ANALYSIS OF GRAMMATICAL ERRORS ON STUDENTS' WRITING DESCRIPTIVE TEXT AT SMAN 2 PONOROGO

THESIS

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ABSTRACT

NAFSIAH. 2022. *Analysis of Grammatical Erros on Stidents' Writing Descriptive Text at SMAN 2 Ponorogo*. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Institute of Islamic Studies Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

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Mastering English is necessary to face the advancement of globalization. As one of the language skills, writing has an important role, especially for student learners. Writing helps students express their ideas in answering the essay and accomplishing their assignments in school. Nevertheless, writing is the most difficult skill to be learned. Not only great vocabulary, but writing also required Grammar. Since learning English is different from learning the Indonesian language, the students who learn English may produce many errors in their writing.

The purposes of this study were to find out the types of grammatical errors in the students' descriptive text and the causes of grammatical errors in the students' descriptive text. The researcher analyzed the types of error based on the theory from Dulay et al. Meanwhile, for the causes of error, the researcher used Norrish's theory.

This research applied a qualitative study and used a descriptive analysis design. The researcher collected the data through documentation and interview. The researcher took the data from the students' descriptive text and interviews. The researcher used the error analysis method developed by Gass and Selinker's steps. Those were identifying the errors, classifying the errors, quantifying the errors, and analyzing the cause of errors.

The results showed that the types of errors found in the students' descriptive text were Omission, Addition, Misformation, and Misordering. The causes of errors can be classified into three categories such as Carelessness, First language interference, and Translation. Hence, an exciting learning style from the teacher and mastery of grammar also vocabulary with lots of practice are needed to help students writing skills in the future.

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Ponorogo, 26 Juli 2022

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CHAPTER I

INTRODUCTION

A. Background of the Study

As one of the language skills, the writing has an important role, because both a social act and a method or instrument for communicating ideas in written form to the rest of the world. Nevertheless, writing is the most difficult skill to be learned; as stated by Ivanic, "Social struggles in which the self- implicated through the act of writing"[1]. Not only great vocabulary, but writing also required Grammar. Since learning English is different from learning the Indonesian language, the students who learn English may produce many errors in their writing, especially in the use of Grammar.

Both Grammar and writing are closely related. Writing without paying attention to grammatical aspects will lead to inappropriate meanings, and of course, the writing will be imperfect[2]. Good knowledge of Grammar helps a writer make a piece of writing effective because it catches the reader's understanding and attention. It also helps to learn how to turn words into understandable sentences and methods to transform these meaningful sentences into meaningful paragraphs that express the message successfully. It indicates that Grammar plays a significant role in communication since it shows how language is used. That is why students will be able to convey the message of meaning from what they wrote clearly and easily understood if they master Grammar.

A grammatical error, sometimes known as a learner's error, is a term used in prescriptive Grammar to indicate a case of incorrect, unconventional, or controversial usage, such as a misplaced modifier or an improper verb tense. Grammatical error is also known as bad Grammar. Factual errors, logical fallacies, misspellings,

[1] Yuwono Dolar, *Writing from Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 2.

[2] Klimova, "The Importance of Writing. ", 9.

typographical errors, and poor punctuation are normally distinct from (though occasionally confused with) grammatical errors[3].

According to Ellis & Barkhuizen, error analysis describes as "a set of procedures for identifying, describing and explaining student errors" It is essential to point out that error analysis identifies and detects errors and explains why they make them. Currently, there are three methods of learning a second language used to collect research data. They also say that the best method for second language acquisition is to collect a sample of students' productive English. Written productions reveal the student's Grammar and provide evidence of how much the student knows, making for a perfect sample text[4].Error analysis needs to be done by a teacher to describe the mistakes made and find out the causes of errors made by students. According Corder in Driver and Heydari, error analysis (EA) is a way to collect errors found in students' language, decide whether the errors are systematic or not, and clarify the reasons behind the errors found in students[5]. Thus, error analysis is an approach taken by one person to summarize all the errors that arise in students. In addition, error analysis also tries to determine whether the error is found systematically or not. Finally, error analysis explains the cause of the error.

There is a significant distinction between an error and a mistake. However, students continue to make errors and mistakes regularly. Learners who lack a deep understanding of the subject matter cannot distinguish between errors and mistakes. According to Brown cited in Rana et al., All native speakers make mistakes or have "performance lapses" characterized as nonsystematic errors. He also stated that a mistake is a performance blunder. It could be a "slip" or a random guess. Because the

[3] Richard Nordquist, "What Is Grammatical Error," ThoughtCo., 2020, https://www.thoughtco.com/grammatical-error-usage-1690911#:~:text=Richard Nordquist. Updated February 05%2C 2020. Grammatical error,a usage error. Compare grammatical error with correctness.

[4] Sagitha Litany Demastuti, "An Error Analysis in Writing Report Text Made By Students of 9th Grade in SMPN 1 Gatak in the Academic Year 2015/2016" *Thesis* (Surakarta, 2016), 2.

[5] Hoda Divsar and Robab Heydari, "A Corpus-Based Study of EFL Learners' Errors in IELTS Essay Writing," *International Journal of Applied Linguistics and English Literature* 6, no. 3 (2017), 145.

students cannot use the available system effectively, they make nonsystematic decisions[6].

Furthermore, Brown reminded out that both first language and EFL students make mistakes. As a result, it makes no difference whether they are native speakers or learners of a second language. On the other hand, errors result from the learner's actions "a methodical understanding of a foreign language". According to Brown, an error reveals a student's command of the target language. Teachers are required to correct students since they cannot identify their errors. According to Corder in Rana et al., Foreign language learners who are not yet skilled in the language make the majority of errors. As a result, students are more likely to make errors[7]. As a result, error analysis is necessary to demonstrate the difficulties faced by students and determine their proficiency level.

The researcher chooses SMAN 2 because it is a Credit-based school discipline and has many achievements in academic and non-academic fields. Many competitions have been achieved. Students of SMAN 2 Ponorogo once succeeded in becoming the 1st runner-up in the storytelling category, 1st runner-up in news reading at the news reading and storytelling event organized by the English Study Program, Muhammadyah University, Ponorogo in 2019[8].

According to the results of the pre-survey of researchers on 09 February 2022 at SMAN 2 Ponorogo, as maintained by interviews with 10th-grade students and teachers, students do not understand the meaning of words or how to use them properly. Furthermore, when students produce descriptive texts, the problem is their difficulty using Grammar[9]. Writing descriptive text uses the simple present tense, a simple tense used in everyday life. However, the students admitted that they were also confused in

[6] S Rana et al, "Grammatical Errors in English Writing Made by Senior Students of English Department at Jubail University College-: Problem Analysis, Reasons and Solutions," *International Journal of Arts and Commerce* 8, no. 5 (2019), 26.

[7] Rana et al, 26.

[8] Document 20 January 2022, SMA NEGERI 2 PONOROGO, 2019, https://sman2ponorogo.sch.id/2019/02/15/sabet-prestasi-di-unmuh-ponorogo/.

[9] Dika Bodroyoni, X-MIPA 1 Students of SMAN 2 Ponorogo, Interview February 2022

choosing the appropriate diction and use of verbs and the complicated grammatical structure. The match between the subject and the predicate was still not correct. The following are examples of students' grammatical errors in the descriptive text according to data from the English Teacher[10]:

To begin with, the students make an error when it comes to the use of the main verb vs. the auxiliary verb. The students write, "she have long black hair." This is type of misformation of lingking verb[11]. The sentence is grammatically incorrect. If the statement is "she has long black hair," it should be correct. Subjects "she, he, it" uses the word "has," while subjects "they, we, I, you" use the verb "have."

Furthermore, misordering is students' grammatical error when writing descriptive text. For example: "my cat has eyes big." When utilizing adjectives phrase, the phrase is incorrect. If the sentence is "my cat has big eyes," it may be correct. The student uses the wrong order between the adjective and its noun. As a result, the correct phrase from the preceding sentence is "big eyes."[12]

The researcher assumes that most students do not understand Grammar based on the following explanation. When writing in English, the students make some grammar errors. The researcher is interested in learning about the types of errors students make and the cause made by students when writing descriptive text in the first grade of SMAN 2 Ponorogo. Therefore, the study will be entitled: “Analysis on Grammatical Errors on Students’ writing Descriptive Text at SMAN 2 Ponorogo”.

[10] Daryanto, English Teacher of SMAN 2 Ponorogo, Interview February 2022

[11] Muhammad Fajri Abdillah, “An Analyis of Grammatical Errors in Learners’ Descriptive Writings at SMA Al-Kausar Bandar Lampung,” *Media Publication Journal* 51 (2017), 7.

[12] Dulay et al, *Language Two* (New York: Oxford Uneversity Press, 1982), 162.

B. Limitation of the Study

In this study, the researcher focused on the analysis of grammatical errors. The researcher used the writings of tenth graders of SMAN 2 Ponorogo in 2020/2021 as data to be analyzed, namely in the form of descriptive text using surface strategy taxonomy error based on Dulay et al namely omission, addition, misformation, and misordering[13].. Furthermore, the researcher uses Norrish theory to support the results and validity the causes of errors.

C. Statement of the Problems

1. What are the types of grammatical errors occur on students' writing descriptive texts in the first grade of SMAN 2 Ponorogo in the academic year 2020/2021?
2. What are the causes of grammatical errors in descriptive text written by students in the first grade of SMAN 2 Ponorogo academic year 2020/2021?

D. Objectives of the Study

1. To analyze the types of grammatical errors occur on students' writing descriptive texts in the first grade of SMAN 2 Ponorogo in the academic year 2020/2021?
2. To clarify the causes of grammatical errors in descriptive text written by students in the first grade of SMAN 2 Ponorogo academic year 2020/2021.

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[13] Dulay et al.

E. Significances of the Study

The researcher expects the significance of this study as follows:

a. Theoretical Significance

The researcher hopes that the result of this study contributes to developing theory, especially in analyzing grammatical errors in the descriptive text, and can enrich knowledge and reference that can be used for the next researcher.

b. Practically Significances

1) Teacher

   This study is expected to help the teacher to find out the extent to which students' abilities in writing descriptive texts are. So, the teacher can develop learning according to the student's circumstances.

2) Students

   Through this research, it is hoped that students can improve their writing skills and also the ability to use Grammar well in the future.

3) For the researcher

   Personally, through this study, the researcher hopes she can develop her knowledge to identify which parts of the language structure are found difficult in writing to improve her methods and techniques in teaching English, especially in writing.

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F. Organization of the Thesis

The researcher divides the study into six chapters to clarify things. The first chapter provides an introduction. This chapter includes a whole research project, such as the study's background, limitations, statement of the problem, objective of the study, significance, and research organization.

