

**STUDENTS' GRAMMATICAL ERROR IN WRITING ENGLISH  
TEXT AT THE TWELFTH GRADE OF MAS AL-ISLAM JORESAN  
PONOROGO**

**THESIS**



By

**AFIFAH SANTI PRATIWI**

NIM. 204190062

**ENGLISH LANGUAGE TEACHING DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF PONOROGO**

**2023**

## ABSTRACT

**Pratiwi, Afifah Santi.** 2023. *Students' Grammatical Error in Writing English Text at The Twelfth Grade of MAS Al-Islam Joresan Ponorogo.* Thesis, English Language Teaching, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dra. Aries Fitriani, M.Pd.

**Keywords:** Grammatical Error, Writing, Descriptive Text

Writing is the process of expressing thoughts and ideas in writing. Writing is the most challenging language skill for students to learn since it requires both vocabulary and mastery of grammatical rules to make the correct sentences. When students do not comprehend grammatical rules well, they may make grammatical errors when creating sentences. In this case, the teacher should analyze the students' writing to identify the errors so that the teacher can help the students recognize and reduce errors in sentence composition.

This research was conducted to find out the grammatical errors in writing English text at the twelfth grade students of MAS Al-Islam Joresan Ponorogo based on surface strategy taxonomy by Dulay's, Burt, and Krashen theory. The focus of the study is to find out the types of errors and the dominant type of errors in writing descriptive text.

This research is a content analysis research with a descriptive qualitative method approach. This research design is used to answer research questions in the form of an in-depth description of the study discussed. The data was collected documentation from 30 students' writing tasks of descriptive text from the twelfth grade students in MAS AL-Islam Joresan Ponorogo. The data were analyzed using Glass and Seliker's steps including identifying the errors, classifying the errors, and quantifying the errors.

The result showed that the types of errors found in students' writing are omission, addition, misformation, and misordering. The total errors found in the students' written of descriptive text are 67 errors consisting of 17 total errors of omission, 11 total errors of addition, 38 errors of misformation, and 1 total error of misordering. From the 67 errors, the researcher concluded that the dominant type of errors is misformation.



## APPROVAL SHEET

This is to certify that Sarjana's thesis proposal of:

Name : Afifah Santi Pratiwi  
Student Number : 204190062  
Faculty : Tarbiyah and Teacher Training  
Department : English Language Teaching  
Title : Students' Grammatical Error in Writing English Text at The Twelfth  
Grade of MAS Al-Islam Joresan Ponorogo

Has been approved by the advisor and is recommended for thesis examination.

Advisor,



Dra. Aries Fitriani, M.Pd.

NIP. 196901071999032001

Date 27 August 2023

Acknowledge by

Head of English Language Teaching Department

Faculty of Tarbiyah and Teacher Training

State Islamic Institute of Ponorogo



Dr. Dhinuk Puspita Kirana, M. Pd.

NIP. 19830327201012007

P O N O R O G O



MINISTRY OF RELIGIOUS AFFAIRS  
STATE ISLAMIC INSTITUTE OF PONOROGO

RATIFICATION

This is to certify that *Sarjana's* thesis of:

Name : Afifah Santi Pratiwi  
Student Number : 204190062  
Faculty : Tarbiyah and Teacher Training  
Department : English Language Teaching  
Title : Students' Grammatical Error in Writing English Text at the  
Twelfth Grade of MAS Al-Islam Joresan

Has been approved by the board of examination on:

Day : Wednesday  
Date : 13<sup>th</sup> September 2023

and has been accepted as the requirement for the degree the *Sarjana Pendidikan* on:

Day : Wednesday  
Date : 15<sup>th</sup> November 2023

Ponorogo, 15<sup>th</sup> November 2023

Ratified by

Dean of Tarbiyah and Teacher Training

State Islamic Institute of Ponorogo



Dr. H. Moh. Munir, Lc., M.Ag.

NIP. 196807051999031001

Board of Examiners

1. Chairman : Wiwin Widyawati, M.Hum.
2. Examiner I : Dr. Dhinuk Puspita Kirana, M.Pd.
3. Examiner II : Dra. Aries Fitriani, M.Pd.

()  
()  
()

PONOROGO

## SURAT PERSETUJUAN PUBLIKASI

Yang bertanda tangan di bawah ini:

Nama : Afifah Santi Pratiwi  
NIM : 204190062  
Fakultas : Tarbiyah  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi/Tesis : Students' Grammatical Error in Writing English Text at the Twelfth Grade of MAS Al-Islam Joresan Ponorogo

Menyatakan bahwa naskah skripsi/tesis telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya, saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses melalui **etheses.iainponorogo.ac.id**. Adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 13 Desember 2023

Penulis,



Afifah Santi Pratiwi



IAIN  
PONOROGO

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Afifah Santi Pratiwi  
NIM : 204190062  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo  
Judul Skripsi : Students' Grammatical Error in Writing English Text at The Twelfth Grade of MAS Al-Islam Joresan Ponorogo

Dengan ini menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilan tulisan atau pikiran orang lain yang saya aku sebagai hasil tulisan atau pikiran saya sendiri, Apabila di kemudian hari terbukti atau dapat dibuktikan sekripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo, 27 Agustus 2023

Yang Membuat Pernyataan



Afifah Santi Pratiwi

NIM. 204190062

**IAIN**  
**PONOROGO**

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is considered as one of the most important languages in the world. This language has been commonly used as an active international language for communication. Therefore, many people tend to learn English as their personal proficiency.<sup>1</sup> People can improve themselves even in academic or life skill through learning English language. People can be well-accepted by the society when they comprehend English language. There is a big value and impact for learning English language in nowadays society.

As for its importance, English is taught in the academic education. In Indonesia, English language is the first foreign language taught in the school.<sup>2</sup> English is taught from the elementary level until the high level. Moreover, it is also taught in college for some faculties. This language is being either a compulsory subject matter or extracurricular program in each education level. By learning English language, the students are expected to acquire and develop the technology, science and art for Indonesian country itself.

In learning English language, there are four skills that should be mastered by the language learners. Those skills are including speaking, listening, writing and reading.<sup>3</sup> Listening and reading are receptive skill, while speaking and writing are productive skill. All of these skills are related to one another. The learners should have the abilities in listening and reading skills to encourage writing and speaking skills. However, writing is considered to be more complicated than other language skills. Writing skill can be honed

---

<sup>1</sup> Muhammad Firman, "The Use of Literature in Teaching English to Enhance EFL Students' Writing Skill,"

<sup>2</sup> Diah Royani Meisani, "Conditions for Teaching English to Young Learners: Indonesian Teachers' Perspectives," *English Language Teaching Educational Journal* 5, no. 2 (2022): 119.

<sup>3</sup> Genta Sakti, "An Analysis of Students' Ability in Writing Analytical Exposition Text," *JELE* 6, no. 2 (2021): 282.



after mastering speaking, reading and listening skill.<sup>4</sup> The language learners cannot have good skill in writing before they mastered the other three skills.

Writing is an indirect communication way with others. It is a way to express ideas through piece of paper. Writing is a way used to communicate between the writer and the readers with considering some elements including linguistic accuracy, clarity of presentation, and organization of the ideas as well.<sup>5</sup> Writing is process of an activity which consists of a series of steps like generating ideas, assembling ideas coherently, organizing them into drafts, revising the drafts until the final result is done. Writing is complex skill that requires the mastery of grammatical, rhetorical, conceptual and judgmental elements.

Writing is an important basic skill, but also challenging.<sup>6</sup> Writing skill cannot be acquired naturally, but it has to be achieved through language learning. Language learners have to master writing skill through organizing the ideas and composing them in the proper sentences. This skill can measure how the students' acquisition in learning. This skill is the key for students to master the language especially in formal learning which prioritizes academic understanding and language skills for the students. Writing is an important factor that can determine the success of learning a language.

Talking about writing, writing cannot be separated with grammar. Writing and grammar becomes an inseparable unit in academic language learning. The grammatical rules are the aspects that should be considered by the language learners before they write something.<sup>7</sup> Grammar mastery becomes very important in writing skill where it can help the students to produce good sentences. The learners can make a good sentence in writing

---

<sup>4</sup> Binti Mariatul Kiptiyah, "Critical And Creative Thinking In The Writing Of The Xposition Text," *ISLLAC: Journal of Intensive Studies on Language, Literature, Art, and Culture* 3, no. 1 (May 26, 2019): 22.

<sup>5</sup> Farhad Firozatabar, "Incorporation of Discourse Coherence Strategies into Writing Skills Instruction," *Interdisciplinary Studies in English Language Teaching (ISELT)* 1, no. 2 (2021): 57.

<sup>6</sup> Tien Rafida, Sholihatul Hamidah Daulay, and Elsa Septriana Wijaya Nasution, "The Effectiveness of Using Advertisements to Improve Students' Writing Skills," *ELTALL (English Language Teaching, Applied Linguistics, and Literature)* 4, no. 02 (2023): 38.

<sup>7</sup> Seli Royani and Sari Sadiyah, "An Analysis Of Grammatical Errors In Students' Writing Descriptive Text," *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 764.



when they mastered grammar. This is why writing could be a more difficult skill than others because it includes the aspects of grammar and vocabulary.

Grammar is an important aspect in English language. Grammar is an important thing that must be mastered by language learners apart from the vocabulary aspect in making a correct sentence. Grammar is a guidebook to use the language that provides the language rules needed to communicate effectively through writing or speaking.<sup>8</sup> Language learners should follow the grammar rules according to international rules of in using English language. Grammar is a set of rules help the language learner to make the correct structures in a text. It plays an important role in understanding and expressing the basics English skill including speaking, writing, reading, and listening. With grammar, language learners can communicate properly.

There are many topics in grammar. According traditional approach in teaching English grammar by Peter Herring, grammar is divided into three fundamental topics, namely part of speech, inflection, and syntax.<sup>9</sup> Parts of speech are the words categories based on the meaning, structure, and function in a sentence. Parts of speech have seven main parts including nouns, pronouns, verb, adjectives, adverbs, preposition, and conjunction; along with other words categories such as particles, determiners and gerunds. Then, inflection has two main categories, conjunction and declension. Meanwhile, syntax is the rules and pattern of sentences structures.

In learning English, the learners' first language and target language may be mixed and influence each other.<sup>10</sup> This can happen because the target language patterns are usually very different from the first language. Mostly, many students in Indonesia use the

---

<sup>8</sup> Mohammad H. Al-khresheh and Suheyla Demirkol Orak, "The Place of Grammar Instruction in the 21st Century: Exploring Global Perspectives of English Teachers towards the Role of Teaching Grammar in EFL/ESL Classrooms," *World Journal of English Language* 11, no. 1 (2021): 11.

<sup>9</sup> Peter Herring, *Complete English Grammar Rules* (Farlex International: Createspace Independent Publishing Platform, 2016), 5.

<sup>10</sup> Khitam Mohameed Alghazo and Mohamed Khaliefah Alshraideh, "Grammatical Errors Found in English Writing: A Study from Al-Hussein Bin Talal University," *International Education Studies* 13, no. 9 (2020): 2.

Indonesian sentence patterns of without paying attention to the grammatical rules when they write the English sentences. They usually mix the rules between Indonesian and English language in writing and speaking English language. These structural differences between the mother language and target language can lead the students to make some grammatical errors.

Grammar error is a common problem in learning language for most of students in the writing course. Practically, there are still many students have difficulty especially during writing course where they have to be really careful if they don't want to make any grammatical mistakes English teacher is used to face this problem during the classroom. Although making error is natural process in language learning, many studies were conducted as focus concern discussing grammar because of the importance of grammar in English language.<sup>11</sup> This shows that grammar becomes focus concern in learning English.

As Fitrawati and Safitri stated, the English language learners still make grammatical errors in nouns, pronouns, adjectives, determiners, adverbs, prepositions and conjunctions.<sup>12</sup> The causes of this error are the confusion of the grammar rules and the interference of the first language. Beside, Fauzan concluded that grammatical errors happen when the students are careless and lack of knowledge in grammar rules.<sup>13</sup> Making grammatical error does not mean the students are unable to make a good writing. Grammatical error is the sign that the students still have defect, so they should to pay attention to the grammar rules in writing English text.

Grammatical error has many types and categories. For a sentence, "Tony walking." is grammatically error. "Tony is walking." is the correct sentence. Then the presence of the item like in sentence "Every girls is beautiful." is incorrect. "Every girl is beautiful." is

---

<sup>11</sup> Nesreen Alahmadi, "A Study Of Grammatical Errors Of Subject Verb Agreement In Writing Made By Saudi Learners," *International Journal of English Language and Linguistics Research* 7, no. 6 (2019): 48.

<sup>12</sup> Fitrawati Fitrawati and Dian Safitri, "Students' Grammatical Errors in Essay Writing: A Pedagogical Grammar Reflection," *International Journal of Language Education* 5, no. 2 (2021): 75.

<sup>13</sup> Umar Fauzan, Sapna Farah Aulya, and Widya Noviana Noor, "Writing Error Analysis in Exposition Text of the EFL Junior High School Students," *Indonesian Journal of EFL and Linguistics* 5, no. 2 (2020): 531.

the correct one. Next is the incorrect of using structure such as “I go for school.” instead of “I go to school.”

Based on the observation and interview made at MAS Al-Islam Joresan Ponorogo at the twelfth grade, the researcher found some interesting phenomena.<sup>14</sup> There are some students that are still confused in the grammar rules. They often write “He *open* the book,” instead of “He *opens* the book”. In grammar rules, there is must be “s” in the verb for the third singular pronoun or noun subject in the simple present tense. Others also write “This *book new* is mine” instead of “This *new book* is mine”. The use of unsuitable article in a sentence: such as “I have *a* umbrella” instead of “I have *an* umbrella” also often happens. These examples showed that there are still found the students who do not consider the grammatical rules in writing English text. This one can be a problem that can lead the students make some grammatical errors.

Furthermore, MAS Al-Islam takes a focus in writing course of English language. There is a subject named composition in this school. Composition subject is especially for the twelfth grade students of MAS Al-Islam Joresan.<sup>15</sup> This subject requires the students to compose an essay. It means that the students must to master the grammatical rules to make a good writing in English essay. The students of the tenth and twelfth grade also have to take an understanding of grammar in fact that there is still writing section in their English subject. This school also takes a written test for the students where the answers are in essay not based on choices.

