AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN THEIR DESCRIPTIVE WRITING AT THE SECOND GRADE OF SMA YADIKA BANDAR LAMPUNG

(A Script)

By

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ABSTRACT

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Theoretically writing skill is complex and sometimes difficult to teach. This stands to reason for it has some crucial elements covering content, organization, grammar, vocabulary, and mechanic. Therefore, it is not uncommon that learner's often experience certain difficulties in mastery writing skill appropriately. In view to this, this research intentionally intended to study the learners' errors in their writings under the base of two major purposes: i) the types of error that learners committed in terms of surface strategy and communicative effect taxonomies in their descriptive writing; and ii) investigating which error types the students most and least frequently used in their writing.

This study was a qualitative research. The subjects were 29 learners of class XI IPA 1 of SMA Yadika Bandar Lampung. The writing test was used as the instrument. The findings revealed that the learners committed all error types in terms of surface strategy taxonomy: omission, addition, misformation, and misordering; and communicative effect taxonomy: global and local errors. In terms of surface strategy taxonomy, misformation was the most frequent error type the students committed, while misordering was the least frequent error type. In terms of communicative effect taxonomy, the most dominant error type was local errors; while the least frequent error type was global errors. This evidences that errors always occur in learners' English writing.

Keywords: communicative effect taxonomy, descriptive writing, surface strategy taxonomy

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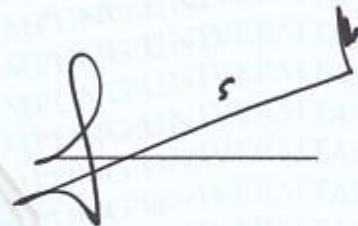**ADMITTED BY**

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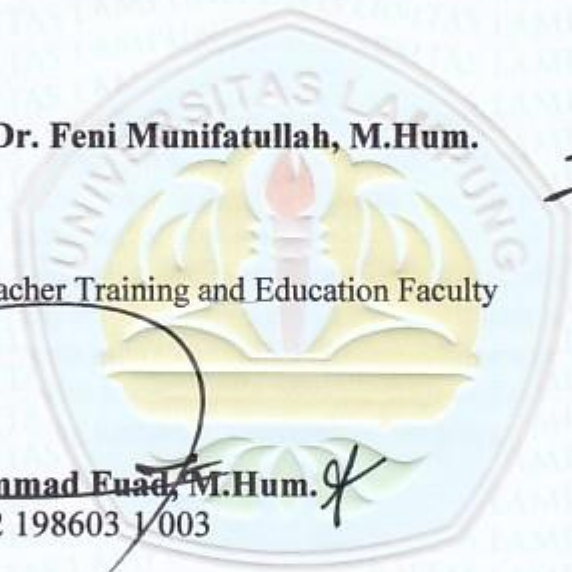
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CURRICULUM VITAE

Nyoman Wardani was born on August 15th 1996 in Rantau Durian, Sumatera Selatan. She is the third child of a great couple, Ketut Manis and Made Retin.

Her first education was begun in 2002 at SD N 1 Labuhan Jaya when being 7 years. A six later, she completed her study in 2008. After that, she continued her studies at SMP Negeri 3 Mesuji and graduated in 2011. Then she went on her education at SMA YP Unila Bandar Lampung and successfully graduated in 2014.

Through SNMPTN, she was accepted in English Education Study Program in Lampung University in 2014. From August to September 2017, she did KKN in Baradatu, Central Lampung and she conducted PPL at SMP Negeri 2 Baradatu. To complete her study, she undertook a research related to students errors, particularly in writing, at SMA Yadika Bandar Lampung in January 17th 2018.

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DEDICATIONS

This script is entirely dedicated to:

My beloved parents, Ketut Manis and Made Retin,

My loving siblings, I Wayan Suparta, I Kadek Firman and Ketut Wulandari,

My honorable lecturers in English Education Study Program, and

My outstanding almamater, Lampung University.

MOTTO

"Whatever happens, be peaceful. Pray to God and cultivate love for God. That love is the divine nectar that will remove all sorrow."

(Sai Baba, 1996)

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I. INTRODUCTION

This chapter discusses about background of the research, research questions, objective of the research, uses of the research, scope of the research, and the definition of terms.

1.1. Background of the Research

Nowadays, Nowadays, international language is very important and it is needed to be mastered. One of the international languages is English. English is a language that is used by many people around the world. It has become more important in many areas such as society, science, business, education, and technology. As a consequence, many people tend to master English, especially for Indonesian students who learn English as the foreign language.