The second chapter discusses previous studies and conceptual frameworks. This section presented previous findings relevant to the subject and keywords from the literature review. The third part is about the research method. This chapter discussed the research methodology, which contains a detailed approach and design, the researcher's role, the research setting, the data and data source, the data collection technique, the data analysis technique, the validity of the findings, and the research procedure.

The fourth chapter is about the research findings and discussions. This chapter discusses both general and specific data descriptions also the discussion of data findings. This chapter explains how the data was classified and categorized. The final chapter is closing. This chapter explains the research's conclusion and recommendations.

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CHAPTER II

THEORETICAL BACKGROUND AND PREVIOUS RESEARCH FINDINGS

A. Theoretical Background

1. Types of Errors

a. Definition of Error

Grammatical errors, according to Burt and Kiparsky, cited in Khamlan et al., do not follow grammatical norms, and some parts in sentences do not connect smoothly. Dewanti and Ellis also emphasized that grammatical errors do not correct grammatical systems in sentences or paragraphs, which learners should be aware of and concerned about. Meanwhile, Ellis stressed that grammar is a long-standing principle that governs the construction and interpretation of words, phrases, and sentences[14]. Furthermore, according to Ur, Greenbaum, and Nelson, grammar is the process of fitting words together to form a phrase. As a result, the word units are joined to improve the meaning of sentences[15]. It means, the word units are combined to correct sentences, but their meaning is also changed. In conclusion, to write descriptive text, students must understand grammatical rules and apply them to defend something incorrect in a sentence.

Scholars have attempted to define the meaning of grammatical errors. According to Richard et al., Error is how native speakers or language users utilize faulty or incomplete activities[16].

[14] Khamlan Phommavongsa et al., "The Common Grammatical Errors in Writing Narrative Essay of Students At the Youth Resource Center, Savannakhet," *Jurnal Penelitian Humaniora* 22, no. 1 (2021), 3-4.

[15] Phommavongsa et al., 4.

[16] Hafissatou KANE, "An Analysis of Grammatical Errors Made by Senegalese English Majors," *Addaiyan Journal of Arts, Humanities and Social Sciences* 1, no. 10 (2020), 65.

According to Ellis, inaccuracy refers to cracks in the learners' knowledge. The students are unsure which option is acceptable and appropriate in each case, arguing that mistakes are an unavoidable part of learning a second language[17]. As a result, writing errors are critical in allowing second language learners to better grasp their difficulties and products in written text.

According to Norrish, cited in Sunardi Hasyim's article, an error is a systematic variation that occurs when a learner does not understand something and frequently makes mistakes. He claimed that the child in his language makes the same mistake from time to time—similar, when a learner of English makes a series of errors. As a result, the learner has not learned the proper form[18].

Dulay stated, "Errors are the defective side of learner speech or writing," They are the sections of a conversation or a piece of writing that stray from a specified mature language performance norm. Teachers and mothers who have conducted long and difficult fights with their students or children's language errors have learned that making mistakes is an unavoidable aspect of learning. People cannot learn a language without first making systemic mistakes[19].

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[17] Phommavongsa et al., 4.
[18] Sunardi Hasyim, "Error Analysis in the Teaching of Simultaneous Interpretation," *Journal of Kristen Petra University* 4, no. 1 (2002), 45.
[19] Dulay et al, *Language Two* (New York: Oxford Uneversity Press, 1982), 138.
[20] Phommavongsa et al., 4.

the same mistake from time to time—similar, when a learner of English makes a series of errors. As a result, the learner has not learned the proper form[21].

Brown described the error as "the act of seeing, analyzing, and classifying deviations from the second language rules and thus revealing the systems operated by the learner."[22] Crystal defines error as "a technique for finding, classifying, and systematically analyzing the unsatisfactory forms produced by someone learning a foreign language, utilizing any of the ideas and techniques provided by linguistics"[23].

Some of the definitions above clarify that the error is identifying, classifying, interpreting, or describing the errors produced by someone in writing. It is carried out to acquire information on the most significant difficulties someone poses in writing English sentences.

b. Grammatical Error

The researcher used surface strategy taxonomy proposed by Dulay, Burt, and Krashen to analyze the types of error. They involved omission, addition, misformation, and misordering[24]. Surface strategy taxonomy identifies the methods by which surfaces are altered: Learners may omit necessary items or add unnecessary ones; or may misform or misorder items. The surface strategy approach to error analysis is more concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. As a result, this means that the learners' errors are based on logic rather than laziness or sloppy

[21] Sunardi Hasyim, "Error Analysis in the Teaching of Simultaneous Interpretation," *Journal of Kristen Petra University* 4, no. 1 (2002), 45.

[22] Brown H. Douglas, *Principles of Language Learning and Teaching*, ed. Allen Ascher and Christine Lauricella, Fourth, vol. 14 (San Francisco: Addison Longman, Inc., 2000), 218.

[23] David Crystal, *A Dictionary of Linguistics and Phonetics*, *The Modern Language Journal*, 6th ed., vol. 76 (Singapore: Blackwell Publising. Ltd., 2008), 173.

[24] Dulay et al, *Language Two*, 150.

thinking, resulting from the learner's use of temporary principles to produce a new language[25].

1) Omission

Omission is the absence of an item that must appear in the sentence to construct a correct sentence. The lack of a thing that must be present in a well-formed utterance is characterized by omission errors. Although one can omit any morpheme or word in a phrase, some morphemes are overlooked more frequently. Content morphemes carry most of a sentence's referential meaning: nouns, verbs, adjectives, and adverbs.

For example:

My sisters very pretty; the correction is (My sister is very pretty)[26].

As Dulay et al stated in Nurmala, Omission contained the articles (a, an, the), verb auxiliaries (is, would, may, can, etc.), noun and verb inflection (-s, ed, ing), as well as prepositions are among them (in, on, at, etc)[27].

2) Addition

The opposite of omission is addition. The presence of a required item is referred to as omission. However, the company of an item must not be in a sentence that qualifies a sentence as appropriate. In the later stages of second language learning, when the learner has already absorbed some target language rules, addition errors are common. In truth, addition errors are caused by the overuse of specific rules.

There are three types of addition errors observed: double markings, regularizations, and simple additions[28]. These errors indicate that some basic rules have been learned, but further modification is needed.

[25] Dulay et al, *Language Two*, 150.

[26] P.E. Limengka and E. Kuntjara, "Types of Grammatical Errors in the Essays Written By Fourth-Semester Students of English Department, Petra Christian University," *Language, Linguistic* 1, no. 1 (2013), 231.

[27] Nurmala Hendrawati, "An Analysis on Students' Errors in Writing Sentence Patterns," *Loquen: English Studies Journal* 11, no. 01 (2018): 66.

a) Double markings

Many addition errors are failures to delete particular things that are essential in some linguistic formations but not in others. Some semantic elements, such as tense, may be marked syntactically just once in most English sentences.

e.g. She didn‟t went/goed back. There is double marking that should be “She didn‟t go back.”

b) Regularization

A rule usually applies to linguistic objects, such as the main verbs class or the nouns class. However, some members of a class are exceptions to the rule in most languages. The verb eat, for example, becomes ate rather than eated; the word sheep is similarly sheep in the plural, rather than sheeps. When a language has both regular and irregular forms and constructs, learners apply the rules that produce the regular ones to the irregular ones, resulting in regularization errors.

e.g. sheeps instead of sheep

There is regularization error in which regular plural marker.

c) Simple additions

All addition errors were simple errors. It is the use of a word or phrase that shouldn't be used in well-formed sentences.

For instance, the fishes doesn't live in the water.

There is simple addition that should be “The fish doesn‟t live in the water.”

[28] Dulay et al, *Language Two*, .

3) Misformation

Misformation occurs when the incorrect form of an item is used in the correct location of a sentence which appears when students select the wrong phoneme, morpheme, structure, or vocabulary. Then they insert the incorrect form where they should put the proper form in the sentence.

The incorrect form of the morpheme or structure is a misformation error. While omission errors result in no item being supplied, misformation errors result in the learner providing something, even if it is inaccurate. For instance, in *The dog eated the chicken*. The student provided a past tense marker, but it was not correct. Misformations are frequently not random, just like additions.

Regularizations, archi-forms, and alternating forms are the three most common types of misformations recorded in the literature thus far[29]. The other categories as cited in Erlangga et al include: Misformation of verb, misformation of *be* misformation of preposition, misformation of gerund after preposition[30].

a) Regularization errors

Regularization errors include those in which a normal marker is replaced for an irregular one, such as runned for ran or gooses for geese. For example in regular past I falled (fell).

b) Archi-forms

A typical feature of all levels of second language acquisition is the learner's choice of one member of a class of forms to represent others in the class; this is known as an archi-form. A learner might, for example,

[29] Dulay et al, *Language* Two, 158.

[30] Erlangga et al, "An Analysis of Grammatical Errors Made By the Seventh Grade Students of Smp Negeri 2 Sukawati in Writing Descriptive Texts in the Academic Year 2018/2019," *Language and Education Journal Undiksha* 2, no. 1 (2019): 19.

choose just one of the English demonstrative adjectives this, that, these, and those to perform the work for several of them:

That dog

That dogs

c) Alternating forms

The usage of archi-forms typically gives way to the seemingly fairly open alternation of various class members with each other as the learner's vocabulary and Grammar improve. As a result, we see the following demonstratives:

Those dog, These cats

4) Misordering

The incorrect arrangement of a morpheme or collection of morphemes in a sentence is known as misordering. When learners produce an inaccurate statement because the items are not correct, this is known as a misordering error. The use of letters to form words is referred to as spelling. According dulay contained: Misordering subject and object and Miordering in subordinate constructions[31].

For instance, in the phrase:

He is all the time late.

all the time is misordered

c. Aspect of Grammar

Dulay et al explained there were aspects in each of types. The aspects explained below:

[31] Dulay et al, 153.

1) Preposition

Prepositions and their objects together form prepositional phrases, which can function as either adjectives or (more commonly) adverbs. For example: “There is a film at noon we could see.” (adjectival, modifying the noun film) “He hit the nail with a hammer.” (adverbial, modifying the verb hit) A prepositional phrase always contains at least a preposition and its object (a noun or pronoun), but it can also contain modifiers that add additional meaning to the object. These can even be other prepositional phrases functioning as adjectives[32]. For example: “He arrived to school in a red car.” “We keep the lawnmower in the shed out back.”

2) To be

As cited in Collins, the verb be is used as an auxiliary verb and it can also be used as a main verb. The verb *be* is irregular. It has eight different forms: be, am, is, are, was, were, being, and been. The present simple and past simple tenses make more changes than those of other verbs.

The present simple tense forms of be are often contracted in normal speech. Note that the contracted form of *they are* is spelled *they’re*, and not their which is the possessive form of they.

3) Conjunctions

Conjunctions express relationships between items in a sentence, link distinct clauses together, and join phrases. Without conjunctions, learners have to resort to short, simple sentences that do not convey the whole range of meaning we want to get. It would sound excessively abrupt and disconnected if only used basic sentences.