Based on those explanations, the researcher is interested in analyzing the students' grammatical error in writing English text. In this case, the researcher concentrated the research in the writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo. This research will use surface strategy taxonomy that proposed by Dulay, Burt, and Krashen in classifying students' errors. The categories of errors are including

---

<sup>14</sup> Interview with an English teacher of MAS Al-Islam Joresan, 1 November 2022.

<sup>15</sup> Ibid.

addition, omission, misordering, and misformation. This research takes the title *Students' Grammatical Error In Writing English Text At The Twelfth Grade Of MAS Al-Islam Joresan Ponorogo*. The results of the observations will be in the form of a description since the type of this research is a qualitative research.

## **B. Research Focus**

This study will investigate the grammatical errors which are found among the students in writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo in academic year 2022/2023. The study will focus in analyzing the students' grammatical errors in writing descriptive text based on surface strategy taxonomy. The categories of error will include addition, omission, misordering, and misformation. Furthermore, the researcher focused the error in sentence patterns, tenses, pronouns, gerund and punctuations. Besides, the researcher will also find the dominant type of the students' grammatical error in writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo academic year 2022/2023.

## **C. Statement of the Problems**

Based on the background above, the research questions are as followed:

1. What are the types of students' grammatical errors in writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo?
2. What is the dominant type of the students' grammatical errors in writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo?

## **D. Objectives of the Study**

This research is aimed:

1. To find out the types of students' grammatical error in writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo.

2. To find out the dominant type of the students' grammatical error in writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo.

### **E. Significance of the Study**

This research is expected to give theoretical and practical benefits as following:

1. Theoretically

The result of the study is expected to be useful in the literature regarding to the value of teaching writing. This research will give new perspective in writing English text and to increase an understanding of grammatical features used in English text. Moreover, the errors in writing English text can be recognized through this research.

2. Practically

- a. For the Teachers

This research is expected to be useful for English teachers so they can recognize the students' problem in learning English especially in learning writing and grammar aspects. The teachers will able to improve the students' ability in writing using the appropriate media after reading this research. Therefore, teachers can consider teaching grammar in the classroom to minimalize the students' grammatical error in writing English text.

- b. For the Students

This research was conducted to be useful for the students. It can be an input to improve their knowledge of learning English, and it can be used to encourage the students to be more cautions in composing English text.

- c. For the Readers

The findings of this research will give some advantages for further research and development efforts as a reference and empirical evidence.

## F. Systemic Discussion

This research is including of many parts that explain the research planning. The organization of the research is formulated into:

Chapter I is Introduction. This chapter is global description about the whole content of the research. It includes Background of The Study, Research Focus, Statement of the Problems, Objectives of the Study, Significance of the Study, and Systematic Discussion. Chapter II is Theoretical Background/Literature. This chapter contains the theoretical analysis as the basic of the study. This chapter helps the readers to understand the theory of the study before the readers see the result. This chapter includes Conceptual Framework, Previous Study, and Theoretical Framework.

Chapter III is Methodology. The chapter contains a detailed research approach and design, research setting, data and data source, data collection technique, data analysis technique, establishing data validity, and research steps. Chapter IV is Finding and Discussion. This chapter discusses the findings, the general data, and the specific data description. It contains the explanation of the data classification and categorization which is presented in the framework of answering the research problems. Chapter VI is Closing. This chapter contains the conclusion of the whole research and the recommendation from the writer/researcher.

## CHAPTER II

### THEORETICAL BACKGROUND

#### A. Conceptual Framework

##### 1. Grammatical Error

###### a. The Definition of Grammar

Grammar is a crucial part of acquiring a language. It is a crucial component for raising English proficiency. According to Andrea, grammar is the rules system for creating a language.<sup>16</sup> This definition is related to Harmer in describing grammar is the description how words change and be combined into sentences in a language.<sup>17</sup> Grammar is used to determine the correct words, phrases and structures according to its language rules. Grammar is the standard that should be followed in using forms and structures in order to use the correct language.

According to Ur, grammar is defined as words that are put together to form correct sentences.<sup>18</sup> It affects not only how the units of words are combined to form correct sentences, but also their meaning. Furthermore, Thornbury stated that grammar is partly the study of what forms (or structure) are possible in language.<sup>19</sup> Grammar has been almost entirely preoccupied with analysis at the level of the sentence-formed rules that govern how a language's sentences are formed traditionally.

---

<sup>16</sup> Andrea DeCapua, *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers*, Springer Texts in Education (Cham: Springer International Publishing, 2017), 6, <https://doi.org/10.1007/978-3-319-33916-0>.

<sup>17</sup> Harmer, Jeremy. *The Practice of English Language Teaching 3rd Edition* (London: Longman, 2002), 12.

<sup>18</sup> Ur, Penny. *Course in Language Teaching Practice and Theory*, (London: Cambridge University Press, 1996), 75.

<sup>19</sup> Thornbury, S. *How to Teach Grammar*, (London: Longman, 1999), 1.



Then, Greenbaum and Nelson defined grammar as the collection of rules that enable us to combine words in our language into larger units.<sup>20</sup> Some word combinations are feasible, while others are not. Grammar is the most important aspect of a language. It acts as a bridge between the system of sounds or written symbols on one side and the system of meaning on the other. Grammar is a fundamental concept in the study of language. It is simple for students to learn and use dictionaries to discover the pronunciation, spelling, or meaning of words, but it is more difficult to consult grammar books without prior understanding of grammar.

### **b. The Importance of Grammar**

Grammar is an important aspect of a language. It helps people to express the ideas, opinion and feeling in both spoken and written forms. People have to understand the grammatical structures in using language to convey the meaning. Therefore, language learners have to understand grammar when they acquire new languages. By studying grammar, learners will know how to produce the correct grammatical structures of sentence. Having good grammar also makes language learners are able to speak and write a language correctly and clearly.

Grammar plays an essential part in teaching and learning a language. It is an important aspect as it affects the students' performance in four language skills. Didin stated that grammar is used to help the students in understanding the meaning of the text besides of the vocabulary and sound system.<sup>21</sup> Language learners cannot comprehend the sentences without grammar acquisition because grammar helps them in finding the meaning of the sentences. Mastering grammar helps language learners in understanding each word when reading, speaking, writing and also listening.

---

<sup>20</sup> Greenbaum, S & Nelson, G. *An Introduction to English Grammar 2<sup>nd</sup> Edition*, (Essex: Longman, 2002), 9.

<sup>21</sup> Didin Nuruddin Hidayat et al., "An Investigation into The Grammatical Errors of Students' Writing," *EDUVELOP* 4, no. 1 (October 12, 2020): 10.

Therefore, grammar has an important role in using and producing good language for language learners.

Beside, in speaking and listening, using grammar for communication helps the better understanding among people in the world. The correct grammar makes the delivered information is easier to understand. People are considered as a professional person when using correct grammar. In other hand, mastering grammar for writing and reading skill is a must. Grammar helps the writes to convey the information of the written text. It also helps the readers in understanding the written text. Thus, mastery grammar helps in transferring the information between the authors and the readers.

In conclusion, the importance of grammar focuses on the communication purpose of a language. Language learners should master grammar in order to improve the knowledge in acquiring new languages. In addition, the communication goals cannot be achieved without mastering grammar. Proper grammar avoids misunderstandings, errors, and ambiguity when communicating thoughts and ideas to others, making it easier to convey or accept meaning in a communication.

### **c. The Definition of Error**

Error is a part of language learning process. According to Norrish, error is the systemic deviation when language learners make incorrect or wrong form.<sup>22</sup> Error comes from the rules of the language learned. The language learners make error because they are unable to correct the deviant utterances. Making some errors is avoidable for the students in learning foreign languages. It is usually caused by the lack of knowledge about the target language. Error is an unacceptable performance of

---

<sup>22</sup> Norrish, J, *Language Learners and their Errors*, (London: The Macmilan Press, 1983), 7.

the students' works that also can be an indicator of the students' level in mastery the learning target.

According to Dulay and Burt, Brown explained error as "goofs".<sup>23</sup> A mistake is a departure from a natural speaker's adult grammar, which reveals the speaker's level of interlanguage proficiency. When learners make mistakes because they are unaware of the norms of the target language, this is referred to as a competence error. They won't be able to rapidly fix the mistakes on their own. They require direction to fix the mistakes. They may also make the same errors from time to time. In conclusion, they define errors as the flawed side of student speech or writing. It means that language learners cannot learn language without systematically committing errors first.

Error is different from mistake. They are synonyms of each other which mean something incorrect or wrong. However, the use of each term is different in the context of language learning. Brown explained that error refers to the students' mistake in understanding something.<sup>24</sup> Then mistake is the students' error in using certain known system. When the students make error, they cannot correct the errors, but they can correct the faulty of the mistakes. Error reflects the students' competence in grammar use, while mistake reflects the performance of the mother tongue.

From the explanation above, error can be defined as a deviation from accuracy or correctness. Error refers to the incorrect form of a language use. The students make error because of the lack of knowledge about a language. Error occurs when the students do not know the correct form of the error. Mistakes are distinct from errors. Language learners make mistakes in both their primary and second languages. Mistakes are incorrect uses of language because the user is unaware of the

---

<sup>23</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching 3<sup>rd</sup> Edition*, (Englewood Cliffs, New Jersey:Prentice Hall Inc, 1994), 205.

<sup>24</sup> Ibid

errors he makes while knowing the proper form of its rules. While errors are common in second language acquisition, they can be corrected by the learners without the need for assistance from others.

#### **d. Sources of Error**

Knowing the sources of students' error is important for understanding the second language acquisition. According to Norrish in Pasaribu's research, the causes of error are careless, first language interference, and translation.<sup>25</sup>

##### 1) Careless

Careless means the inaccuracy in writing or pronouncing the second language based on the grammar rule. The lack of motivation that leads into lack of students' understanding of language rules is the cause of the error. Grammatical error happens when the students lose interest or they find the material is not suitable. The students have to be involved in active discussion during the class reduce this kind of error.

##### 2) First Language Interference

When learning a new practice, the old one will become a distraction. The first language affects the second language acquisition in such as grammar, pronunciation, and diction. This influence can lead into an error.

##### 3) Translation

Translation is the cause of error where the students eventually translate word by word from first language into second language. This commonly happens when the students do not know an appropriate structure, so that they will use the language system of their mother tongue.

---

<sup>25</sup> Arsen Nahum Pasaribu, "A Common Error Analysis In Students' English Narrative Writing," *Linguistic, English Education and Art (LEEA)* 4, no. 2 (2021): 438.

Meanwhile, Brown explained four sources of error, including interlingual transfer, intralingual transfer, context of learning, and communication strategies.<sup>26</sup>

1) Interlingual transfer

Interlingual transfer is the significance source of error for all learners. Especially in the early stages of learning a second language, the language learners are commonly at risk in interlingual transfer or interference from the native language. They are used to draw the linguistic system of their native language before acquire the second language system.

2) Intralingual transfer

Intralingual transfer is the negative interference of items within the target language or the incorrect generalization of rules within the target language. When learners begin to acquire part of a new language system, more intralingual transfer within the target language is manifested.

3) Context of learning

Context learning refers to the classroom where the teacher and material are the cases of school learning. in the classroom context, the teacher and material can lead the language learners to make faulty hypotheses about new languages.

4) Communication strategies

Communication strategies are related to the learning style. Error happens when language learners express their mind and feeling with the limitation of language elements they acquire. They sometimes do not really care about the correct grammar of the sentence, because they only need to communicate with others through understandable utterances.

---

<sup>26</sup> H. Douglas, Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education Inc, 2007), 263-266.

### e. Types of Error

According to Dulay, Burt and Krashen, error is classified into four types. They are error based on linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative taxonomy. This research used Dulay's theory namely Surface Strategy taxonomy in classifying the students' grammatical error in writing English text. Surface strategy taxonomy highlights the ways surfaces structures are altered. Classifying errors in this way can help in diagnosis learners' problems in learning through showing how surface structure change and cause an error. This strategy was made to explain the grammatical errors in learning English language. Based on surface strategy taxonomy, the errors are classified into four types including omission, addition, misformation, and misordering error.<sup>27</sup>

#### 1) Error in Omission

Omission is the absence of the elements that should appear in the text. Error of omission occurs when the language learners omit the function words rather than the content words. This type of error is the most dominant error among the language learners. Generally, omission has two categories namely omission of content morphemes and omission of grammatical morphemes. Content morphemes is carried the most common of the referential meaning of a sentence, including nouns, verbs, adjectives, and adverbs. Error of content morphemes is usually caused by the lack of vocabulary. For example:

*Mark has broke his book.*

The sentence is in the form of present perfect tense. According to Frank, present perfect tense uses past participle verb.<sup>28</sup> The form of past

<sup>27</sup>H. Dulay, M. Butt & Krashen, *Language Two*, (Oxford: Oxford University Press, 1982), 146.

<sup>28</sup> Frank, Marcella. *Modern English: A Practical Reference Guide*. (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972), 78.

participle for verb *break* is *broken*.<sup>29</sup>The correct sentence is *Mark has broken his book*.

Grammatical morphemes have a minor role in carrying the sentence meaning, including noun and verb inflection, article, verb auxiliaries, and presupposition. Language learners omit grammatical morphemes much more than content morphemes. For example: *Mark is handsome boy*.

(According to Marcella Frank, an individual representative of class should use article a.<sup>30</sup> The word boy is an individual. So that, the correct sentence is *Mark is a handsome boy*.)

## 2) Error in Addition

Addition is an error where the language learners tend to add words, prefixes, or suffixes to the sentence structure. In other words, addition is some elements which should not be presented are presented. Addition is the opposite of omission. It usually occurs when the second language learners has acquired some rules of the target language. Moreover, addition has some categories. They are regularization, double marking, and simple addition.

Regularization is a part of addition that makes an exception in writing paragraph. Regularization is a rule applies in the class of linguistic items. It means that regularization is a part of error types that explained the use of linguistic item like verb. The language learners should obey the rules that have been created by international law about using English language. Example: Go as a Verb1 and Went as a Verb2.

Double marking is a part of the addition which changes or makes the utterances are abbreviated. This error is caused by the failure of deleting the certain items which are required in some linguistic construction.

---

<sup>29</sup> Ibid, 62.

