AN ERROR ANALYSIS OF THE SECOND GRADE STUDENTS IN WRITING DESCRIPTIVE TEXT AT SMPN 3 GUGUAK, 50 KOTA

THESIS

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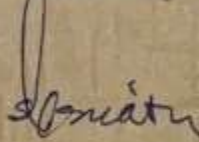
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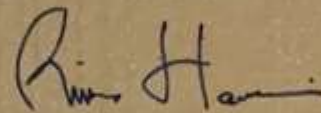
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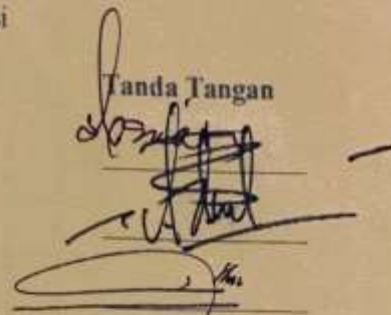
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ABSTRACT

Julianti, Viona S. 2023 "*An Error Analysis of The Second Grade Students in Writing Descriptive Text at SMPN 3 Guguak, 50 Kota*".

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The purpose of this research is to describe the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota. The research design is descriptive, using quantitative approach. The population of this research was the second grade students of SMPN 3 Guguak, 50 Kota. Cluster random sampling technique was used in this research to collect the data and the sample was class VIII-1 which consists of 28 students. The instrument for collecting the data in this research was writing test. The students requested to write descriptive text with the provided themes for 60 minutes. To make the test reliable, the researcher used inter – rater technique. The reliability of the test is 0.99 (see Appendix 7). It means that the test is reliable. Then, the test was valid in terms of content because the material about descriptive text has been covered in curriculum and learn by the students (See Appendix 1).

The result of this research in general, showed that 25 (89.28%) students made errors in the form of omission, addition, misformation, and misodering. There were 16 (57.14%) students who made errors in the form of omission, 7 (25%) students made errors in the form of addition, 16 (57.14%) students made errors in the form of misformation, and 6 (21.42%) students made errors in the form of misordering. The result showed the most students made errors I the form of omission and misformation were 57.14%.

Based on the result, it can be concluded that the second grade students at SMPN 3 Guguak, 50 Kota still made errors in writing descriptive text. The teachers should give more explanation and exercises about writing descriptive text especially about the use of article, the use of be, the use of pronoun and the use of verb form because they still did not understand and were confused about all of them. And the students should improve their skill in writing descriptive text especially applying correct grammar. Further researchers are expected to find out and analyze the factors which cause the students make errors in writing descriptive text.

Key words : *error analysis, writing, descriptive text*

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter explains the background of problem, identification of problem, limitation of problem, formulation of problem, research questions, purposes of research, significance of problem and definitions of key terms.

1.1 Background of the Problem

According to Rustiani & Efransyah (2022:1) English is the main language used in international communication. In Indonesia English is the foreign language that has to be taught in all levels of education. It starts from elementary school, junior high school, senior high school, and university (Kaharuddin *et. al* 2022:2). It is taught as one of the compulsory subjects in formal education from junior high school up to senior high school. It is also one of the local-content subjects in elementary school. While in the university level, it is taught as a complementary one.

There are four language skills to be mastered in English learning; listening, speaking, reading, and writing. The skills are supported by such knowledge of the language components as grammar, vocabulary, pronunciation, and so on.

Many students consider that writing is the most difficult skill. Since, English is not their native language, it cause the students difficult and confuse in writing sentences with the correct grammar and tenses in English. (Lestari, 2020:2) states that writing is the most difficult skill because it takes a deep understanding of

what will be written, the use of appropriate vocabulary, and acceptable grammar to the reader.

Most students make errors in writing, especially in term of grammar. According to Juwitasari *et. al* (2020:3) grammar is essentially about the systems and patterns we use to select and combine words. By studying grammar we come to recognize the structure and regularity which is the foundation of language and we gain the tools to talk about the language system. Grammar must learn by the students who want to learn about language.

The students' errors, in writing descriptive text were found by the researcher when doing teaching practice. In general, the students do not understand how to write according to the correct grammar in English. Most of them do not really understand the importance of using tense as aspect of grammar while writing. It causes the quality of their writing not good.

The information on the students' mistakes in writing is also obtained from the teacher. According to Mrs. Ramniati S.Pd as an English teacher at SMPN 3 Guguak, 50 Kota, she said that the students' writing is still very low. The researcher also discussed with the students about their difficulties in writing. They admit that writing in English is very difficult. First, they have difficulties to understand the meaning of each sentence in English, due to the lack of vocabulary. Besides, they are also confused when constructing sentence in English because they do not understand about the grammar and the use of tenses in English.

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One of the basic lessons in learning English at the early time is simple present tense which talks about general truths, facts, and habits (Mukarromah & Suryanto, 2022:2). Simple present tense is one of tenses that most second grade students of SMPN 3 Guguak, 50 Kota still find difficulties to understand it, but it is also important for them to learn. The difficulties of the students related to applying present simple sentence are shown in their writing.

One of the text types using present tense as its language feature is descriptive text. Descriptive text is taught to the second grade students of SMPN 3 Guguak, 50 Kota. It is used to describe something such as a place, person, house, etc and also as the text that includes the specific description of the thing or human being.

Several previous studies explained the students' ability in writing descriptive text. Yani (2022) found the students' error types of writing indicators; they are, title, topic sentence, development, arrangement, four to five grammatical sentences, proper word or phrase usage, and appropriate writing mechanics. Lestari (2020) found that the students' mistakes in using simple present tense were about their doubt in adjusting singular and plural. Triyuono & Supeno (2021) found four types of simple present tense error and Adjective's error. Rustiani & Efransyah (2022) found that Omission, addition, misformation, and misordering are the four types of errors that can occur when students write descriptive text.

Based on the above explanation, the researcher is interested to conduct the research for thesis. The tittle of the research is "An Error Analysis of the Second Grade Students in Writing Descriptive Text at SMPN 3 Guguak, 50 Kota".

1.2 Identification of the Problem

Some problems that happen in the students' English writing mistakes are caused by differences between English and Indonesian structure. They also do not understand how to make a good writing. Unlike English, Indonesian has no tenses as one of the grammatical aspects. The types of error made by the students are omission, addition, misformation and misordering.

1.3 Limitation of Problem

Based on the background and identification of the problems above, the researcher limits the study on examining the second grade students' errors in the form of omission, addition, misformation, and misordering in writing descriptive text at SMPN 3 Guguak, 50 Kota.

1.4 Formulation of Problem

The researcher formulates the problem of the research as follows "How is the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota?"

1.5 Research Questions

Based on the formulation of the problem above, the followings are research questions:

1.   How is the second grade students' error in terms of omission in writing descriptive text at SMPN 3 Guguak, 50 Kota?

2.   How is the second grade students' error in terms of addition in writing descriptive text at SMPN 3 Guguak, 50 Kota?

3. How is the second grade students' error in terms of misformation in writing descriptive text at SMPN 3 Guguak, 50 Kota?

4. How is the second grade students' error in terms of misordering in writing identification and description of descriptive text at SMPN 3 Guguak, 50 Kota?

1.6 Purposes of the Research

In general, the purpose of this research was to describe the second grade students' error in writing descriptive text at SMPN 3 Guguak, 50 Kota".

Specifically, it was aimed to describes :

1. To describe the second grade students' error in terms of addition in writing descriptive text at SMPN 3 Guguak, 50 Kota.

2. To describe the second grade students' error in terms of omission in writing descriptive text at SMPN 3 Guguak, 50 Kota.

3. To describe the second grade students' error in terms of misformation in writing descriptive text at SMPN 3 Guguak, 50 Kota.

4. To describe the second grade students' error in term of misordering in writing descriptive text at SMPN 3 Guguak, 50 Kota.

1.7 Significance of the Research

The research is expected to have its significance, especially for:

a. For the Teachers, The finding of this study expect become a reference and input for them, also for showing that more exercises to improve students' ability in writing and the teacher could rearrange the way to share material effectively based on the curriculum and students' difficulties.

b. For the students, it is important for the students to realize their mistakes after they have been given an explanation of writing a descriptive.

c. For the next researchers, this research is expected to provide information when conducting research.

1.8 Definition of Key Terms

1. **Writing** is both a physical and mental act. It is a mental work in creating ideas to express and to organize them in paragraphs so that the readers will be easier to understand the writer's intention.

2. **Descriptive Text** is a text which says what a person or a thing is like.

3. **Error** is deviations that are systematic, deviations that occur repeatedly and learner does not realize that what they are doing is a deviation.

4. **Error analysis** is a type of analysis which includes the process of observing, analyzing, and classifying the errors.

    a. Omission   : remove a word or grammatical element needed in an expression related to grammar.

b. addition : an error that adds an item that should not be in an utterance.

c. misformation : an error in the use of the wrong form of morpheme or structure.

d. misordering : an error in sequencing characterized by the incorrect placement of a morphemes or group of morphemes, either in word order or in word writing.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains error and error analysis, writing, descriptive text, simple present tense, theoretical framework, and previous studies.