In Indonesia for example, English has been taught from elementary school up to university level. Moreover, there are some schools that have used English in their teaching and learning process. As English is necessary, based on the 2004 English curriculum, the students have to be equipped with the linguistic competence in order to master the four language skills.

In fact, most of the people think that English is really difficult to learn and understand. Although they have learned for many years, some errors often still occur in their speaking or writing. Especially in students writing, English teacher still finds many basic grammatical errors in the students of SMA writing. As

supported by Adam and Toyama (2002:7) who said that even though most of the students have learnt English for many years and expected to master language skills (listening, speaking, reading and writing) and components, in fact, they do not have good command of English and still find difficulties to express their ideas both oral and written form.

In learning English one of the skills that should be mastered by the students is writing. According to Heaton (1988: 135), Writing skills are complex and sometimes difficult to teach, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgmental elements. In addition, the learners must also think of the topic that they are going to write. Another concepts comes from (Corder 1779) He says that writing is a skill to put the words into written form. It is also a creative process). Writing is a process of how to manage the ideas of the writer then put them into regulated words in order to get a good command of writing. It is now clear that writing is a thinking process in order to provide certain information to attended reader.

Since writing needs integrated mastery of comprehension of topics and mastery of (1) sentence structure and (2) grammatical elements for example sentence structure and content. It may be difficult for them because it is hard for the students to write a grammatical sentence. They are sometimes confused with the rule of addition (s/es) in the verb of present tense. For example, "My friend Teni go to school every morning". Regularly the word "go" in that sentence should be replaced by "goes" because the subject of that sentence is the third person singular that is "my friend Teni".

A piece of writing that can be used to train the students in order to improve their skill of writing and to minimize the grammatical errors is descriptive passage, since the grammatical errors still found in students' writing. Descriptive text is

difficult enough to be learned by the students. As claimed by Tolkien in Jeniar (2016: 24) that descriptive writing text, sometimes called "showing writing", is writing that describes a particular person, place, or event in great detail.

In reference to the errors themselves, Dulay (1982: 146) emphasizes that the errors can be classified into four taxonomies, e.i. learned category taxonomy, surface strategy taxonomy, comparative analysis taxonomy, and communicative effect taxonomy. By writing descriptive text, the errors of the students will be analyzed and categorized based on Surface Strategy Taxonomy and Communicative Effect Taxonomy.

The foreign language learners have difficulties to write as the students know or have the idea in their mind but they do not know the way how to put in the letters (written form). This might be caused by the lack of vocabulary or knowledge of English structure as stated by Zamel (1983: 165). Actually, there are many studies having been done to investigate the error types the students made in their English writings, such as a study conducted by Abdillah (2017) at the second-semester students of SMA Al-Kausar Bandar Lampung. He analyzed the learners' errors in their descriptive writings in terms of surface strategy taxonomy and grammatical aspects of writing, that is, word order.

The findings revealed that the students committed errors in all forms, i.e. omission, addition, misformation, and misordering. The most persistent error type that prominently emerges in the learners' writings is misformation. Efficiently, the least frequent error type appearing in their writings is misordering. Besides, the learners committed the errors at all areas of word order aspects: (1) agreement of subject and predicate (2) agreement of pronoun and antecedent (3) linking and auxiliary verbs (4) adjectives and adverbs. It is now

obvious that the learners mostly made errors at the subject and predicate area; likewise, they least committed errors in the pronoun and antecedent area.

In order to be able to write well-ordered sentences, every student should recognize and completely understand the aspects of grammatical writings, particularly in regard to word order. Word order itself is, as Leech (1991: 550) defines, the order of the elements in a sentence or clause. The elements meant, among other things, are the agreement of subject and predicate, agreement of pronoun and antecedent, case, linking and auxiliary verbs, tense and tone, voice, adjectives, and adverbs. Upon understanding the word order aspects, students will know the function of each aspect used in English sentences.

Nevertheless, the researcher, in reality, still found some grammatical errors when she was being the private teacher of students from SMA N 8 Bandar Lampung and SMA Yadika Bandar Lampung. As supported by Badudu (1985: 7). the learners always, in reality, confront problems every time they write in English form. The students were asked to write a descriptive text and the errors still found in in simple present tense. For instance:

1. *He <u>have </u>a beautiful eyes*
2. *My sister <u>go</u> to campus every morning*
3. *My mother cook rice everyday and I always bring food to school*

Those sentences made by the students of SMA N 8 Bandar Lampung and SMA Yadika Bandar Lampung. To correct the sentences, in sentence number one and two, the word "have" and "go" should be replaced by "has" and "goes" because the subject is a singular third person. And the third sentence, the word "cook" should be replaced by "cooks" because if the subject is a singular third person then the verb-1 should be added by (s/es). Furthermore, when the writer was doing PPL Program furthermore checked the students writing, this case also

happened with the students.

