahan, kesalahan formasi, dan kesalahan penataan

Penelitian ini adalah penelitian deskriptif yang menggunakan metode kualitatif dan teknik total sampling untuk mengumpulkan data dimana peneliti mengambil satu kelas saja, yaitu VIII. 3 karena kelas ini adalah salah satu kelas yang sangat baik dengan berbagai kemampuan siswa dan terdiri dari 27 siswa. Peneliti menganalisis tulisan siswa untuk mengetahui kesalahan yang paling banyak dilakukan siswa dalam tulisan mereka secara tata bahasa. Peneliti menggambarkan kesalahan dalam setiap kalimat dan memberikan analisis. Untuk penelitian ini, peneliti menganalisis tulisan siswa, kemudian mencari tahu dan mengklasifikasikan kesalahan yang dibuat siswa

Ada empat jenis kesalahan yang dilakukan oleh siswa, yaitu: penghilangan, penambahan, kesalahan formasi, dan kesalahan penataan. Setiap jenis memiliki persentase; 91 atau 50% kesalahan penghilangan, 20 atau 10,99% kesalahan tambahan, 62 atau 34,07% kesalahan formasi, dan 9 atau 4,94% kesalahan penataan. Dari temuan ini, peneliti menyimpulkan bahwa kesalahan umum ditemukan 182 kesalahan total, dan kesalahan dominan dari penelitian ini adalah kesalahan penambahan dengan presentasi 50% dalam kategori ini.

Kata kunci: Analisis Kesalahan, Teks Deskriptif, dan Keterampilan Menulis.

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In the name of Allah, Most Gracious, Most Merciful

Alhamdulillah Rabbil ‘Alamin, first of all the researcher would like to express her deepest praise and gratitude to Allah SWT who has given his blessing and merciful to complete this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW.

Further, the researcher dedicated this thesis for her beloved parents (Andi Kama and Salma), her beloved brother, her beloved family and friends for their prayer, love, care, financial, motivation, suggestions and sacrificed for her success, and their love sincerely and purely without time. There is no appropriate symbol which suitable to state her thanks to them.

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Billahi Fi Sabilil haq Fastabiqul khaerat

Makassar, November 2018

Researcher

HERAWATI

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CHAPTER I

INTRODUCTION

This chapter presents about background, problem statement, research objective, significance of the research, and scope of the research.

A. Background

English is one of the importance language that is used all over the world and spoken by many people. In Indonesia, English is treated as the first foreign language, considered to be important for developing and applying science and technology, as well as for increasing international relationship and cooperation. Therefore, the government of Indonesia has put English as an essential subject to be learned in the school and university.

Based on the English curriculum, the English teaching is focused on the language skills: listening, speaking, reading, and writing. All these four language skills are taught in an integrated way but the emphasis of teaching that the researcher wants is restricted to writing only. The elements of the skill consist of grammar, vocabulary and punctuation. They are involved in teaching process in order to support the improvement of the writing skill.

There is no doubt that English writing is more important compare with the other three language skills. The ability to write is frequently demanded in many occasions in our life. For many reasons writing skill is crucial to most people. In relation about that Adelstein and Vipal (1980) express that in all subjects in our life

or in all professions, the ability to write or express oneself clearly is essential basic for success.

Writing is important in teaching-learning because it makes the other skills perfect. According to Raimes (1983:3) states that writing can help students to learn. Through writing students' can be reinforced to grammatical structures, idioms and vocabulary that the teacher have gives them. It help learners show what they have learned. After they have written to generate ideas to underline contradictions, to create new perspective on a subject.

Writing skill is considered as difficult thing to learn because it is more formal and compact. According to Nation (2009: 112) writing is an activity that can usefully be prepared for work in other skills of listening, speaking, and reading. This preparatiom can make it possible for words that have been used receptively to come into productive use.

Writing is a form communication to express feeling or ideas for the readers, related with Nunan (2003) who states that writing are physical and mental act, its about discovering ideas, thinking about how to communicate,develop them into statements and paragraphs that will be comprehensible to reader. Writing through process helps students become aware of their skills. In addition, Winner and Murray in Indrayani (2007) consider that creative writing is not only to communicate information but also to make the reader cares about the information, make him understand and has many experiences, must be develop by encouraging students to

discover who they are and what they have to say. After that they put words into sentences, into paragraph and paragraph into free composition.

In composing a good writing, students should notice some aspect. Grammar is one of importance aspect that should be mastered. Grammar of a language is the set of rules that govern its structure. Harmer (1991) states that grammar is the way in which words change themselves and group together to make sentences. Similiar to the above defenition Thornbury (1999) states that grammar is a description of the rules for forming sentences , including an account of the meanings that these forms convey. The use of grammar is very important because the students are not only supposed to know the grammar, they can use it well either in spoken or written communication.

Grammatical errors of writing still found in English learning. In some previous studies indicate that errors in writing are still occur by the students in junior high school or senior high school's students, most of students do not pay attention to grammar in their writing. It can be seen from the result of previous studies on writing descriptive text that the most errors of students lies in the use of sentence structure is wrong. The researcher interested to investigate the students error in writing so that the teachers can find out the type of student errors so they can find the right method to improve students' writing ability.

There are many studies already being conducted in the field of the applied error analysis on students' writing. Recent study by Astuti (2015), Yusuf (2015), Umar (2015), Effendy (2014). However, until now gramatical error is still a big problem in

student writing, it shows that the school or teachers do not pay attention to the form of student errors that often occur when they write so they do not try to get the right solution through a good method of English learning. Therefore, with this study the researcher will analyze students' error based on Surface Strategy Taxonomy (Dulay et al: 1982) includes with four categories, it is different from previous studies which included analyzing error of article, error of preposition or only using three categories, namely : omission, addition and misformation.

The result of observation on July, 19th 2018 in SMP Negeri 26 Makassar showed that the students usually get difficulties in understanding English especially in writing and grammar. Based on interview with one of English teacher in SMPN 26 Makassar and data of students in writing skill, the researcher concluded that the writing skill in English Subject was less, it can be seen in their result under the Minimum Standar of Criteria in Curriculum 2013 for English subject is 75. Related to the explanation previously, the researchers intended to conduct a research entitle “ *Error Analysis on Students' Descriptive Writing (a Descriptive Research at the 8th Grade of SMP Negeri 26 Makassar)* ”.