<sup>30</sup>Ibid, 127.



e.g *Chris doesn't sleeps well.*

(Frank stated that “do” as auxiliaries could be alike regular verbs.<sup>31</sup>

The sentence above is a negative form of simple present tense with a third singular person as the subject (Chris). Then, the word *doesn't* already has a suffix-s in it. So that, the word *sleeps* shouldn't have -s, and the correct is *Chris doesn't sleep well.*)

Simple addition is the use of an item which should not be appeared in a well-formed utterance. It is characterized with all addition errors.

e.g. *The fishes doesn't live in the air.*

(The sentence above has the verb *doesn't* which indicate the form of negative simple present of the third singular person for the subject. Frank argued that the singular third form of simple present should use a singular subject.<sup>32</sup>The correct is *fishes* is a plural, so that, *The fish doesn't live in the air.*)

### 3) Error in Misformation

Misformation error is the use of the incorrect form of the morpheme or structure. This error is divided into three types, namely regularization, archi-forms, and alternating form.

Regularization errors happen in which regular marker used in place of an irregular one. For example is *The boy goed to school.* The sentence is in form of simple past tense which should us the form of verb2. Frank stated that the verb *go* is an irregular verb with *went* as the form of the past tense.<sup>33</sup> The correct sentence is *The boy went to school.*

<sup>31</sup> Ibid, 94.

<sup>32</sup> Ibid, 66.

<sup>33</sup> Ibid, 63.

Archi-form is the errors in the selection of one class number of forms to represent others in the class which is common characteristic of all stages of the second language acquisition. For example is *I meet her yesterday when her sings alone*. The sentence is an example of compound sentence using subordinate conjunction which introduces adverbial clauses *when*. According to Frank, a compound sentence has two or more independent clause where each of the clause should has one subject.<sup>34</sup> Then, *her* is used for object pronoun.<sup>35</sup> The subject of *her* is *She*. The correct sentence is *I meet her when she sings alone*.

Alternating form is caused by vocabulary and grammar development. For example: *Irene eaten a cake yesterday*. The sentence is in the form of past tense as it refers to *yesterday*. Frank explained that past tense should use the form of verb2.<sup>36</sup> Thus, the correct sentence is *Irene ate a cake yesterday*.

#### 4) Error in Misordering

Misordering error is characterized by the incorrect placement of a morpheme or group of morpheme in the utterances. It occurs systematically for both first and second language in the constructions that have been acquired. For example: *How you are?* The sentence is an interrogative sentence. According to Frank, interrogative words is located in the beginning of the sentences followed by auxiliary and then subject.<sup>37</sup> The correct sentence is *How are you?*

---

<sup>34</sup> Ibid, 223.

<sup>35</sup> Ibid, 29.

<sup>36</sup> Ibid, 61.

<sup>37</sup> Ibid, 91.

## f. Concept Grammar in Grammatical Error

According to Kreml, here are the grammatical errors in writing.<sup>38</sup>

### 1) Sentence Pattern

There are two essential parts that construct a sentence. They are subject and predicate. The subject is the term that tells you who or what performed the verb's action. Frank stated that almost every English sentence has a subject (S) and a verb (V) as predicate.<sup>39</sup> Then, object (O) may or may not be followed by a verb. It means that the Subject comes first, followed by the Verb, and then by the Object. The example is: *Lily buys a cup of coffee.*

### 2) Linking Verb or Predicating

Linking verb is used for indicating condition or state of being. The focus of the linking verb here is be which consist of am, are and is. The predicate “am” is for singular subject (I). Then, predicate “are” is for You, They, and We. And predicate “is” used for He, She, and It. The sentence which is used linking verb is called as nominal sentence. The structure of nominal sentence is Subject (S) + Predicate (P) + Complement (C).<sup>40</sup> The complement is usually filled with adjective, noun, adverb, prepositional phrase, noun clause, infinitive phrase, and gerund. The example is: *I am a clean person.*

### 3) Pronoun

Pronoun can be defined as a word which stands in for the noun. pronoun refers to the people, things, concepts, and places. Andrea divided pronoun into four forms.<sup>41</sup>

<sup>38</sup> Kreml, et al. (2004). *The User's Guide to College Writing: Reading, Analyzing, and Writing* (2nd ed.). United States: Pearson Education.

<sup>39</sup> Frank, Marcella. *Modern English: A Practical Reference Guide*. (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972), 220-221.

<sup>40</sup> Ibid, 48.

<sup>41</sup> DeCapua, 6..

## 2.1. Types of Pronoun

Singular/ Plural	Subject	Object	Possessive Adjective	Possessive Pronoun
Singular	I	Me	My	Mine
	You	You	Your	Yours
	He	Him	His	His
	She	Her	Her	Hers
	It	It	Its	-
Plural	We	Us	Our	Ours
	You	You	Your	Yours
	They	Them	Their	Theirs

### 4) Tense

In English, tenses define the sequence of time. Tenses indicate when the events occur or describe a state. Simple present tense and simple past tense are used in personal letters. Simple present tense is used to express general time and present tense. On the other hand, simple past denotes that an activity or circumstance started and ended at a specific point in the past.<sup>42</sup>

#### a) Simple present tense

- Using simple form of the verb (V1).

For example: *I love my Mom.*

- Using –s suffix for third singular subject (He, She, and It).

For example: *Eric needs an English book.*

#### b) Simple past tense

- Using past form of the verb (V2).

For example: *I loved my Mom.*

- Adding –ed suffix for regular verb.

For example: *Mark received a lot love from his Mom.*

<sup>42</sup> Frank, Marcella. *Modern English: A Practical Reference Guide*. (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972), 66-73.

## 5) Gerund

Gerund is a verb in the form of present participle (simple verb + -ing) which has a function as a noun. Gerund filled all position in a sentence. It could be subject, direct object, indirect object, object of preposition, subject complement, and object complement<sup>43</sup>. The example is: *I love writing a novel.*

## 6) Preposition

Prepositions are called the biggest little words in English. They are typically fairly short and significant in appearance, yet they serve vital tasks. Nouns are always used after prepositions. They are typically fairly short and significant in appearance, yet they serve vital tasks. Nouns are always used after prepositions or pronouns. They are connective words that illustrate the relationship between the nouns that come after them and one of the sentence's essential elements: subject, verb, object, or complement. They frequently imply relationships between the objects and other sections of the phrase, such as location, place, direction, time, method, agency, possession, and condition. Frank divided prepositions into two types.<sup>44</sup>

## a) Time

- On. It is used for a day of the week.

For example: I meet you *on* Friday.

- At. It is used for a part of the day considered as a point.

For example: I meet you *at* midnight.

- In. it is used for month, year, part of the day, and seasons.

For example: I meet you *in* December.

---

<sup>43</sup> Ibid, 314-327.

<sup>44</sup> Ibid, 164-165.

## b) Place

- In. It is used for including or inside something.

For example: I am *in* hospital.

- On. It is used for indicating the surface of something.

For example: You are standing *on* the floor.

- At. It refers to general vicinity and addresses with street number.

For example: You are *at* store.

## 7) Punctuation

Punctuation is the use of special markings in writing to break phrases and sentences, and to indicate that something is a question. The main punctuations used in writing are full stops/periods, commas, question marks and exclamation points, and capitalization.<sup>45</sup>

## a) Capitalization

- It is used at the beginning of a sentence.
- It is used at the beginning of proper nouns. It includes personal names, nationalities and languages, days of the week and months of the year, public holidays as well as geographical places.

## b) Period

- It is used to mark the end of a sentence.
- It is used for abbreviations.

## c) Comma

- It is used to separate words and words groups in a simple series of three or more items.

---

<sup>45</sup> Straus Jane et al. *The Blue Book of Grammar and Punctuation\_ An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*, (Jossey Bass: A Willey Brand), 2014), 45-64.

- It is used to separate two independent clauses joined by connectors such as *as, and, or, but, etc.* A comma is put at the end of the first clause.
- It is used to separate the day of the month from the year. It is also put after the year.
- It is used after certain word that introduce sentence, such as *well, yes, why, hello, hey, etc.*

#### d) Question Marks and Exclamation Points

Question marks and exclamation points replace and eliminate periods at the end of a sentence. Question mark (?) is used in question sentence. Then, exclamation point (!) is used in exclamation sentence. The examples are: *Who are you?* and *Don't be rude!*

## 2. Writing English Text

### a. The Definition of Writing

Writing plays an important role in language learning. It involves language skills and cognitive activity. Writing is a way to communicate with others that represents language and emotion through words. According to Brown, writing is a process of conveying meaning in written form.<sup>46</sup> Nurgiyanto stated that writing is a productive action that produces language from the perspective of language competence.<sup>47</sup> Writing is generally thought of as an exercise for communicating ideas through language and media. It does not require face-to-face contact because other people are used to communicate with other people indirectly.

Beside, Hedge explained that writing is needed to organize the development of ideas or information; ambiguity in meaning must be avoided through accuracy;<sup>48</sup>

<sup>46</sup> H. Douglas, Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy 2<sup>nd</sup> Edition*, (New York: Longman, 2001), 336.

<sup>47</sup> Nurgiyantoro, Burhan, *Penelitian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta:BPFE-Yogyakarta, 2001), 298.

<sup>48</sup> Hedge, Tricia, *Teaching English As A Second Language*, (Oxford University Pers, 2005), 12



the students must choose from complex grammatical devices for emphasis or focus; and they must pay attention to the choice of vocabulary, grammatical patterns, and sentence structures to create a feasible meaning and an appropriate style for the subject matter and reader. Because they constantly seek out different texts and attempt to summarize them, students need to acquire the fundamentals of English writing. That is the reason. Before they want to teach this ability to students, the English department must fully comprehend.

Cox explained grammar as a method of knowing through expressing the knowledge in the form of words and phrases, as well as sketches, drawings, ideas, images, and other amazing things that may only become clear as you work through the process of writing them down.<sup>49</sup> It follows that writing is a crucial part of learning English and calls for a variety of sophisticated English-language abilities. The students' ability to spell English words, learn English grammar, which includes punctuation rules, and build sentences and paragraphs word by word and sentence by sentence is required for writing.

Writing is grammatically more complete than speaking skill. Writing provides the meaning of fixing vocabulary, spelling, and sentence pattern. Harmer stated that writing has important aspects including grammar, vocabulary and linkers, spelling, punctuation that should be concerned in process of writing.<sup>50</sup> It shows writing is a complex process involving the diverse elements and brainstorming ideas to make good writing. The writers should present the nature, goal, and communicative function of the text.

From the explanation above, it concludes that writing is one of the linguistic aspects that must be mastered by language learners in expressing written and complex

---

<sup>49</sup> Cox, Carole, *Teaching And Language Art: A Student Centered Classroom 6<sup>th</sup> Edition*, (Massachussets, MA: Allyn and Bucon, 2007), 47.

<sup>50</sup> Harmer, Jeremy, *The Practice of Language Teaching 3<sup>rd</sup> Edition*, ( London: Longman, 2002), 257.

ideas. Writing is used to express ideas, opinion, feeling, information and experience to the readers. Written language includes the process of thinking, drafting, and revising to create the understandable messages. It is an important language skill used as a tool to communicate with others through expressing ideas into the words. Writing is a skill that leads the students to strengthen the grammatical composition, improve the vocabulary, and support the other language proficiencies including: reading, listening, and speaking. . They should arrange words, clauses and sentences systematically and grammatically correct to a good writing. Thus, the result of writing can be understandable for the readers.

#### **b. The Importance of Writing**

Writing is one of the most essential skills that students and others should learn. Writing is used as communication among people. People can express their ideas in written form, share with others who are not in front of us, even people all over the world, get employment and so on by writing. According to Harmer, there are numerous benefits to learning to write.<sup>51</sup>

- 1) Writing is not usually bound in the same sense that conversation is. The students have more opportunity to think during writing activities than they do during speaking activities. They can articulate themselves completely, and even if they lack grammatical order and vocabulary, they can use dictionaries, grammar books, or other reference material to assist them.
- 2) Writing encourages students to concentrate on using correct language. When the students write down what they think or communicate their ideas in accurate language, it is a good way for them to improve their language skills.

---

<sup>51</sup> Harmer, Jeremy, *How To Teach Writing*, (England: Longman 2004), 31-33).

- 3) Writing can be used as part of a larger exercise in another emphasis, such as language practice, acting, or speaking. The students who write a short dialogue can also rehearse and play out the dialogue in oral activities.

The writer can conclude from the explanation above that writing skill is extremely important to acquire. Writing allows people to explore and express their ideas, thoughts, and emotions in writing. Aside from that, writing assists someone in problem solving and improving other skills in language acquisition.

### c. The Aspects of Writing

Writing is a complex activity. The students should focus on the elements of writing in order to compose effectively. The performance in writing can be seen from the characteristics of the writing. According to Cohen, there are five components to writing including content, organization, grammar, vocabulary, and mechanic.<sup>52</sup>

#### 1) Content

Content is a collection of information which supports the specific subject being discussed. The content of the written paragraph should be obvious to the reader. This aspect relates to the writer's writing expertise, which includes main content, thesis sentence development, and relevance in displaying the subject.

#### 2) Organization

Organization is the order of the paragraph. The students should be concerned in each passage in order to keep the writing organized. The students must organize their thoughts in this aspect. In another word, organization refers to how the students organize and express their thoughts in writing. The text's organization includes clear ideas based on a specific subject, excellent order, logical sequence, and cohesiveness.

---

<sup>52</sup> Cohen, A. D. *Assessing Language Ability in the Classroom*. (Boston: Heinl&Heinle Publisher, 1994), 328-329.

### 3) Grammar

Grammar is the rule of language that governs how words are combined to form meaningful sentences. Grammar is essential to a decent language. The proper grammar used in each sentence demonstrates good grammar. Writing is meaningless and difficult for readers to understand without grammar or excellent grammar. Grammar can be used to improve the sense of sentences, paragraphs, and other types of writing.

### 4) Vocabulary

The appropriateness in selecting and using vocabularies in each sentence and paragraph is also an important aspect of writing. Grammar is essential to a decent language. The readers will be confused and unable to understand the meaning of the writing if the writers do not use appropriate vocabularies in the writing.

### 5) Mechanic

Mechanic is the rules for writing a sentences or paragraph. It includes the use of punctuation, uppercase letters, spelling, and so on. A paragraph is typically composed of several phrases that require proper spelling and punctuation. The students should pay attention to the spelling and punctuation in their work. The text will be unreadable if the spelling is wrong and the punctuation is incorrect. It is easy to envision that if there is no point or comma, the reader will be perplexed.