2.1   Error and Error Analysis

2.1.1 Error

When students learn a language, they usually make errors and mistakes. It happens because sometimes the students interfered by their native language. The different system of the second language and the first language leads them to make the errors. However, it can be used to know the understanding of the students about the rules or system of the language being learned.

Many definitions of error have been presented by experts. Basically, these definitions contain the same meaning while the difference only in the way they formulated. According to Andriani *et. al* (2013:39) Error takes place when the deviation arises as a result of lack of knowledge.

Another concept of error by Brown, he defined error as the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same by Crystal, he defined error is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provides by linguistics.

On the other hand, Richards states that error is the study of errors made by the second and foreign language learners. Error may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

The definitions above clarify that error is an activity to identify, classify and interpreted or describe the errors made by someone in writing and it is carried out to obtain information on common difficulties faced by someone in writing English sentence.

The writer concludes that mistake relates with the performance. It means that students do mistake because of carelessness, slip of the tongue, and hesitation during speaking. Meanwhile error relates with the competence. It means that students make error because of lack of structure of the language or faulty in partial learning.

2.1.2 The Differences Between Error and Mistake

Almost all people think that errors and mistakes are similar. Indeed, both of them are different. There are some opinions given by experts about the differences between error and mistake. Dulay said that errors are imperfect side of the students' writing or speaking. They are those parts of discussion or composition that goes astray from a few chosen shapes of developed language performance.

Meanwhile, Corder states that error shows gaps of students' knowledge. It

could happen because the students cannot apply what them known. An error cannot be self-corrected, but students can rectify their mistakes by themselves. Mistakes can be distinguished into two categories. They are systematic and non-systematic. Mistakes are classifications as non-precise errors out of chance conditions, such as slips of the tongue, while errors allude to efficient errors which regularly happen in second language learning. In process of evolving of goal mastery language, the student cannot learn without getting their first errors learning process.

Corder explained that errors as branches of the code as a lack of knowledge of the arrangement rules of the language being learned and thus the meaning of state or sentences delivered in unsatisfactory.

Based on the definition above, we can conclude that error and mistake have different meaning. In error, the learners do not have known about the pattern, so they cannot repair it soon. While in mistake, the learners have known the pattern, so they can correct it. In this research, the researcher focused on the learners" error in using tenses.

2.1.3 Types of Errors

There are 4 types of errors in writing descriptive state by Triyuono & Supeno, (2021:135) those are omission, addition, miss-formation, misordering.

a. Omission

Error of omission was identified by loss of items or morphemes that must appear in a well-formed utterance. This error occurred when the learners

omitted some required components from their sentence. There are three types of omission errors, which were omission of plural form, omission of article, omission of be.

For example :

She always give me motivation.

It should be : She always gives me motivation

Based on the example above, it can be concluded that the students often forgot to add s/es in the end of the verb for the third singular subject and to add to be before adjective.

b. Addition

These kinds of errors were identified with the presence of required items or most of them not appearing in well-formed sentences. There are three types of addition errors, which were addition of plural form, addition of article, addition of be.

For example :

I am likes my sister very much.

It should be : I like my sister very much.

From the examples above, it can be known that the students made the errors by putting unnecessary item, whereas it should not be appeared in a sentence.

c. Miss-formation

The errors of misformation were identified by the use of wrong morpheme or structure. There were three types of these errors, which were misformation of verb, misformation of pronoun, misformation of be.

For example :

She always took care of me.

It should be : She always takes care of me.

She has hard working.

It should be : She is hard working.

From the examples above, it can be concluded that the students still do not understand of the simple present tense rules. They only write the word without notice on the context. Therefore, they sometimes use wrong word.

d. Misordering

This type of error is characterized by the incorrect placement of a morpheme or group of morpheme in a well-formed writing. There are three types of misodering errors, which were misordering of article, misordering of adjective , misordering of verb.

For example :

My mother have face oval.

It should be : My mother has an oval face.

She is name Wardani Rizky.

It should be : Her name is Wardani Rizky.

Based on the examples above, it shows that this type of error is characterized by putting the word in incorrect placement in a sentence.

2.1.4 Cause of Error

According to (Supiani, 2012:12) she classified the causes of error that will be discussed briefly below :

In addition, the writing class before the study was also described in several conditions. The students' attitude and motivation toward writing was still low. It appeared that the students were not active and enthusiastic to ask questions about writing to the teacher. They were shy and afraid to present their writings in front of the class. It means that they did not want their writings being read or known by other friends at the class. Then, the students did not pay attention to the teacher's explanation; they looked bored or sometimes made noise. When the teacher was explaining, the students tended to do their own activities. And the last, they needed a long time to write a composition.

The causes of the problems above were: (1) the teacher did not give adequate time, models, and practices for the students to write because the teacher thought that for revising the students' compositions needed a long time while the other skills might be discussed not only for writing but also the others as well. (2) Writing got less attention from the teacher. This was because the teacher tended to underestimate writing rather than reading. (3) There were no creative or varied techniques used by the teacher in exploring the students' ability in writing. The techniques used were monotonous. Monotonous writing activity caused the students' motivation in writing to be low and not interested in learning English especially writing. As the result, the students did not have any strategies about how to find ideas or explore them. Consequently, the students could not revise their drafts because they thought that it was a final writing. In fact, the students' drafts still had numerous errors.

2.1.3 Error Analysis

According to James (2013:18) Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. In other words, error analysis is the procedure to decide the occurrence, nature, reasons and results of failed-learning of a language. Therefore, It has something different with learning first language or mother tongue. Learning mother tongue or first language is not affected by other language but it is distinctive for students who Learn English. The process of learning is affected by their mother tongue as their first language and it causes an error and mistake in learning.

Error Analysis is a type of linguistic analysis that focuses on the errors learners make (Andriani *et. al,* 2013:28). It means that error analysis is a type of analysis which includes the process of observing, analyzing, and classifying the errors on the second language rules and disclosing systems controlled by the learners. It is also can be said as way to investigate the error made by students to get some important data about students' difficulty in learning a language, especially in writing in this case.

In Sasmiasih (2014:27) states that error analysis is the study of errors made by the second and foreignlanguage learner. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

From the definitions above, the writer concludes that error analysis is the study of learners' error to obtain information on common difficulties faced by someone in speaking or writing English sentences. Another thing, which should be noticed, is the procedure of error analysis.

2.4   Writing

2.4.1 Definition of Writing

Writing is as both combination of process and product (Siregar & Zuriani, 2020:311). The process refers to the act of gathering ideas and until they are present in a subtle and understandable way for the reader.

Nation in Rohmah (2017) stated that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. It means that writing is the final activity from other skills. Before writing, writers do some activities to get idea. Writers do listening to listens some information. Writers speak with people to ask some information. Writers also read some books to improve their background knowledge before writing.

So based on the definitions above, we can conclude that writing is an activity to expressing the idea, opinions, thoughts, or feelings with the tools, symbols, painting, sentences or anything else in written, that represent language and people understood of it. On the other hand, we can say that writing can be interpreted from other skills as being the most complicated one. Even though, writing is more than a communication tool. It is a way of memorizing and a way of thinking. It is not easy to write because of that. It's going to need a hard job. We have to create words, phrases, sentences and paragraph in writing at the same

time. It is a way to learn. Nobody can write a lot of interest without thinking, investigating, observing, asking questions, exploring, and reading first.

2.4.2 Writing Process

Throughout teaching writing, we should focus on the product of writing or on the writing process itself. We could concentrate on the product that is only interested in the goal of the task and the end product. Those who advocate a process approach to writing, even so, pay attention to the different stages that each piece of writing is going through. In reality, the writing process is more complicated than this, and the different stages of drafting, reviewing, redrafting and writing, etc.

2.4.3 Writing Components

There are writing components state by (Rustiani & Efransyah, 2022:311) :

1. **Content**

   There are at least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to guide in understanding the topic fully.

2. **Organization**

   The process of organization material in writing involves coherence order of importance, general to specific, specific to general, chronological order and order pattern.

3. **Vocabulary**

In order to convey though a feeling is possible, we do several things, we arrange our ideas in sentence, we construct whole essay, and story, etc. we use special works, phrase, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

4. **Mechanics**

Mechanics of writing deals with capitalization, spelling and punctuation. It also deals with paragraphing, handwriting illegible and meaning conveyed.

2.5 Contemporary Teaching and Learning

Contemporary learning prepares students across all curriculum areas and learning stages with skills and capabilities to thrive in a rapidly changing and interconnected world.

By promoting active learning, problem-based learning, and collaborative learning, contemporary teaching methods prepare students for the challenges of the modern world. They build skills such as critical thinking, creativity, communication, and collaboration, which are essential for success in today's workforce.

Contemporary teaching methods refer to the current approaches and techniques used in the classroom to facilitate learning. In recent years, there has been a shift away from traditional methods, such as lectures and rote memorization, towards more student-centered, interactive approaches. The effects of these contemporary teaching methods have been significant and far-reaching.