B. Problem Statements

By looking at the background above the problem statements of this research are formulated as follows:

1. What grammatical errors are commonly made by eight grade students of SMP Negeri 26 Makassar in Descriptive Text?

2. What is the dominant error in writing descriptive made by the eighth grade students of SMP Negeri 26 Makassar ?

C. Objective of the Research

Based on the problem statements, the objectives of the research are:

1. To describe the common errors in writing descriptive text made by the Eight Grade students of SMP Negeri 26 Makassar
2. To find out the dominant error in writing descriptive is made by the Eight Grade students of SMP Negeri 26 Makassar.

D. Significance of the Research

The researcher hopes this research is useful for both students and teacher. This research is expect to help the students to be aware of the errors that they make. It is also expect that they will find the correct constructions in grammar and they use the language correctly especially in writing. In the event that they will not make the same errors in the future. For the teacher, this research can help to prepare the English writing material and can be use to give more attention to errors made by the students in learning writing. Then, the teacher will explain the grammar comprehensively and find the best method in teaching writing.

E. Scope of the Research

The students usually make errors in their writing, especially related to the structur construction. The researcher restrict this research of the eighth grade students of SMP Negeri 26 Makassar in writing descriptive text and

only focus in language use. The analysis of errors into four categories, namely : error in omission, error in addition, error in missformation and error of misordering.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous research findings, some pertinent ideas about the research, and conceptual framework.

A. Previous research findings

There are some research have been conducting studies related to this research, there are as follow:

The first is Astuti (2015) in their research about *An Error Analysis of Using Preposition in Writing Descriptive Text at the Tenth Grade Students of SMA Negeri 1 Barru* found that there were three types of error made by students, namely : Omission, insertion, and Selection. The total error was 121. 44 or 36, 3% error of omission, 23 or 19% error of insertion , and 54 or 44,7 error of selection.

The second is Yusuf (2015) in their research about *An Error Analysis in Descriptive Writing through Visual Picture Thechnique at the Second Grade Students of SMA Muhammadiyah Limbung* found that error made by the students in Missformation category that there are 34,4% students' error, error of Omission there are 27,9% stuudents' error, Missordering category there are 24,6% students' error.

The last category is error of Addition there are 13,1 % students' Error. The dominant error in this research was missformation with 34,4% students' error.

The third is Umar (2015) in her research entitle *An Analysis of Grammatical Errors in Writing Descriptive Test made by Second Year Students of MTS Muhammadiyah Bontorita in The Academic Year 2015/2016*. This study showed the students errors in four kinds, there were 39,9 errors of Omission, 9% Errors in addition, 39,9 % errors in missformation, and 10,9 % errors in Missordering. The total errors in this researc h was 55.

The fourth is Effendy (2014) in their journal entitle *An Error Analysis in Writing Descriptive Text Made By 8th Grade Students of SMP Al-Islam Kartasura in 2013/2014 Academic Year* found that thirty three students' compositional work produces 137 errors which are grouped into three main categories,namely: Lexical errors, syntactical errors, and discourse errors. Lexical Errors consist of 76 errors or 55,47% that cover Wrong Spelling 61 errors or44,52%, False Friend (similiar in form) 1 errors or 0,72%, and Use Indonesian word/code switching consist of 14 error or 10,21%.

From the previous research above, the similiarity with this research are using some categories into analyzed errors on students' writing descriptive is measure by give a test which concludes the pictures or topic and all of researcher use quantitave reseach method to collected the data. In addition, there are some differences of

previous related research finding that researcher found. Such as, the level of sample used senior high school and most of them used random sampling technique as the sample of their research.

B. Some Pertinent Ideas

1. The Concept of Writing

a. Definition of writing

There are many resources that have pointed out some definition about writing. Oshima and Hogue (1997: 2) defines writing is a progressive activity. This means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. Lindholm in Fatmawaty (2009: 13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other ways. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely “what to write and how to write it”. It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Byrne (1984) states that writing is the act of forming. Graphic symbols, that is letter or combination of letter in which relate, to the sounds when the writers make in speaking in their sense, the symbols have to be arranged according to certain contention to form word and words have to be arranged to form sentence. Richard, (1997: 98) states that writing is a way of expressing thought from mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph to essay.

Kroma (1988: 37) argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay. So, when writing, there are two problematic areas namely what to write and how to write it, which become two competences for a writer, reference or knowledge of language and knowledge of reference or language and thought (Brown, 1987: 56).

It is then understandable that linguistic skills are meant as the ability to manipulate the rules of language usage conventionally, while extra-linguistic system or knowledge of word refers to what the writer knows about the subject to write. In other word, expressed that writing enables the human being to communicate and express their feeling and opinions, writing is a means of both communication and self expression (Pincas, 1987: 6).

Based on the explanation above, researcher concluded that writing is a way to producing a message into writing to express their ideas and opinion. The other is

that this one of productive skills needs an accurate and practical grammar, appropriate word choices and spelling, and various vocabularies so that a good writing can be formed. Students are expected to be able to produce a good writing like that. But the problem is that they consider that writing is too difficult because it is more formal and compact.

b. The Purpose of writing

Meyer (1992) categorizes the purpose of writing into three categories, to persuade, to inform, and to entertain.

1. To inform

The writer generally explains or describes an idea, a process, an even, a belief, a person, a place or thing to give information. The writer also gives the facts and explains its causes.

2. To Persuade

A writer tries to change the audience or behave differently. In this sense, the writer appeals to the readers' logic or emotion

3. To Entertain

The writer gives some efforts to make the reader laughed, smiled, fascinated, surprised or even angry.

Based on the purposes that stated by Meyer above, the researcher concluded that the writing that we make should inform something to its readers. In addition, the writing is hoped that it can influence the reader's mind. In this case, it can persuade or entertain them.

c. The Reason to Write

Writing skills can be the ticket to better collage grades and greater academic achievement. According to Hoirston (1986: 62), writing is important for some reasons:

1. Writing is a tool for discovery we stimulate our thought process by the act writing and take into information and image we have our unconscious mind.
2. Writing generates new ideas by helping us to make connection and relationship
3. Writing helps us to recognize our ideas. We can arrange them in coherent form
4. Writing helps us to absorb and process information, when we write a topic, we learn it better
5. Writing enable us to solve the problems, by putting the element of them into written form, we can examine and manipulate them.
6. Writing on a subject make us active learners rather than passive learners of information.

Concerning with the reason for writing above, the researcher found out that writing is considered as one way to express ideas, feeling, information and hopes. Also in certain cases, it can guide us to be more active in solving our problems through examining and manipulating them

d. Elements of Writing

Jacobs et al (1981) in Ridwan state that point out the five significant components in writing. These are content, organization, language use, vocabulary and mechanics.