[32] Peter Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, *Farlex International*, 2016, 491.

However, combining different conjunctions creates more complex, sophisticated sentences that demonstrate a link between actions and ideas. There are four primary forms of conjunctions; Coordinating conjunctions, subordinating conjunctions, correlative conjunctions, and conjunctive adverbs[33].

a) Coordinating conjunctions

The most frequently used conjunctions are coordinating conjunctions: and, but, or, yet, for, so, and nor, which operates between Individual words, Phrases, and Independent clauses.

b) Subordinating conjunctions

A subordinate clause is connected to an independent clause by subordinating conjunctions.

For example:

"**Although** it was raining, I didn't take an umbrella."
"**Even though** she didn't like beef, she still ate the meat ball."
"I went to school **in spite of** being sick."
"I intend to go to Korea next month, **provided that** I can get the time off work"

c) Correlative conjunctions

Correlative conjunctions are a pair of conjunctions that operate together to show how two parts in a phrase are related.

For example:

"Sports are a great way to bring people together, **whether** you like to play or just watch."
"I like **neither** cabbage nor cucumber on my fried rice."

[33] Herring, 563.

d) Conjunctive adverbs

Conjunctive adverbs join two separate clauses. These can be two different sentences, or they can be combined with a semicolon to form a single complex sentence.

For example:

"John hadn't enjoyed the movie; **nevertheless**, he recommended it to his friend."

4) Plural Marker

As cited in Hikmah "The plural noun is signed by the word several. It shows the number of the noun is more than one, so–s or –es must be presented after the countable noun."[34]

5) Article

Articles determine whether a noun is definite (particular or specific) or indefinite (general or unspecific). As a result, articles are separated into two types: definite articles, such as *the,* and indefinite articles, such as *a* and *an*[35].

a) The

When referring to a specific person, place, or item, the definite article is used. For instance:

"I'm looking forward to the movie." (There is a specific movie that the speaker is looking forward to.

"Would you pass me the book?" (There is a specific book that the speaker is asking for.)

"She turned off the lamp next to her bed." (There is a specific lamp next to her bed that she turned on.)

[34] Harisna Hikmah, "Analysis of Omission and Addition Errors Found in the Students' English Texts," *ELTICS : Journal of English Language Teaching and English Linguistics* 5, no. 1 (2020), 3.

[35] Herring, 591.

b) a/an

On the other hand, *a/an* identifies an unspecific or generic person or thing when the speaker is not referring to a specific person and thing or when the speaker is unfamiliar with the person or thing. *A/an* can only use before single nouns, unlike *the*.

For instance:

"I'm looking for a pen." (There is not a specific pen that the speaker is looking for.)

"Would you please turn on a light?" (There is not a specific light the speaker is asking to be turned off.)

"There is an angry teacher waiting to speak with you." (Although there is a particular teacher, he or she is unknown to the speaker.)

6) Subject

Peter said in his book, the subject in a sentence or clause is the person or thing doing, performing, or controlling the action of the verb. For example: "The dog chased its tail." (The noun dog is performing the action of the verb chase.) "Mary reads a book every week." (The proper noun Mary is performing the action of the verb read.)[36]

7) Fragmented Sentence

Oshima and Hogue cited in Ananda et al's journal, a fragmented sentence is a structurally incomplete sentence or part of a sentence. Sentences which do not have a subject or verb are called incomplete sentences. Furthermore, a sentence is considered incomplete if there is a dependent clause which is not attached to an independent clause, making the sentence unable to convey a complete thought. In order to make a complete thought, a dependent clause

[36] Herring, 15.

must be converted to or connected to an independent clause[37]. It can be concluded that a grammatically correct sentence must comprise at least one subject and one verb and should be a complete thought.

8) Proper Noun

Nouns that identify general people, places, or things are called common nouns—they name or identify that which is common among others. Proper nouns, on the other hand, are used to identify an absolutely unique person, place, or thing, and they are signified by capital letters, no matter where they appear in a sentence[38]. For example, "Prince William is adored by many."

d. Cause of Errors

In Erlangga et al.'s study, Norrish stated that there are three causes of errors: carelessness, first language Interference, and translation[39].

1) Carelessness

Carelessness is frequently related to the lack of motivation on the part of students. Some learners may lose interest in the teacher's teaching and learning process in the classroom. It is possible that whether the material or teaching method does not match the students. As a result, they cannot comprehend the material provided by the teacher due to a lack of motivation to learn.

2) First language interference

The second source of inaccuracy is language interference. Learning a native or foreign language, according to Norrish, is termed habit formation. When a person decides to learn a new habit for himself or

[37] Rizki Ananda, Sofyan A. Gani, and Rosnani Sahardin, "A Study of Error Analysis from Students' Sentences in Writing," *Studies in English Language and Education* 1, no. 2 (2014): 85.

[38] Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, 17.

[39] Erlangga et al, 22.

herself, his or her previous habit may interfere with the learning process. His or her previous habit will begin to obstruct the person's ability to learn. This type of inaccuracy is referred to as first language interference.

3) Translation

The most common source of inaccuracy has been identified as translations. Students construct foreign language translating their native language sentences word by word.

2. Writing Skill

a. Definition

Writing is one of the four skills in English. In this study, the researcher will describe the meaning of writing itself. There is some thought about writing below.

Based on Brown cited in Dara Puspita Rachmawati's thesis, writing is spoken language representation. That is, language can be in the form of writing. In addition, Ken Hyland said that writing is a way to share personal meaning and learn to write individual passions to build their own about a topic. It can be said that writing is an idea or message with other people in written language[40].

According to Eric Gould, Robert DiYanni, and William Smith, in Romadhon et al journal, writing is a creative act. The act of writing is creative because it requires interpreting or making sense of something: an experience, a text, an event means that writing can be a representation of events or experiences experienced by the author[41].

[40] Dara Puspita Rachmawati, "An Analysis of Grammatical Errors in Writing Descriptive Text Among the Eight Graders at SMPN 3 Batang Hari East Lampung" *Thesis* (Statue Institute for Islamic Studies of Metro, 2019), 8.

[41] Latifah Rakhma Romadhon et al, "Writing Short Stories Using Twitter as a Media for Student's Writing Skills," *ETERNAL (English Teaching Journal)* 11, no. 1 (2020), 51.

In another book, writing is a more global, sophisticated process comprising a variety of sub-processes[42]. Robbert E Cummings demonstrates that writing is not just a continuous activity but also constantly amended by a large number of participants and that ultimately results in the creation of information about the world[43]. Besides, writing entails generating ideas, arranging them, and communicating them. It means that writing is a method of converting information or a message into text.

The researcher can deduce from the description above that writing is an activity that involves utilizing language to communicate or share information with others in order to express an idea or message in written form. As a result, the reader will grasp the message or information quickly.

b. Teaching Writing

According to Harmer, some reasons for teaching writing to English as foreign language students include reinforcement, language development, learning style, and writing as a skill[44]. Although students have different reasons for wanting to become better writers, this is an opportunity for the teacher because teachers have a member of a crucial task to perform. Harmer mentions the task writing as follows[45]:

1) Demonstrating

The teacher must be able to draw these characteristics to their attention. Students are made aware of layout issues or the language used to perform certain written functions in whatever way they advise.

[42] Dorte Albrechtsen et al, *Vocabulary and Writing in a First and Second Language Processes and Development*, 1st ed. (United States: Palgrave Macmillan, 2008), 165.

[43] Robert E. Cummings and Matt Barton, *Collaborative Learning in the College Classroom* (United States of America: The University of Michigan Press and the University of Michigan Library, 2008), 194.

[44] Jeremy Harmer, *How to Teach English* (United Kingdom: Stenton Associates LTD, 2007), 79.

[45] Harmer, 41.

2) Motivating and Provoking

This is where the teacher can help by provoking students to think of ideas, inspiring them about the importance of the task, and convincing them of how much fun it can be.

3) Supporting

When students are writing in class, the teacher should be highly supportive, always available (except during exam writing, of course), and ready to assist students in overcoming difficulties.

4) Responding

When we respond, we react positively to the content and construction and frequently (but not always) make suggestions for improvement.

5) Evaluating

When evaluating students' writing for test purposes, the teacher can indicate where they wrote well and where they made mistakes, and we can award grades.

c. Types of Writing

In general, there are a few different forms of writing:

1) Descriptive text

Descriptive writing is the process of creating a communication image through words. Oshima and Hogue define description as "writing about how something or someone looks and uses space order"[46]. So, based on the description above, it can conclude that when writing a descriptive text, the writer must be able to explore the idea in the text to make a good description, and the reader can feel the object in the descriptive text.

2) Narrative text

[46] Alice Oshima and Ann Hogue, *Writing Academic English*, 4th ed. (New York: Pearson Longman, 2006), 48.

In English-speaking societies, a narrative is a unique type of story that is highly valued. Narratives are written so that they are both entertaining and convey cultural values. Normal events are disrupted in narratives, and language creates suspense around the disturbance until it reaches a crisis point. The reader learns about culturally desirable ways of behaving through how the characters in the story approach and overcome the dilemma. Narrative writing includes a plot, characters, conflict, and other elements that make a story. A story is frequently associated with narrative writing is in contrast to other types of writing, such as textbooks and nonfiction literature.

3) Recount text

A recount text is a written text that relates the story of past events. The root word comes from the words "re" and "count," which mean "again" and "report," respectively. Small words combine to form recount, which means "to tell again." Recounts can be found in various written texts, including newspaper stories preceding a trial, soccer match descriptions, occurrences before and after a natural disaster, police reports, biographies, diaries, historical records, etc.

4) Argumentative text

Argumentative is an important part of human cognition. It identifies important assumptions and conclusions for a specific problem to be analyzed. Furthermore, it frequently entails identifying conflict, necessitating searching for pluses and minuses for specific findings. The main purpose of an argumentative text is to hope and influence the readers

or listeners to have the same argument as the author's argument[47]. Well, so that this goal can be achieved, then in writing an Argument, it must be accompanied by facts such as research results, data, expert theories, and much more.

5) Exposition text

Exposition is factual writing meant to persuade people to believe in a certain point of view. After stating a stance, the writer then creates a sequence of arguments to support that position. Each argument's main claim is stated first, followed by supporting evidence.

3. Descriptive text

a. Definition

A descriptive text is a text that describes the features of someone, something, or a certain place[48]. It is frequently combined with various types of writing, the most common of which is narration. The purpose of the description is to let the reader imagine a person, location, or thing in as much detail as possible and the proper type of detail. It encompasses all of the necessary senses, particularly sight. However, additional senses such as smell, hearing, touch, and taste can also be useful in the description.

b. Techniques

McMurray argued these following are strategies used for developing a good description:

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[47] Anthony Hunter, *Elements of Argumentation, Cambridge, Massachusetts*, vol. 4724 LNAI (London, England: The MT Press, 2008), 1.