One major effect of contemporary teaching methods is improved student engagement. When students are actively involved in the learning process, they are

more likely to retain information and develop a deeper understanding of the material. Interactive activities, such as group projects, debates, and simulations, can also help students develop important life skills, such as collaboration, critical thinking, and problem-solving.

Another effect of contemporary teaching methods is increased student diversity. With a wider range of teaching methods, teachers are better able to accommodate different learning styles and meet the needs of a more diverse student population. For example, visual and kinesthetic learners can benefit from hands-on activities and multimedia presentations, while auditory learners may respond better to lectures and discussions.

Additionally, contemporary teaching methods can lead to greater teacher creativity and innovation. Teachers are encouraged to think outside the box and design lessons that are both engaging and effective. This can lead to a more dynamic and stimulating learning environment, as well as a more satisfied and motivated teaching profession.

However, there are some potential drawbacks to contemporary teaching methods. For example, they may require more preparation time and resources from teachers. Additionally, not all students may respond well to interactive activities and may struggle to keep up with the pace of a more student-centered classroom.

In conclusion, the effects of contemporary teaching methods have been significant and far-reaching, with benefits for both students and teachers. These methods have improved student engagement, increased student diversity, and

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encouraged teacher creativity. While there may be some challenges, overall, contemporary teaching methods are helping to create a more dynamic and effective learning environment.

2.6 Descriptive Text

2.6.1 The Definition of Descriptive Text

According to Mukarromah & Suryanto (2022:73) Descriptive text is a kind of genre text to describe a subject such as describing a person, a place and a thing. It means describing a subject as much as possible or as detail as possible. Descriptive writing reproduces the way matters look, smell, test, feel or sound it also affect moods such loneliness, happiness and fear. In addition, descriptive text is used to create a visual image of people, places, even of units of times-days, or seasons. Descriptive text might be used as describing more than outward appearance of people. It is also may be tell about their traits character or personality. Thus, the reader can see what the writer sees, what the writer feels, what the writer hears, and even smells.

Another definition according to Siregar & Zuriani (2020:49) Descriptive text is the text that describes something to make the readers or listeners can feel as what the writer experienced with his or her six senses; looks, smells, feels, acts, tastes, and sounds. The descriptive text used to describe something in detail to make the reader could imagine or visualize the description of writing. The generic structure of a descriptive text is different from the other texts such as, report, narrative, recount, procedure, and argumentation. The descriptive

text must have two major elements. They are identification and description. Identification is to identify the event or thing that would be described. Meanwhile, description is to describe the parts or characteristics of the object (Siregar & Zuriani, 2020:54).

Based on the syllabus, descriptive text is one of the types of texts that students learn in school. Students should also be taught how to make descriptive text well. In the descriptive text, students have to describe what the details of the object look like. As a result, readers can clearly obtain information about the object or the image. The purpose of writing a description is to describe a person, place, or thing in such vivid detail that it is easy for the reader to form a precise mental picture of what is being written about, or to feel that it is part of the experience.

2.6.2 Generic Structure of Descriptive Text

Students also learn about the generic structure in the descriptive text. Without a generic structure, students cannot write correctly about the descriptive paragraph.

The Generic Structure of Descriptive Text Consists of Identification and Description (Ismayanti & Kholiq, 2020:11).

a. Identification : identifies phenomenon to be described.

b. Description: Describes part, qualities, characteristics, etc.

2.6.3 Language Features of Descriptive Text

According Wardiman (2018) there are some main language features of descriptive:

a.   Specific participant

Descriptive text describes about specific object. it, is unusual and unique. for example: Gandoriah beach, my house, Borobudur temple.

b.   The use of the adjective

The function is to explain the noun, for example: a pretty woman, a handsome guy, etc.

c.   The use of simple present tense

The sentence pattern used is simple present because it tells the fact of the object described.

d.   Action verb

The verb that shows an activity. for example, sleep, wash, talk etc.

2.6.4 The Example of Descriptive Text

Descriptive text is a text that describes as detailed as possible about something, someone, place or anything else. In the syllabus of vocational high school, two descriptive texts are devoid of material. There are a description of your family, and a description of historic places. This is an example of the descriptive text that is appropriate for the syllabus.

My Family

Description	I live with my little family. It consists of four members, there are my father, my mother, my older brother, and of course me as the youngest family member.
Identification 1	My mother is middle-aged woman, now she is about 48 years old. Her name is Mrs. Khomariyah. She has beautiful face and black long straight hair. Her eyes just like ordinary Asian woman, black. She is a bit fat because she rarely does exercise as a busy housewife. However, she can manage her dress well, so he can keep looking good on all her dress.
Identification 2	My father is Mr. Jono, he is about 51 years old. Although now he isn't young anymore but his hair still looks pretty good in black with few grey hairs. His eyes are black like most Asian, especially Indonesian people. He is relatively tall compared to all the family members, about 168cm. He is working on local wood manufacture as the manager. He works hard for his family. Sometimes he also makes tasty meal when my mother isn't home. I love his cooking, especially the fried rice, it's

	just like the yummiest fried rice I have ever tasted.
Identification 3	Then the next family member is my older brother, he is Wahyu Budi. Now, he is 23 years old. Just like my parent, my brother also has black eyes and black straight hair. He is taller than me, he is as tall as my father. He is quite smart, diligent, and helpful person. Now he continues his study in learning English and he hope someday can be a good teacher. All of my family, but me, can speak both Javanese and Sundanese fluently. We had been lived in Bandung, precisely in Leuwiliang for about 6 years. Unfortunately, we had to move to Surabaya for some reasons when I was 2 years old. So, if they're talking in Sundanese, I have no idea what they are talking about. Now, we have to live our life in here, my beloved city Surabaya.

2.7 Theoretical Framework

```
                    ┌──────────────┐
                    │   WRITING    │
                    └──────────────┘
        ┌──────────────────┼──────────────────┐
 ┌────────────┐     ┌────────────┐     ┌────────────┐
 │  SENTENCE  │     │ PARAGRAPH  │     │ ESSAY/TEXT │
 └────────────┘     └────────────┘     └────────────┘
                                              │
                                              ▼
 ┌─────────────────┐            ┌─────────────────┐
 │ ERROR ANALYSIS  │- - - - - - │  DESCRIPTIVE    │
 └─────────────────┘            │     TEXT        │
   ┌────┬────┬────┬────┐        └─────────────────┘
 ┌──────┐┌────────┐┌───────────────┐┌────────────┐
 │ADDITION││OMISSION││MISSINFORMATION││MISORDERING│
 └──────┘└────────┘└───────────────┘└────────────┘
                                              │
                                              ▼
                    ┌──────────────────────────────────┐
                    │ AN ERROR ANALYSIS OF THE SECOND   │
                    │ GRADE STUDENTS' IN WRITING        │
                    │ DESCRIPTIVE TEXT AT SMPN 3 GUGUAK │
                    └──────────────────────────────────┘
```
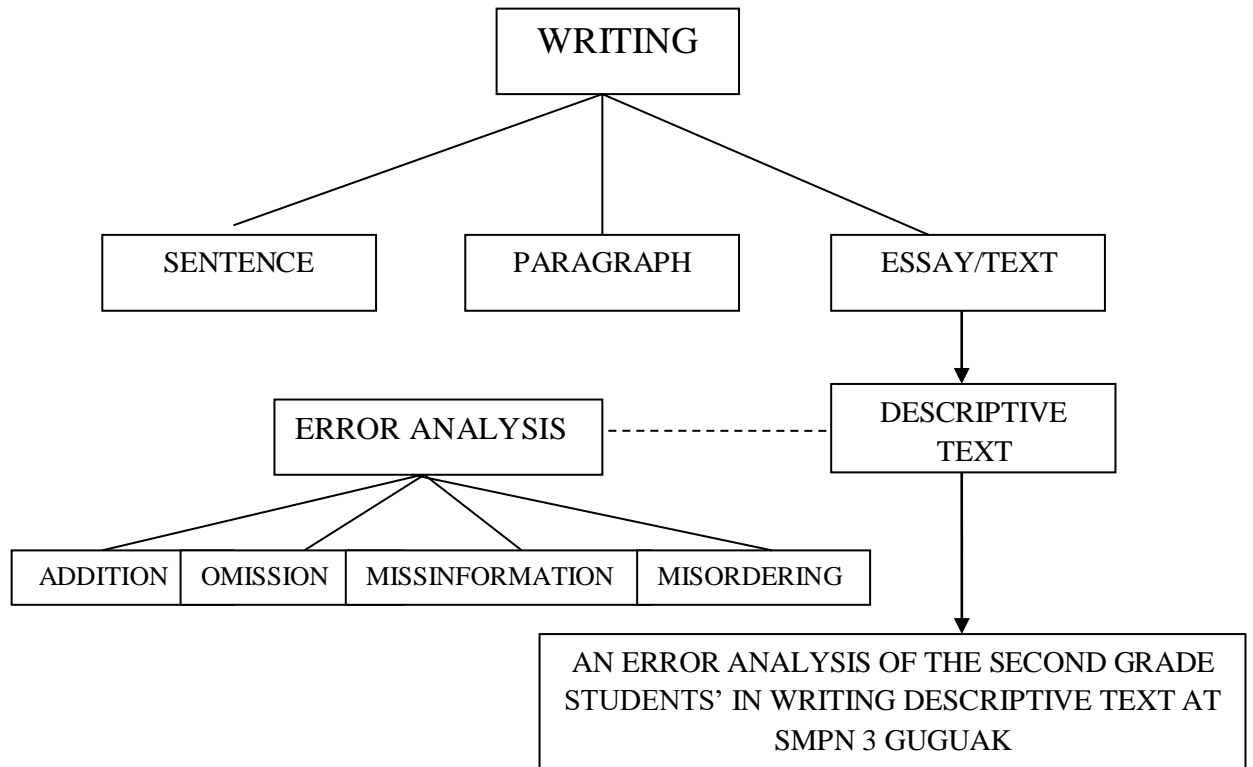
Based on the diagram above, this study focuses on errors analysis made by students when writing. This research also focuses on descriptive text. Based on the presentation and diagram above, the researcher is interested conducting a study entitled "An Error Analysis of the Second Grade Students' In Writing Descriptive Text at SMPN 3 Guguak, 50 Kota".