Therefore based on this fact the writer was interested to examine the students' grammatical errors in their descriptive writing in another school namely SMA Yadika Bandar Lampung. As mentioned by Hendrickson (1979: 206), EA is a study of learners' errors by observing, analyzing, and classifying the errors to reveal something of the system operating within the learners. In this research, the writer will analyze and then categorized the grammatical errors based on Surface Strategy Taxonomy and Communicative Effect Taxonomy. By analyzing and categorizing the grammatical errors the students and teacher will get the benefit to improve their ability in writing and the ability of teaching writing.

Error analysis can lead the teacher to learn types of errors that are made by the students' in writing descriptive text. By knowing students grammatical errors it can be beneficial feedback for teaching-learning process. In fact, the result of the research can be used for English teacher to improve their teaching technique in order to minimize the grammatical in writing in general, especially in descriptive text. If the students' errors are caused by using the present tense form verb, the students should be focused on the use of verbs both in regular and irregular such as asking the students to have more practice to memorize and use the present tense form.

In line with the reason clarified above, therefore, the research is interested in conducting a study on grammatical errors made by the students of SMA Yadika Bandar Lampung in writing descriptive text. This research will cover the analysis of various categories and also to compile the percentages, in order to see which types of error has the highest percentage according to Surface Strategy Taxonomy and Communicative Effect Taxonomy. These two taxonomies are taken into account because the other two taxonomies (linguistic and comparative

taxonomies) are very complex and take longer time of study. Therefore they are reasonably excluded. From this analysis, the teacher can identify the nature of errors mostly happen in students writing. Therefore it is hoped that there is an improvement of students' ability at SMA Yadika Bandar Lampung.

1.2. Research Questions

In line with the background stated previously, the researcher formulates the research problems as follows:

1) What types of grammatical errors are made by second grade of SMA students in their descriptive writing in terms of word order on surface strategy taxonomy and communicative effect taxonomy?

2) What types of grammatical errors are most and least frequently committed by second grade of SMA students in writing the descriptive composition based on both taxonomies?

1.3. Objectives of the Research

By relating to the research question, the objectives of the research are formulated as follows:

1) To find out the type of grammatical errors based on surface strategy taxonomy and communicative effect taxonomy in writing descriptive text which commonly made by The Second year students of SMA Yadika Bandar Lampung.

2) To investigate which types of errors that are most and least frequently made by the second year students of SMA Yadika Bandar Lampung in writing descriptive text.

1.4. Uses of the Research

There are some benefits that can be taken from the result of this research. The benefits are:

1) Practically, the uses of this research are:

a. By knowing the grammatical errors in the students' descriptive and narrative writing, the students will have the description of the grammatical errors and guidance to improve their writing.

b. Based on the identified types of grammatical errors, English teachers can pinpoint and minimize the students' error for remedial or further teaching.

2) Theoretically, the following point is related to the theoretical uses:

a. The finding of this research is very useful for the previous theory. By the finding of this, it can strengthen the previous theory.

1.5. Scope of the Research

This research takes a concern on analyzing grammatical errors found in learners' writings. The subjects of the study are the second year students of SMA Yadika Bandar Lampung. These subjects are chosen as they, according to KTSP curriculum for SMA, have learned about (1) grammar, (2) vocabulary, and (3) some kinds of text: descriptive text, narrative text, recount text, and factual report text. The study identified and analyzed the learners' errors in their descriptive writings. The errors were analyzed only in terms of surface strategy and communicative effect taxonomies. In addition, the errors found were then related to some aspects of word order: agreement of subject and predicate, agreement of pronoun and antecedent, linking and auxiliary verbs, adjectives, and adverbs.

1.6. Definition of Terms

1. Writing is a complex skill and sometimes difficult to teach, not only requiring mastery of grammatical and rhetorical devices but also conceptual and judgmental elements (Heaton, 1988: 135), and writing is a process of how to manage the ideas of the writer then put them into regulated words in order to get a good text (Corder, 1779), so it can be understood by the reader.