[48] Artono Wardiman et al., *English in Focus*, ed. Edit or Team of Set ia Purna Inves (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008), 16.

1) Analysis of the item described

The writer must think about and then choose the aspects of the subject discussed. Analysis helps in two ways: it limits the amount of information that can be expressed for most persons, places, or things, and it also gives an organizing structure.

2) Specification detail

The ability for the reader to imagine what the writer is describing in as much detail as possible is one of the most crucial aspects of description. Consider as many precise details as possible, which can be difficult for inexperienced writers. The specification detail procedure can keep on continuously. Where the writer stops in the process is determined by (1) the writer's goal in writing the description, (2) the effect wants to achieve, and (3) the writer's length restriction.

3) Main theme

a) Objective of descriptive text

It focuses solely on facts and avoids expressing the writer's personal feelings about the subject. An accurate description is commonly used in commercial and scientific publications.

b) Subjective of descriptive text

It contains the author's responses; the description is written to invite the reader to react emotionally to it. Depending on the writer's intent or the writing environment, a subjective description can include wrath, fear, resentment, hostility, serenity, exhilaration, madness, melancholy, depression, happiness, joy, surprise, awe, or skepticism.

4) Generic structures

a) Identification

This stage contains; a general description of a topic or an introduction to the object or thing described.

b) Description

This stage contains information about the particular characteristics of the object, place, or person described, such as qualities and physical appearances[49].

5) Language features

a) Simple present tense

The present simple uses to talk about things in general. We use it to say that something happens all the time or repeatedly or that something is true in general50. For example, “I work” and “He works” for spelling (-s/es), using do/does to make questions and negative sentences like “I don't go away very often”. Finally it used to say how often things done.

b) Adjective

Adjectives are used almost exclusively to modify nouns, as well as any phrase or part of speech functioning as a noun51. An adjective that describes a noun is called a modifier. For example, Beautiful.

c) Noun phrase

A noun that goes with a modifier is called a noun phrase. When describing anything, the writer uses a lot of noun phrases to help readers visualize what will be described. A noun is a thing, a place,

[49] Wardiman et al, 16.

[50] Murphy Raymond, *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English with Answer*, 5th ed. (United Kingdom: Cambridge University Press, 2011), 4.

[51] Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, 305.

a person, or an animal, as usually known. The example of noun phrase is beautiful bird[52].

B. Previous Research Findings

Many related studies have been conducted in the past. The researcher uses some as guidance to complete this study. The researcher conducts three studies to support this study.

The first research is Sari Sadiah and Seli Ade Royani's research under the title "An Analysis of Grammatical Errors in Students' Writing Descriptive Text" They conducted this research to find (1) What types of grammatical errors made by the first-year students of SMPN 3 Cimahi. (2) What are the most grammatical errors committed by the first-year students of SMPN 3 Cimahi. This research employed the qualitative descriptive method as the research methodology. The data collection was the text written by the students in English writing class. The research conducts following the steps proposed by several experts, which are analyzed based on six classifications (verb agreement, capitalization, usage, sentence pattern, pronoun, and spelling). The grammatical errors found were Verb agreement, followed by a pronoun, sentence pattern, spelling, and capitalization errors. Verb agreement and pronoun are the most severe errors for students when studying grammar. The errors were mainly caused by incorrect from the simple present[53]. The difference between Sari Sadiah and Seli Ade Royani's and this study was; they analyzes types and the most frequent errors in the problem formulation, while in this study, what types of errors and causes for errors. In addition, they tend to use many theories to analyze the data. In contrast, this study uses Dulay et al. and Norrish's theory, covering all aspects of the grammar that will be studied and its

[52] Utami Widiati et al., *Bahasa Inggris*, ed. Helena I. R. Agustien, Dan Emi Emilia, and Raden Safrina (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), 61.

[53] Seli Royani and Sari Sadiah, "An Analysis of Grammatical Errors in Students' Writing Descriptive Text," *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019), 764.

cause. The similarities are that these both use qualitative methods and data in student descriptive texts.

The other research is a journal from Khamlan Phommavongsa et al., titled “The Common Grammatical Errors in Writing Narrative Essay of Students at the Resource Center, Laos.” The research was conducted to find out; (1) What are the types of common grammatical errors students make in writing a narrative essay. (2) What dominant errors do students make in writing a narrative essay. The research methodology was case study qualitative research. In their research, the data was gathered through a test of composing a narrative essay. The students ask to write descriptive essays based on their personal experiences with “unforgettable life moments.” It is made up of their adventures, vacations, and other things. The researcher evaluated the data utilizing a descriptive statistic and a comprehensive Excel application to present the findings. The result of his research showed that the grammatical errors made by the students were in the form of verb tense, punctuation, spelling, preposition, capitalization, and article errors. The most dominant type of grammatical error is verb-tense, with a frequency of 79[54]. The difference between Phommavongsa et al.’s study and this study is that they examined the types and the most dominant types of errors. Meanwhile, this study analyses the types and reasons for errors. In analyzing the various errors, they used an analytical framework adapted from the Na-ngam error taxonomy and Richard’s error category, while this research used the theory of Dulay et al. Data collection in the form of narrative text. Similarly, Phommavongsa et al., used a qualitative method, and both of these studies analyzed grammatical errors[55].

The last previous study was a thesis titled "An Error Analysis in Writing Report Text Made by Students of 9th Grade in SMPN 1 Gatak 2015/2016 Academic Year" by

[54] Phommavongsa et al., “The Common Grammatical Errors in Writing Narrative Essay of Students At the Youth Resource Center, Savannakhet. ”, 1.

[55] Phommavongsa et al, 5.

Sagitha Litany Demastuti. The problem statement in this study was as follows: (1) What are the types of errors in writing report text made by 9th-grade students in SMP N 1 Gatak 2015/2016 academic year, (2) What are the types of morphological errors, syntactical errors (3) What are the frequency of each type of error and sources of errors. In this study, the researcher uses the descriptive qualitative method. Elicitation techniques are used to collect data; the researcher asks the students to write their report text. She collected the students' works, then read and analyzed the data by highlighting the different types of errors in the students' writing. Error data was documented and classified based on linguistic category and surface strategy. The results revealed that the type "Morphological" contains 64 errors, accounting for 43.54 percent of all errors. Then, there are nine types of errors in the "Syntactical," which total 55 errors, or 37.41 percent of all errors. "Discourse" contains 30 errors or 19.05 percent of all errors[56]. The sources found were interlingual transfer and intralingual transfer[57]. The difference is that the data used is a text report. Sagitha analyzes the data based on the linguistic category and surface strategy using James' theory to classify errors and Brown's theory to analyze the reasons for errors. Data analysis focuses on morphological errors, syntax errors, and discourse errors. While this study only focuses on the taxonomic surface strategy using the theory of Dulay et al. to find types of errors. Also, Norrish's theory is to find the reason for the error, which is carelessness, first language interference, and translation. On the other hand, the similarity is that we both use the descriptive qualitative method to analyze grammatical errors in our research.

[56] Litany Demastuti's thesis, “An Error Analysis in Writing Report Text Made By Students of 9th Grade in SMPN 1 Gatak in the Academic Year 2015/2016. ” , 1.

[57] Litany Demastuti, 8.

CHAPTER III

RESEARCH METHOD

A. Research Design

Qualitative research, according to Creswell, is an investigation into a social or human problem based on the construction of a comprehensive, holistic picture with words, reflecting specific perceptions of informants, and conducted in a natural setting. These approaches are based on inductive designs that aim to generate meaning and produce rich, descriptive data[58]. The researcher used a descriptive qualitative research design in this study. The purpose is to describe phenomena as detailed information, especially in analyzing grammatical errors made by students of SMAN 2 Ponorogo while writing descriptive text.

B. Researcher's Role

The researcher played the role of a research instrument in this study. As an instrument, the researcher acts as an interviewer, and analyzer to collect data related to analyzing grammatical errors, which included what types of error and what causes the students to make errors.

C. Research Setting

In this study, the researcher decided to conduct the research at SMAN 2 Ponorogo for the first students in 2020/2021. Pacar Street 24 Tonatan, Ponorogo is the address of the school. SMAN 2 is one of Ponorogo's Senior High Schools. This school is constantly

[58] P Leavy, *Research Design Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches, A Division of Guilford*, 2nd ed. (New York: The Guidford Press, 2017), 106.

striving to improve the quality of its teachers, students, and facilities also well-known for its innovative and diligent students.

D. Data and Data Source

1. Data

Data is defined as a collection of text, numbers, or symbols in a raw or unorganized form, according to the Cambridge Advanced topic. There are two data in this study; the document of students' written descriptive text that is used as material for discussing error types and the interview results which carry to support the validity of the results of data analysis in the form of causes for the error.

2. Data Source

a. Primary Data Source

The primary data are those are collected for the first time and thus have a unique character[59]. The primary data in this study were 30 written forms of Descriptive text writing from the first grade students of SMAN 2 Ponorogo in the academic year 2020/2021.

b. Secondary Data Source

Secondary data referred to data that is already available, i.e., data that has already been collected and analyzed by someone else. When a researcher used secondary data, he/she must investigate various sources to obtain them. This data can be unpublished or published. Usually published data are technical and trade journals, books, magazines, thesis and newspapers etc. There are numerous sources of unpublished data; they can be found in diaries, letters, unpublished biographies, and autobiographies, as well as with scholars and research

[59] C. R. Kothari, *Research Methodology Methods and Techniaues*, 2nd ed. (India: New Age International Publishers, 2004), 95.

workers[60]. Finally, the researcher used the sources of previous research such as journals and theses also books, as secondary data in this study.

E. Data Collection Technique

1. Interview

Interviews used for a variety of purposes. The main goals of a qualitative researcher were; obtaining unique information or interpretation held by the person interviewed, collecting a numerical aggregation of information from many people, and learning about "something" that the researchers were unable to observe themselves[61]. The researcher interviewed both teachers and students to enhance the validity of the results of the researcher's analysis regarding the sources for errors.

2. Documentation

During the process of creating the research, the researcher may collect documents. *Documentation* is used to get information from written languages or documents, such as books, magazines, rules, notes, etc. The researcher uses the documentation to get the data. The document was in the form of students' written descriptive text from the teacher. It will be used to classifying the types of error based on Dulay et al.

F. Data Analysis Technique

After collecting the data, the researcher arrived to analyze it to answer the research questions. Qualitative data analysis is searching for and organizing data gathered through

[60] Kothari, 95.
[61] Robert E. Stake, *Qualitative Research: Studying How Things Work* (New York: The Guildford Press, 2010), 95.

interviews and documentation. The researcher used the error analysis method developed by Gass and Selinker's steps of error analysis[62].