1. Content

Jacob et ala in Ridwan (2004:18) state that the component of the writing should be clear to readers, so that the readers can understand the messages conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. The term usually known as unity and completeness, which become the characteristics of the good writing.

2. Organization

A.R.Coulthard in Talib 2010: 11, states organization is the overall structure of piece of writing. The most workable method to organized essay is to state the main idea of the paper in an opening paragraph and the devote a separate paragraph in the body to each major division of thought.

Organization concerns with the way of how the writer arranges and organize their idea and their message in writing from which consist of same partial order. In writing, the writer should know about what kinds of paragraph that they want tow writer and what topic that they want to tell to the readers. It must be supported by cohesion. In addition, Byrne (1980: 14) state that writer should be

take care of the organization in their writing because will help then communicate successfully.

3. Language use

Language use writing involves correct usage and points of grammar. There are many points of grammar, such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle forms. A modifier can be a phrase: Jacob et ala in Ridwan (2004: 18).

4. Vocabulary

Jacob et ala in Ridwan (2004: 18) state that a good writing always depends on the effective use of words. In personal description, word plays a dual role to communicate and to evoke, to let the readers to perceive and feel. This two-fold purpose is evident even in such a practical and common form of writing as an advertisement.

The result of good writing is the effectiveness of using word by specific and technical writing. One of the important components in writing is vocabulary. The lack of vocabulary make someone falls to compose what they want to say because they feel difficult to choose what appropriate will helps the written to compose the writing and also to make the readers can understand the text.

5. Mechanism

Mc. DougalLittel in Satriani, 2010: 15 state that the use of mechanics is due to the capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads reader to understand to recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing will make readers easy to understand the conveying ideas or the messages stated in the writing. From the explanation above, the researcher considered that the elements of writing are very important in constructing our ideas in our writing. Elements of writing can be references until the students can write well.

e. The Characteristics of a Good Writing

There are some characteristics of a good writing as Adelstein and Pival (1980), state that :

1. 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.
2. 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.

3. 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.
4. 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.
5. Good writing reflects the writers' ability to criticize the first draft and revise it.
6. 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.

f. Kinds of Writing

Oshima & Hogue (1997), state that writing into four kinds, as follows:

1. Narration

Narration is the form of writing use to relate the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens, and the evebts are told in the same order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include

short story, novels, and new stories, as well as a large part of our every day social interchange in the form of letter and conversation.

2. Description

Description is a form writing that describes something. It reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

3. Exposition

Exposition is the form of writing that explains someting. It often answers to the question of what, how, and why. It used in giving information, making explonation, and meanings. Its purpose is to present ideas and to make the ideas clear as possible.

4. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation-events-reorientation. It has a similarity with the generic structures of narrative. The differentiated of recount text with narrative text only is in events. There is no complication in recount.

2. Descriptive Writing

a. Definition of Descriptive

According to Corbett (1983) that descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste, and smell of things or objects. Tompkins (1994) defined descriptive text as painting pictures with words. 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. Based on the explanation above, the researcher concludes that descriptive text is a text which describes a person, place or thing. This text described a specific subject.

Descriptive is a type of writing text, which has the specific function to give description about an object (human, or non human) (Pardiyono, 2007:34).

1. Descriptive of a place

In descriptive a writing, actually you are painting a picture with words. The topic sentence for a descriptive paragraph should give the topic (the place you are describing) and the controlling idea (the dominant impression, idea, or attitude). In this descriptive writing, therefore you need to support the dominant impression with descriptive details. Descriptive details are concentrate and specific. They are word that appeals to one of our five sense-sights, smell, touch, taste, or hearing. Always

strive to make details specific as vague description detail makes writing more interesting.

In descriptive writing, it is often important for reader to be able to “see” in their mind the place being described. To help readers see the place, you must organize the supporting details in your description according to space. In spatial organization, you first describe in part of the place, and then move on to describe another part of the place, and so on. Thus, you show the relationship of things to each other in space and guide the reader through space.

2. Descriptive of person

In describing person, you could describe the physical appearance, the behavior, or both. At this point, the discussion is restricted to physical appearance, since for the most part the principle of organization is spatial. You can describe a person’s appearance in many ways. You describe the person’s clothes, manner of walking, color and style of hair, facial of appearance, body shape, and expression. You can also describe the person’s way of walking. Just what select depends on topic and the purpose.

Remember, you are the painter with words so you want to description to be clear, coherent-logically arranged. A strong controlling idea and more descriptive detail make the description more interesting. When describing a person, you are not to describe every single detail about the person’s appearance. Sometimes it is better focus on one or two outstanding features that convey something about the person’s

character. Such a description gives the reader the general impression about the person.

b. Generic Structure of Descriptive

Wardiman (2008) specify the generic structure of descriptive text into two parts:

1. Introduction

Introduction is the part of paragraph that introduces the character.

2. Description

Description is the part of paragraph that describes the character.

c. Language Feature of Descriptive Text

Wardiman (2008):122) states that there are some main language features of descriptive text :

1. Specific Participant

Descriptive text describe about spesific object,not in general, and unique.

2. The use of Adjectives

Example : beautiful, sharp, strong, small, big, handsome, famous, and etc.

3. The use of Simple Present Tense.

With form : S + V₁(+s/es) + O or S+ To be (am, is, are) + Adj/ Adv

3. Error Analysis

a. What is Error ?

Brown (1980: 166) defines error analysis 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. Crystal (1987: 112) define error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Considering above definitions, we can say that error analysis is an activity to identify, describe, interpret, evaluate and prevent the errors made by the students.

b. Source or Cause of Errors

Brown (1980: 173-181) shows us the four sources of error. They are as follows:

1. Interlingual transfer

Interlingual transfer is a negative influence of the learner's first language.

2. Intrusual transfer, which is the wrong form of reasoning in the target language.

3. Context of learning

Which overlaps both types of transfer, for example: the classroom with its teacher and its materials. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language.

4. Communication strategies

Sometimes communication strategies used by teachers in learning can lead students to make error. There are five main communication strategies, namely: Avoidance, Prefabricated patterns, Cognitive and personality styles, Appeal to authority, and Language Switch.

Richards (1971: 19-22) shows the four main causes of errors :

1. Overgeneralization

Overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. A learner may write “She walked fastly to catch the bus” because he already knows “He walked quickly to catch the train”

2. Incomplete application of rules:

It involves a failure to fully develop a structure. Thus learners are observed to use declarative word order in questions such as “You like to play?” instead of “Do you like to play?”

3. False concepts hypothesized

It arises when the learners do not fully comprehend a distinction in the target language, for example, the use of ‘was’ as the marker of the past tense, as in the sentence “one day it was happened”.