2.8 Review Related Studies

Several studies related to this research. First, research conducted by Yani, (2022) with the title of his research paper was "Students' Error in Writing Descriptive Text in The Junior High School Viewed from Its Indicators". The focus was students' error types of writing indicators, they are, a title, a topic sentence, a development, an arrangement, four to five grammatical sentences, proper word or phrase usage, and appropriate writing mechanics. The most error committed by the students in each paragraph. In the first paragraph, about describing a person, the most error committed was grammar error with 10 numbers of error or about 12.35%. It was followed by usage error with 6 numbers of errors (7.41%), error in mechanics 5 numbers of error (6.17%), error in development 13 numbers of error (4.94%), error in title 3 numbers of error (3.70%), error in topic sentence 3 numbers of error (2.47%), and there was no error found in the arrangement. Then, in the second paragraph, about describing the animals, the most error committed by the student was grammar with 10 numbers of error (12.35%), followed by usage with 6 numbers of error (7.41%). There was the same number of errors found in mechanics and title. There were 5 numbers of errors (6.17 %). The last found is development. It was 2 number of errors or 2.47%.

Then, a study by Lestari, (2020) with the tittle was "Error Analysis of Simple Present in Writing Descriptive Text". The focus of her research was students' error of simple present tense in writing descriptive text. Based on her research, students in using the correct simple present when writing descriptive text

reached 52.86%. Only a small difference in the total error they do is 47.14%. Although the true percentage is greater, only a little different from the percentage they make an error. This indicates that students have not reached the level that is said to be very good. The most frequent error they do based on the surface strategy taxonomy is in misformation with a percentage of 39.39%. The errors made by these students were mostly on to be, how they have to adjust plural or singular. Where as the fewest errors is addition. They rarely made these errors, so the percentage error was only at 6.07%.

Then, the study was conducted by Triyuono & Supeno (2021) with the tittle was "The use of Simple Present Tense and Adjectives on students' Descriptive Writing at Private Vocational School in Bogor". They found four types of simple present tense error and Adjective's error. The types are omission, addition, misformation, and misordering. The students make some common errors when using the simple present tense in constructing the descriptive text. The total errors are 239 which the highest frequency is misformation error. The misformation error consists of 128 errors or 54%. The second place is the error of omission, which consists of 70 errors or 29%—then followed by the error of misordering, which consists of 21 errors or 9%. Finally, the error is placed to addition which consists of 20 errors or 8%. There are some errors produced in using adjectives in students' descriptive writing. The total errors are 25 errors which the dominant error is misformation error. The misformation error consists of 17 errors or 68%. The second place is the error of omission, which consists of 5

errors or 20%—then followed by the error of addition which consists of 2 errors or 8%. Finally, the error is placed to misordering, which consists of 1 error or 4%.

Then, the research published by Rustiani & Efransyah (2022) with the title was "An Error Analysis in Writing Descriptive Text of the Eighth Grade Student of Junior High School in Cianjur". They found that Omission, addition, misformation, and misordering are the four types of errors that can occur when students writing descriptive text. There were 78 errors committed by 12 students in writing descriptive text. The type of errors with the highest frequency occurs in the misformation error, which is 33 with a percentage of 42%. The kind of error with the lowest frequency is 4 with a percentage of 5%. Furthermore, the error that often occurs is the addition of 27 with percentage of 35% and the last one is an error of omission which is 14 with a percentage of 18 %. Thus, misformation which accounts for 42% of all errors, is the most common.

The similarity between this research and previous research is using descriptive text in knowing students' writing ability. The difference is this research describes the types and percentage of errors (addition, omission, misplacement) the second grade students make of using simple present in writing the generic structure of descriptive text at SMPN 3 Guguak, 50 Kota.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses about research design, population and sample, instrument, technique of collecting data, and technique of analyzing data.

3.1 Research Design

In this research the researcher used descriptive research, using quantitative methods approach. According to Refnita (2018: 17) descriptive research involves collecting data in order to test hypotheses or to answer the questions concerning the current status of the subject of the study. The method intend to describe exactly a phenomenon or problem that researcher had seen. It meant that the researcher would like to analyze the students' errors in writing descriptive text at SMPN 3 Guguak.

Hadrus (2017:21) states that the quantitative descriptive method is a method that describes the state of a phenomenon that has been carried out by a measuring instrument and then process according to its function. In other words, quantitative descriptive must organize and analyze numerical data, in order to provide an orderly, concise, and clear description of a phenomenon or event.

3.2 Population and Sample

According to Refnita (2018;74), Population is the larger group to which a researcher hopes to apply the results of his study. The population of this research

was second grade students of SMPN 3 Guguak, 50 Kota, which consist three classes, VIII-1, VIII-2, and VIII-3, there are 28 students of VIII-1, and 27 students for VIII-2 and VIII-3, so the total is 82 students. Refnita (2018: 73) stated that a sample is the group on which information is obtained. There must be a sampling technique to make sure that the sample is representative of the population. The appropriate sample size is 10%-20% 0f the population. The entire sample of the research amounted to 28 students.

This research used cluster random sampling technique to collect the data. Cluster random sampling is a research method which every number of the population has an as equal opportunity to the participant (Al-ramadhani, 2023:35). The researcher wrote the name of the class on three small pieces of paper, then the paper was put into a bottle and then shaken, and finally the paper was removed as much as need. The name on the paper that came out of the bottle became the participant. In this study, the researcher chose one class out of 3 existing classes. As a result, one class that was selected as the sample was class VIII-1.

3.3 Instrumentation

To get the students' error in writing descriptive text, the researcher used writing test as the instrument for collecting the data. The students wrote a descriptive text. The text should contain at least 3 paragraphs. Researcher provided some themes therefore the students are not confused and make it easier for them to write. The themes were "People, Family, Place, Animals, and Daily

activity". The researcher gave 60 minutes of time allocation given to the students to complete the test.

To get a good test, a test should be valid and reliable. According to Gay (1987:179), validity is the extent to which a test measures exactly what it purposes to measure. To have a valid test, the researcher applied content validity. Content validity is the degree to which a test measures an intended content area (Gay, 1987:180). Therefore, the researcher constructed the test based on syllabus and teaching material that has been given to the students.

Gay (1987:135) stated that reliability is the degree to which a test consistently measures whatever it is measuring. To know the reliability of the test, the researcher used inter-rater method. It means there are two scorers to check the students' answers. The first scorer was the researcher and the second scorer was Mrs. Ramniati S.Pd (one of English teachers at SMPN 3 Guguak, 50 Kota). The researcher chose her because she has experience in teaching writing at the second grade of SMPN 3 Guguak, 50 Kota.

To calculate the coefficient correlation of students' scores, the researcher used Pearson Product Moment formula suggested by Arikunto in Al-ramadhani (2023:37), as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

rxy = the coefficient of correlation between x and y variable

N = the number of the students who follow the test

X = the number of errors identified by first scorer

Y = the number of errors identified by second scorer

∑xy= the total cross product of x and y

∑x = the total score of x

∑y = the total of y

Based on Arikunto's opinion, the degree of correlation coefficient of the test can be categorized as follows:

$$0.80 - 1.00 \quad : \text{Very high}$$

$$0.60 - 0.79 \quad : \text{High}$$

$$0.40 - 0.59 \quad : \text{Moderate}$$

$$0.20 - 0.39 \quad : \text{Low}$$

$$0.00 - 0.19 \quad : \text{Very low}$$

After analyzing the data, the researcher found that the coefficient correlation of the test is 0.99. It means the correlation index was very high (See Appendix 7). It can be concluded that the test is reliable.