1. **Collect the Data**

   The researcher collected the data from the English teacher in the form of documents.

2. **Identify the Errors**

   The collected data were identified in this step to reveal grammatical errors in students' writing.

3. **Classify the Errors**

   After getting the primary data, the researcher classified the errors based on surface strategy taxonomy according to Dulay et al. The grammatical errors found were classified according to their type.

4. **Quantify the Errors**

   The grammatical error is calculated in this step. The errors were calculated after classifying all of the errors to the appropriate category. Calculating the errors revealed information on the total number of errors discovered as well as the percentage of errors. The formula used is based on Erlangga et al., to calculate the percentage of error.

$$x = \frac{n}{nt} \text{ X } 100\%$$

Where:

X : Percentage of errors type
N : The number of a particular type of error
Nt : the total number of all types of error

[62] Erlangga et al, "An Analysis of Grammatical Errors Made By the Seventh Grade Students of Smp Negeri 2 Sukawati in Writing Descriptive Texts in the Academic Year 2018/2019."

5. Analyze Cause of Errors

The cause of the error was calculated by relating the error to the theory about the causes of errors and was confirmed by the interview results. The next step is to report the findings of the analysis. The results of the data analysis were described in a descriptive manner. The final step is to reach a conclusion. Finally, a research conclusion was developed based on the findings of the analysis.

G. Checking Validity of Findings

The researcher used triangulation to check the validity of the findings. According to Denzin, triangulation has four types, those are: (a) data triangulation (involving time, space, persons), (b) investigator triangulation (involving multiple researchers in an investigation), (c) theory triangulation (involving more than one theoretical scheme in the interpretation of the phenomenon), and (d) a methodological triangulation (involving the usage of more than one method to gather data such as interview, observation, questionnaires, and documents[63].

The researcher used one of four types of triangulation to check validity in this section: methodological triangulation, which entails interviewing students and the teacher, then asked them several questions about teaching writing, particularly descriptive text material, as well as documents such as a list of student's names, and documents from the teacher which is the data to analyze. The researcher also used the results of interviews to support the validity of the data.

[63] Adhi Kusumastuti & Ahmad Mustamil Khoiron, *Metode Penelitian Kualitatif* (Semarang: Lembaga Pendidikan Sukarno Pressindo (LPSP), 2019), 76.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher categorized the data according the types of errors and the causes of errors. The data analysed were documents study or written descriptive text by 30 students. For the types of error, the researcher used the theory according to Dulay et al, they are: omission, addition, misformation, and misordering. Meanwhile, for the causes of errors, the researcher used the idea from Norrish they are carelessness, first-language interference, and translation.

1. The Types of Errors Found in Students' Writing Descriptive Text

The total errors found in the students' written descriptive text are 64 errors. As stated by Dulay et al, the types of errors found are: Omission, addition, misformation, and misordering. The researcher found 33 total errors of omission, 6 total errors of addition, 19 errors of misformation and the last, 6 total errors of misordering.

a. Omission

According to Suprih Ambawani there are several omission error found in her research such as; omission of preposition, omission of conjunction, omission of article, omission of to be, fragmented sentence, and omission of subject[64]. In addition, research conducted by Erlangga et al found omission of plural marker[65]. The researcher categorized omission errors' found in the teble below:

[64] Suprih Ambrawani, "Grammatical Errors on Indonesian-English Translation by Google Translate," *Prosiding Seminar Nasional Aplikasi Sains & Teknologi (SNAST)* ISSN: 1979, no. November (2014), 334.

[65] Erlangga et al, "An Analysis of Grammatical Errors Made By the Seventh Grade Students of Smp Negeri 2 Sukawati in Writing Descriptive Texts in the Academic Year 2018/2019", 24.

Table 4.1 The Classification of Omission Errors

Omission Errors	Students' Errors	Suggested Correction	Number (%)
Preposition	a. ___ a weekend or holiday ….. b. Tirtosari waterfall is one ____ the tourist attractions…. c. …. is located ___ Ngluweng….. d. … in the western part ___ Magetan… e. …. vegetables are also ___ great demand by tourists	a. *On* a weekend or holiday… b. Tirtosari waterfall is one *of* the tourist attractions…. c. …. is located *in* Ngluweng….. d. … in the western part *of* Magetan… e. …. vegetables are also *in* great demand by tourists	5
To be	a. Tirtosari waterfall ___ located in ….. b. Tirtosari waterfall ___ a recommended to visit c. Snacks and vegetables ___ also …. d. Sarangan Lake ___ able to ….	a. Tirtosari waterfall *is* located in ….. b. Tirtosari waterfall *is* a recommended to visit c. Snacks and vegetables *are* also ….. d. Sarangan Lake *is* able to ….	4
Conjunction	a. The air is cool, the water is clear, ____ the splash of the water …. b. …. by riding around the lake ___ renting a horse ….	a. The air is cool, the water is clear, *and* the splash of the water … b. …. by riding around the lake *and* renting a horse ….	2
Plural Marker	a. Tirtosari waterfall is one of the best waterfall in Magetan b. …. both domestic and foreign tourist__	a. Tirtosari waterfall is one of the best *waterfalls* in Magetan b. …. both domestic and foreign tourists.	9
Article	a. Sarangan Lake is ___ natural lake …	**a.** Sarangan Lake is *a* natural lake …	1
Subject	a. ___ is located on the slopes of mount Lawu …. b. ___ is in the East Java area	a. *It* is located on the slopes of mount Lawu …. b. *It* is in the East Java area	6
Fragmented Sentence	a. ___ cool place and very nice b. ___ many visitors	a. *It is* cool place and very nice b. *It has* many visitors	6
Total Errors			**33 (51.5%)**

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b. Addition

Dulay et al categorized addition errors into three kinds: Simple addition, regularizations, and simple addition[66]. However, the researcher only found

[66] Dulay et al, *Language Two*, 157.

simple addition errors on the students' written text. According to Tizazu, Simple additions are those that are neither regularizations nor double-markings.[67]

Table 4.2 The Classification of Addition Errors

Addition Errors	Students' Errors	Suggested Correction	Number (%)
Simple Addition	a. **In** sarangan has a variety of beautiful charms …. b. Sarangan Lake is **a lake** located in …. c. The atmosphere **here** is very cool d. The scenery **there** is very beautiful	a. Sarangan has a variety of beautiful charms …. b. Sarangan Lake is located in …. c. The atmosphere is very cool d. The scenery is very beautiful	6
Total Errors			**6 (9.3%)**

c. Misformation

Misformation errors' found were based on Erlangga et al they were: Misformation of verb, misformation of prepositions, misformation of words, misformation of gerund after preposition, and misformation of conjunction[68].

Table 4.3 The Classification of Misformation Errors

Misformation Errors	Students' Errors	Suggested Correction	Number (%)
Verb	a. Many shady trees <u>that are soothing</u> the eyes b. …. the breezy sound of birds and dense leaves <u>adds</u> …. c. …. the tourist attractions <u>that is</u> never empty…. d. Sarangan <u>is having</u> 30 acres ….. e. I <u>wanted</u> to go to a nearby destination….. f. I <u>enjoyed</u> the beautiful scenery … g. Sarangan Lake is also <u>know</u> as ….	a. Many shady trees *soothe* the eyes b. …. the breezy sound of birds and dense leaves *add* …. c. ….. the tourist attractions that *are* never empty…. d. Sarangan *has* 30 acres ….. e. I *want* to go to a nearby destination….. f. I *enjoy* the beautiful scenery … g. Sarangan Lake is also *known* as ….	9

[67] Elis Homsini Maulida and Milma Vinca C. H, "Writing Errors Based on Surface Structure Taxonomy: A Case of Indonesian EFL Students' Personal Letters," *Proceedings International Conference on Education of Suryakancana 2021 WRITING* 3, no. 2 (2021): 338.

[68] Erlangga et al, "An Analysis of Grammatical Errors Made By the Seventh Grade Students of Smp Negeri 2 Sukawati in Writing Descriptive Texts in the Academic Year 2018/2019," *Language and Education Journal Undiksha* 2, no. 1 (2019): 25.

Words	a. …. on holiday may <u>double or increase</u> the number b. …. this area is <u>really very</u> good …..	a. …. on holiday may *increase* the number…. b. this area is *really* good …..	4
Preposition	a. …. is always crowded <u>with</u> tourists … b. …. good place to visit <u>at</u> vacation c. Tirtosari waterfall is a amazing vacation spot	a. …. is always crowded *by* tourists … b. …. good place to visit *on* vacation c. Tirtosari waterfall is *an* amazing vacation spot	3
Gerund after Preposition	a. …. is very suitable <u>to relieve</u> fatigue	a. …. is very suitable to relieving fatigue	1
Conjunction	a. ….enjoy the beauty of <u>Sarangan Lake, many others</u>	a. ….enjoy the beauty of Sarangan Lake *and* many others	2
Total Errors			**19 (29.6%)**

d. Misordering

As proposed by Dulay et al, there were several categories of misordering such as misordering pattern, misordering in proper noun, misordering in subordinate constructions, and misordering in embedded sentence[69]. Moreover, the researcher only found misordering of pattern and proper noun in the students' descriptive text as follow:

Table 4.4 The Classification of Misodering Errors

Misordering Errors	**Students' Errors**	**Suggested Correction**	**Number (%)**
Pattern	a. In the nest <u>there</u> are many monkeys b. Evey year many tourists visit Sarangan c. Around the lake there are two-star hotels, 43 Jasmine class hotels …. d. Around the waterfall there are many shady trees e. In the temple area people can spend free time	a. There are many monkeys in the nest b. Many tourists visit Sarangan every year c. There are two-star hotels, 43 Jasmine class hotels ….around the lake d. There are many shady trees around the waterfall e. People can spend free time in the temple area	5
Proper Noun	a. Waterfall Tirtosari b. Lake Ngebel	**a.** Tirtosari Waterfall **b.** Ngebel Lake	2
Total Errors			**7 (9.3%)**

[69] Dulay et al, *Language Two*, 170.

Based on the data found there are omission errors with the total number 33 (50.7%), addition errors 6 (9.3%), and the the third error was misformation with the total number 19 (29.3), and misordering errors 7 (10.7%) which is the same as addition errors. The errors calculated in the table bellow

Table 4.5 The Calculation of Types of Errors

Types of Errors	Number of Errors	Percentage
Omission	33	50.7%
Addition	6	9.3%
Misformation	19	29.3%
Misordering	7	10.7%
Total	**65**	**100%**

2. The Causes of Errors Found in Students' Writing Descriptive Text

In this study, the causes of error were examined. The goal is to figure out the root causes of student errors. Many factors influence the grammatical errors committed by X-MIPA 3 students. Based on an interview conducted from Monday until Wednesday, 11th – 13th April 2022, the researcher discovered numerous factors in grammatical aspects that the students struggled with. The factors found based on Norrish theory that categorized the causes of errors into three kinds, those are carelessness, first-language interference, and translation.

a. Carelessness

Carelessness was the first source of error. Students' lack of motivation is related to carelessness. Students don't have enough motivation to learn more about something. This is due to either a lack of interest in the material or the students' discomfort with their teacher's teaching styles. Three students admitted having low interest or motivation in studying writing. Two students have difficulties in teacher's teaching style. All students did not directly admit to a lack of motivation. However, the lack of motivation was identified by examining

the responses the students gave when interviewed. Some students stated that they disliked writing assignments. As Arjuna Wiratama stated in his nterview:

English is fun. But, if it is writing, it is the most annoying thing. Besides thinking about ideas for constructing sentences, he also thinks about grammar. Meanwhile, grammar is a difficult English lesson in his opinion[70].