2. Word order is combination or arrangement of words certainly coming from different kinds of words that form a phrase, sentence, or clause grammatically which are used to express ideas.

3. Descriptive writing is a writing which appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds (Oshima and Hogue 1997: 50).

4. Grammar is an essential component of both spoken and written language. It deals you mainly into arranging of the right choices of words and structures to make your communication as effective as possible (Howard, 2005).

5. The error is any deviation of normal rules. Hence, there is no fundamental different between errors and mistake in this study. which is the characteristic of the learners' linguistic system at a given stage of learning (Corder, 1976: 166).

6. The grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb

II. LITERATURE REVIEW

This chapter is concerned mainly with the theoretical foundations which are related to this study. They are the concept of writing skill, the concept of the grammatical aspect of writing, the concept of descriptive writing, a concept of error analysis, classification of error, a procedure of error analysis, the benefit of error analysis and review of the previous related study.

2.1. Concept of Writing Skills

Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library as stated by Raymond (1980: 2).

Furthermore, Raimes (1983:76) says that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. Thus, writing is basically the process of expressing ideas and thoughts of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication. In addition, Tarigan (1987:7) says that writing is a language skill that is used for indirect

communication. The students can communicate their ideas and their thoughts to others through the written form such as a letter, message, or invitation for communication.

Writing is a creative process as stated by Corder (1979). The sentence indicates that writing is not only a process of pouring ideas from mind into written form but also the ideas that come during the writing process. Linderman (1983) says that writing is a process of communication, which uses a conventional graphics system to the readers. Furthermore, he also said that, the forms of communication using written language as words, sentences, punctuations and good structure. So, the readers can understand the information easily.

According to Harris (1974:68-69), there are five general components in writing, they are form, grammar, content, vocabulary, and mechanic. (1) Form; the organization of the contents or ideas, it is coherence and unity. (2) Grammar; the employment of grammatical pattern. (3) Content; the substance of writing ideas expressing the unity. (4) Vocabulary; the selection of word that is suitable for the content. (5) Mechanic, the use of graphic convention of the language.

The criteria above are used to score the students' writing, in order to know how good the writing is. Additionally, Setiawan (1983) illustrates a production of a piece of writing includes content, process, audience, purpose, words choice, organization, mechanic, grammar, and syntax. The term of grammar which mentioned above is made as the main focus since the main aspect the main aspect to be investigated in this research is the grammatical errors based on Betty S.

Azar's types of errors classification. Therefore, the focus of this research is the grammar elements of the sentences relating to descriptive paragraph.

In line with the explanation, it can conclude that writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the reader and present it on a piece of paper. Writing is very important for interaction. Practice is needed to the students for increasing their writing ability.

2.2. Grammatical Aspect of Writing

Basically, grammar is an essential component of both spoken and written language. It helps you to arrange the right choices of words and structures to make your communication as effective as possible (Howard, 2005). Further, grammar is sometimes defined as the words that put together to make a correct sentence, Penny (1996: 75). According to Nunan (1999: 97), grammar is an analysis of the structure of a language, either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker's knowledge (a competence grammar).

A contrast is often drawn between descriptive grammar, which provides a precise account of actual usage, and a prescriptive grammar, which tries to establish rules for the correct use of language in society. Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produces sentences in the languages as stated by (Richard et al, 1985: 97). This naturally is concerned into word order in writing.

In writing skill, or when we use written language form to communicate, there are some particular aspects of grammar for writing in which we have to notice and fully understand the usage of each aspect. In his book Refining Sentence Writing Skills for Professional and Academic Purposes; A Practical Application of

Modern Rhetoric, Hasan (2016: 109-120) mentions that there are some grammatical aspects of writing: (1) agreement of subject and predicate (2) agreement of pronoun and antecedent (3) case (4) linking and auxiliary verbs (5) tense and tone (6) voice (7) adjectives and adverbs.

As those aspects linguistically function as the components in sentence or clause, or arrangement of words, to show connections of meaning within the sentence, hence, they are included in word order. To understand exactly what is meant by word order, the following is the illustration.

2.1.1. Concept of Word Order

When discussing about the word order, some linguistics give several own views. Leech (1991: 550), in his book entitled *An A-Z of English Grammar and Usage*, describes word order as the order of the elements in a sentence or clause. On the other side, Weigle (2002: 216), with the same point, states that word order is the order in which words come in clauses and sentences.