UNIVERSITAS BUNG HATTA

3.4 Technique of Collecting Data

The researcher collected the data by using writing test through some procedures as follows :

1. Brainstorming the learners to recall their memories descriptive text.

2. Explained briefly about error (addition, omission, missinformation, and misordering) to the students.

3. Instructed the students to write a descriptive text with a theme that has been given.

4. The researcher let the students do the test in a paper about 60 minutes.

5. Collected the works.

6. Analyzed the errors based on students' writing product.

Table 3.1 Types and Criteria of Errors

No	Types of Errors		Criteria of Errors
1	Omission	Omission of article	This error occurs when the student does not put *a, an,* and *the* before noun.
		Omission of –be	This error occurs when the student does not put –be
		Omission of plural form	This error occurs when the student does not put *–s/-es* for the plural noun correctly.
2	Addition	Addition of plural form	This error occurs when the student adds s/es in singular noun.
		Addition of article	This error occurs when the student adds an article which is not needed.

		Addition of –be	This error occurs when the student adds –be which are not applied in grammar.
3	Misformation	Misformation of verb form	This error occurs when the student does not use a correct verb form.
		Misformation of pronoun	This error occurs when the student does not use pronoun in correct form.
		Misformation of –be	This error occurs when the student does not use an appropriate particular grammatical feature in certain part of an utterance.
4	Misordering	Misordering of article	This error occurs when the student does not put article arfer noun correctly
		Misordering of adjective	This error occurs when the student does not arrange the sentence in the right order in adjective phrase or adjective clause.
		Misordering of verb	This error occurs when the student does not arrange the sentence in the right verb form.

Table 3.2 Table Checklist of Students Who Made Errors

Number Of Students	Types of Errors												Total
	Omission			Addition			Misformation			Misordering			
	O1	O2	O3	A1	A2	A3	MF1	MF2	MF3	MO1	MO2	MO3	
1													
2													
3													
4													
5													
Till 28													

Omission
O1 : Omission of article
O2 : Omission of –be
O3 : Omission of plural form

Addition
A1 : Addition of –be
A2 : Addition of article
A3 : Addition of plural form

Misformation
MF1 : Misformation of verb form
MF2 : Misformation of pronoun
MF3 : Misformation of –be

Misordering
MO1 : Misordering of adjective phrase or adjective clause
MO2 : Misordering of verb form
MO3 : Misordering article

3.5 Technique of Analysing Data

The researcher used these following steps in analysing data :

1. The researcher and second scorer counted students' errors.

2. The researcher count the errors by using the formula :

$$M = \frac{errors\ identified\ by\ scorer\ 1 + errors\ identified\ by\ scorers\ 2}{2}$$

3. The researcher counted the percentage of students who made errors using the formula as follows:

$$P = \frac{R}{N}\ X\ 100\%$$

P : Percentage of students who made error

R : Total of the student errors

N : Total of the whole errors

4. Finally, the researcher described the result of the data analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the researcher describes about the findings discussion of an data analysis of errors made by second grade students in writing descriptive text at SMPN 3 Guguak, 50 Kota.

4.1 Findings

As already discussed previously, the data were collected by using writing descriptive text. The purpose of this research is to find out the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota. After analysing the data, the researcher found 25(89.28%) students made errors in the form of omission, addition, misformation, and misodering. There were 16 (57.14%) students who made errors in the form of omission, 7 (25%) students made errors in the form of addition, 16 (57.14%) students made errors in the form of misformation, and 6 (21.42%) students made errors in the form of misordering. The result showed the most students made errors I the form of omission and misformation were 57.24%. The results of this findings can be seen on the table 4.1

Table 4.1 The Percentage of Students' Who Made Error in Writing Descriptive

No	Kinds Of Errors	Number of Students who made errors	Percentage
1.	Omission Errors	16	57.14%
2.	Addition Errors	7	25%
3.	Misformation Errors	16	57.14%
4.	Misordering Errors	6	21.42%

4.1.1 The Students' Errors in Omission

Based on the result of the data analysis, the researcher found that the students made errors in omission errors. There were three types of errors made by students in the form of omission. There were 8 (28.57%) students who made errors in the form of omission of article, 8 (28.57%) in the form of be, 7 (25%) in the form of plurality. See on the table 4.1.1

Table 4.1.1 Percentage of Student's Omission Errors in Writing Descriptive Text

No	Omission Errors	Number of Students who made errors	Percentage
1	Omission of article	8	28.7%
2	Omission of –be	8	28.57%
3	Omission of plural form	7	25%

4.1.2 The Students' Errors in Addition

Based on the result of the data analysis, the researcher found that the students made errors in addition. There were three types of errors made by students in the form of omission. There were 1 (3.57%) students who made errors in the form of addition of be, 3 (10.71%) in the form of article, 4 (14.28%) in the form of plurality. See on the table 4.1.2

Table 4.1.2 Percentage of Student's Addition Errors in Writing Descriptive Text

No	Addition Errors	Number of Students who made errors	Percentage
1	Addition of –be	1	3.57%
2	Addition of article	3	10.71%
3	Addition of plural form	4	14.28%

4.1.3 The Students' Errors in Misformation

Based on the result of the data analysis, the researcher found that the students made errors in misformation. There were three types of errors made by students in the form of misformation. There were 8 (28.57%) students made errors in the form of misformation of verb form, 8 (28.57%) in misformation of pronoun, 8 (28.57%) in misformation of be. In order to be clear, it can be seen in this following table :

Table 4.1.3 Percentage of Students' Misformation Errors in Writing Descriptive Text

No	Misformation Errors	Number of Students who made errors	Percentage
1	Misformation of verb form	8	28.57%
2	Misformation of pronoun	8	28.57%
3	Misformation of –be	8	28.57%

4.1.4 The students' Errors in Misordering

Based on the result of the data analysis, the researcher found that the students made errors in Misordering. There were 5 (17.85%) students who made errors in the form of misordering adjective, there was 0 (0%) in the form of misordering verb, and 1 (3.57%) in the form of misordering article. In order to be clear, it can be seen in the following table :

Table 4.1.4 Percentage of Students' Misordering Errors in Writing Descriptive Text

No	Misordering Errors	Number of Students who made errors	Percentage
1	Misordering of adjective	5	17.85%
2	Misordering of verb	0	0%
3	Misordering article	1	3.57%

4.2 Discussions

In ELT, Errors happen when a learner doesn't have sufficient knowledge of the language. This could occur when they have never been exposed the language and make an error because they have no prior knowledge to refer to. These are known as attempts. Or errors could come from the language having been acquired incorrectly and as far as they are concerned they are correct.

Based on the findings, the researcher presents the discussion in general about the result of the research on the second grade students' errors in writing descriptive text. The data shows that 25 (89.28%) students made errors in writing descriptive text. This research in contrast with previous research conducted by Yani (2020) which analyzed the most error committed was grammar error with 10 numbers of error or about 12.35%. So, these two studies found different findings about students' errors in writing descriptive text. It can be discussed in the more detail as follows :

4.2.1 Omission Errors

As it was discussed previously, the researcher found that 16 (57.14%) students made errors in the form of omission in writing descriptive text. The errors made by students were in the form of omission of article, omission of be, and omission of plural form (see Appendix 9).

a.   Omission of article

Based on the findings, it showed that 8(28.57%) students made error in the form of omission article. It means that they did not understand about the use of article. There are the examples of the students error in using article :

- She is one of the smartest student class (error)

  She is one of the smartest student students **in the** class (correct)

- My room is in second floor (error)

  My room is in **the** second floor (correct)

b. Omission of be

Based on the findings, it was found 8(28.57%) students made errors in the form of omission of be. It means that they did not understand about the use of be. There are the examples of the students error in omission of be :

- Its name Bubu (error)

  Its name **is** Bubu (correct)

- I fifteen years old (error)

  I **am** fifteen years old (correct)

c. Omission of Plural Form

Omission of plural form occurred when the students made errors in plurality, if they did not put s/es for the plural noun. The researcher found that there were 7 (25%) students who made errors in omission of plurality. It indicates

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that some students still did not understand the usage of plurality. Here are the examples of the students' errors of plurality :

- She likes to read some **novel** (error)

  She likes to read some **novels** (correct)

- I find some **difficulty** in any subject (error)

  I find some **difficulties** in any subject (correct)

Based on the finding of students' errors in writing descriptive text, it showed that 16 (57.14%) students made errors in all types form of omission in writing descriptive text. This means that they did not understand about the use of article, be, and plural form. This research in line with previous research conducted by (Mukarromah & Suryanto, 2022) which analyzed the students' writing in using simple present tense in descriptive text of the ten grade of SMA Istiqlal. The result of the research found that 46 (50%) students made omission error.

So, these two studies found similar findings about students' errors in the form of omission in writing descriptive text.