Another opinion about interest also stated by Abel Adhelya in her interview:

She said prefer reading rather than writing. In her opinion, writing grammar is difficult[71].

Fernando Firmansyah shared the same opinion in his interview:

English is a subject that he doesn't like, so it is undeniable that the grade can be bad. Even, he only wrote one paragraph while working on Mr. Daryanto's questions during the exam[72].

Besides, some students said that teacher's teaching style was the problem. As they said in the interviews below:

Handria said she was a bit tense when it came to English lesson, because the teacher taught seriously and firmly. In addition, the teacher is difficult to approach, so if she didn't understand, she didn't dare to ask[73].

Another opinion said by Erita below:

She said that Mr. Daryanto is patient actually, but they were afraid of him. For the learning, the explanation is less detailed. The problem is that they were often given group assignments for the presentation of material[74].

[70] Interview Transcript 09/I/13-4/2022
[71] Interview Transcript 03/I/11-4/2022
[72] Interview Transcript 04/I/12-4/2022
[73] Interview Transcript 08/I/13-4/2022
[74] Interview Transcript 02/I/11-4/2022

Those were some statements gave by student during the interview about their lack of interest or motivation in learning English. So they are not careful with the results of their writing.

b. First Language Interference

First-language interference was the second source of error. Norrish defined it is termed of habit formation. When the learners decided to learn a new habit, their previous habit interfere their learning process. Ramayulis cited in Arin et al, habits were certain behaviors that are automatic, without being planned in advanced, and just happen without thinking about it[75].

According to the interview, many students who committed the errors admitted to using their Indonesian habit to create English sentences. They had different reasons for using their native language habits instead of English grammar to construct English sentences. As the researcher found in some interviews such as Furqon Satria said in his interview:

> *Like the other, he cannot avoid this one too. He gave the same reason that he habituated for using Indonesian and thought it was the same when he made inconsistent English sentences, whereas it is different*[76].

Abel Adhelya said in her interview:

> *She struggled with grammar, especially structure. She said if there was any difference in the structure of sentences whether Indonesian or English. She said there's no difference*[77].

The other reason they have difficulties using proper pronunciations as Erita Bella said:

[75] Arin Arianti and Veronika Unun Pratiwi, "Habit Formation Berkomunikasi Bahasa Inggris Pada Mahasiswa Program Studi Pendidikan Bahasa Inggris," *PROSIDING SEMINAR NASIONAL "Implementasi Merdeka Belajar Berdasarkan Ajaran Tamansiswa,"* 2020, 188.

[76] Interview Transcript 10/I/13-4/2022

[77] Interview Transcript 03/I/11-4/2022

As a foreign language, the pronunciation of English was very different from Indonesian. So sometimes, she wrote the words same as how they're pronounced like Indonesian. Indeed some are wrong[78].

In conclusion, first-language interference included habits formation of students when using the Indonesian languages such as sentence structure, the use of conjunctions, pronunciations, punctuations, and connecting words in making sentences.

c. Translation

The final error source was translation. This error occurred when students translate their native language sentences (Indonesian) into foreign language sentences (English). Students write sentences in their native language. Then they translate each word directly into their native language sentences. This occurred when students believe that sentence formation in their native language and sentence formation in English are the same. The interview revealed that some students admitted to translating their Indonesian sentences word by word into English. As said by Fathiya in her interview:

She said indeed she did the translation word by word because of sentences she didn't understand how to make it into the proper manner and style in English[79].

The other student stated that they didn't know how to make sentences in English. So they synergize time using translation. As stated by Erita in her interview below:

She claimed, honestly she was used to translating sentence word by word. Besides the time of efficiency, she didn't want to spend too much time just to focusing on something she didn't understand[80].

[78] Interview Transcript 02/I/11-4/2022
[79] Interview Transcript 06/I/12-4/2022
[80] Interview Transcript 02/I/11-4/2022

Other students admitted they rarely did it. The reason was because they only translating the words they didn't know. Using translation made the sentence sometimes really hard to understand.Like Abel and Fernando stated as follow:

She said only vocabularies that she didn't know which is actually unfamiliar[81]
If translating word by word, the sentences will not be connected[82].

That's why some students prefer used dictionary to consider its meaning, requirement, and property than translating word by word. As Eby said in her interview:

She said using an offline dictionary. Usually, look for proper words used that she didn't know the meaning[83].

Based on the interview results, the reason students did translation was due to time efficiency and lack of knowledge about the manner and style of English sentences.

B. Discussions

1. Types of Error

In this chapter, the researcher described the various errors found in the descriptive text of class X MIPA 3 students. The researcher analyzed the data collected using Dulay et al's Surface Strategy Taxonomy to answer the research questions on what grammatical errors occur in students' writing descriptive text. The analysis also used primary sources of grammar form: Michael and Mary, Peter, Murphy, and more. There are four grammatical errors; Omission, Addition, Misformation, and Misordering.

[81] Interview Transcript 03/I/11-4/2022
[82] Interview Transcript 04/I/12-4/2022
[83] Interview Transcript 07/I/12-4/2022

a. Omission

After analysed the data, the researcher discussed the categories of this type of errors. The researcher discovered six categories in this type of errors. There were:

Omission of preposition, to be, conjunction, plural marker, article, subject, and fragmented sentence as follow:

1) Omission of preposition

Student 26: "Sarangan Lake is located in the western part Magetan, East Java."

According to Galina, the preposition that indicates belonging/having, possessing is "of"[84]. Meanwhile, the student omitted the preposition "of".

Student 9: "Tirtosari waterfall is one ___ the tourist attractions …."

The error that occurred in the sentence is that students did not use the preposition before the noun "the tourist" to indicate the position of "Tirtosari Waterfall" The preposition is usually used in front of a noun or a pronoun and shows the relationship between the two words and other words in a sentence. As cited on Writing from practice to theory, it should be changed into prepositional phrase by adding 'of' after the word 'one'[85]. Thus, the correct sentence is "Tirtosari waterfall is one of the tourist attractions."

Student 10: "…. is located ___ Ngluweng …"

The student omitted the preposition place in the sentence. According to Galina, the preposition of place includes *AT*, *IN*, and *ON*. The preposition place is used to refer to a place where "Titosari waterfall" is located which is "Ngluweng". The proper preposition used to fill in the sentence is "IN" to explain that the "Tirtosari waterfall" is inside the Ngluweng village.

[84] G Kimber, *Perfect Prepositions: A Real Life Guide to Using English Prepositions*, 2005, 107.
[85] Dolar, *Writing from Practice to Theory: Getting Smart and Creative to Write*, 51.

Student 1: "___ a weekend or holiday …"

As stated in Galina, preposition that parcitipating in an event or special time period is "ON"[86]. Here students wrote "weekend" or "holiday" which is a certain time or event. Then the proper preposition to use is "ON".

Students 19: "…. vegetables are also ___ great demand by tourists"

The appropriate preposition to fill in the gaps of the above sentence is "IN". In addition to being a preposition f place, "IN" also acted as a preposition that explains the involvement or participation of something or someone[87]. The involvement in question is "vegetables" involved as an interest in tourists to visit the waterfall.

2) Omission of to be

Student 1: "Tirtosari waterfall___located in Ngancar village"

According to Michel and Mary passive voice in the simple present tence form consisted of the formula *S+be+V3*[88]. Here the student omits *to be* after the subject. The right *be* to fill in the sentence is *is* because the subject is a Singular Noun in a simple present tense sentence. So the correct sentence is "Tirtosari waterfall is located."

Student 5: "Tirtosari waterfall ___ a recommended to visit"

The same case was done by student 5 in this sentence. The student omitted to be in a passive voice pattern. It can be seen from the verb that the student used "recommended" which is in the form past participle. For the sentence to be correct, the student must add "is" after the subject.

[86] Kimber, *Perfect Prepositions: A Real Life Guide to Using English Prepositions*, 130.
[87] Kimber, 86.
[88] Michael A. Pyle and Mary Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, ed. Jerry Bobrow (New Delhi: Wiley Dreamtech India (P) Ltd., 2002), 167.

Student 24: “Sarangan Lake ___ able to attract …”

According to John Creswell, “Able” is the type of adjective which is typically followed by an infinitive “to + simple form of verb and used with to be”. Because the sentence is a nominal sentence in the simple present tense. Then the appropriate *to be* which is used after the singular subject ”Sarangan Lake” is “is”.

Student 19: “Snacks and vegetables ___ also in great demand ….”

To be used for plural subjects is "are". This is because the subject used by students is "Snacks and vegetables". The reason for using to be "are" instead of "were" is because the sentence is patterned in the present tense. This is as written in Murphy, the plural-scale present tense sentence pattern, namely *Subject+are+Object*, which is formed in the nominal sentence[89].

3) Omission of conjunction

Student 7: “The air is cool, the water is clear, ____ the splash of the water makes the atmosphere cooler”

This error happens when the student omits the conjunction in the sentence. Based on Peter, coordinate conjunction serves as a connector between a clause and another clause. The appropriate conjunction with filling the sentence is "and" because the data above is an equivalent compound sentence judging from the clause with an equal position[90]. So the correct sentence is, “The air is cool, the water is clear, and the splash of the water makes the atmosphere cooler.”

[89] Murphy Raymond, *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English with Answer*, 5th ed. (United Kingdom: Cambridge University Press, 2011), 2.

[90] Peter Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, *Farlex International*, 2016, 563.

Student 20: "…. By riding around the lake ___ renting a horse"

As stated in Fitrawati and Safitri, a conjunction is a part of speech known as the conjunct of the conjunctions in grammar, which joins words, phrases, or clauses[91]. Conjunction that is used to connect words and sentences is called coordinating conjunction. There are 7 conjunctions also known as FANBOYS. Because the words or phrases being connected are equal or similar, the appropriate conjunction used is "and".

4) Omission of plural marker

Student 8: "Tirtosari waterfall is one of the best waterfall in Magetan."