#### **d. The Process of Writing**

Writing is an ongoing process. If a student wishes to write something and create a flawless work of writing, he or she must first understand the writing process. To understand how essential this material about paying attention to the writing process is, consider what a process improves. Of course, a procedure is a series of

actions. According to Richards and Renandya, the process of writing is divided into three stages.<sup>53</sup> They are prewriting, drafting, and revising.

### 1. Prewriting

The most productive way to start students' writing assignments is to gather their ideas on a piece of paper without the pressure of structuring their expression into its final form. Prewriting allows them to practice what they're going to say and begin to think about how their audience will perceive the final form of their work. Students should begin by deciding on a topic to write about. It entails making a list of possible topics. The goal is to narrow the focus and discover the boundaries that will enable productive work.

### 2. Drafting

Drafting is the stage at which students begin to organize their thoughts and envision a potential shape for the work they will create, with a beginning, middle, and finish. Some students should create an outline before beginning to draft to remind them of how they want to organize their thoughts.

### 3. Revising

To guarantee an effective and error-free writing, revising and then editing are needed. The students can use revision to rework a paper until it is a powerful and effective piece of writing, and they can edit a paper so that their sentences are clear and error-free.

### e. Criteria of Good Writing

There are some criteria to make a good writing. According to Boardman, writing a good text needs coherence, cohesion, and unity.<sup>54</sup>

<sup>53</sup> Richard, J. C., & Renandya, W. A. *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 306.

<sup>54</sup> Boardman, A Cynthia, *Writing to Communicate*, (New York: Pearson Education, 2008), 18-25.

## 1. Coherence

Coherence refers to the logical order between words, sentences and paragraphs in a text. It is about the logically flowing of the ideas to make semantically meaningful text. The writer should use lexical and grammatical cohesive devices to achieve coherence in a text. Coherence makes a text is understandable entity for the readers. The readers will find the main idea and meaning of a text difficult without coherence. Coherence is the basic requirement in producing a good writing product.

## 2. Cohesion

Cohesion refers to the elements that stick the text a whole. It is related with how words, phrases, and sentences connected. Cohesion means the connection between the supporting sentences carry out the topic sentences.

## 3. Unity

Unity means all the supporting sentences is related to support the topic sentence. In other words, it means that each paragraph should have one main idea and other sentences of a paragraph revolve around the main idea. Lacking unity in writing leads the confusion for the readers.

### **f. Problems in Writing**

Writing is a complex activity which required many aspects. The complexity of writing may make the students find out writing is a difficult skill. There are many problems faced by learners when they are writing. Moses and Mohamad explained the major problems in writing are lack vocabulary, grammatical error, and organizing idea.<sup>55</sup>

---

<sup>55</sup> Rachel Nyanamoney Moses and Maslawati Mohamad, "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review," *Creative Education* 10, no. 13 (2019): 3388, <https://doi.org/10.4236/ce.2019.1013260>.

### 1) Lack of Vocabulary

Vocabulary is the core of effective writing. It is a fundamental element in constructing a sentence. Mastering vocabulary helps the students to express the thoughts, feeling and opinion through written or spoken form. The students will write the incorrect words in the composition when they are not mastering vocabulary. Lack of vocabulary will lead the students to write uncommunicative sentences which are cannot be understandable in meaning.

### 2) Grammatical Error

Grammar plays important role in writing. Grammar helps conveying the information through providing detailed meaning of the sentences. Language learners generally do not master English grammar well. Lack of grammar knowledge leads the students to make grammatical error because of weak competence. This problem occurs when they produce English language through writing or speaking.

### 3) Organizing idea

Organizing idea occurs when the information pull together to make a meaningful sentences. It is related to the rich patterns in a sentence. In writing, the students should develop the idea according to the theme. The readers will become confused and lost interest without a clear organizing idea. By choosing a theme and making an outline will help the students to avoid the mistake in writing composition.

## 3. Descriptive Text

### a. The Definition of Descriptive Text

A descriptive text is text that explained something. It is used to describe the characteristics of a person, location, or thing. Wong explained that descriptive text is used to describe a person, place, or thing in detail explanation so that the readers can



visualize it.<sup>56</sup> Descriptive text entails describing, explaining, sketching, and visualising certain participation in written form. According to Thommy, descriptive text is used to explain a certain thing by providing the readers with relevant information.<sup>57</sup> This kind of text is expected to be accepted by the readers when they read it. Based on the explanation before, it can be concluded that descriptive is a kind of text that is used to describe a person, plac, or thing clearly.

### **b. Generic Structure of Descriptive Text**

Shiahaan and Shinoda stated that the generic structure of descriptive text is divided into two parts namely, identification and description.<sup>58</sup>

#### 1. Identification

It contains information on the issue being discussed. The information offers an introduction to the subject.

#### 2. Description

This section describes the thing's parts, qualities, and characteristics. This part concentrates on describing the appearances of the subject.

Based on the explanation above, generic structure of descriptive text is consisting of identification and description. The identification covers the subject's introduction, whereas the description describes the appearances of the subject. These structures assist readers in determining the goal of each paragraph.

### **c. Characteristics of Descriptive Text**

According to Thommy, descriptive text had three mainly characteristics as following<sup>59</sup>

<sup>56</sup> Wong, L. *Essential Writing Skills* (Boston: Houghton Mifflin Company: 1999) 373.

<sup>57</sup> Ahmad Thommy, *Writing Genre in English*, (Surakarta: PT. Era Pustaka Utama, 2008), 14.

<sup>58</sup> Sanggam Siahaan and Kisno4 Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), 89.

<sup>59</sup> Crowther, Mary Owens. *How to Write Letters Formerly the Book of Letters*, (Fili-Quarian Classics, 2010), 13-29.

- 1) The use of the simple present tense in constructing the sentences. This tense is used in almost every sentence. It indicates that descriptive text depicts the true subject or item from the writer's perspective. Its goal is to let the readers imagine the presence of whatever mentioned.
- 2) Descriptive text frequently discusses a specific thing. It signifies that no human participants are required for the text. It narrows its description to the topic under discussion.
- 3) Descriptive language provides a clear visual representation of a person, thing, or place. This literature is typically using adjective phrases to draw the object.

Based on the description above, descriptive text is distinguished by the use of the simple present tense. It is not just describing humans, but also some items and the use of adjective phrases to visualize a person, a place, or a thing. To produce an effective descriptive writing, the writer should be aware of specific features.

#### **d. Language Features of Descriptive Text**

According to Gerot and Wignel, descriptive text has four language features.<sup>60</sup>

- 1) Focus on specific participants.

Descriptive text focuses on specific participant, such as “*My Friend*”, *My Favorite Teacher*”, and so on.

- 2) Using simple present tense.

Simple present tense is used to describe habitual activities and to explain general statements. Azar stated that simple present tense has two forms as following.<sup>61</sup>

<sup>60</sup> Gerot, Linda and Peter Wign5el, *Making Sense of Functional Grammar*, (Sidney: Tanya Stabler, 1995),

<sup>61</sup> Azar, *Fundamental of Englis6h Grammar, 3rd Edition*, (America: Longman, 2003), 4.

- Simple present of verbal sentence

Table 2.2 The Pattern of Verbal Simple Present Tense

The Pattern		Example
(+)	S+ V1 (s/es)+ O	Chan buys a black hat.
(-)	S+ do/does+not+V1+O	Chan does not buy a black hat.
(?)	Do/Does+S+V1+O+?	Does Chan buy a black hat?

- Simple present of nominal sentence

Table 2.3 The Pattern of Nominal Simple Present Tense

The Pattern		Example
(+)	S+ to be (am, is, are)+ C	Chan is a good boy.
(-)	S+ to be (am, is, are)+ not +C	Chan is not a good boy.
(?)	To be (am, is, are)+ S + C	Is Chan a good boy?

### 3) Using noun phrases.

Descriptive text uses noun phrase to visualize the characteristics of the something being discussed. For example: "I have *black hair*."

### 4) Using auxiliary verb.

Auxiliary verb used in descriptive text is has or have which means the ownership.

The auxiliary verb "have" is used for subjects I, You, They, We. Meanwhile, "Has" is used for He, She, It. For the example: "I *have* two cats."

### 5) Using linking verb.

Linking verb or to be is used in nominal sentence. It includes am, is, and are. It is used as a link between the subject and the complement, so it is placed after subject of a sentence. For example: "Felix *is* a smart boy."

**e. Example of Descriptive Text****DESCRIPTIVE TEXT****My Friend**

I have a lovely friend. His name is Rio Lee. Rio is my childhood friend. He is tall and slim. His favorite food is sate and fried rice. We often played some video games together in her house. Sometimes, we love to cycle around neighborhood. Even when he lives abroad, we still keep in touch. We're still best friends until today.



## B. Previous Research Finding

There are some related studies about the grammatical error in writing English text.

The first research is titled *An Analysis of Students' Grammatical Errors in Writing English Text in the Second Grade Students of SMK-SMTI Banda Aceh*, was conducted by Qomariah et al.<sup>62</sup> The goal of the research was to identify the different kinds of grammatical mistakes that students made when writing English-language texts. According to the findings, there are 11 different kinds of grammatical errors: verb tense, singular and plural nouns, adjectives, prepositions, to be, articles, modal and auxiliary nouns, objective pronouns, and phrasal verb errors. The study used this research's description of the grammar mistake as a point of comparison. Surface strategy taxonomy will be covered in this study, but the focus of the error types is different.

Fauzan et al also conducted a study on error analysis entitled *Writing Error Analysis in Exposition Text of the EFL Junior High School Student*<sup>63</sup>. The objective of the study was to understand the writing error at twelfth-grade students of SMA Negeri 4 Samarinda. The study's goal was to comprehend the writing errors made by SMA Negeri 4 Samarinda students in the twelfth school. The written exposition text was examined using the descriptive-qualitative technique. The outcome revealed that there were 16 different types of errors in the data. Intralinguistic transfer, interlinguistic transfer, and the pupils' lack of writing expertise were the error-causing factors. The study used this research's description of mistaken analysis as a point of comparison. Surface strategy taxonomy will be covered in this study, but the focus on error types is different. Furthermore, while this study examined English texts namely descriptive text, Fauzan et al.'s focus was on exposition texts. Additionally, the study discussed the most dominant type of grammatical error.

---

<sup>62</sup> Hijjatul Qamariah, Sri Wahyuni, and Meliana, "An Analysis Of Students' Grammatical Errors In Writing English Text In The Second Grade Students Of SMK-SMTI Banda Aceh," *Getsempena English Education Journal* 7, no. 1 (2020): 58–71.

<sup>63</sup> Umar Fauzan, Sapna Farah Aulya, and Widya Noviana Noor, "Writing Error Analysis in Exposition Text of the EFL Junior High School Students," *Indonesian Journal of EFL and Linguistics* 5, no. 2 (2020).

Royani and Sadiyah's related journal paper *An Analysis Of Grammatical Errors In Students' Writing Descriptive Text*.<sup>64</sup> The study's goal was to examine students' grammatical mistakes in writing, particularly in descriptive text. The findings indicated that it is essential for students to learn more about English grammar and that the teachers should re-teach about verb agreement and pronouns as the most common failures students made in their writing. The study took the similarity with this research in explaining the grammatical error in descriptive text. Meanwhile, this study also determined the types of errors and the dominant form of grammatical error.

Alghazo and Alshraideh published a journal paper titled *Grammatical Errors Found in English Writing: A Study from Al-Hussein Bin Talal University*.<sup>65</sup> The study was conducted to find out the frequent grammatical error in writing English text in Al-Husein University. The emphasis on error types is distinct in this study. The study took the similarity where both this study and Alghazo's study were focus on examining the students' grammatical error in writing English text. Then, Alghazo and Alshraideh classified the error into five categories, namely error in verb tense, article, word order, noun ending, and structure. Meanwhile, the researcher discussed the error using Dulay's theory in the type of error in surface strategy taxonomy. Furthermore, Alghazo and Alshraideh used grammar test questionnaire to collect the data, whereas this study used documentation. In addition, the types of errors and the dominant form of grammatical error was been investigated in this study.

Fitrawati and Safitri published a journal paper in 2021 titled *Students' Grammatical Errors in Essay Writing: A Pedagogical Grammar Reflection*.<sup>66</sup> The purpose of this descriptive qualitative study was to describe the grammatical mistakes made by college EFL

<sup>64</sup> Royani and Sadiyah, "An Analysis Of Grammatical Errors In Students' Writing Descriptive Text."

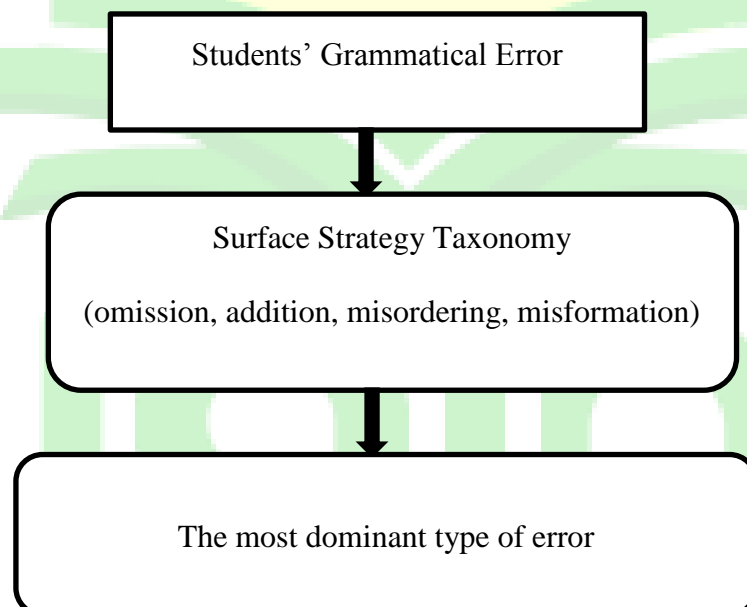
<sup>65</sup> Alghazo and Alshraideh, "Grammatical Errors Found in English Writing," *International Educatiion Studies* 3, no.9 (2020), 1-9.