With respect to this, Verma in Huong (2013: 9), too, points out that word order refers to the order in which words appear in sentences across different languages. The traditional perception of word order is based on the description of syntax that is an arrangement of words in sentences. As affirmed by Rozental and Telenkova in Huong (2013: 8) that word order in a sentence is the arrangement between sentence components together. Likewise, Greenbaum in Huong (2013: 9) also claims that word order is the order of components in a phrase, clause, or sentence.

As a matter of fact, order relations are actually used to distinguish the compounds, the fixed combinations and freedom combinations (Nguyen Tai Can in Huong, 2013: 9). A part from that, Nguyen Kim Than in Huong (2013: 9) considered

word order is one of means of syntax expression. According to him, using of word order is principled arrangement of a language to aim at syntax expression.

In short, word order is simply combination of words, or arrangement of words certainly coming from different kinds of words that create a phrase, sentence, or clause which are used to express something, either or both verbally and letterally. So, that is why the aspects of writing mentioned earlier denotes the components of word order that form phrases, sentences, or clauses.

2.1.1.1. *Agreement of Subject and Predicate*

When a subject agrees with its predicate, both subject and predicate verb have the same person (first, second, third) and number (singular and plural). Here are some valuable considerations, as proposed by Shaw in Hasan (2016: 109), to be taken into account in this case:

a) A predicate (verb) virtually agrees with its subject in person and number, e.g. (2) *He agrees* to pay the asking price. Clearly, *he* and *agrees* are in the third person and are singluar in number; (2) *We* always *clean* our school environment every morning at Friday. Surely, *We* and *clean* are in the first person and are plural in number.

b) A verb should not agree with a noun that intervenes between it and the subject, e.g. The *cause* for all the noise and confusion *were* not obvious. Of course, we need to substitute *was* for *were* since *cause*, the subject, is singular.

c) Singular pronouns require singular verbs. Logically, the following pronouns are singular: *another, anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, one, somebody,* or *someone*. Here are examples: (1) Anybody *knows* who she is; (2) Each *has* his duty to perform; (3) Neither *attends* his birthday party.

d) Relative pronouns referring to plural antecedents ordinarily require plural verbs, e.g. Each of *those* who *are* there should listen carefully.

e) After the expletive *there*, the verb is singular or plural according to the number of the subject that follows, e.g. (1) *There is* a kitten inside that shoe; (2) *There have* been many of your fans waiting for your coming out there.

f) A collective noun takes a singular verb when the group is regarded as a unit, a plural verb when the individuals of the group are regarded separately, e.g. (1) The family *was named* William; (2) The family *were stated* at the dinner table.

In short, agreement of subject and predicate is when the subject and predicate verb have the same person or a subject agrees with its predicate.

2.1.1.2. Agreement of Pronoun and Antecedent

This part specifically deals with a pronoun which, theoretically, does not always agree with its antecedent in case, but it should agree in gender, number, and person. As Van Valin (2001: 42) describes that English reflexive pronouns must agree with their antecedent in person, number, and gender. Here are some valuable considerations to be taken into account in the case:

a) Singular pronouns refer to singular antecedents, e.g. (1) The *man* waved *his* hand. (2) *Everybody* is expected to do *his* share. Here, as can be seen, *everybody* may refer to men or women. Yet, since in grammar – and in few other situations and places – men are considered more important than women.

b) A pronoun agrees with the nearer of two antecedents, e.g. (1) Either Jack or his sisters will lose *their* chance to go. (2) Either Jack's sister or he will lose *his* chance to go.

c) A collective noun used as antecedent ordinarily takes either a singular or plural pronoun, depending upon the sense of the sentence. For instances: (1) The group of girls was shouting *its* praises. Certainly, the group, in this

construction acts as a unit. (2) The group of girls raised *their* umbrellas. Clearly, the group acts as individuals.

So, agreement of pronoun and antecedent actually deals with a pronoun and it does not only agree with its antecedent in case but also it should agree in gender, number and person.

2.1.1.3. Linking and Auxiliary Verbs

It goes without saying that most verbs assert (indicate) action, but some express a static condition or state being, not action, Hasan (2016: 115). Nearly all such "inactive" verbs are *linking* verbs also called *copulative.* This is so since a linking verb can "couple" two nouns or pronouns or a noun and an adjective. In principle, the most common linking verb is *to be.* Other linking verbs are *appear, become, feel, grow, look, prove, remain, seem, smell, sound, stand, taste,* and *turn.* Here are examples of the case: (1) The dog *looks* sick; (2) His sweaty body *smells* so bad.