As said by Peter, the singular countable noun *waterfall* follows the quantifier "one of", which requires a plural noun. A quantifier is a word or phrase that tells how much or how many various types of words and phrases can be quantifiers, this includes numbers, adjectives, prepositions, nouns, and other nouns with a prepositional of terms (*plenty of, a lot of, one of*). The noun form must match the plural quantifier when using a countable noun[92].

Student 2: "…. both domestic and foreign tourist__ "

According to Peter, nouns in the plural are used to indicate the presence of more than one person, group, place, animal, or thing. The common procedure is to add a "-s" to the end of a word to make it plural[93]. In the sentence above, the student wrote "tourist", domestic and foreign which means included plural nouns, so students should add a suffix –s to the word "tourist".

[91] Fitrawati and Dian Safitri, "Students' Grammatical Errors in Essay Writing: A Pedagogical Grammar Reflection," *International Journal of Language Education* 5, no. 2 (2021): 77.

[92] Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, 39.

[93] Herring, 18.

5) Omission of article

Student 30: "Sarangan Lake is ___ natural lake located at an altitude of 1.200 meters above sea level"

According to Michael and Mary, *a* or *an* is used to introduce a subject which has not been previously mentioned "Sarangan Lake". An article is a type of determiner. In most cases, an article came before a noun. An article's primary function is to indicate whether it referred to something specific or not[94]. "Sarangan Lake" is a single countable noun that required a determiner. The appropriate article to fill in the blank space in the sentence above is "a." The correct sentence is "Sarangan Lake is a natural lake located at an altitude of 1.200 meters above sea level"

6) Omission of subject

Student 17: "____ is located on the slopes of mount Lawu …."

Michael and Mary explained on their book that the subject is the agent of the sentence in the active voice; it is the person or thing that performs or responsible for the action of the sentence. That's why every sentence in English must have a subject[95]. Since the student explained "Tirtosari Waterfall" then the appropriate subject is the pronoun *it* because this is not the opening sentence.

Student 8: "___is in the East Java area …."

As in the previously discussed sentence, the student committed the subject in this sentence. "is" is denoted to be used for singular nouns. Therefore, in order for the s*ubject* corresponding with *to be*, the student must add the subject "it" which explains "Tirtosari waterfall".

[94] A. Pyle and Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, 47.
[95] A. Pyle and Ellen Munoz Page, 40.

7) Omission in fragmented sentence

Student 6: "____ cool place and very nice"

According to Christopher, a sentence fragment also known as incomplete sentence is a sentence that's missing a subject, a verb, or both[96]. In this case, the student missed both subject and verb. The student must include proper subject and verb. What the student meant here is a waterfall. So the best noun is "it" as the subject and used "is" as a verb that agrees with the subject.

Student 3: "___ many visitors"

As we can see, the sentence is fragmented because there is no subject and also no verb. As cited in Ananda et al, a sentence is considered incomplete if there is a dependent clause which is not attached to an independent clause, making the sentence unable to convey a complete thought. A grammatically correct sentence must comprise at least one subject and one verb and should be a complete thought[97]. What student discussed is that "Tirtosari waterfall" has many visitors, so the corresponding subject and verbs are "it" and "has" to signify belonging.

Student 12: "___ suitable for a weekend get-away with family…."

This sentence is incomplete because it is unclear what is *suitable for the weekend*. This is because students did not write down the subject and the linking verb in the sentence so it became unclear. Michael and Mary explained that there must be a subject and the linking verb "is" before the adjective "suitable" following[98]. So that became appropriate sentence.

[96] Callison Hopkins, "Sentence Fragment, Run-on Sentence & Comma Splice," Study.com, 2022, https://study.com/learn/lesson/sentence-fragment-run-on-sentence-comma-splice-features-tips-examples.
[97] Ananda, A. Gani, and Sahardin, "A Study of Error Analysis from Students' Sentences in Writing."
[98] A. Pyle and Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, 133.

Karena subject yang diceritakan adalah "Sarangan Lake", then students can make the noun itself a subject or use the pronoun "it" as a singular noun.

b. Addition

The category found in this type of error was simple addition error.

1) Simple addition

Student 29: "In Sarangan has a variety of beautiful charms ……."

As explained by Seth, prepositions are function words that indicate how a noun or noun phrase relates to the rest of the sentence. Some prepositions, such as *in, on, after,* or *since,* express temporal or spatial relationships. In other cases, the relationship is more abstract and the best preposition to use may depend on the words around it. These known as "dependent preposition"[99]. In this case, the student added a preposition item at the beginning of the sentence. This is because the student writes sentences in the form of Indonesian structures. The student can make a sentence begin with "Sarangan has a variety of beautiful charms ……."

Student 18: "Sarangan Lake is a lake located in …."

The student added unecesary items (a lake) in the sentence. Previously, the student had mentioned the subject of the sentence clearly, namely "Sarangan Lake" which meant it was a lake with the name "Sarangan". According to Michael and Mary, a good sentence contained with a Subject, following by *to be* and a *complement* or an *object*. Therefore, student must omit "a lake" from the sentence.

Student 11: "The scenery **there** is very beautiful ….

The student was trying to tell the reader that "The scenery there is very beautiful …." rather than "The scenery is very beautiful …." which is

[99] Seth Lindstromberg, "English Prepositions Explained: Revised Edition," *English Prepositions Explained: Revised Edition*, 2010, 73.

incorrect acoording to Michael and Mary. *There* can act as pseuo-subject and is treated like subject when changing word order to question. However, the true subject appeared after the verb, and the number of true subject controls the verb[100]. Therefore, "there" in this sentence is unnecessary and should be omitted.

Student 12: "The atmosphere **here** is very cool"

Based on Michael and Mary, There are two components to every complete sentence: a subject and a predicate. The sentence's subject determines what (or who) it is about, whereas the predicate provides information about it[101]. It meant that "here" is unnecessary word in the sentence. In addition, as stated by Peter, *here* is a type of adverb place used to define the direction, distance, movement, or position involved in an action of a verb[102]. Thus, student had to omit "here".

c. Misformation

As cited in Nurmala, there are three categories of misformation errors. Regularization, which was caused by a lack of understanding of verbs in tenses; Alternating forms caused by incorrect grammar, vocabulary, and derivation choices as well as subordinating and conjunction selection and achi-forms include the improper use of prepositions, words that have the same meaning, and usage of nouns or pronouns[103]. The errors found such as Misformation of verbs, misformation of prepositions, misformation of words, misformation of gerunds after prepositions, and misformation of conjunctions.

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[100] A. Pyle and Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, 40.
[101] A. Pyle and Ellen Munoz Page, 39.
[102] Farlex, *The Farlex Grammar Book: Complete English Grammar Rules, Farlex International*, 2009, 376.
[103] Hendrawati, "An Analysis on Students' Errors in Writing Sentence Patterns. ", 75"

1) Misformation of verb

Student 13: "I wanted to go to a nearby destination."

Murphy explained that the formula of present tense is *Subject + Verb Infinitive (s/es) + Object.* In addition, the student used the past formula. The correct word is "want" because the subject in the sentence above is the plural pronoun "I"[104]. Therefore the correct sentence is "I want to go to a nearby destination"

Student 13: "I enjoyed the beautiful scenery ….."

This sentence was done by the same student. The student used past formula in the descriptive text "enjoyed". The verb in present tense would be "enjoy" this is known as stative verb.

Student 24: "Sarangan is having 30 acres and 28 meters in depth."

The subject (noun) is "Sarangan" in the singular form. It is marked by the name of the place. Therefore, based on the rule of the subject-verb agreement stated by Murphy, the verb should be "has". The verb "has" in this sentence has a meaning of ownership not functions as an auxiliary in its present progressive form. "Has" dealed with singular forms whereas "have" deals with plural forms[105].

Student 3: "Many shady trees that are soothing the eyes"

Similar to the previous sentence, student used the present continuous form. Furthermore, as cited in Artono, writing descriptive text should use simple present tense[106]. Therefore the verb used is in the form of infinitive verb "soothe" in order for the subject and verb agree with each other. If the subject is plural then the verb must be plural.

[104] Raymond, 4.
[105] Murphy Raymond, *English Grammar in Use: A Self-Study Reference and Practice Book for Intermediate Learners of English with Answer*, 5th ed. (United Kingdom: Cambridge University Press, 2011), 4.
[106] Wardiman et al., *English in Focus*, 16.

Student 7: "…. the breezy sound of birds and dense leaves adds …."

According to Peter, in one sentence the subject must agree with its verb. The student wrote the plural subject "the breezy sound of birds and dense leaves" in this sentence but the verb in the singular form "adds". That's why the appropriate verb used is "add".

Student 9: "…. the tourist attractions that is never empty …."

Azar on his book explained that "when deciding whether to use *is* or *are*, look at whether the noun is plural or singular. If the noun is singular, use *is*. If it is plural or there is more than one noun, use *are"*. In this sentence, the student wrote plural subject "tourist attractions" which is appropiate with *are*. Therefore the correct sentence was "…. The tourist attractions that are never empty …."

Student 24: "Sarangan Lake is also know as …."

As stated by Michael and Mary, when writing passive sentence student must place the main verb from the active sentence after the auxiliary and *be* in the past participle or *V3*[107]. The error happened because student used verb infinitive "know" instead of "known".

2) Misformation of words

Student 12: "…. this area is really very good ….."

Dulay cited in Nurmala explained that misformation of words is a repetition of an idea using remarkably similar morphemes, words, or sentences "Saying the same thing twice" in effect[108]. In this sentence, the student used the adverbs "really" and "very" which have the same meaning. So in order to be an easy-to-understand sentence, it must omit one of the adverbs.

[107] A. Pyle and Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, 167.
[108] Hendrawati, "An Analysis on Students' Errors in Writing Sentence Patterns. ", 79.

Student 2: "…. on holiday may double or increase the number …."

The meaning of sentence is "di lain waktu akhir pekan atau hari libur dapat menggandakan atau menambah jumlahnya." According to Peter, The word *double or increase* has the same meaning but has different usage in the sentence.

Double is a synonym for increase in action topic. Sometimes the student can use "Double" instead of the verb "Increase" if it concerns topics such as add or grows[109]. For the sentence to be easy to understand, the student should omit the word "double" and use "increase" as the proper verb. In conclusion, the good sentence is "other times a weekend or holiday may increase the number."

3) Misformation of preposition

Student 4: "Tirtosari waterfall is a good place to visit at vacation"

In this sentence, the student used wrong prepositions in the sentence. According Galina, the preposition "at" is to describe certain times of the day. Because the object of the preposition is "vacation" or can be said to be specific days of the week or year, the correct preposition is "on."[110]

Student 2: "…. is always crowded with tourists …."