4. Ignorance of rule restriction

It involves the application of rules to contexts where they do not apply. An example is “He made me *to* laugh” through extinction of the pattern

found with the majority of verbs that take infinitival complements. For example, he asked/wanted / invited me to go.

c. Clasifications or Types of Error

Corder (1971) classifies Error into two types:

1. Errors of Competence .

Errors of Competence are the result of a form application a rule that is inconsistent with the target language norm. It occurs because learner's the lack of knowledge and do not know the rules of the target language. Errors of Competence are divided into two kinds:

a. Interlingual Error

It depends on linguistic differences between the first language and the second language, and is traditionally interpreted as interference problem.

b. Intralingual Error

It relates to a specific interpretation of the target language and manifests itself as a universal phenomenon in any language learning process. It is mainly overgeneralization found in both the first language and the target language learning.

2. Errors of performance

Errors of performance are the outcome of the mistakes in language such as false starts or slips of the tongue. It happens when the learners suffer from stress, indecision, conflict, fatigue etc.

Dulay et al. (1982: 150) divide errors into four categories based on surface strategy taxonomy. Surface strategy taxonomy emphasizes the way surface structure is changed. The classified of errors as follows:

a. Omission

Omission category is common when there is an item which must be present utterance is absent. The grammatical morpheme like noun, verb, prepositions or articles omitted in the sentence and can give a different meanings. For instance, in the sentence “**he driver**” the grammatical morphemes **is** and **a** are omitted.

b. Addition

Addition is the second category of errors which is opposite with omission. In this type the presence of an item or grammatical morpheme which must not be present. Dulay et al. Divided into three categories:

(a) double markings, as in *Did you **went** there?

(b) regularization, e.g. *catchs, *drinked,

(c) simple addition, which contains the rest of additions.

c. Misformation

This category happened when we use the structure or morpheme with incorrectly form. For instance, in the sentence “she **bringed** a bottle” (it is an irregular verb, past tense is misformed, we should say “ She brought a bottle”)

d. Misordering

Misordering is the fourth categories based on surface strategy taxonomy, where we put a morpheme or a group of them is incorrectly placed as in * She

cleans her bedroom **always**, where always is misordered (In English, adverbs of frequency are positioned immediately before the verb). I have to say “ She **always** cleans her bedroom”

Corder (1981) states there are three function of error analysis, the first is for the teacher, the second is for the researcher and the last is for the learners. The first function is for the teacher that error can help them to understand how far towards the goal the learner has progressed, and consequently what remains for them to learn. Secondly, for the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. The third, for the learners' itself because by making of errors as a device the learner uses in order to learn.

C. Conceptual Framework

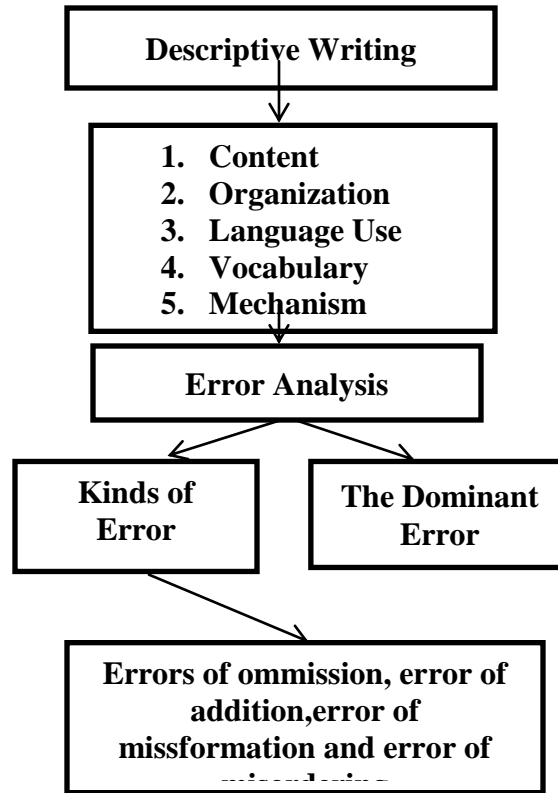


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, this research examined about the students' writing error which focused on descriptive text. This research analyzed the errors in writing descriptive text made by the students. The errors analyzed consisted of kinds of error into four categories namely : error of omission, error of addition, error of misformation and errors of misordering and the dominant of error made by the eight grade student of SMP Negeri 26 Makassar.

CHAPTER III

RESEARCH METHOD

This chapter deals with description of the research design, indicator of the research, population and sample, research instrument, the procedure of collecting data, the technique of data analysis.

A. Research Design

This research used Descriptive Quantitative method. It means that quantitative research applied number from collecting the data, describing the data, until the result of research. It involved collecting and analyzing objective data. It was about phenomena of English errors in writing descriptive text made by The Eighth Grade students of SMP Negeri 26 Makassar in academic year 2018/2019.

B. Indicator of the Research

The indicator of this research was the error in Writing Descriptive Text made by the Eighth Grade Students of SMPN. 26 Makassar. The researcher focused to analyzed the errors in language use with four categories, namely : error in omission, error in addition error in missformation and error of misordering in Writing Descriptive Text.

C. Population and Sample

1. Population

The population in this research was the eighth grade students of SMPN. 26 Makassar in academic year 2018/2019, which consisted of nine

classes. Each class contained approximately 27-30 students, so the total populations were 255 students.

2. Sample

In this research, the researcher used total sampling technique thus, it can able to the reasercher facilitate to collected the data and the researcher only took one class that is VIII.3 on Academic Years 2018/2019 total number of the students were 27 students because from 9 classes , VIII.3 is one of the excellent classes with various students ability .

D. Research Instrument

The research instrument was a test, the researcher gave a descriptive test to the students at class VIII.3 in SMP Negeri 26 Makassar in academic year 2018/2019, the researcher gave some pictures or topic for the students and asked the students to make a descriptive paragraph during 60 minutes. The reseacher gave four topics in this test, three topics about descriptive people and the other topics about descriptive of place. The researcher asked the students to choose the topic which one they interested.

E. The Procedure of Collecting Data

The researcher classified the data as quantitave form. The form of the test was the students written test to find out the student's error in descriptive text.

The first step was prepared the research instrument. The second step was implemented the test. In this step, the researcher asked the students to

choose one from some picture or topic which gave by researcher and write down the descriptive paragraph during 60 minutes. Then, the researcher collected the data from the students.