<sup>66</sup> Fitrawati Fitrawati and Dian Safitri, "Students' Grammatical Errors in Essay Writing: A Pedagogical Grammar Reflection," *International Journal of Language Education* 5, no. 2 (2021).

students in their essays and the pedagogical consequences of those errors. The subjects were 30 second-year students participating in an Essay Writing class at Universitas Negeri Padang Indonesia's English Department. The findings revealed that the most frequent error was in verb usage. In addition, teachers should help students understand the idea of parts of speech, as well as essential and non-essential clauses. In explaining the error analysis, the study borrowed from this research. Meanwhile, Fitrawati and Safitri concentrated on essay writing texts, whereas this study evaluated English text, descriptive text. Furthermore, the types of errors and the dominant form of grammatical error was been investigated in this study.

### C. Theoretical Framework

This research started with problems found by researchers during preliminary observations. The researcher wants to analyze language errors, especially in terms of using punctuation marks, using capital letters, and in choosing words and writing words in writing English texts, namely letters at the twelfth grade of MAS Al-Islam Joresan Ponorogo. The following is a chart of the researcher's framework.



## CHAPTER III

### METHODOLOGY

#### A. Research Design

Research approach is the procedures in a research that contains the steps into detailed methods of data collection, data analysis and interpretation of the data. This research was been designed using qualitative approach. According Miles and Huberman, qualitative research is which the results will be presented through narrative or verbal means in order to share in depth meaning.<sup>67</sup> In other hand, Sugiyono stated that qualitative research is taken from natural description without manipulating the condition.<sup>68</sup> Qualitative analysis can be defined as knowledge by verbal explanation. This means that by explaining, defining and interpreting the text, the analysis data has been processed. The purpose of qualitative research is to promote a deep understanding of a specific phenomenon, such as an environment, a process, or even a belief. This method was intended to describe everything related to the topic of the research. Within qualitative research, the researcher explained with the implementation of theories in finding and discussion. This research described the linguistic phenomena using words rather than number. It was qualified by examining the phenomena of the students' grammatical error in writing English text.

According to Nazir, descriptive method examines the current state of human groups, an object, set of conditions, a system of thought, or a class event.<sup>69</sup> The goal of this descriptive study is to create a systematic, factual, and accurate description, or to paint the facts, characteristics, and connections between the phenomena examined. Descriptive research can be defined as a research design which describes the

---

<sup>67</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook*, 2. ed., [Nachdr.] (Thousand Oaks, Calif.: Sage, 1994), 10.

<sup>68</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, (Bandung: Alfabeta, 2008), 8.

<sup>69</sup> Nazir. *Metode Penelitian*, (Jakarta : Ghalia Indonesia, 1988), 36.



phenomenon and the characteristics.<sup>70</sup> Arikunto stated that descriptive research is presented some variable and condition naturally.<sup>71</sup> There is no hypothesis in descriptive research. Furthermore, the method of this research is Content Analysis. Content analysis is used to analyze the meaning characteristics of written text. According to Kimberly, content analysis is a research technique which makes the inferences by identifying the specific characteristics within text.<sup>72</sup> This method focuses on language and linguistic features, and also the systemic meaning in content. It will summarize and interpret the main content and messages from the data.

## B. Research Setting

The location of the research is at MAS Al-Islam Joresan. MAS Al-Islam or well-known as Al-Islam Islamic Boarding School is one of formal educational institutions under the auspices of the Ministry of Religion.<sup>73</sup> MAS Al-Islam is located at Madura Street, Joresan, Mlarak, Ponorogo, East Java. The subjects in this research are the students at the twelfth grade of MAS Al-Islam Joresan. The researcher will conduct the research here because currently there are many students who are less proficient in language. In addition, MAS Al-Islam has many students who can become great potential in language skills, and this school is considered as one of the favorite Islamic boarding school in Ponorogo.

## C. Data and Data Source

### 1. Data

The term data refers to the rough materials collected by the researcher. They are the particulars that form the basis of analysis. The data include material that the people doing the study actively recorded, such as interviews, transcripts, and

<sup>70</sup> Hossein Nassaji, "Qualitative and Descriptive Research: Data Type versus Data Analysis," *Language Teaching Research* 19, no. 2 (March 2015): 129.

<sup>71</sup> Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Bina Aksara, 2007), 234.

<sup>72</sup> Kimberly A. Neuendorf, *The Content of Analysis Guidebook*, (London: Sage Publications, Inc., 2002), 10.

<sup>73</sup> "Profil," *PP. Al-Islam Joresan* (blog), November 8, 2016, <https://alislamjoresan.sch.id/profil/>.

participant observation field notes. The data also include what others created and the researcher found, such as diaries, photographs, official documents, and newspaper articles. The data of this research will be taken from the students' writing personal letter of the twelfth grade of MAS Al-Islam Joresan Ponorogo in the academic year 2022/2023. Specifically, the kind of the writing is the letter which is being the one of material subject in second semester at the twelfth grade.

## **2. Data Source**

For the data resource of this research, the researcher will take from the principal, English teacher, and students as the main source and data in the form of words and actions. In accordance with the research focus, the data sources are 30 written text of descriptive text from the twelfth grade students at MAS Al-Islam Joresan Ponorogo in the academic year 2022/2023. Written data sources are the results of the documentation or photographs as additional data sources. The supporting sources were taken from the books, journal, and many others related to the topic.

### **D. Data Collection Technique**

The process of collecting data is one of the main aspects of research. Data collection technique is used to solve the problems in the research. According to Creswell, there are many techniques of collecting data in qualitative research.<sup>74</sup> For this research, the researcher obtained the data through documentation. Documentation gives sources for qualitative study in the form of text. Documentation is carried out to collect data from document and record sources. The documentation that will be carried out in this research is to perpetuate the students' grammatical error in twelfth grade students of MAS Al-Islam Joresan Ponorogo.

---

<sup>74</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed (Thousand Oaks: SAGE Publications, 2014), 239.

## E. Data Analysis Technique

The researcher analyzed the main data based on Gass and Slinker to find out the students' grammatical error in writing English text in the twelfth grade of MAS Al-Islam Joresan Ponorogo. There are as follow:<sup>75</sup>

1. Collecting the data from the twelfth grade students at MAS Al-Islam Joresan Ponorogo.
2. Identifying the students' error in writing English text.
3. Classifying the error according to Dulay's theory. They are omission, addition, misformation, and misordering.
4. Quantifying the result from the classification errors to find out the dominant type of error in writing English text by the twelfth grade students by using the formula:

$$\frac{\text{total of each error}}{\text{total of error}} \times 100$$

5. Remediate when it is needed.

## F. Establishing Data Validity

To evaluate the validity of the data in this study, the researcher used the theories of triangulation. Triangulation refers to the use of multiple methods or data sources to create a comprehensive knowledge of phenomena. Triangulation is a technique used to improve researchers' knowledge of the subject under investigation. The writer used theory triangulation in this study because the researcher used more than one theory to collect data. The data of students' writing were analyzed to triangulate the data. The consultants were also consulted about this research project in order to confirm the data. The researcher verified the findings to her thesis advisors. Some theories were used during the process to support the results and analyze the data.

---

<sup>75</sup> Susan M. Gass and Larry Slinker, *Second Language Acquisition: An Introductory Course 3<sup>rd</sup> Edition*, (New York: Routledge Taylor & Francis Group, 2008: 103).

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. General Data Description

###### a. Brief History of MAS Al-Islam Joresan Ponorogo

MAS Al-Islam is located in Joresan Village, Mlarak District, Ponorogo Regency, East Java. The establishment of the school was inspired by a crisis in the quality of life for Indonesian Muslims in the 1960s, particularly in Ponorogo. At the time, a way of developing Muslims' lives, regeneration among Muslims, and children falling out of school as a result of underdevelopment and poverty still surrounded the lives of the rural area residents in Ponorogo. Thus, Al-Islam Islamic Boarding School was established on the 12th of Muharram, 1386 H, which coincided with the 2nd of May 1966.

The school was originally known as Madrasah Tsanawiyah Islamiyah, but after four years of operation and the addition of the tenth grade, the name was changed. Despite the existence of Madrasah Tsanawiyah Aliyah Al-Islam, Al-Islam Islamic Boarding School stands up for all levels. Because of the growth of the students and the fact that the founding figures have their own activities, the concern of the clergy who are members of the Majelis Vice The Nahdatul Ulama Branch (MWC-NU) of the Mlarak District, KH. Imam Syafa'at from Gandu Village, Mlarak District, Ponorogo Regency, took part in preserving the continuity of the above educational institutions.

**b. Profile of MAS AL-Islam Joresan Ponorogo**

NPSN	:	20579358
Name of School	:	MAS AL-Islam
Address	:	Madura Street Joresan, Mlarak, Ponorogo
Phone/Fax	:	(0352) 311340
Website	:	<a href="http://www.alislamjoresan.sch.id">www.alislamjoresan.sch.id</a>
Accreditation	:	A
Status of School	:	Private
Large of Land	:	2164 m <sup>2</sup>

**c. Vision and Mission of MAS Al-Islam Joresan Ponorogo**

Al-Islam Islamic Boarding School is an Islamic education institution affiliated with the Department of Religious Affairs and the Institution of Ma'arif Education. Al-Islam Islamic Boarding School has complete autonomy in academic activities. Actually, it established a specific vision and objective that resulted in a step forward for schools in order to educate the general public. The Vision, Mission and Educational Objectives of MAS Al-Islam as following:

**1) Vision**

The realization of MAS Al-Islam graduates who are faithful, knowledgeable, and execute good deeds, as well as having competitiveness in the sectors of science and technology, sports, and environmental friendliness.

**2) Mission**

Making Islamic Education available at Madrasah Aliyah Al-Islam Joresan in order to raise a generation of Muslims who are virtuous, skilled, vibrant, and proud of their school.

## 2. The Data Description of Types of Students' Grammatical Error in Writing English Text at Twelfth Grade Students of MAS Al-Islam Joresan Ponorogo

The data were collected through documentation. The data were from the 30 students' writing task for descriptive text. For the types of error, the researcher used the theory according to Dulay et al, they are: omission, addition, misformation, and misordering. The result of the students' grammatical error in writing English text is described on the table below.

**Table 4.1. Students' Grammatical Errors in Writing English Text**

Text	The Incorrect Sentence	The Correct Sentence	Types of Error
Text 1	I wake up <b>for</b> sleep at 4.30 p.m.	I wake up <b>from</b> sleep at 4.30 a.m.	Misformation
	I take <b>a wudhu</b> to <b>praying Shubuh</b> with my family.	I take an ablution to pray Subuh with my family.	Misformation
	<b>After</b> , I clean up my home <b>ready to</b> living room, bedroom, and kitchen.	After that, I clean up my home <b>including</b> living room, bedroom, and kitchen.	Misformation
	I wash <b>my T-shirt is dirty.</b>	I wash my <b>T-shirt because it is</b> dirty.	Omission
	T-shirt is dirty <b>very-very woow.</b>	T-shirt is <b>very dirty.</b>	Misformation
Text 2	<b>In the</b> my Friday I wake up at 4.30 p.m.	<b>On</b> Friday I wake up at 4.30 p.m.	Misformation
	After reading Al-Qur'an together, after clean cottage together.	After reading Al-Qur'an together, I <b>clean the cottage</b> together.	Misformation
	<b>after</b> I breakfast with friends, <b>after</b> I take a bath and I wash my t-shirt, and the last enjoy with my friends.	<b>Then</b> , I and my friends have breakfast together. <b>After</b> that, I take a bath and wash my t-shirt. I really enjoy my Friday with my friends.	Misformation
Text 3	I wake up at 04.30 <b>a'clock.</b>	I wake up at 04.30 <b>o'clock.</b>	Misformation
	I <b>am breakfast</b> with father, mother, grandma, and sister.	I <b>have breakfast</b> with father, mother, grandma, and sister.	Misformation
	My <b>menu breakfast</b> is fried rice and fried chicken.	My <b>breakfast menu</b> is fried rice and fried chicken.	Misordering
	I <b>am</b> go to the market with my	I go to the market with my sister.	Addition

	sister.		
Text 4	I wake up <b>a</b> 04.00 <b>a clock</b> every day.	I wake up <b>at</b> 04.00 <b>o'clock</b> every day.	Misformation
	My mother <b>buying</b> a new dress.	My mother <b>buys</b> a new dress.	Misformation
Text 5	I <b>helped</b> my mother clean the house.	I <b>help</b> my mother clean the house.	Addition
Text 6	I <b>am</b> take bath.	I take a bath.	Addition
	I am cleaner home at 8.30.	I <b>am cleaner</b> home at 8.30.	Misformation
	I <b>am</b> prepare to pray Jumat.	I prepare to pray Jumat.	Addition
Text 7	I <b>am</b> get up five o'clock.	I get up at five o'clock.	Addition
	After that, I <b>am breakfast</b> and <b>playing-playing</b> .	After that, I <b>have breakfast</b> and <b>play with my friends</b> .	Misformation
	I am play game and <b>reast</b> .	I am play game and <b>rest</b> .	Misformation
Text 8	I am usually wake up <b>At</b> 4.50 o'clock.	I am usually wake up <b>at</b> 4.50 o'clock.	Misformation
	I <b>Breakfast</b> at 6.00 o'clock.	I <b>have breakfast</b> at 6.00 o'clock	Misformation
Text 9	Every Friday I <b>am</b> wake ap at 4.30.	Every Friday I wake ap at 4.30.	Addition
	I am pray Subuh.	I pray Subuh.	Addition.
	In home I <b>playing</b> game afternoon.	In home, I <b>play</b> game in the afternoon.	Misformation
Text 10	I want to <b>telling</b> story my daily activity <b>in the</b> Friday.	I want to <b>tell story about</b> my daily activity <b>on</b> Friday.	Misformation
Text 11	In the evening, I <b>eating</b> with my family.	In the evening, I <b>eat</b> with my family.	Misformation
Text 12	Sometimes after eating, <b>me</b> and my mom <b>drinking</b> milk tea.	Sometimes after eating, <b>I</b> and my mom drink milk tea.	Misformation
	After that, I <b>cleaning</b> my home.	After that, I <b>clean</b> my home.	Misformation
Text 13	After that I cooking with my sister.	After that, I cook with my sister.	Misformation
	In the night I <b>dinner</b> with my mom.	In the night, I <b>have</b> dinner with my mom.	Misformation
Text 14	In my family 4 people.	In my family, <b>there are</b> four people.	Omission
Text 15	<b>In my home. Have are</b> five people, me, younger brother, father, mother, and grandmother.	There are five people in my home. They are me, younger brother, father, mother, and grandmother.	Misformation
	Now I class six high school in Al-Islam Islamic Boarding School.	Now I <b>am</b> in the sixth grade high school in Al-Islam Islamic Boarding School.	Omission