Another variety of verb which can cause trouble is the *auxiliary* verbs, as proposed by Hasan (2016: 115).. Usually an auxiliary verb has little meaning of its own, but it does change the meaning of the main verb it accompanies. The most common auxiliary verbs are *to be, to have,* and *to do.* Other auxiliaries are *can, could, dare, let, may, might, must, need, ought, shall, should, used, will,* and *would.* To be clearer, here are the examples of the case: (1) She *should* tell the truth; (2) My grandpa *used* to be an explorer.

2.1.1.4. Adjectives and Adverbs

Actually, it is not difficult to determine when an adjective or adverb should be used. This stands to reason for *adjectives* "go with" nouns and pronouns; *adverbs*

"go with" verbs, adjectives, and other adverbs. To be clearer, the illustrations of both them are described below.

a) Adjectives

An adjective modifies a noun or pronoun by describing, limiting, or in some way making meaning more nearly exact. An adjective, mostly may indicate quality or quantity, may also identify or set limits. Accordingly, adjectives are of three general types: (1) *descriptive*, e.g. We have to stop this *boring* talk; (2) *limiting*, e.g. It is the *seventh* time he has been late; (3) *proper*, e.g. How beautiful that *Minang* house is!

Some adjectives, indeed, most have endings that mark them as adjective. In particular, the more important of these include: (1) *-y*, e.g. It is not *funny*; (2) *-ful*, e.g. This ill is so *painful*; (3) *-less*, e.g. Someone *careless* must never succeed; (4) *-en*, e.g. Neither wants to taste this rotten food; (5) *-able*, e.g. This way is *favorable* indeed; (6) **-ive**, e.g. Do you have any *effective* way?; (7) **-ous**, e.g. That couple looks so *amorous*: (8) *-ish*, e.g. Who cares about that *selfish* guy?; (9) *-al* e.g. The young man is so *cordial*; (10) *-ic*, e.g. This handwriting is *authentic*; (11) -ary, e.g. Studying is *primary* need for everyone: (12) **-some**, e.g. His broken arm is *troublesome*.

b) Adverbs

An adverb modifies a verb, adjective, or other adverbs by describing or limiting to make meaning more exact. Usually, adverbs tell *how, when, where, why, how often,* and *how much*. For example, in "The kid walks *carefully* on muddy road," the adverb modifies the verb *'walks'* and tells *'how,'* whereas, in "He abused his wife *so* rudely," the adverb, practically, modifies the adverb *rudely*.

Essentially, adverbs have the following characteristics, as proposed by Leech in Hasan (2006: 122)

a) Adverbs are commonly, but not always, distinguished from corresponding adjectives by the suffix *–ly*, e.g. (1) *Surely*, I did not do that shameful thing; (2) He always works *nicely.*

b) Certain adverbs are distinguished from corresponding nouns by the suffixes (1) *–wise*, e.g. Slice this carrot *lengthwise*; and (2) *–ways*, e.g. Could you place this desk *sideways* over there?

c) Certain adverbs are distinguished from corresponding prepositions in not being connected to a following noun, e.g. He ran *up* (adverb); He ran *up* the street (preposition).

d) Like adjectives, but unlike nouns and verbs, adverbs may be preceded by words of the *very* group (intensifier), e.g. (1) The *most exotically dressed* girl is John's ex-girlfriend; (2) He went *right* by. The italic words above are adverb.

In line with the explanation of some grammatical aspects of writing described earlier, we finally know and understand the essential grammatical terms, particularly in writing skill, so that we can pay serious attention to each term in cases of "when" we should use it and "how" we apply it correctly in any kind of sentence, or even mostly in compositions.

2.3. Concept of Descriptive Writing

Descriptive text is a text that is used to give the readers description of a particular person, place, or thing (Depdiknas 2006: 81). It focuses on the characteristic features of a person, an animal, or a particular thing. When reading, a reader is expected to be able to visualize how the person, the place or the thing looks like

through the description in the descriptive text. The social function of the communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly. Purposes of description are to entertain, to express feelings, to relate the experience, to inform, and to persuade as stated by Barbara (2004: 143).

A description is writing about the way persons, animal or things appear as stated by Cowan (1983: 199). In the description, the writer takes a scene or an object captures it in language. That is, he or she organizes the details of the object or scene that they wish to describe in the way that will most effectively convey the sensual image. As supported by Tompkins (1994) descriptive is as painting pictures with the word. The meaning is the students describe something, such as picture, person, thing, animal, and place. In descriptive text, the students must describe what is look like the object details. As the result, the readers get information about object or picture clearly. In line with the explanation above, it can conclude that descriptive writing is focused on the description of people, thing or place where the writer should describe what is look like the object detail. So, the readers will get the information about the object clearly.