F. Technique of Data Analysis

In completed the data, the next step of this research was the data; the function of data analysis was determined the result of this research. The researcher obtained the percentage error in three categories, namely : error in omission, error in addition, error in missformation, and error in misordering by applied the following formula:

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

Where: P = Percentage

F= Frequency of error in each item.

N= The total number of error. (Sudjiono, 2010).

Table 3.1 Scoring of writing ability by analytic system

Item Analysis	Score	Description
Language Use	90-100	Excellent : Mastery of grammar taught on course only 1-2 minor mistakes.
	80- 89	Very Good : A few minor mistakes only (preposition, article, etc)
	70-79	Good : Only 1 or 2 major mistakes but a few minor ones.
	60-69	Fairly Good : Major mistakes lead to difficulty in understanding lack of mastery of sentences constructions.
	0-59	Poor : Numerous serioud mistakes. No mastery sentences of construction almost unintelligible.
Total	100	

(Gay, 1981)

**CHAPTER IV
FINDINGS AND DISCUSSION**

In this chapter, the researcher discussed about data analysis, which has been collected. The researcher analyzed the errors of students' descriptive writing.

A. Findings

1. The Common Grammatical Errors Made by the Students in Writing Descriptive Paragraph

As a result of the written descriptive made by the students, the researcher found 182 common error which classified based on some variables. It could be seen from Table 4.1 in which described the students' common errors in writing descriptive paragraph.

Table 4.1 Total of the Student's Error

No.	Types of Errors	Number of Error	Number of Students
1.	Omission	91	27
2.	Addition	20	13
3.	Missformation	62	21
4	Missordering	9	8
Total of Error		182	27

Table 4.1 shows that there are 91 errors of omission category which all of students made this error, 20 errors of addition category which made by 13 students, 62 errors of missformatin category which made by 21 students and 9 errors of missordering category made 8 students by the eighth grade students of SMP Negeri 26 Makassar in their writing descriptive paragraph.

a. Error of Omission

From Table 4.1, the researcher found 91 errors who omitted from the students' descriptive writing, for example :

1. Omission of Article

Nissa Sabyan is singer *.

It should be : Nissa Sabyan is a singer

He is an actor and singer *.

It should be : He is an actor and a singer

He is actor, singer and actrees *.

It should be : He is an actor, a singer, and an actress.

2. Omission of To Be

She very cute and beautiful

It should be : She is very cute and beautiful

She born on May, 23 1999 *.

It should be : She was born on May, 23 1999

Her favorite food chicken and shrimp *.

It should be : Her favorite food are chicken and shrimp

3. Omission of “-s/-es” Verb Inflection

He live in Jakarta *.

It should be : He lives in Jakarta

He wear a blue shirt *.

It should be : He wears a blue shirt

She like study prakarya and penjas *.

It should be : She like studies prakarya and penjas

4. Omission of Prepositon

Nissa Sabyan lives Jakarta

It should be : Nissa Sabyan lives in Jakarta

Nissa Sabyan was born December, 22 1987.

It should be : Nissa Sabyan was born on December, 22 1987.

b. Error of Addition

From Table 4.1, the researcher found 20 errors that presented that should not be presented from students' descriptive writing which is consist of 3 categories errors of addition, they are : addition of Subject, addition of to be, addtion of preposition. For example :

*Nissa Sabyan is likes singing **

It should be : Nissa sabyan likes singing.

*She also plays in badminton **

It should be : she also plays badminton

c. Error of Miss formation

From Table 4.1, the researcher found that 62 error of miss formation made by the students in writing descriptive paragraph. For example:

1. Missformation of Verb Posses "has" and "have"

*She have a long black hair **

It should be : She has a long black hair.

*Iqbal have a white skin **

It should be : Iqbal has a white skin

*She have a good character **.

It should be : She has a good character

2. Missformation of To Be and Personal Pronoun

*His hobby is singing and play guitar **.

It should be : his hobby are singing and play guitar.

*She is favorite food is chickrn and nugget **.

It should be : her favorite food are chicken and nugget.

*She is favorite colors is blue and red **.

It should be : Her favorite colors are blue and red

3. Missformation of Article

*He is an handsome actrees **.

It should be : He is a handsome actrees

Iqbal is a islam

It should be : Iqbal is an islam.

d. Error of Miss Ordering

From Table 4.1, the researcher found 9 grammatical error of students' writing descriptive paragraph. For example :

*She drinks a juice lemon **.

It should be : she drinks a lemon juice.

*She has two not big nostril **.

It should be : she has not two big nostril.

She always watching drama korean *.

It should be : She always watching korean drama.

2. The Dominant Error Made by the Students in Writing Descriptive Paragraph

Table 4.2 Percentage based on the kinds of Error

No.	Types of Errors	Score of Error	%
1.	Omission	91	50
2.	Addition	20	10,99
3.	Missformation	62	34,07
4	Missordering	9	4,94
Total		182	100

Based on Table 4.2 error made by the students in error of omission where 50 % students made error. Error of addition there are 10,99 % students. Miss Formation category there are 34,07 % students made an error. The last, miss ordering category there are 4,94 % students made error.

After showing the percentage of Errors, the researcher showed the chart of the dominant error in writing descriptive paragraph made by the students, as follows:

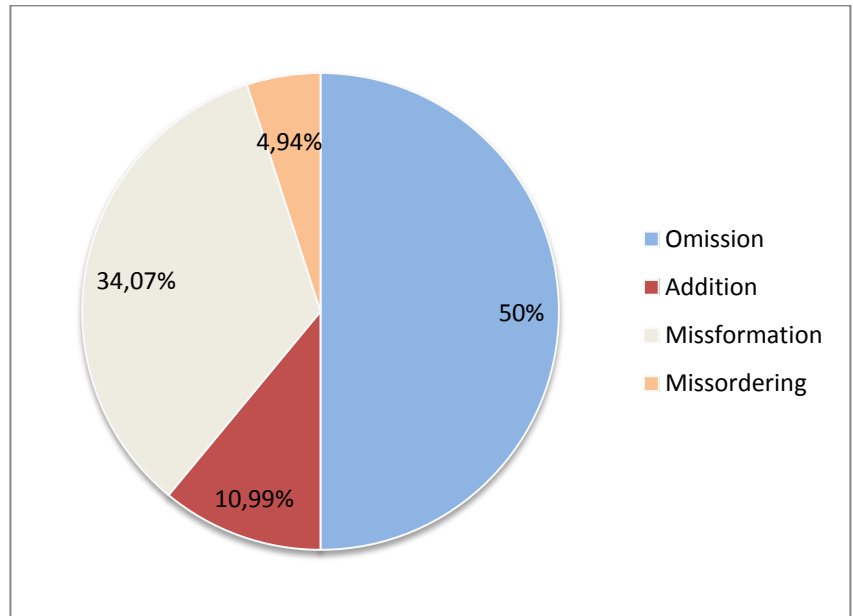


Figure. 4.2 Chart of the Dominant Errors

Figure 4.2 shows that the percentage of error in missordering is lowest than all error. This category had 4,94 %. Then, addition category had 10,99 %. Next, missformation category 34,07 %. Percentage of omission is the highest category there are 50 %. The researcher concludes that Omission is the dominant error in writing descriptive paragraph made by the eight grade students of SMP Negeri 26 Makassar.

d. Discussion

In this part, the discussion covering the interpretation of findings derived from the analyzing result about the common of error and the dominant error in students' descriptive writing.