The student used the wrong usage of a preposition in the passive voice sentence. As cited in Michael and Mary, when making the passive voice sentence, don't forget to place the subject of the active sentence after the verb in the passive sentence preceded by the preposition *by*[111]. Whereas the student used *with* which meant this is inappropriate. In

[109] Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, 247.
[110] G Kimber, *Perfect Prepositions: A Real Life Guide to Using English Prepositions*, 2005, 26.
[111] A. Pyle and Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, 167.

conclusion, the student had to exchange the preposition with the proper one *by*.

Student 15: "Tirtosari waterfall is a amazing vacation spot"

Michael and Mary explained that *a* and *an* can precede only singular count nouns "Tirtosari waterfall"; they meant one. They can be used in a general statement or to introduce a subject that has not been previously mentioned. The student wrote *a* instead of *an* before the word that began with a vowel sound "amazing". *A* is used before words that began with a consonant sound[112].

4) Misformation gerund after preposition

Student 11: "…. is very suitable to relieve fatigue"

A gerund following a preposition, according to Azar, is the -ing form of a verb used as a noun. A gerund can be used as a subject or an object, just like a noun. It is common to use a gerund as the subject of a preposition. A gerund follows since the preposition "to" is not a component of the infinitive form[113]. So the corresponding verb after the preposition is with the addition of the suffix –ing i.e. "relieving".

5) Misformation of conjunction

Student 28: "……. enjoy the beauty of sarangan lake, many others"

According Peter, coordinating conjunctions used between individual words, phrases, and independent clauses. Those are known as FANBOYS (for, and, nor, but, or, yet, and so). In this sentence, the

[112] A. Pyle and Ellen Munoz Page, 47.
[113] Betty S. Azar, *Understanding and Using English Grammar*, *TESOL Quarterly*, 3rd ed., vol. 16, 1982, 297.

student used a “comma” instead of “and”. The correct conjunction is “and” because it is used to connect two phrases[114].

Student 7: “The air is cool, the water is clear, the splash of the water makes the atmosphere cooler”

This error happens due inappropriate selection of a conjunction in the sentence. According Peter, the conjunction served as a connector between a clause and another clause. The appropriate conjunction with filling the sentence is “and” because the data above is an equivalent compound sentence judging from the clause with an equal position[115]. So the correct sentence is, “The air is cool, the water is clear, and the splash of the water makes the atmosphere cooler”.

d. Misordering

The erroneous placement of a morpheme or collection of morphemes in an utterance is known as a misordering error. The errors found were misordering of noun and confusing constructions.

1) Misordering in confusing construction

Student 28: “In the nest there are many monkeys”

In Michael and Mary’s book explained that normal sentence pattern in English contain with Subject + Verb + Complement + Modifier. “There” can act as a *subject*[116]. Meanwhile, “in the nest” served as a *modifier of a place*[117]. In order to understand the sentence easily, the student must follow the rule in grammar. Thus, the correct sentence was “There are many monkeys in the nest”.

[114] Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, 563.
[115] Herring, 566.
[116] A. Pyle and Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, 39.
[117] A. Pyle and Ellen Munoz Page, *TOEFL Preparation Guide: Test of English As a Foreign Language*, 43.

Student 28: "Every year many tourists visit Sarangan"

Every year is a *modifier of time* in this sentence. According to Michael and Mary, a modifier told the time, place, or manner of the action. They also stated that a modifier of time usually came last. The subject of the sentence is "many tourists". Student must re-arrange the sentence according to grammar rules, Subject + Verb + Complement + Modifier. So that it became a perfect sentence, "Many tourists visit Sarangan every year".

Student 25: "Around the lake there are two-star hotels, 43 Jasmine class hotels ….."

The error occurred because the student misplaced the sentence correctly. As Michael and Mary said, this is a sentence that began with existential *there*. But the student put it in the middle of the sentence, making it confusing. We have to remember that sentences began with existential *there*, the subject is actually after the verb like "two-star hotels…" and it is a plural subject. That is why the verb is plural "are". [118]. In conclusion the correct sentence is "There are two-star hotels, 43 Jasmine class hotels …..around the lake"

Student 4: "Around the waterfall there are many shady trees"

The same as in the previous sentence, the student used the wrong order of words in the beginning sentence. The subject is "many shady trees" which followed after the verb "are". So if rearranged it became "There are many shady trees around the waterfall"

[118] A. Pyle and Ellen Munoz Page, 76.

Student 7: "In the temple area people can spend free time …."

"In the temple area" is a modifier of place in a prepositional phrase. A prepositional phrase is a group of words that began with a preposition *in* and ended with a noun *the temple area*. As cited in Michel and Mary, the modifier normally followed the complement, but not always. However, the modifier, especially when it is prepositional phrase, usually cannot separate the verb (spend) and the complement (free time)[119]. Nevertheless, the student used the wrong order in the sentence.

2) Misordering of Proper Noun

Student 10: "Waterfall Tirtosari"

Student 5: "Lake Ngebel"

The word "Lake" and "Waterfall" functioned as a common noun. In another hand, "Tirtosari" as well as "Ngebel" acted as a proper noun. Wren and Martin defined a common noun as "a name given in common to every person or item of the same class or kind." Meanwhile, Peter said the names of specific people, places, or things are represented by proper nouns. A capital letter is used to identify a proper noun[120]. The student used the wrong word order between them because spoken Indonesian language. As cited in Limengka and Kuntjara, the appropriate order should be a proper noun first then followed by the common noun[121].

[119] A. Pyle and Ellen Munoz Page, 43.

[120] Herring, *Complete English Grammar Rules_ Examples, Exceptions, Exercises, and Everything You Need to Master Proper Grammar*, 349.

[121] Limengka and Kuntjara, "Types of Grammatical Errors in the Essays Written By Fourth-Semester Students of English Department, Petra Christian University.", 237.

2. Causes of errors

Based on the interview with students in the first grade of SMAN 2 Ponorogo, the researcher found 3 data on the causes of errors by Norrish. The first cause is carelessness. The second error was first-language interference. The last error is translation.

a. Carelessness

According to Norrish, lack of motivation is related to the carelessness. He said that this is regarding to lose interest in the material given and teaching method used in the classroom. Three students found to have low interest when it is come to writing in English or it can be said the interest in the material taught. As stated by Arjuna, English is fun. But, if it is writing, it is the most annoying thing. Besides thinking about ideas for constructing sentences, he also thought about grammar. Meanwhile, grammar is a difficult English lesson in his opinion[122]. The other student stated that she prefer reading rather than writing. In her opinion, writing grammar is difficult[123]. In other hand Fernando expressed that English is a subject that he doesn't like[124]

Moreover, two students gave an explanation of why teaching style was their challenge in English lessons. This is evidenced by the results of interviews with students who claimed to have problems with the way the teacher taught. As said by Handria in her interview that the teaching style was a bit tense because the teacher taught seriously and firmly. Besides, she also said that the teacher is difficult to approach. So, students didn't dare to ask questions when they didn’t understand. Another opinion about learning style was also said by Erita in her interview. She claimed the less detailed

[122] Interview Transcript 09/I/13-4/2022
[123] Interview Transcript 03/I/11-4/2022
[124] Interview Transcript 04/I/12-4/2022

explanation was her reason. In addition, they were often given group tasks in which they must understand the material provided for themselves. Also, afraid to ask, so they didn't master the material being taught.

In conclusion, the carelessness happened because the students are not interested in the material of writing descriptive text and having difficulties in the teaching style so they are not careful with the results of their writing.

b. First-language Interference

The second cause is first-language interference. Norrish defined it is termed of habit formation. When the learners decided to learn a new habit, their previous habit interfere their learning process. The student is still influenced by their habits (Indonesian) when constructing phrases in their native language. Such as their used of sentence structures, pronunciations, punctuations, and connecting words in making sentences.

This can be seen from the results of Furqon's interview that he thought the sentence structure both Indonesian and English are the same. That's why he made inconsistence English sentences. Such as the use of regular and irregular verb like the word "know" because descriptive text sometimes used passive voice, the verb used is *past participle* "known". As Indonesian, he thought verb forms will always be the same no matter how they are used.

The other student, Abel claimed she got carried away with the habit of using sentence structure when making English sentences such as the compilation of a name of place or a *Noun*. In Indonesian "Air Terjun Tirtosari" but she carried away the habit of compiling as in Indonesian "Waterfall Tirtosari" while in English the proper writing is "Tirtosari Waterfall".

The other reason they have difficulties using proper pronunciations because her habits in Indonesian sentences. This is stated by Erita that she

claimed English pronunciations were different such as the word “Celsius”, instead of using letter *C* she used letter *S*, as the pronunciation in Indonesian.

Erita expressed a different viewpoint, assuming that the words she used were appropriate and correct for use in the descriptive text[125]. The word’s form and structure, however, significantly have differences both Indonesian and English, which meant that the student's writing of descriptive texts was still impacted by their mother tongue. There are various distinctions between Indonesian and English. For example, in Indonesian, the adjective came after the noun it modifies, whereas in English, the adjective came before the noun.

c. Translation

The translation was the last cause of the error. Norrish in Tia Aprilianti stated, it is happened because a lack of understanding of the linguistics of the target language. The anxiety of the translators themselves is a major contributor to translation problems[126]. The results of the interviews found there are some students admitted they translated their texts due to lack of knowledge about English.

As Fathiya said in her interview because she didn’t understand the English word so she translated her text. This is proven by some phrases that structured pure from their Indonesian. For example, when student translated the noun “Telaga Ngebel” it will be formed as it was “Lake Ngebel”.

Another opinion was also given by Handria, who translated her text when she had too much homework. It can be seen from the sentence she produced which is not compatible as grammatical formula. She arranged

[125] Interview Transcript 02/I/11-4/2022

[126] Tia Aprilianti Putri, “AN ANALYSIS OF TYPES AND CAUSES OF TRANSLATION ERRORS,” *ETNOLINGUAL* 3, no. 2 SE-Articles (December 23, 2019): 93–103.

the sentences based on the translation such as putting modifier in the first of sentence. For example, “every year” this was kind of modifier of that should be placed in the end of sentence or after the complement.

The other student stated that they didn’t know how to make sentences in English. So they synergize time using translation. As stated by Erita that used to translating sentence word by word due to time of efficiency. It can be seen from the sentence structure that is reversed grammatically incorrect. As the use of present sentence rules which is actually begun by *Subject* than following by *Verb* and *object/Complement*.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the discussion above, the researcher reached the following conclusion:

1. There are four types of error in this research namely omission, addition, misformation, and misordering.
2. Causes of error found in this research were carelessness, fisrt-language interference, and translation.

B. Suggestion

In this section, the researcher would like to make some suggestions for teachers and students.

1. For the Teachers

   In order for successing the teaching and learning process, the English teacher is expected to provide clear explanations when explaining the lesson. The teacher can also use interesting techniques to develop the students' interest and motivation, particularly when learning descriptive writing and teaching writing in general.

2. For the Students

   The students should master grammatical and vocabulary to do good writing. Also, the students should develop reading and writing habits to become good writers in the future.

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