2.3.1. Generic Structure of Descriptive Writing

There are two generic structure of descriptive writing, those are identification and description, as stated by Gerot (1994:208). The illustrations of both them are described below.

a) Identification

Identification is used to identify the phenomenon to be described. It is usually begun with the statement responding to the questions of what or who: what is going to be described or who is going to be described in the following sentences. For examples, when a writer wants to describe about a person, he or she will start his identification by mentioning the name of the person and the general identification about who he is. And if we will describe about a room, he or she can start by mentioning what room he will describe and the general information or identification about the room.

b) Description

Therefore, in description, the writer focuses on the description of the parts, the qualities and the characteristics of a place, person or thing to be described. After a person is identified, for instance, the writer describes characteristics of the person from his personal information, personality traits and physical appearance. But when a writer describes about a room, he or she can describe about the furniture, the function of the room and many others.

From the above explanation it can be concluded that descriptive writing is a composition which describes a person or a thing. Its purpose is to describe and reveal a particular person, place, or thing. The generic structures to construct Descriptive text are identification and description.

2.3.2. Grammatical Features of Descriptive Writing

According to Knapp and Watkins (2005:98-99) there are several grammatical features of descriptive writing as could be seen below:

a. In descriptive text, the present tense is predominantly used Although present tense may be used in literary description, it is past tense that tends to dominate.

b. Rational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.

c. Action verbs are used when describing behaviors/ users.

d. Mental verbs are used when describing feeling in literary descriptions.

e. Adjective are used to add extra information to nouns and may be technical or literally, depending on the text.

f. Personal and literary descriptions generally deal with individual things.

To be clearer, the example below shows the case:

My Small House

➢ ***Identification*** *(introduces the place) I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.*

➢ ***Description*** *(gives the details of the place)*
My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook and so on.
Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is a kitchen. In the

kitchen I have everything I need when I get hungry. It is very pleasure when my
mother cooking, the smell fills my whole house. I know it is a very small house;
but it is the best place I have ever seen.
*(Source:*http://www.englishindo.com/2012/2013/simple-descriptive-text
examples.html*)*

As noticed thoroughly the piece of writing above is indicated as a descriptive composition for it has components and grammatical features characterized as a descriptive model. In the first paragraph, the writer intends to inform or identify a specific object, i.e. small house, to readers as an introduction of the writing. When in the second paragraph, he begins to describe the object specifically to make the readers can imagine it clearly.

In short, a piece of writing could be characterized as a descriptive writing if it has two principal elements, namely: identification, as identifying a specific object; and description, as describing the object more specifically and clearly. Besides, it has to have some grammatical features thoroughly indicating that it is a descriptive model, such as: using present tense, linking verbs, action and mental verbs, adjectives, adverbial phrases, and other components as cited earlier.

2.4. Concept of Error Analysis

Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of the learner errors called error analysis as stated by Brown (1996: 166). According to Ellis (1986: 296) error analysis is a work procedure used for researcher or language teachers for describing, classifying and also evaluating error.

The functions of errors are explained by Corder (1981), he said that error analysis has two functions those are: (1) to investigate the language learning process and

(2) to show whether it is necessary for the teacher to have remedial teaching. The result of the error analysis gives some benefits to the teachers as well as the students. First, the teacher can know how far their students have progressed to achieve the goal. Second, errors provide evidence how language learnt by students and the strategies to master the English can be known.

Error analysis has two functions those are theoretical and practical function: (a) theoretical function; to describe the learners' knowledge of the target language at any particular moment their learning career in order to relate this knowledge to the teaching has been given. (b) practical function; to guide the remedial action we must correct unsatisfactory states of affairs for learner or teacher. Corder (1981: 145) states that the theoretical aspect of errors analysis is part of methodology of investigating the language learning process whereas the practical aspect of error analysis is its function in guiding the remedial action we must take to correct unsatisfactory states of affairs for learners or teachers. In short error analysis can be used for guiding the teacher in doing the remedial because by using error analysis in students' task, teacher will know which materials have already been mastered by the students and which one have not.

From the two kinds of description, it can be inferred that error analysis is the technique to identify, classify, and interpret or describe the errors made by students. Therefore the classification or errors are needed to be done in order to avoid those errors and to guide the teacher in correcting students' errors.