4.2.2 Addition Errors

Addition is the process of adding incorrect element in sentence or word. The researcher found that 7 (25%) students made errors in the form of addition in writing descriptive text. Addition devided into three types such as addition of be, addition of article, and addition of plural form (See Appendix 10).

a. Addition of be

Based on the findings, it was found 1(3.57%) students made error in the form of addition of be. It means that they did not understand about the use of be. There are the examples of the students error in omission of be :

- I **am** usually playing handphone in my bedroom (error)

  I usually playing handphone in my bedroom (correct)

- I am **is** fourteen years old (error)

  I am fourteen years old (correct)

b.   Addition of article

Based on the findings, it was found 3(10.71%) students made error in the form of addition of article. It means that they did not understand about the use of article. There are the examples of the students error in omission of article :

- She is **a** forty two years old (error)

  She is forty two years old (correct)

- He is **the** taller than me (error)

  He is taller than me (correct)

c.   Addition of Plural Form

The researcher found that there were 4 (14.28%) students made errors in addition of plurality. It indicated that some students still did not understand the

usage of plurality. Here are the examples of the students' errors in addition of plurality :

- I have a **friends** (error)

  I have a friend (correct)

- Gilang likes to read a **books** (error)

  Gilang likes to read a book (correct)

Based on the finding, it showed that 7 (25%) students made errors in the form of addition in writing descriptive text. This research was supported by previous research conducted by (Rustiani & Efransyah, 2022) which analyzed the students' errors in writing descriptive text at the Eighth Grade Student of Junior High School in Cianjur. The result of the research found that 27(35%) students made addition error.

So, these two studies found similar findings about students' errors in the form of omission in writing descriptive text.

4.2.3 Misformation Errors

Misformation is also a kind of errors made by the students in writing descriptive text (See Appendix 11). Based on the findings, it showed that 16 (57.14%) students made errors in the form of misformation. There were three types of errors in term of misformation.

a. Misformation of verb form

Misformation of verb occurs if the students make errors in verb, if they do not put the right verb in some tenses. The researcher found that there were 8 (28.57%) students made error in writing descriptive in the term misformation of verb. Here are the examples of the students who made error of verb :

- I **hafe** a cat (error)

  I **have** a cat (correct)

- He **loved** to play with me (error)

  He **loves** to play with me (correct)

b.   Misformation of Pronoun

Based on the findings, The researcher found that there were 8 (28.57%) students made error in writing descriptive in the term misformation of pronoun. It showed that the students had problem in understanding about the use of pronoun in writing descriptive text. It means that they did not understand about the use of pronoun. Here are the examples of the students who made error of pronoun :

- **She** name is Putri (error)

  Her name is Putri (correct)

- **She** job is a housewife (error)

  Her job is a housewife (correct)

c.   Misformation of be

Misformation of be if the students make error in be, the researcher found that 8 (28.57%) students who made errors in the form of misformation of be. It indicates that some students still did not understand in using be in writing descriptive text. For example :

- I **is** an Indonesian boy (error)

  I **am** an Indonesian boy (correct)

- My friends **is** Roby and Fajri (error)

  My friends **are** Roby and Fajri (correct)

Based on the finding of students' errors in writing descriptive text, it showed that 16 (57.14%) students made errors in the form of misformation. This research different with previous research conducted by (Lestari, 2020) which analyzed the Error Analysis of Simple Present in Writing Descriptive Text. The result of the research found that 13 (39.39%) students made misformation error.

So, these two studies found different findings about students' errors in the form of omission in writing descriptive text.

4.2.4 Misordering Errors
Misordering is the error in arranging the sentence or using the wrong order. The researcher found that 6 (21.42%) students who made errors in the form of misordering in writing descriptive text. There were three types of errors in the form of misordering such as misordering adjective, misordering of verb and misordering of article (See Appendix 12).

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a. Misordering of adjective

Misordering adjective if the students make error in placement of adjective, the researcher found that 5 (17.85%) students who made errors in the form of misordering adjective. For examples :

- It has **tail long** (error)

  It has **long tail** (correct)

- She likes **color pink** (error)

  She likes **pink color** (correct)

b. Misordering of verb

The researcher found that the percentage of students who made errors in misordering of verb form in writing descriptive text was 0%. It means that there was no students who made misordering verb form in writing descriptive text.

c. Misordering of article

Misordering article if the students make error when they put article after noun and verb. The researcher found that 1 (3.57%) students who made errors in the form of misordering of article. For example :

- We study at VIII-1 class of **the** SMPN 3 Guguak (error)

  We study at **the** VIII-1 class of SMPN 3 Guguak (correct)

Based on the finding of students' errors in writing descriptive text, it showed that 6 (21.42%) students who made errors in the form of misordering in writing descriptive text. This research in contrast with (Triyono & Supeno, 2021) which analyzed The Use of Simple Present Tense and Adjectives on Students' Descriptive Writing At Private Vocational School in Bogor. The result of the research found that 1 (9%) students made misordering error.

So, these two studies found different findings about students' errors in the form of omission in writing descriptive text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter the researcher presents several conclusions and suggestions about the second grade students' errors in writing descriptive text at SMPN 3 Guguak, 50 Kota based on the result of error analysing.

5.1 Conclusions

Based on the findings, the researcher concludes :

1. Generally, the second grade students at SMPN 3 Guguak, 50 Kota made errors in writing descriptive text. The researcher found 25 (89.28%) students who made errors in writing descriptive text. There were 16 (57.14%) students who made errors in the form of omission, 7 (25%) students made errors in the form of addition, 16 (57.14%) students made errors in the form of misformation, and 6 (21.42%) students made errors in the form of misordering.

2. Spefically, the second grade students at SMPN 3 Guguak, 50 Kota made omission errors in writing descriptive text. It was proved by the fact that there were 8 (28.57%) students who made errors in the form of omission of article, 8 (28.57%) in the form of be, 7 (25%) in the form of plurality.

3. The second grade students at SMPN 3 Guguak, 50 Kota made addition errors in writing descriptive text. It was proved by the fact that there were

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1 (3.57%) students who made errors in the form of addition of be, 3 (10.71%) in the form of article, 4 (14.28%) in the form of plurality,

4. The second grade students at SMPN 3 Guguak, 50 Kota made misformation errors in writing descriptive text. It was proved by the fact that there were 8 (28.57%) students made erros in the form of misformation of verb form, 8 (28.57%) in misformation of pronoun, 8 (28.57%) in misformation of be.

5. The second grade students at SMPN 3 Guguak Kab. 50 Kota made misordering errors in writing descriptive text. It was proved by the fact that there were 5 (17.85%) students who made errors in the form of misordering adjective, there was 0 (0%) in the form of misordering verb, and 1 (3.57%) in the form of misordering article.

In conclusion, the highest percentage of students made omission errors, especially omission of article and in the form of be 8 (28.57%), and all of the types of misformation such as ; misformation of verb form, misformation of pronoun, in misformation of be 8 (28.57%).

5.2 Suggestions

Based on the conclusion above, the researcher wants to give some suggestions

:

1. For the teachers

   The teachers are suggested to provide motivation to students to increase students' desire to learn. Furthermore, teachers should give more explanation and exercises about writing descriptive text especially about the use of articles, the use of be, the use of pronoun and the use of verb form because they still did not understand and were confuse about all of them.

2. For the students

   The researcher suggests the second grade students to improve their skills in writing descriptive text especially applying correct grammar.

3. For further researcher

   Further researchers are expected to find out and analyze the factors which cause the students' errors in writing descriptive text.

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APPENDICES

Appendix 1 Syllabus

	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda	Mengamati	Kriteria Penilaian	16 JP	• Buku Teks wajib

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya

4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda

Fungsi sosial

Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.

Struktur text

a. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. Penyebutan sifat orang, binatang, benda dan bagiannya, dan

c. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.

Panjang teks: kurang lebih 6 (tiga) kalimat.

Unsur kebahasaan

(1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s*).

(2) Kata ganti *it, they, she, we, dst.; our, my, your, their, dst.*

(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very.*

(4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*

(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play,get, take,* dll.

(6) Ucapan, tekanan kata, intonasi

(7) Ejaan dan tanda baca

(8) Tulisan tangan

Topik

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.

Mengamati

• Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.

• Siswa membaca dan mendengarkan beberapa teks-teks tersebut untuk memahami isi pesannya.

• Dengan bimbingan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) dari setiap teks tersebut.

Menanya

Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.

Mengumpulkan Informasi

• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.

• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.

• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:

- fungsi sosial setiap teks

- nama orang, binatang, benda yang dideskripsikan

- sifat orang, binatang, benda yang dideskripsikan

- tindakan orang, binatang, benda yang dideskripsikan

- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

Mengasosiasi

• Siswa menganalisis perbedaan dan persamaan beberapa teks deskriptif tentang orang, binatang, benda yang diambil dari berbagai sumber lain, dalam hal fungsi sosial, struktur teks, dan unsur kebahasaan.

• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif pendek dan sederhana yang mereka hasilkan.

Mengkomunikasikan

• Siswa membuat beberapa teks deskriptif pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris untuk fungsi sosial nyata (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).

• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.

Kriteria Penilaian

• Tingkat ketercapaian fungsi sosial teks deskriptif orang, binatang, benda.

• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda.

• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.

• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda.

Cara Penilaian:

Kinerja (praktik)

Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.