	My younger brother now class five Elementary school.	My younger brother <b>is</b> in the class five of Elementary school.	Omission
	Every day I <b>week</b> up at 04.30 am.	Every day I <b>wake</b> up at 04.30 a.m.	Misformation
	<b>and My Mother cooking</b> in the kitchen for breakfast.	<b>And my Mother cooks</b> in the kitchen for breakfast.	Misformation
Text 16	In my family five people.	In my family five people.	
	<b>He is</b> father, <b>mather</b> , young sister, <b>grandmather</b> and <b>I</b> .	<b>They are</b> father, <b>mother</b> , young sister, <b>grandmother</b> and <b>me</b> .	Misformation
	<b>My mother the hobby</b> is cooking.	My mother's hobby is cooking.	Misformation
Text 17	I have <b>many</b> family.	I have <b>big</b> family	Misformation
	My mother so beautiful.	My mother <b>is</b> so beautiful.	Omission
	She <b>cook</b> every day for my family.	She <b>cooks</b> every day for my family.	Omission
	My father so tall.	My <b>is</b> father so tall.	Omission
Text 18	-	-	-
Text 19	He work in the police office every day.	He <b>works</b> in the police office every day.	Omission
	She <b>study</b> in SDN 1 Ponorogo.	She <b>studies</b> in SDN 1 Ponorogo.	Omission
Text 20	They are father, mother, and <b>I</b> .	They are father, mother, and <b>me</b> .	Misformation
	Many people <b>buys</b> to my Mom every day.	Many people <b>buy</b> to my Mom every day.	Addition
	<b>I goes</b> to school every morning.	<b>I go</b> to school every morning.	Addition
Text 21	-	-	-
Text 22	-	-	-
Text 23	My sisters <b>is</b> twin.	My sisters <b>are</b> twin.	Misformation
	. I go to <b>scool</b> every day.	. I go to <b>school</b> every day.	Misformation
Text 24	My all friends <b>is</b> always <b>happynes</b> in all day.	My friends are always happy all day long.	Misformation
	<b>Teacher name</b> in the class is Mr. Sangidun.	<b>Teacher's</b> name in the class is Mr. Sangidun.	Omission
	<b>In</b> my classroom is very clean.	My classroom is very clean.	Addition
Text 25	My class is in the <b>midle</b> .	My class is in the <b>middle</b> .	Misformation
Text 26	I <b>studi</b> in MA Al-Islam.	I <b>study</b> in MA Al-Islam.	Misformation
Text 27	My class is six	I am in the sixth grade.	Misformation
	Many tables and chairs in my class.	<b>There are</b> any tables and chairs in my class.	Omission
	I happy to study in my class.	I <b>am</b> happy to study in my class.	Omission



Text 28	There are 19 <b>student</b> there.	There are 19 <b>students</b> there.	Omission
Text 29	I <b>am</b> study in Al-Islam Islamic Boarding School.	I study in Al-Islam Islamic Boarding School.	Addition
	My friends <b>is</b> 23 students in my class.	My friends <b>are</b> 19 students in this class.	Misformation
Text 30	The building <b>have</b> 6 classes.	The building <b>has</b> 6 classes.	Omission
	The students <b>is</b> 23 students.	The students <b>are</b> 19 students.	Misformation
	My class <b>have</b> 6 tables.	My class <b>has</b> 6 tables.	Omission
	We happy because we can meet in classroom every day.	We <b>are</b> happy because we can meet in classroom every day.	Omission

### 3. The Data Description of The Dominant Type of Students' Grammatical Error in Writing English Text at Twelfth Grade Students of MAS Al-Islam Joresan Ponorogo

According to the data description about the types of students' grammatical error in writing English text, it can be concluded that there are four types of error made by the student. They are error in omission, addition, misformation, and misordering. Then, the researcher counted each number of the error types. The recapitulation of the students' grammatical error describes on the table below.

**Table 4.2. Data Description of The Dominant Type of Students' Grammatical in Writing English Text**

Types of Error	Frequency of Errors
Omission	17
Addition	11
Misformation	38
Misordering	1
<b>Total</b>	<b>67</b>

## B. Discussion

This study was conducted to find out two research problems. They are the types of the students' grammatical error and the dominant type of students' grammatical error in writing English text at the twelfth grade of MAS Al-Islam Joresan Ponorogo.

### 1. The Analysis of The Types of Students' Grammatical Errors in the twelfth grade of MAS Al-Islam Joresan Ponorogo

The researcher classified the errors after analyzing and identifying the errors made by the students in writing personal letter. The result showed there are 67 errors made by the twelfth grade student of MAS Al-Islam Joresan in writing descriptive text. The errors were classified based on the Dulay's Theory. There are error in omission, addition, misformation, and misordering.

#### 1. Omission

- **Text 1:** *I wash my T-shirt is dirty.*

The sentence structure above is grammatically error the sentence in in the form of verbal sentence with the word *I* as subject, *wash* as predicate and *my T-shirt* as object. According to Frank, English sentence consists of subject (S) and verb (V).<sup>76</sup> Since there is a predicate "wash" in the sentence, the use of the word "is" is grammatically error. To make the sentence correct, it should be conjunction "because" as it is coherence with the meaning of the context. Then it should be subject for the second clause. Since, the referee is the word *my T-shirt*, the correct subject is "it". Thus, the correct sentence is *I wash my T-shirt because it is dirty.*

- **Text 14:** *In my family 4 people.*

The sentence is grammatically error because there is no subject and predicate there. The word *In my family* is adverb and *4 people* is a noun class which is not a

---

<sup>76</sup> Frank, Marcella. *Modern English: A Practical Reference Guide*. (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972), 220-221.

subject nor predicate. The suitable subject for the sentence is “there” as it is the people which is noun class. Since the subject is “there” the predicate is “are”. So, the correct sentence is *In my family, there are four people.*

- **Text 15:** *Now I class six high school in Al-Islam Islamic Boarding School.*

There is no predicate the sentence above. The word *Now* is adverb of time, *I* is subject, *class six* is complement from noun class. The correct predicate for the subject “I” in the sentence is “am” because it is a nominal sentence. The correct is *Now I am in the class six high school in Al-Islam Islamic Boarding School.*

- **Text 15:** *My younger brother now class five Elementary School.*

The sentence has no predicate. The word *My younger brother* is subject, *now* is adverb of time, and *class five* is complement. The subject of the sentence is *My younger brother* refers to pronoun “he”. Frank stated that the predicate for pronoun “he” uses “is”.<sup>77</sup> The correct is *My younger brother is in the class five of Elementary school.*

- **Text 16:** *In my family five people.*

The sentence above has no subject and predicate correctly. The word *In my family* is adverb and *five people* is noun. Looking at the meaning context of the text, the phrase *five people* should be complement of the sentence with the word “there” as subject “and “are” as the predicate. So, the correct is *In my family, there are five people.*

- **Text 17:** *My mother so beautiful.*

The sentence is a nominal sentence as there is word *My mother* as verb and *so beautiful* as complement from adjective. But, there is no predicate in the sentence above. Since a sentence should have subject, this sentence is grammatically error.<sup>78</sup>

---

<sup>77</sup> Ibid, 48.

<sup>78</sup> Ibid, 220.

According to the text, the subject is *My mother* refers to “she”. So, it should be “is’ for the predicate of the sentence.<sup>79</sup> Thus, the correct is *My mother is so beautiful*.

- **Text 17:** *She cook every day for my family.*

The sentence is a verbal sentence with the word *She* as subject, *cook* as verb, *every day* as adverb. The sentence is grammatically error because the subject is the third person but there is no suffix –s in the verb *cook*. The rule of the third singular person in present tense is using suffix –s.<sup>80</sup> The correct sentence is *She cooks every day for my family*.

- **Text 17:** *My father so tall.*

The sentence is a nominal sentence as there is word *My father* as verb and *so tall* as complement from adjective. But, there is no predicate in the sentence above. Since a sentence should have subject, this sentence is grammatically error.<sup>81</sup> According to the text, the subject is *My father* refers to pronoun “he”. So, it should be “is’ for the predicate of the sentence.<sup>82</sup> Thus, the correct is *My father is so tall*.

- **Text 19:** *He work in the police office every day.*

The sentence is a verbal sentence with the word *He* as subject, *work* as verb, *in the police* as adverb. The sentence is grammatically error because the subject is the third person “He” but there is no suffix –s in the verb *work*. The rule of the third singular person in present tense is using suffix –s.<sup>83</sup> The correct is *He works in the police office every day*.

- **Text 19:** *She study in SDN 1 Ponorogo.*

The sentence is a verbal sentence with the word *She* as subject, *study* as verb, *in SDN 1 Ponorogo* as adverb. The sentence is grammatically error because the

---

<sup>79</sup> Ibid, 48.

<sup>80</sup> Ibid, 66.

<sup>81</sup> Ibid, 220.

<sup>82</sup> Ibid, 48.

<sup>83</sup> Ibid, 66.

subject is the third person “She” but there is no suffix –s in the verb *study*. The rule of the third singular person in present tense is using suffix –s.<sup>84</sup> Thus, the correct sentence is *She studies in SDN 1 Ponorogo*.

- **Text 24:** *Teacher name in the class is Mr. Sangidun.*

The sentence is incorrect. The phrase *Teacher name* is a noun compound. Since the phrase is the possessive form, it should be “Teacher’s name” with an apostrophe.

The correct sentence is *Teacher’s name in the class is Mr. Sangidun*.

- **Text 27:** *Many tables and chairs in my class.*

The sentence above is incomplete. There is no predicate and subject clearly.

Looking at the meaning context of the text, the words *many tables and chairs* should be a complement with the word “There” as subject and “are” as predicate.

The correct sentence is *There are any tables and chairs in my class*.

- **Text 27:** *I happy to study in my class.*

The nominal sentence above is has no predicate there. The word *I* is subject, and *happy* is complement from adjective. Looking at the sentence above, the correct predicate for the subject *I* is “am”. The correct is *I am happy to study in my class*.

- **Text 28:** *There are 19 student there.*

The sentence above is a nominal sentence with the word *There* as subject, *are* as predicate from to be, *19 student* as complement. The sentence is grammatically error because the use of the plural noun *student* is incorrect. Looking at the precious word, it showed that there is total number 19 for the noun *student*. So, the word *student* should be “students” because it is plural.<sup>85</sup> The correct sentence is *There are 19 students there*.

---

<sup>84</sup> Ibid, 66.

<sup>85</sup> Ibid, 7.

- **Text 30:** *The building **have** 6 classes.*

The sentence is grammatically error because the use of the predicate in the sentence above incorrect. The subject is *The Building* which refers to the singular pronoun “it”. The correct predicate from verb for pronoun “it” is simple verb with suffix-s.<sup>86</sup> The correct predicate is “has”. So, the correct sentence is *The building **has** 6 classes.*

- **Text 30:** *My class **have** 6 tables.*

The use of the predicate in the sentence above is grammatically error. The subject is *My class* which refers to the singular pronoun “it”. The correct predicate from verb for pronoun “it” is simple verb with suffix-s. The correct predicate is “has”. So, the correct sentence is *My class **has** 6 tables.*

- **Text 30:** *We **happy** because we can meet in classroom every day.*

There is no predicate in the sentence above. The word *We* is subject, *happy* is complement from adjective, *because* is conjunction, and *we can meet in the classroom every day* is second clause of the sentence. Looking at the text above, the correct predicate for the subject *We* is “are”.<sup>87</sup> Thus, the correct sentence is *We **are** happy because we can meet in classroom every day.*

---

<sup>86</sup> Ibid, 66.

<sup>87</sup> Ibid, 48.

## 2. Addition

- **Text 3:** *I am go to the market with my sister.*

The sentence is grammatically error because there is addition *a* there. The sentence is in the form of present continuous tense. According to Frank, the structure of present continuous tense is Subject (S) + To Be (am/is/are) + Present Participle (verb -ing) + Object (O).<sup>88</sup> Since the word *she* is Subject, *is* is to be, *opening* is present participle and *the bakery shop* is object, the word *a* as an article is grammatically error there. The correct sentence is *I go to the market with my sister.*

- **Text 5:** *I helped my mother clean the house.*

The addition *is* in the sentence is grammatically error. Frank stated that there is only one verb in a sentence.<sup>89</sup> Since there is verb *like* for verbal sentence and the word *writing* in form of gerund as an object (It is not a verb anymore), the word *is* as to be is grammatically error. The correct sentence is *I help my mother clean the house.*

- **Text 6:** *I am take bath.*

The sentence has two subjects. They are *We* and *I*. The word *love* is verb and *you* is object. Then, Frank stated that there is only one subject in a sentence.<sup>90</sup> According to the referee of the subject in the text, the appropriate subject is “I” referring to the writer or sender of the letter. The correct sentence is *I take a bath.*

- **Text 6:** *I am prepare to pray Jumat.*

The use of *am* is grammatically error. The sentence above is a verbal sentence with the word *I* as subject, *am* as to be, *prepare* as predicate, *to pray Jumat* as adverb. Frank explained that a verbal sentence is consisting of Subject + Verb + Object.<sup>91</sup> Since the sentence is in the form of simple present tense and there is predicate from

<sup>88</sup> Ibid, 54.

<sup>89</sup> Ibid, 220-221.

<sup>90</sup> Ibid, 220-221.

<sup>91</sup> Ibid, 52.

verb *prepare*, the use of the word *am* as predicate is grammatically error. The correct sentence is *I prepare to pray Jumat*.

- **Text 7:** *I am get up five o'clock.*

The sentence above is a verbal sentence with the word *I* as subject, *am* as to be, *get up* as predicate from verb, *five O'clock* as adverb. Since the word is in the form of simple present tense and there is predicate from verb, the use of the word *am* as predicate is grammatically error. Then, it should be preposition “at” before adverb of time. Thus, the correct sentence is *I get up at five o'clock*.

- **Text 9:** *Every Friday I am wake ap at 4.30.*

The use of *am* is incorrect. The sentence above is a verbal sentence with the word *Every Friday* as adverb, *I* as subject, *am* as to be, *wake up* as predicate from verb, *at 4.30* as adverb. Since the word is in the form of simple present tense and there is predicate from verb *wake up*, the use of the word *am* as predicate is grammatically error. Then, the correct sentence is *Every Friday I wake ap at 4.30*.