1. The Common Gramatical Errors in Writing Descriptive Paragraph

The first step to analyzed the errors, the researcher indetified all errors made by the students in the use of simple simple present tense in their sentences. Second, the researcher indetified the students' error in writing descriptive paragraph. After that, the researcher classified all errors based on Dulay in Yusuf (2015:10). The last, the researcher found the dominant of error based on the result from clasification of the students' error in writing descriptive paragraph.

In analyzing the data, the researcher identified the students' errors. After identifying the data, the researcher found 182 errors of the students in writing descriptive paragraph based on the result from the test in this research. Those identifications used to find out the classify of kinds of error which made by the eighth grade students of SMP Negeri 26 Makassar.

The researcher classified the errors into kinds of errors based on Dulay in Yusuf (2015:10) by used surface strategy taxonomy. Based on surface starategy taxonomy, there are four kinds of error, they are : Error of Omission, Error of additin, Error of Miss formation, and Error of Miss ordering.

a. Omission

The researcher found 91 errors of Omission in writing descriptive paragraph caused by there is an element omitted from each sentence. According to Dulay et al. (1982: 154-155) ommision happen when there is an evidence that grammatical

morphemes (e.g. noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning.

Based on Table 4.2 shows that error of omission category had percentage 50 %. This finding very different with Yusuf (2015) who found that error of omission had percentage only 27.9 % students' error with three variables, they are : Subject verb agreement, personal pronoun and article. While, this research consist with some categories error of omission. For Example :

1. Omission of Article

In English grammar, article consist of *a*, *an*, and *the*. In this research, the students omit article *a* and *an* in their sentence. This finding rarely same with Yusuf (2015:42) who concludes in her research finding that errors happen when there is one or more articles in the sentence that omitted. Here the examples of error made by the students :

*Nissa Sabyan is singer **.

It should be : Nissa Sabyan is a singer

*He is an actor and singer **.

It should be : He is an actor and a singer

*He is actor, singer and actrees **.

It should be : He is an actor, a singer, and an actress.

From the sentence above, the students omit the article *a* and *an*. We can put both *a/an* and *the* in front of a count noun. When the students use singular noun (or adjective) or start with a consonant sound, the students should be put article

“a” before noun (or adjective) in the sentence. The students use “an” when the next word (adverb, adjective, noun) starts with vowel sound.

2. Omission of To Be

According to Dulay (1982: 154-155) error happen when element that should appear in the sentence ommited. In this research, the students omit to be *is, are, was* in their writing descriptive paragraph. This finding in line with Suhono’s argumentation (2016: 12) who concludes in his research finding that error happen when the students is leaving of necessary item that must emerge in a well performed utterance. Here the examples of error made by the eighth grade students of SMP Negeri 26 Makassar :

She very cute and beautiful

It should be : She is very cute and beautiful

*Her favorite food chicken and shrimp **

It should be : Her favorite food are chicken and shrimp

*She born on May, 23 1999 **

It should be : She was born on May, 23 1999

From the sentence above, the students omit to be “is” and “are”. When the students use singular noun, uncountable noun, they should add to be “ is” in the sentence. While, the student use subject of the sentence is plural noun , the students use verb “ are” in the sentence.

3. Omission of “-s/-es” Verb Inflection

In this research, the researcher found some errors when a verb in the sentence of simple present tense ommit “-s/-es”. This finding in line with Zainah (2015) who concluded that omission indicated by the absence one of more items that must appear in a well formed sentence.

In the singular form we can add “Verb1 + -s/ -es” after singular subject. Almost all singular verbs are formed by add “s” at the end of Verb 1. However, when we use verb 1 that end with “o, x, ch, th, and sh” it should replace with “es” in the end of verb. To verb end “y” after a consonant, change ‘y’ to ‘i’ and add ‘es’. Here are the examples of error made by the students:

*He live in Jakarta **

It should be : He lives in Jakarta

*He wear a blue shirt **

It should be : He wears a blue shirt

*She like study prakarya and penjas **

It should be : She like studies prakarya and penjas

4. Omission of Prepositon

In this research, the researcher found some errors in this category. According to Dulay et al. (1982: 154-155) error happen when there is an evidence that prepositions are omitted more often that content morphemes which carry the meaning. This finding rarely same with Astuti (2015) who found that ommision of preposition category was 44 errors made by the students. It is happen in the

students' descriptive writing, they failure to use or omitted preposition in sentence where it is needed.

Preposition is a word such us, in, on, at, etc. A preposition is used to show direction, location, or time, or to introduce an object. The students omit a preposition in their writing descriptive paragraph. Here the examples errors of the eighth grade students of SMP Negeri 26 Makassar :

Nissa Sabyan lives Jakarta

It should be : Nissa Sabyan lives in Jakarta

Nissa Sabyan was born December, 22 1987.

It should be : Nissa Sabyan was born on December, 22 1987.

b. Addition

There are 20 errors of addition in writing descriptive paragraph. In error of addition category, error happen when there is an extra item presence which must not present in a well formed utterance. According to Dulay in Yusuf (2015:10) it is a phenomenon in which a certain aspect of language rules is added into a correct order (correct sentence) in order words some elements are presented which should not presented.

Based on Table 4.2 that error of addition category had percentage 10,99 %. It is almost same with Umar (2015) who found that the students errors of addition was 9%. Based on the result, it almost the appearance of addition error is the outcome of all to faithful use of a specific one rules.

The students made error of addition in some error categories, they are : addition of to be, addition of preposition, and addition of article. Here the examples error of addition made by the eighth grade students of SMP Negeri 26 Makassar :

*Nissa Sabyan is likes to sing **.

It should be : Nissa sabyan likes to sing.

*She also plays in badminton **.

It should be : she also plays badminton

*She the likes to sing**.