Observasi:

(penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.

• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

Penilaian diri:

Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.

Tes tertulis

Membaca dan menulis teks yang menuntut pemahaman dan kemampuan teks deskriptif tentang orang, binatang, benda.

Portofolio

• Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.

• Kumpulan hasil analisis tentang beberapa teks deskriptif yang telah dibuat.

• Lembar soal dan hasil tes

• Buku Teks wajib

• Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat

• Contoh peragaan dalam bentuk rekaman CD/VCD/DVD/kaset

• Contoh interaksi tertulis

• Contoh teks tertulis

• Sumber dari internet, seperti:

www.dailyenglish.com

http://americanenglish.st ate.gov/files/ae/resource _files

http://learnenglish.britis hcouncil.org/en/

https://www.google.com

Appendix 2 Instrumentation

Writing Test

Name :

Class :

Date   :

Time   : 60 minutes

Instruction!

Choose one of the topics below and write a descriptive text based on the topic you choose.

1. A person
2. Family
3. Animals
4. Daily activity

Pay attention to your grammar!

Write here!

…………………………………………………………………………………………
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Appendix 3 Research Permission Letter

PEMERINTAH KABUPATEN LIMA PULUH KOTA

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Raya Negara KM.8 Tanjung Pati Telp/Fax (0752) 7991460 Kode Pos 26271

SURAT PENGANTAR
No.164/SP-MP/DPMPTSP/V/2023

Tanjung Pati, 29 Mei 2023

Kepada Yth :

Kepala Sekolah SMP Negeri 3 Guguak

di

Tempat

    Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian serta Peraturan Bupati Lima Puluh Kota Nomor 24 Tahun 2022 Tentang Pelimpahan Wewenang Pelayanan Perizinan dan Non Perizinan dari Bupati Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lima Puluh Kota, maka bersama ini diinformasikan bahwa yang tersebut dibawah ini :

Nama	:	Viona Sri Julianti
Tempat/Tanggal Lahir	:	Tiakar/ 13 Juli 2001
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswa
Alamat	:	Tiakar Nag. Guguak VIII Koto Kec. Guguak

    Akan melakukan penelitian dalam rangka mengumpulkan data untuk Penyusunan Skripsi Pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan Dan Ilmu Pendidikan Universitas Bung Hatta dengan judul **"An Error Analysis Of The Second Grade Students' In Writing Descriptive Text At SMPN 3 Guguak Kab. 50 Kota"**.

    Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

A.n Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Lima Puluh Kota
Sekretaris

YULIA MASNA, SKM
NIP.19780704 200212 2 005

Tembusan:
1. Bapak Bupati Lima Puluh Kota (sebagai Laporan);
2. Ka. Bapelitbang Kab. Lima Puluh Kota;
3. Arsip

PEMERINTAH KABUPATEN LIMA PULUH KOTA
DINAS PENDIDIKAN DAN KEBUDAYAAN

UPTD SMP NEGERI 3 KECAMATAN GUGUAK

AKREDITASI A
NPSN : 10301146 NSS.201308304020 Jorong Kurenji Kenag, Guguak VIII Koto Kode Pos : 26253
Email : smpn3guguak@email.com

Nomor   : 420/ 040 /UPTD SMPN 3 GGK/VIII-2023
Lamp   :
Hal   : *Surat Keterangan Sudah Melakukan Penelitian*

Assalamu'alaikum Wr. Wb

Dengan Hormat

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 3 Kec. Guguak dengan ini menerangkan bahwa :

Nama   : Viona Sri Julianti
NPM/ TM   : 1910013121015
Program Studi : Pendidikan Bahasa Inggris
Universitas   : Universitas Bung Hatta
Jenjang   : S1

Nama yang tersebut di atas telah selesai melaksanakan penelitian di SMP Negeri 3 Kec. Guguak. Dengan **judul " An Error Analysis Of The Second Grade Student's in Writing Descriptive Text At SMP Negeri 3 Guguak Kab. 50 Kota. "** Demikianlah surat ini kami buat untuk dapat dipergunakan dan dipertanggung jawabkan dengan semestinya dikemudian hari.

Kuranji, 02 Agustus 2023
Kepala Sekolah

RITA WATI, S.Pd
197402252006042009

Appendix 4 Table Checklist of Students' Made Errors by Scorer 1

Number of Students	Types of Errors												Total
	Omission			Addition			Misformation			Misordering			
	O1	O2	O3	A1	A2	A3	MF1	MF2	MF3	MO1	MO2	MO3	
1	-	-	√	-	-	-	-	-	-	-	-	-	1
2	-	√	-	-	-	-	√	-	-	√	-	-	3
3	√	-	-	-	-	-	-	-	-	-	-	-	1
4	-	√	-	-	-	√	-	-	-	√	-	-	3
5	-	-	√	-	-	-	-	√	-	-	-	-	2
6	-	-	-	-	-	-	√	-	-	-	-	-	1
7	-	√	√	-	-	-	√	√	-	-	-	-	4
8	-	-	√	-	-	-	√	-	√	-	-	-	3
9	-	-	-	-	-	-	-	-	-	-	-	-	0
10	-	-	-	-	-	-	√	√	-	-	-	-	2
11	-	√	√	-	√	-	-	-	√	√	-	-	5
12	-	-	-	√	-	√	-	√	√	-	-	-	4
13	-	-	-	-	-	√	-	-	-	-	-	√	2
14	-	-	-	-	-	-	√	-	-	-	-	-	1
15	√	-	-	-	-	-	-	-	-	-	-	-	1
16	-	-	-	-	-	-	-	-	-	-	-	-	0
17	-	-	√	-	-	-	-	√	-	-	-	-	2
18	-	-	-	-	-	√	-	-	-	-	-	-	1
19	-	-	-	-	-	-	√	-	-	-	-	-	1
20	√	-	-	-	√	-	-	√	-	-	-	-	3
21	-	-	-	-	-	-	-	√	√	-	-	-	2

22	-	-	-	-	-	-	-	-	-	-	-	-	0
23	√	-	-	-	-	-	-	-	-	-	-	-	1
24	√	√	-	-	-	-	√	-	√	√	-	-	5
25	√	√	-	-	-	-	-	-	-	-	-	-	2
26	√	-	-	-	-	√	-	-	√	-	-	-	3
27	√	√	√	-	-	-	-	√	√	-	-	-	5
28	-	√	√	-	-	-	-	-	-	√	-	-	3

UNIVERSITAS BUNG HATTA

Appendix 5 Table Checklist of Students' Made Errors by Scorer 2

Number of Students	Types of Errors												Total
	Omission			Addition			Misformation			Misordering			
	O1	O2	O3	A1	A2	A3	MF1	MF2	MF3	MO1	MO2	MO3	
1	-	-	√	-	-	-	-	-	-	-	-	-	1
2	-	√	-	-	-	-	√	-	-	√	-	-	3
3	√	-	-	-	-	-	-	-	-	-	-	-	1
4	-	√	-	-	-	√	-	-	-	√	-	-	3
5	-	-	√	-	-	-	-	√	-	-	-	-	2
6	-	-	-	-	-	-	√	-	-	-	-	-	1
7	-	√	√	-	-	-	√	√	-	-	-	-	4
8	-	-	√	-	-	-	√	-	√	-	-	-	3
9	-	-	-	-	-	-	-	-	-	-	-	-	0
10	-	-	-	-	-	-	√	√	√	-	-	-	3
11	-	√	√	-	√	-	√	-	√	√	-	-	6
12	-	√	-	√	-	√	-	√	√	-	-	-	5
13	-	-	-	-	-	√	-	-	-	-	-	√	2
14	-	-	-	-	-	-	√	-	-	-	-	-	1
15	√	-	-	-	-	-	-	-	-	-	-	-	1
16	-	-	-	-	-	-	-	-	-	-	-	-	0
17	-	-	√	-	-	-	-	√	-	-	-	-	2
18	-	-	-	-	-	√	-	-	-	-	-	-	1
19	-	-	-	-	-	-	√	-	-	-	-	-	1
20	√	-	-	-	√	-	-	√	-	-	-	-	3
21	-	-	-	-	-	-	-	√	√	-	-	-	2

22	-	-	-	-	-	-	-	-	-	-	-	-	**0**
23	√	-	-	-	-	-	-	-	-	-	-	-	**1**
24	√	√	-	-	-	-	√	-	√	√	-	-	**5**
25	√	√	-	-	-	-	-	-	-	-	-	-	**2**
26	√	-	-	-	-	√	-	-	√	-	-	-	**3**
27	√	√	√	-	-	-	-	√	√	-	-	-	**5**
28	-	√	√	-	-	-	-	-	-	√	-	-	**3**

Appendix 6 Table of Average Number of Students' Made Errors Identified by Scorer 1 and Scorer 2