- **Text 9:** *I am pray Subuh.*

The sentence above is a verbal sentence with the word *I* as subject, *am* as to be, *pray* as verb, *Subuh* as object. Since the word is in the form of simple present tense and there is predicate from verb *pray*, the use of the word *am* as predicate is grammatically error. The correct sentence is *I pray Subuh*.

- **Text 20:** *Many people buys to my Mom every day.*

The sentence is grammatically error because there is suffix-s in the word *buys*. The sentence is in the form of verbal sentence with the word *Many people* as subject, *buys* as predicate, *to my Mom* as object, *every day* as adverb.

- **Text 20:** *I goes to school every morning.*

The sentence used first singular person *I* as subject and simple verb (verb1) *goes* indicating that the sentence is in the form of present tense. Frank stated that the first



singular person in the form of present tense uses simple verb without any suffix.<sup>92</sup>

The correct sentence is *I go to school every morning.*

- **Text 29:** *I am study in Al-Islam Islamic Boarding School.*

The use of *am* is incorrect. The sentence above is a verbal sentence with the word *I* as subject, *am* as to be, *study* as verb, *in Al-Islam Islamic Boarding School* as adverb. Since the word is in the form of simple present tense and there is predicate from verb *study*, the use of the word *am* as predicate is grammatically error. The correct sentence is *I study in Al-Islam Islamic Boarding School.*

### 3. Misformation

- **Text 1:** *I wake up for sleep at 4.30 p.m.*

The sentence is grammatically error. Using the word *for* in the sentence above makes it becomes incoherence. According to the meaning of the sentence, the correct word for the word *for* is “from”. The correct sentence is *I wake up from sleep at 4.30 a.m.*

- **Text 1:** *I take a wudhu to praying Shubuh with my family.*

The word *wudhu* is incorrect because it is not an English word. It is an Indonesian language which is meant “ablution” in English. Then, the form of the word *praying* is grammatically error. The word “to” in the sentence is a preposition used as an infinitive of purpose to mean “in order to”. In this context, it should be a simple verb after the using “to infinitive”. Meanwhile, *praying* is a gerund form of the verb “pray”. So, the correct is I take an **ablution** to **pray** Subuh with my family.

- **Text 1:** *After, I clean up my home ready to living room, bedroom, and kitchen.*

The use of the words *ready to* is grammatically error because it makes the sentence incoherence. According to the meaning context of the sentence, the correct word is

---

<sup>92</sup> Ibid, 66.

“including”. The correct is *After that, I clean up my home **including** living room, bedroom, and kitchen.*

- **Text 1:** *T-shirt is dirty **very-very woow**.*

The sentence is grammatically error. The phrase *very-very woow* is incorrect. The word “very” should be placed before the adjective. The correct is *T-shirt is **very dirty**.*

- **Text 2:** ***In** the my Friday I wake up at 4.30 p.m.*

The use of the preposition above is incorrect. The sentence used adverb of time *Friday*. According to Frank, the correct preposition of time for day names is “on”.<sup>93</sup> Then, using article *the* for the sentence is incorrect. Thus, the correct sentence is ***On** Friday I wake up at 4.30 p.m.*

- **Text 2:** *After reading Al-Qur'an together, after **Clean Cottage** together.*

The structure of the sentence above is incorrect. There is no subject for the second clause of the sentence. Looking at the referee of the first clause, the correct subject is “I” which refers to the writer of the text. Then, the use of conjunction “after” in the second clause is also incorrect. The correct sentence is *After reading Al-Qur'an together, I **clean the cottage** together.*

The grammatical structure of the sentence is totally error. The writer did not write the correct punctuation. Then, the use of the vocabularies for the sentence is also incorrect. Looking at the context meaning of the text, the correct is

- **Text 2:** *after I breakfast with friends, after I take a bath and I wash my t-shirt, and the last enjoy with my friends.*

The grammatical structure of the sentence is error. The use of the conjunction “after” and the punctuation is incorrect. The correct conjunction is “after that”.

Then, the sentence above is meant to be verbal sentence with the word *I* as subject,

---

<sup>93</sup> Ibid, 164-165.

and *breakfast* as predicate. The use of word *breakfast* for predicate in a sentence is grammatically error because it is a noun means “a meal eaten in the morning”. Frank stated that predicate should from verb or linking verb (also to be).<sup>94</sup> The verb form for the word *breakfast* is “have breakfast”. Since the sentence had\subject and predicate, the sentence “**After that, I have breakfast with friends.**” is completely correct. Next, the clause *after I take a bath and I wash my t-shirt* is grammatically error. Instead using “after” the writer could use “then” which has the same meaning. Since the sentence had\subject”I” and predicate “take”, the sentence “**Then, I take a bath and wash my t-shirt.**” is completely correct. Next, the clause “*and the last enjoy with my friends.*” Should be an independent sentence. But, the meaning of the sentence is incoherence and cannot be understood. Looking at the meaning context, the correct is “**And I enjoy my Friday with my friends.**”

- **Text 3:** *I wake up at 04.30 a'clock.*

The spelling word of *a'clock* is incorrect because there is no vocabulary for that word in the English dictionary. According to the meaning of the text, the correct spelling for that word is “o'clock” which refers to the use of time in English. The correct is *I wake up at 04.30 o'clock.*

- **Text 3:** *I am breakfast with father, mother, grandma, and sister.*

The sentence above is meant to be verbal sentence with the word *I* as subject, and *breakfast* as predicate. The use of word *breakfast* for predicate in a sentence is grammatically error because it is a noun means “a meal eaten in the morning”. Frank stated that predicate should from verb or linking verb (also to be).<sup>95</sup> The verb form for the word *breakfast* is “have breakfast”. Since there is predicate “have breakfast” for the sentence above, the use of “am” as predicate is

---

<sup>94</sup> Ibid, 49.

<sup>95</sup> Ibid, 49.

grammatically wrong because it is verbal sentence. The correct is *I have breakfast with father, mother, grandma, and sister.*

- **Text 4:** *I wake up a 04.00 a clock every day.*

The spelling word for *a* in the sentence above is incorrect. The word *a* refers to the preposition “at” which shows the exact time in English. Then, the spelling of *a'clock* is incorrect because there is no vocabulary for that word in the English dictionary. According to the meaning of the text, the correct spelling for that word is “o'clock” which refers to the use of time in English. The correct is *I wake up at 04.00 o'clock every day.*

- **Text 4:** *My mother buying a new dress.*

The form of *buying* in the sentence above is incorrect. The sentence is a verbal sentence with the word *My mother* as subject, *buying* as gerund, *a new dress* as object from noun compound. The word *buying* should be “buy” because it is meant to be the predicate of the sentence. The correct is *My mother buys a new dress.*

- **Text 6:** *I am cleaner home at 8.30.*

The structure of the sentence above is grammatically error. The sentence is meant to be a verbal sentence with the word *I* as subject and *cleaner* as predicate from verb. But, the use of word *cleaner* for predicate in a sentence is grammatically error because it is a noun means “someone who cleans”. This sentence cannot be a predicate because a predicate should from verb or linking verb (also to be).<sup>96</sup> The correct form is using simple verb form “clean”. Since there is predicate “clean” for the sentence above, the use of “am” as predicate is grammatically error because it is verbal sentence. Thus, the correct sentence is *I clean home at 8.30.*

---

<sup>96</sup> Ibid, 49.

- **Text 7:** *After that, I am breakfast and playing-playing.*

The sentence above is meant to be verbal sentence with the word *I* as subject, *breakfast* as predicate, and *playing-playing* as second verb with conjunction *and*.

The use of word *breakfast* for predicate in a sentence is grammatically error because it is a noun means “a meal eaten in the morning”. The verb form for the word *breakfast* is “have breakfast”. Since there is predicate “have breakfast” for the sentence above, the use of “am” as predicate is grammatically error because it is verbal sentence. Then, the form *playing-playing* is also incorrect. It is meant to be second verb which is literally the predicate of the sentence like “have breakfast” with the conjunction “and”. The correct verb form is “play” of which is in the form of simple verb. Thus, the correct is *After that, I have breakfast and play.*

- **Text 7:** *I am play game and reast.*

The incorrect spelling of *reast* makes the sentence grammatically error. The word *reast* means “to dry or smoke”. Then, using that vocabulary for the sentence is incorrect because it makes the sentence incoherence and cannot be understood. Looking at the meaning of the sentence, the correct word is “rest” which means “cease work or movement in order to relax”. So, the correct sentence is *I am play game and rest.*

- **Text 8:** *I am usually wake up At 4.50 o'clock.*

The word *At* is the preposition and not a kind of proper word which should use capital letter. Thus, the use of the capital letter is incorrect. The correct is *I am usually wake up at 4.50 o'clock.*

- **Text 8:** *I Breakfast at 6.00 o'clock.*

The sentence above is meant to be verbal sentence with the word *I* as subject, *breakfast* as predicate, and *at 6.00 o'clock* as adverb of time. The use of word *Breakfast* for predicate in a sentence is grammatically error because it is a noun

means “a meal eaten in the morning”. Frank stated that predicate should from verb or linking verb (also to be).<sup>97</sup> The verb form for the word *breakfast* is “have breakfast”. Then, the use of capital letter in of *Breakfast* is incorrect. The word is not a proper noun. Therefore, the correct is *I have breakfast at 6.00 o'clock*.

- **Text 9:** *In home I playing game afternoon.*

The form of the verb *playing* is incorrect. The sentence above is a verbal sentence with the word *In home* as adverb of place, *I* as a subject, *playing* as meant to be verb, *game* as an object, and *afternoon* as adverb of time. Using the form *playing* as a verb in the verbal sentence is grammatically wrong because the sentence is in the form of simple present tense not present progressive tense. The word *playing* is in the form of gerund. The correct verb for the sentence is “play” which is in the form of simple verb. Furthermore, it should be preposition “in” before the using adverb of time *afternoon*. Therefore, the correct sentence is *At home, I play game in the afternoon*.

- **Text 10:** *I want to telling story my daily activity in the Friday.*

The use of word form *telling* is incorrect. The word *telling* after the word “to” should be in the form of simple verb because “to” is preposition which is transitive also. Meanwhile, the word *telling* is a gerund form. The correct is “to tell”. Then, the use of preposition for *in the Friday* is grammatically error because it should be “on” for day names. The correct sentence is *I want to tell story my daily activity on Friday*.

- **Text 11:** *In the evening, I eating with my family.*

The form of the verb *eating* is incorrect. The sentence above is a verbal sentence with the word *In the evening* as adverb of time, *I* as a subject, *eating* as meant to be verb, *with my family* as adverb. Using the form *eating* as a predicate in the verbal

---

<sup>97</sup> Ibid, 49.

sentence is grammatically wrong because the sentence is in the form of simple present tense not present progressive tense. The word *eating* is in the form of gerund. The correct verb for the sentence is “eat” which is in the form of simple verb. The correct sentence is *In the evening, I eat with my family*

- **Text 12:** *Sometimes after eating, me and my mom drinking milk tea.*

The use of the pronoun *me* as an subject is wrong. As stated by Andrea, pronoun “me” is an subject pronoun.<sup>98</sup> The correct subject pronoun is “I”. Then, the form verb of *drinking* is incorrect. Since the sentence above is in the form of verbal sentence, using the form *drinking* as a predicate is grammatically wrong because the sentence is in the form of simple present tense not present progressive tense. The word *drinking* is in the form of gerund. The correct verb for the sentence is “drink” which is in the form of simple verb. So, the correct is *Sometimes after eating, I and my mom drink milk tea.*

- **Text 12:** *After that, I cleaning my home.*

The form of the verb *cleaning* is incorrect. The sentence above is a verbal sentence with the word *After that* as conjunction, *I* as a subject, *cleaning* as meant to be verb, *my home* as an object. Using the form *cleaning* a verb in the verbal sentence is grammatically wrong because the sentence is in the form of simple present tense not present progressive tense. The word *cleaning* is in the form of gerund. The correct verb for the sentence is “clean” which is in the form of simple verb. Thus, the correct is *After that, I clean my home.*

- **Text 13:** *After that I cooking with my sister.*

The form of the verb *cooking* is incorrect. The sentence above is a verbal sentence with the word *After that* as conjunction, *I* as a subject, and *cooking* as meant to be verb. Using the form *cooking* a verb in the verbal sentence is grammatically wrong

---

<sup>98</sup> Andrea DeCapua, *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers*, Springer Texts in Education (Cham: Springer International Publishing, 2017) , 67–68.



because the sentence is in the form of simple present tense not present progressive tense. The word *cooking* is in the form of gerund. The correct verb for the sentence is “cook” which is in the form of simple verb. Thus, the correct is *After that I cook with my sister.*

- **Text 13:** *In the night I dinner with my mom.*

The sentence above is meant to be verbal sentence with the word *I* as subject, and *dinner* as predicate. The use of word *dinner* for predicate in a sentence is grammatically error because it is a noun means “a meal eaten in the night”. Frank stated that predicate should from verb or linking verb (also to be).<sup>99</sup> The verb form for the word *breakfast* is “have dinner”. Then, the correct is *In the night I have dinner with my mom.*

- **Text 15:** *In my home. Have are five people, me, younger brother, father, mother, and grandmother.*

The sentence “*In my home*” is grammatically error because there is no subject and predicate in the sentence. The sentence “*In my home*” is adverb of time. The correct sentence is “There are five people in my home.” Then, the use of *Have* as the subject of the sentence above is grammatically error. The word *have* is modal auxiliary verb that also could be a verb or predicate of a sentence. It means that the word “have” cannot be a subject of a sentence because subject should be noun or pronoun. Looking at the predicate and complement sentence above the correct subject is “They” which refers to the plural pronoun. Thus, the correct sentence is *There are five people in my home. They are me, younger brother, father, mother, and grandmother.*

---

<sup>99</sup> Frank, Marcella. *Modern English: A Practical Reference Guide*. (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972), 49.