It should be : She likes to sing.

c. Misformation

In Missformation category, there are 62 errors in writing descriptive paragraph. According to Dulay et al. (1982: 150) error happen when the sentence did not follow the general structure based on the grammatical form. As stated before that miss formation is the error of using one grammatical form in the place of another grammatical form.

Based on Table 4.2 error of missformation category had percentage 34,07 %. It lines with Yusuf (2015) who found that error made by the students in Missformation category had 34,4% students' error. It means that most of the students made errors in this category. Here the examples of error in missformation category made by the eighth grade students of SMP Negeri 26 Makassar :

1. Missformation of Verb Posses “has” and “have”

In this category, error happen when the sentence did not follow the general stucrure based on grammatical form. In this research, the researcher found errors of verb posses “has” and “have” in their descriptiive paragraph. This finding in line with Suhono’s finding (2016) that most of the students fault to use verb possess in their sentences. Because for subject by *I, you, they, we* it should used possess verb “have”. While posses verb “has” used by the third person singular (*he, she, it*).

Here the example of errors made by the students :

She have a long black hair *.

It should be : She has a long black hair.

Iqbal have a white skin *.

It should be : Iqbal has a white skin

She have a good character *.

It should be : She has a good character

2. Missformation of to be and Personal Pronoun

In this research, the researcher found that error of to be and personal pronoun happen when the students did not follow the correctly form in their sentence. This finding in line with Yusuf’s finding (2015:45) that error occurs because the students did not understand well the correct formula to make sentences or the students may misslead explanation from the teacher. Here the example errors made by the students :

His hobby is singing and play guitar *.

It should be : his hobby are sing and play guitar.

*She is favorite food is chicken and nugget **.

It should be : her favorite food are chicken and nugget.

*She is favorite colors is blue and red **.

It should be : Her favorite colors are blue and red

From the sentence above, the students used a subject verb in the object of the sentence in the possessive form. When a pronoun was object of the sentence it should used the forms him, her, or his. Then, the use of to be “is” and “are” it should be based of noun and verb in the sentences. Plural noun must be followed by plural verb (are).

3. Missformation of Article

Missformation of article is the types of error, it is happen when the students can not use article with correctly form. In this research, the researcher put wrong article *a* and *an* in their sentences. This finding rarely same with Umar (2015) who concluded that error in missformation of article happen by the use of wrong form or morpheme of structure. The students supplies article in the sentence, although it is incorrect. Here example of errors made by the eighth grade students of SMP Negeri 26 Makassar :

*He is an handsome actrees **.

It should be : He is a handsome actrees

Iqbal is a islam

It should be : Iqbal is an islam.

In the sentence above, the students failed to put article “ an “ in singular noun and with consonant sound. The article “ an “ should be changed “a” in this sentence. Then, in the second sentence, article “ a” should be changed with article “ an” because the word after article start with vowel sound.

d. Missordering

In Missordering category, there are 9 or 4,94 % error found in writing descriptive paragraph. Dulay in Yusuf (2015:10) states that misordering happen where there is a sentence which order is incorrect place, the sentence can be right in presented elements, but wrongly sequenced. This finding very different with Yusuf (2015) who found that error of missordering category had percentage 24.6 % errors made by the students. Here example of errors made by the eighth grade students of SMP Negeri 26 Makassar :

*She drinks a juice lemon **

It should be : she drinks a lemon juice.

*She has two not big nostril **

It should be : she has not two big nostril.

*She always watching drama korean **

It should be : She always watching korean drama.

2. The Dominant of Error

In the findings, the researcher calculated the percentage from each kinds of errors which found from the students writing descriptive paragraph. The result of the

percentage from each kinds of error based on the Table 4.2 , error of omission category had 50 %, error of addition category had 10,99 %, miss formation had 34,07 % and miss ordering had 4,94 %. It means that the most dominant error was omission in writing descriptive paragraph by the eighth grade of SMP Negeri 26 Makassar.

This finding in line with Suhono (2016) who found that error of omission category had 131 or 48.9 %, error of addition category had 43 or 19.1 %, miss formation category had 68 errors and missordering had 11 errors. In his thesis, he concluded that Omission is the dominant error in students' writing made by EFL students Institut Agama Islam Ma'arif NU Metro Lampung. This mean that error of ommision is one of the types of error which frequently exist in students' writing, then error of omission as the highest percentage in error category.

The researcher concluded that error of omission was the most dominant error made by the students because there are many students did not understand well the corret form to make the sentence. In this research, the researcher found error of omission into fourt types : omission of article, omission of to be, omission of *-s/-es* verb inflection, and omission of preposition. From some types omission of error, omission of *-s/ -es* verb inflection is the most frequent one.

BAB V

CONCLUSION AND SUGGESTION

This chapter deals with conclusions and suggestions from this research

A. Conclusion

Based on the data on the previous chapter, the researcher can draw a conclusions :

1. There are four kinds of error are commonly in students' descriptive writing, namely : omission, addition, misformation, and misordering. Each kind had error percentage, 91 or 50 % error of omission, 20 Or 10,99 % error of addition, 62 or 34,07 % error of misformation, and 9 or 4,94 % error of misordering. Each of the students of the eight grade of SMP Negeri 26 Makassar made many errors on the types of error as mentioned above.
2. The dominant error were made by the eight grade students of SMP Negeri 26 Makssar was Omission with percentage 50 %, then followed error of misfomation with percentage 34,07 %, then additon category with percentage 10,99 %, and the last was error of misordering with percentage 4,94 %.

B. Suggestion

After conducting this research, the researcher has some suggestions for teacher and students :

1. The teacher should respect to the students' errors and give guidance to the students in teaching and learning process. They should discuss to their students how to identify and correct their error in writing descriptive

paragraph. Furthermore they need more technique in teaching writing to give exercise or practices in the classroom or outside for the classroom.

2. The students should more focus and practice in English learning, especially in writing. They should have pay attention and great winning in English learning process.

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APPENDICES

Appendix A : Research Instrument

Name :.....