Number of Students	O1 1st	O1 2nd	O2 1st	O2 2nd	O3 1st	O3 2nd	A1 1st	A1 2nd	A2 1st	A2 2nd	A3 1st	A3 2nd	MF1 1st	MF1 2nd	MF2 1st	MF2 2nd	MF3 1st	MF3 2nd	MO1 1st	MO1 2nd	MO2 1st	MO2 2nd	MO3 1st	MO3 2nd	Total 1st	Total 2nd
Omission: O1, O2, O3 — Addition: A1, A2, A3 — Misformation: MF1, MF2, MF3 — Misordering: MO1, MO2, MO3																										
1					√	√																			1	1
2			√	√									√	√					√	√					3	3
3	√	√																							1	1
4			√	√							√	√							√	√					3	3
5					√	√									√	√									2	2
6													√	√											1	1
7			√	√	√	√							√	√	√	√									2	2
8					√	√							√	√			√	√							3	3
9																									0	0
10													√	√	√	√		√							2	3
11			√	√	√	√			√	√							√	√	√	√					5	5
12							√	√			√	√			√	√	√	√							4	4
13											√	√											√	√	2	2
14													√	√											1	1
15	√	√																							1	1
16																									0	0
17															√	√									2	2
18											√	√													1	1
19													√	√											1	1
20	√	√							√	√					√	√									3	3
21															√	√	√	√							2	2
22																									0	0
23	√	√																							1	1
24	√	√	√	√									√	√			√	√	√	√					4	4
25	√	√	√	√																					2	2
26	√	√							√	√							√	√							3	3
27	√	√	√	√	√	√									√	√	√	√							5	5
28			√	√	√	√													√	√					3	3
Total	8	8	8	8	7	7	1	1	3	3	4	4	8	8	8	8	7	8	5	5	0	0	1	1	58	59
Average number of students who made error	8		8		7		1		3		4		8		8		8		5		0		1		25	
Total of students who made errors	16 (Omission)						7 (Addition)						16 (Misformation)						6 (Misordering)							

Appendix 7 The Calculation of Correlation between scorer 1 and scorer 2

No	Types of Errors	X	Y	X^2	Y^2	XY
1	Omission of article	8	8	64	64	64
2	Omission of –be	8	8	64	64	64
3	Omission of plural form	7	7	49	49	49
4	Addition of –be	1	1	1	1	1
5	Addition of article	3	3	9	9	9
6	Addition of plural form	4	4	16	16	16
7	Misformation of verb form	8	8	64	64	64
8	Misformation of pronoun	8	8	64	64	64
9	Misformation of –be	7	8	49	64	56
10	Misordering of adjective	5	5	25	25	25
11	Misordering of verb form	0	0	0	0	0
12	Misordering article	1	1	1	1	1
	Total	**60**	**61**	**406**	**421**	**413**

To calculate the coefficient correlation of two scores, the researcher used Pearson Product Moment (Arikunto, 2013:226) as follows :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

rxy = the coefficient of correlation between x and y variable

 N = the number of the students who follow the test

X = the errors identified by scorer 1

Y   = the errors identified by scorer 2

$\sum xy$ = the total cross product of x and y

$\sum x$ = the total score of x

$\sum y$ = the total of y

n   = 28 $\sum y^2 = 421$

$\sum xy = 413$ $\sum x = 60$

$\sum x^2 = 406$ $\sum y = 61$

$$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{(n\Sigma x^2) - (\Sigma x)^2\}\{(n\Sigma y^2) - (\Sigma y)^2\}}}$$

$$rxy = \frac{28(413) - (60)61}{\sqrt{\{28(406) - (60)^2\}\{28(421) - (61)^2\}}}$$

$$rxy = \frac{11564 - 3660}{\sqrt{\{11368 - 3600\}\{11788 - 3721\}}}$$

$$rxy = \frac{7904}{\sqrt{(7768)(8067)}}$$

$$rxy = \frac{7904}{\sqrt{62664456}}$$

$rxy = 0.99$ **(High Correlation)**

Appendix 8 Percentage identifications of Students Who Made Errors in Writing Descriptive Text

No	Kinds Of Errors	Number of Students who made errors	Percentage
1.	Omission Errors	16	57,14%
2.	Addition Errors	7	25%
3.	Misformation Errors	16	57,14%
4.	Misordering Errors	6	21,42%

1. Omission Errors

$$P = \frac{R}{N} \; x \; 100\%$$

$$P = \frac{16}{28} \; x \; 100\%$$

$$= 57,14\%$$

2. Addition Errors

$$P = \frac{R}{N} \; x \; 100\%$$

$$P = \frac{7}{28} \; x \; 100\%$$

$$= 25\%$$

3. Misformation Errors

$$P = \frac{R}{N} \; x \; 100\%$$

$$P = \frac{16}{28} \; x \; 100\%$$

$$= 57,14\%$$

4. Misordering Errors

$$P = \frac{R}{N} \; x \; 100\%$$

$$P = \frac{6}{28} \; x \; 100\%$$

$$= 21,42\%$$

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Appendix 9 Percentage identifications of Students Who Made Omission Errors in Writing Descriptive

No	Omission Errors	Number of Students who made errors	Percentage
1	Omission of article	8	28,57%
2	Omission of –be	8	28,57%
3	Omission of plural form	7	25%

1. Omission of article

$$P = \frac{R}{N} \text{ X } 100 \text{ %}$$

$$P = \frac{8}{28} \text{ X } 100 \text{ %}$$

$$= 28, 57\%$$

2. Omission of -be

$$P = \frac{R}{N} \text{ X } 100 \text{ %}$$

$$P = \frac{8}{28} \text{ X } 100 \text{ %}$$

$$= 28, 57\%$$

3. Omission of plural form

$$P = \frac{R}{N} \text{ X } 100 \text{ %}$$

$$P = \frac{7}{28} \text{ X } 100 \text{ %}$$

$$= 25\%$$

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Appendix 10 Percentage identifications of Students Who Made Addition Errors in Writing Descriptive

No	Addition Errors	Number of Students who made errors	Percentage
1	Addition of –be	1	3,57%
2	Addition of article	3	10,71%
3	Addition of plural form	4	14,28%

1. Addition of -be

$$P = \frac{R}{N} \text{ X } 100 \text{ \%}$$

$$P = \frac{1}{28} \text{ X } 100 \text{ \%}$$

$$= 3, 57\%$$

2. Addition of article

$$P = \frac{R}{N} \text{ X } 100 \text{ \%}$$

$$P = \frac{3}{28} \text{ X } 100 \text{ \%}$$

$$= 10,71\%$$

3. Addition of plural form

$$P = \frac{R}{N} \text{ X } 100 \text{ \%}$$

$$P = \frac{4}{28} \text{ X } 100 \text{ \%}$$

$$= 14,28\%$$

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Appendix 11 Percentage identifications of Students Who Made Misformation Errors in Writing Descriptive

No	Misformation Errors	Number of Students who made errors	Percentage
1	Misformation of verb form	8	28,57%
2	Misformation of pronoun	8	28,57%
3	Misformation of –be	8	28,57%

1. Misformation of verb form

$$P = \frac{R}{N} \text{ X } 100 \text{ \%}$$

$$P = \frac{8}{28} \text{ X } 100 \text{ \%}$$

$$= 28,57\%$$

2. Misformation of pronoun

$$P = \frac{R}{N} \text{ X } 100 \text{ \%}$$

$$P = \frac{8}{28} \text{ X } 100 \text{ \%}$$

$$= 28,57\%$$

3. Misformation of -be

$$P = \frac{R}{N} \text{ X } 100 \text{ \%}$$

$$P = \frac{8}{28} \text{ X } 100 \text{ \%}$$

$$= 28,57\%$$

Appendix 12 Percentage identifications of Students Who Made Misordering Errors in Writing Descriptive

No	Misordering Errors	Number of Students who made errors	Percentage
1	Misordering of adjective	5	17,85%
2	Misordering of verb	0	0%
3	Misordering article	1	3,57%

1. Misordering of adjective

$P = \frac{R}{N}$ X 100 %

$P = \frac{5}{28}$ X 100 %

$= 17,85\%$

2. Misordering of verb

$P = \frac{R}{N}$ X 100 %

$P = \frac{0}{28}$ X 100 %

$= 0\%$

3. Misordering article

$P = \frac{R}{N}$ X 100 %

$P = \frac{1}{28}$ X 100 %

$= 3,57\%$

Appendix 13 Student's Writing Test

No. ____ (27)
Date : ____

M. Rizki
VIII .1.

My Family

In my family have five people. There
are my father, my mother, my sister, my ~~sist~~
brother and I. My father name Budi.
He is a trader. He is 45 years old. He like
fishing. My mother name Yana. She is a housewife.
She like cooking in the kitchen. My brother name
is Agung. He is 17. years old. She school at senior
high school. His hobby playing basketball.
My sister is Tasya. She is 20 years old.
She study in university. She likes reading
novel. She is very kind.

Last is my self. My name is Rizki. I am
the youngest child in my family. I student
at SMP 3 Guguak. My hobby is playing
football and playing tennis.

Omission of be	:	3
—"— of article	:	2
—"— plural from		2
misformation of pronoun	:	1
—"— of be	:	1