- **Text 15:** *Every day I week up at 04.30 am.*

The sentence is grammatically error. The use of the word *week* makes the sentence. The word “week” means “a period of seven days”. Then, looking at the context meaning of the text, the correct word is “wake” which means “cause to emerge from a state of sleep”. The correct sentence is *Every day I wake up at 04.30 am.*

- **Text 15:** *and My Mother cooking in the kitchen for breakfast.*

The form word *cooking* is grammatically error for the sentence above. The sentence is meant to be verbal sentence with the word *My Mother* as subject and *cooking* as predicate. The word “cooking” is a gerund which cannot be a predicate of a sentence because it is a noun. A predicate should be taken from verb or linking verb. The correct form is “cook” which is in the form of simple verb. Then, the use of capital letter for *and My Mother* is totally incorrect. The word *and* should use capital letter because it is first word of the sentence. And the words *My Mother* are not proper nouns. Thus, using capital for the common nouns is grammatically error. The correct is *And my mother cooking in the kitchen for breakfast.*

- **Text 16:** *He is father, mather, young sister, grandmather and I.*

The use of *He* as the subject of the sentence above is grammatically error. Looking at the context meaning, the sentence is a nominal sentence with the words *father, mather, young sister, grandmather and I* as the complement which refers to plural. So, the correct subject for the sentence is “They” with the predicate “are”. Then, the spelling words *mather* and *grandmather* is incorrect. The correct is “mother” and “grandmother”. After that, the use of pronoun *I* as the complement of the sentence is incorrect. The correct is using object pronoun from “me”.<sup>100</sup> Therefore, the correct sentence is *They are father, mother, young sister, grandmother and me.*

---

<sup>100</sup> Andrea DeCapua, *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers*, Springer Texts in Education (Cham: Springer International Publishing, 2017), 67.

- **Text 16:** *My mother the hobby is cooking.*

The structure of the phrase *My mother the hobby* is incorrect. The phrase is meant to be noun compound of the word “mother” and “hobby” with the possessive pronoun “my”. The correct structure is *my mother’s hobby* with the suffix-s in the word “mother” showing the possessive meaning. Thus, the correct is *My mother’s hobby is cooking.*

- **Text 17:** *I have many family.*

The use of the word *many* in the sentence makes it incoherence. The phrase *many family* means that the writer have more than one family community. Then, the correct meaning should be “having a large number of family members which may consist of father, mother, sisters, brothers, and so on” which explained with the word “big”. So, the correct is *I have a big family.*

- **Text 20:** *They are father, mother, and I.*

The structure of the sentence is grammatically error. The sentence is in the form of nominal sentence with the word *They* as subject, *are* as predicate, and the words *father, mother, and I* as complement. The form word of *I* as complement in the sentence is incorrect. Andrea stated that the object pronoun from *your* is “you”.<sup>101</sup> Therefore, the correct sentence is .

- **Text 23:** *My sisters is twin.*

The sentence above is a nominal sentence with the word *My sisters* as subject, *is* as predicate, and *twin* as complement. The subject of the sentence is a plural pronoun refers to “They”. So, the correct predicate for pronoun “hey” is “are”.<sup>102</sup> Then, the correct is *My sisters are twin.*

<sup>101</sup> Ibid, 67.

<sup>102</sup> Frank, Marcella. *Modern English: A Practical Reference Guide.* (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972), 53.

- **Text 23:** *I go to **scool** every day.*

The sentence is grammatically error because the spelling word *scool* is incorrect. That word is not an English vocabulary. The correct spelling is “school” which means “an institution for educating children”. The correct sentence is *I go to **scool** every day.*

- **Text 24:** *My all friends **is** always **happynes** in all day.*

The sentence is grammatically error. The use of predicate for that sentence is incorrect. The subject of t sentence is *My all friends* which refers to the plural pronoun “they”. Since the sentence is in the form of nominal sentence, the predicate should use “are” instead of “is”.<sup>103</sup> Then, the spelling word of happiness is incorrect. The correct spelling is “happiness” because it is noun derived from adjective with suffix-ness. Thus, the correct sentence is *My friends are always happy all day long.*

- **Text 25:** *My class is in the **midle**.*

The spelling word of *midle* is incorrect. That word is not an English vocabulary. According to the meaning context of the sentence, the correct word is “middle” which refers to “the point or position at an equal distance from the sides, edges, or ends of something”. Thus, the correct sentence is *My class is in the **middle**.*

- **Text 26:** *I **studi** in MA Al-Islam.*

The spelling word of verb *studi* is incorrect. The sentence above is a verbal sentence with the word *I* as subject, *studi* as verb, *in MA Al-Islam* as adverb of place. The word *studi* for a verb is grammatically error because it is not in English dictionary. The correct spelling is “study” which means “learn”. Then the correct is *I **study** in MA Al-Islam.*

---

<sup>103</sup> Ibid, 53.

- **Text 27:** *My class is six*

The sentence is incoherence with the whole paragraph. The paragraph explained the description of the writer first because it is in the introduction session. Looking at the previous sentence, the writer would explain his grade class. The correct is *I am in the sixth grade.*

- **Text 29:** *My friends is 23 students in my class.*

The use of *is* as predicate is incorrect. The subject of the sentence is *My students* which refers to the plural pronoun “They”. As stated by Frank, subject “They” uses “are” as the predicate.<sup>104</sup> Then, the correct is *My friends are 19 students in this class.*

- **Text 30:** *The students is 23 students.*

The use of *is* as predicate is incorrect. The subject of the sentence is *The students* which refers to the plural pronoun “They”. As stated by Frank, subject “They” uses “are” as the predicate.<sup>105</sup> Thus, the correct is *The students are 19 students.*

#### 4. Misordering

- **Text 3:** *My menu breakfast is fried rice and fried chicken.*

The sentence is incorrect because the structure of *menu breakfast* is incorrect. The words *menu breakfast* is a noun compound consisting of noun and noun. The correct noun compound structure is “breakfast menu”, as the correct meaning of the words.<sup>106</sup> The correct sentence is *My breakfast menu is fried rice and fried chicken.*

---

<sup>104</sup> Ibid, 53.

<sup>105</sup> Ibid, 53.

<sup>106</sup> Ibid, 7.

## 2. The Analysis of The Dominant Types of Students' Grammatical Errors in the twelfth grade of MAS Al-Islam Joresan Ponorogo

According to the data description about the students' grammatical error, the findings showed that the total errors are 67 types of error. The errors are classified into four types based on surface strategy taxonomy by Dulay. They are addition, omission, misformation and misordering. Then, the researcher counted the total number of each type. The following is the conclusion of the grammatical error types made by the students.

**Table 4.3 Data Analysis of The Dominant Type of Students' Grammatical Error in Writing English Text**

Types of Error	Frequency of Errors	Percentage of Errors
Omission	17	25%
Addition	11	16%
Misformation	38	57%
Misordering	1	2%
<b>Total</b>	<b>64</b>	<b>100%</b>

From the data above, it can be concluded that the dominant type of the grammatical error at the twelfth grade of MAS AL-Islam is misformation with 38 errors (57 %). It is followed by omission with 17 errors (25%), addition with 11 errors (16%), and misordering with 1 error (2%). Besides, the researcher also concluded that the students rarely made grammatical errors in the types of misordering.

## CHAPTER V

### CLOSING

#### A. Conclusion

Referring to the discussion in the previous chapter, the researcher found the following conclusion.

1. The types of students' grammatical errors in writing English text at the twelfth grade of MAS AL-Islam Joresan Ponorogo are omission with 17 errors (25%), addition with 11 errors (16%), misformation with 38 errors (57%), and misordering with 1 error (2%).
2. The dominant type of the students' grammatical errors in writing English text at the twelfth grade of MAS AL-Islam is misformation with 38 errors (57%).

#### B. Suggestion

1. For the Teachers

The teachers should do an error analysis of students' writing to find out the students' problem in writing. Therefore, the teacher can give feedback to the students' writing.

2. For the Students

The students should pay attention the grammatical rules and vocabulary in writing English text. Mastering grammar and vocabulary can lead the students to make a good writing.

## BIBLIOGRAPHY

- Ahadi, “Quran Surah An Nahl 119 (QS 16: 119) in Arabic and English Translation,” *Alquran English* (blog), July 1, 2009, <https://www.alquranenglish.com/quran-surah-an-nahl-119-qs-16-119-in-arabic-and-english-translation>.
- Ahmad Thommy. *Writing Genre in English*. Surakarta: PT. Era Pustaka Utama, 2008.
- Alahmadi, Nesreen. “A Study Of Grammatical Errors Of Subject Verb Agreement In Writing Made By Saudi Learners.” *International Journal of English Language and Linguistics Research* 7, no. 6 (2019): 48–59.
- Alghazo, Khitam Mohameed, and Mohamed Khaliefah Alshraideh. “Grammatical Errors Found in English Writing: A Study from Al-Hussein Bin Talal University.” *International Education Studies* 13, no. 9 (2020): 1–9.
- Azar, *Fundamental of English Grammar, 3rd Edition*, (America: Longman, 2003).
- Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th ed. Thousand Oaks: SAGE Publications, 2014.
- Cox, Carole, *Teaching And Language Art: A Student Centered Classroom 6<sup>th</sup> Edition*, Massachussets, MA: Allyn and Bucon, 2007.
- DeCapua, Andrea. *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers*. Springer Texts in Education. Cham: Springer International Publishing, 2017. <https://doi.org/10.1007/978-3-319-33916-0>.
- Dody, A., Sugeng, A., & Effendi. (2008). *Developing English Competencies: for Senior High School Grade X (1st ed.)*. Jakarta: PusatPerbukuan, DepartemenPendidikanNasional
- Fauzan, Umar, Sapna Farah Aulya, and Widya Noviana Noor. “Writing Error Analysis in Exposition Text of the EFL Junior High School Students.” *Indonesian Journal of EFL and Linguistics* 5, no. 2 (2020): 517–33.
- Firman, Muhammad. “The Use of Literature in Teaching English to Enhance EFL Students’ Writing Skill.” *Journal of Educational Study* 2, no. 1 (2022): 35–42.
- Firozitabar, Farhad. “Incorporation of Discourse Coherence Strategies into Writing Skills Instruction.” *Interdisciplinary Studies in English Language Teaching (ISELT)* 1, no. 2 (2021): 53–73.
- Fitrawati, Fitrawati, and Dian Safitri. “Students’ Grammatical Errors in Essay Writing: A Pedagogical Grammar Reflection.” *International Journal of Language Education* 5, no. 2 (2021): 74–88.
- Fitriani, Annisa, Mrs Astri, and Cintya Nurika Irma. “Analisis Kesalahan Penulisan Pada Karangan Eksposisi Siswa Kelas X TBSM 2 SMK AL-Furqon Bantarkawung.” *Bahastra: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 4, no. 2 (2020): 25–30.



- Frank, Marcella. *Modern English: A Practical Reference Guide*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1972.
- Gerot, Linda and Peter Wign5el, *Making Sense of Functional Grammar*, (Sidney: Tanya Stabler, 1995).
- Greenbaum, S & Nelson, G. *An Introduction to English Grammar 2<sup>nd</sup> Edition*, (Essex: Longman, 2002).
- Harmer, Jeremy, *How To Teach Writing*, England: Longman, 2004.
- H. Al-khresheh, Mohammad, and Suheyla Demirkol Orak. "The Place of Grammar Instruction in the 21st Century: Exploring Global Perspectives of English Teachers towards the Role of Teaching Grammar in EFL/ESL Classrooms." *World Journal of English Language* 11, no. 1 (2021): 9–23. <https://doi.org/10.5430/wjel.v11n1p9>.
- Helmi, Farid. *Improving Students' Skill in Writing Recount Text by Using A Personal Letter*. Education Faculty Walisongo, 2012: 10.
- Herring, Peter. *Complete English Grammar Rules*. Farlex International: Createspace Independent Publishing Platform, 2016.
- Kiptiyah, Binti Mariatul. "Critical And Creative Thinking In The Writing Of The Xposition Text." *ISLLAC : Journal of Intensive Studies on Language, Literature, Art, and Culture* 3, no. 1 (May 26, 2019): 19–25.
- Kreml, et al. (2004). *The User's Guide to College Writing: Reading, Analyzing, and Writing (2nd ed.)*. United States: Pearson Education.
- Meisani, Diah Royani. "Conditions for Teaching English to Young Learners: Indonesian Teachers' Perspectives." *English Language Teaching Educational Journal* 5, no. 2 (2022): 119–28.
- Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. 2. ed., [Nachdr.]. Thousand Oaks, Calif.: Sage, 1994.
- Moses, Rachel Nyanamoney, and Maslawati Mohamad. "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review." *Creative Education* 10, no. 13 (2019): 3385–91. <https://doi.org/10.4236/ce.2019.1013260>.
- Nassaji, Hossein. "Qualitative and Descriptive Research: Data Type versus Data Analysis." *Language Teaching Research* 19, no. 2 (March 2015): 129–32.
- Nurgiyantoro, Burhan, *Penelitian Dalam Pengajaran Bahasa Dan Sastra*, (Yogyakarta:BPFE-Yogyakarta, 2001), 298.
- Pasaribu, Arsen Nahum. "A Common Error Analysis In Students' English Narrative Writing." *Linguistic, English Education and Art (LEEA)* 4, no. 2 (2021): 436–45.
- PP. Al-Islam Joresan. "Profil," November 8, 2016. <https://alislamjoresan.sch.id/profil/>.



- Qamariah, Hijjatul, Sri Wahyuni, and Meliana. "An Analysis Of Students' Grammatical Errors In Writing English Text In The Second Grade Students Of SMK-SMTI Banda Aceh." *Getsempena English Education Journal* 7, no. 1 (2020): 58–71.
- Richard, J. C., & Renandya, W. A. *Methodology in Language Teaching*, (New York: Cambridge University Press, 2002), 306.
- Royani, Seli, and Sari Sadiyah. "An Analysis Of Grammatical Errors In Students' Writing Descriptive Text." *PROJECT (Professional Journal of English Education)* 2, no. 6 (2019): 764–70.
- Sakti, Genta. "An Analysis of Students' Ability in Writing Analytical Exposition Text." *JELE* 6, no. 2 (2021): 282–86.
- Sanggam Siahaan and Kisno4 Shinoda, *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008.
- Straus Jane et al. *The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes*, Jossey Bass: A Willey Brand, 2014.
- Thomburry, S. *How to Teach Grammar*, (London: Longman, 1999).
- Uktolseja, Lulu Jola. "An Analysis of Grammatical Errors in Song Lyrics." *INTERACTION: Jurnal Pendidikan Bahasa* 7, no. 1 (2020): 1–7.
- Ur, Penny, *A Course In Language Teaching Practice and Theory*, London: Cambridge University Press, 1996.
- Wong, L. *Essential Writing Skills*. Boston: Houghton Mifflin Company: 1999.