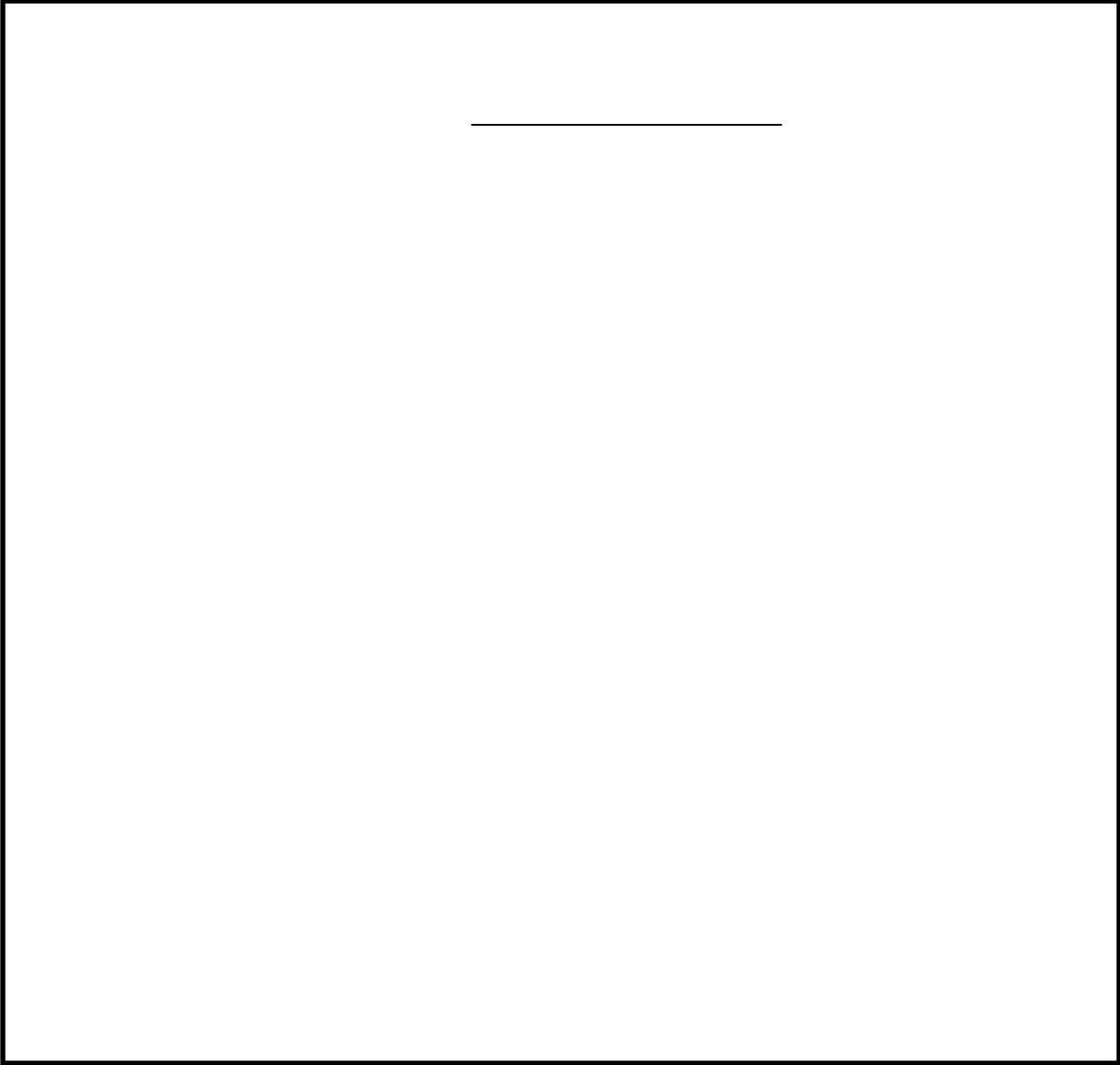
Reg. Number :.....

Choose one of the pictures or topics below and then write a descriptive paragraph consist of 10-15 sentences!



YOUR PARENTS/
YOUR FRIEND

Write your Descriptive text here!



**APPENDIX B
SAMPLE NAMES**

SAMPLE

No.	Number of sample	Kinds of Errors Frequency
-----	------------------	---------------------------

A F A
N R R A
N
A N
A A Z
N S S
N I
A R K P
A A E
R R
H A F
H S
I P
I I
I N
I A R
I S
I N J
I W
I J
I S P
J
J H
M E
N H
V H

		Omission	addition	missformation	missordering
1.	Students 01	2	-	3	-
2.	Students 02	1	-	2	-
3.	Students 03	9	-	-	-
4.	Students 04	2	-	1	-
5.	Students 05	4	-	2	-
6.	Students 06	1	-	4	1
7.	Students 07	3	1	-	-
8.	Students 08	7	1	-	-
9.	Students 09	5	-	6	-
10.	Students 10	2	-	-	1
11.	Students 11	3	2	3	-
12.	Students 12	1	-	5	-
13.	Students 13	5	-	2	1
14.	Students 14	4	1	-	-
15.	Students 15	5	1	1	1
16.	Students 16	4	-	5	-
17.	Students 17	1	2	7	-
18.	Students 18	3	1	4	1
19.	Students 19	1	1	2	2
20.	Students 20	2	1	4	1
21.	Students 21	4	-	1	-
22.	Students 22	2	1	1	-
23.	Students 23	2	-	5	-
24.	Students 24	8	1	-	-
25.	Students 25	8	1	1	-
26.	Students 26	3	-	2	1
27.	Students 27	1	6	1	-
TOTAL		91	20	62	9
		182			
Percentage of Errors		50%	10,99%	34,07%	4,94%

APPENDIX C: DATA ANALYSIS

Table 4.3 Recapitulation of the Students' Errors in descriptive Test Writing

Percentage of error formula :

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

P = Percentage of errors

F = Frequency of wrong answer/number of errors

N= Number of Sample/ error item observed.

By applying this formula, if we substitute the total of each error, we will get:

The total of Error Frequency = 189

$$\begin{aligned} \text{Omission} &= \frac{91}{182} \times 100\% \\ &= 50\% \end{aligned}$$

$$\begin{aligned} \text{Addition} &= \frac{20}{182} \times 100\% \\ &= 10,99\% \end{aligned}$$

$$\begin{aligned} \text{Misformation} &= \frac{62}{182} \times 100\% \\ &= 34,07\% \end{aligned}$$

$$\begin{aligned} \text{Misordering} &= \frac{9}{182} \times 100\% \\ &= 4,94\% \end{aligned}$$

APPENDIX D : DOCUMENTATION





CURRICULUM VITAE



HERAWATI was born in Sinjai, January 13, 1995. Her father's name is Andi Kama and her mother's name is Salma. She is the first child of 2 siblings. She finished her study at SDN 232 Koro in Sinjai Regency in 2007. She continued her study at SMPN 5 Sinjai Selatan and graduated in 2010. After finishing her study in junior high school, she continued her study at SMAN 9 Sinjai (eks SMAN 1 Tellulimpoe) and graduated in 2013. Then in 2014 she was registered as a student of English Departmen in Muhammadiyah University of Makassar on strata one program.