2.5. Classification of Errors

Each student has different types in making errors when they write paragraphs. In accordance with this, Dulay et al (1982: 146) has classified errors into four taxonomies: linguistic category taxonomy, surface strategy taxonomy, comparative analysis taxonomy, and communicative effect taxonomy. To understand the meaning of each taxonomy, the explanation will be described below.

1) Linguistic Category Taxonomy

This classification of learner errors is on the basis of the linguistic component or item (phonology/orthography, grammar, semantics, lexicon, and discourse) that is affected by an error. This taxonomy, virtually, improves teaching since it uses well-established grammatical categories which are utilized to organize language lessons in textbooks and workbooks.

2. Surface Strategy Taxonomy

This taxonomy works on mechanisms in which surface forms are modified or altered in erroneous utterances. In other words, it highlights the ways the surface structures are distorted. Learners, for instance, may omit necessary items or add unnecessary ones; they may misform items or misorder them. Accordingly, there are four main ways in which learners alter target forms: omission, addition, misformation, and misordering.

3. Comparative Analysis Taxonomy

The classification of errors in comparative analysis taxonomy is on the basis of comparison between the structures of target language errors and certain other types of construction. When learning a target language and a learner has already mastered his native language, such as Indonesian, its features accordingly tend to interfere in the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words into the learner's mother-tongue to look for the similarity of the phrases or sentences.

3. Communicative Effect Taxonomy

While the surface strategy taxonomy focuses on the aspects of the errors, the communicative effect taxonomy deals with errors from the perspective of their effect on the listeners or readers. It mainly focuses on the distinguishing between errors that seem to cause the miscommunication and those that do not. This taxonomy, accordingly, classifies errors in two types: global and local errors.

This study, nonetheless, specifically focuses only on surface strategy and communicative effect taxonomies. The reasons why this research chooses both taxonomies are because (1) they are the most suitable to apply for this typical research only focuses on learners errors in English writings; while linguistic category taxonomy is necessary involve phonology, meaning learners need to speak, and comparative analysis taxonomy need compare two or more languages in term of structure, so they do, acutely, not correspond to the study; (2) the research intends to see errors emerging on the surface construction the learners

make, and on the perspective of the errors' effect to readers. To understand further both taxonomies, the description below broadly elaborates the both.

2.5.1 Surface Strategy Taxonomy

As mentioned previously, surface strategy taxonomy is described as being based on how learners alter surface structures of the language when they use it incorrectly. Errors can occur because of change in surface structure in specific and systematic ways (Dulay et al, 1982: 150). Besides, this taxonomy classifies four ways in which learners modify target forms in specific and systematic ways, as clarified below:

2.5.1.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It means that there is a sentence in which there is one of its aspects (word) or more is omitted, e.g. *The monkey on the back.* As can be noticed from the sentence, we know that helping verb "is" is omitted. Accordingly, this incorrect sentence should be rewritten as *The monkey is on the back.*

2.5.1.2 Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. There are three terms of addition as could be seen below.

1) Double markings

   Double markings are two items rather than one that is marked for the same feature. In most English sentence, there is only one rule that is used in a

sentence. The rule of simple past tense in English is change the verb of a sentence to the past form, but if the sentence is negative, the rule is not used. For example: *She did invited me in her birthday party yesterday*. This sentence is incorrect. So, this sentence, therefore should be written as *She did not invite me in her birthday party yesterday.* In the first sentence, there are two markers for the past sentence. This error is called double marking error. The second sentence is the correct sentence.

2) Regularization

A rule typically applies to a class item, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular one to those that are irregular. For example: *I getted the blue jacket from my sister yesterday.* This sentence is incorrect. This sentence, therefore, should be written as *I got the blue jacket from my sister yesterday.* The verb get is irregular verb, so the true is got. In this case, the learners made error in this type because they apply the rule of regular verb.

3) Simple addition

If an adition error is not a regularization and not a double marking, it is called a simple addition. There is no significance characteristic of this error. The example as follows: *That a cat is mine* It is the simple addition error in using article "a". *My computer do not work properly*. This is the example of simple addition error in using auxiliary do for "does".

2.5.1.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. It classified into three parts:

1) Regularization

   Regularization errors occur when the learner apply the rules of regular to irregular form. For example: "runed for run", *they runned very fast yesterday.* The word runned in the sentence above should be written as *run* "speaked for spoke", "teached for tought", "tooth for teeth". E.g. *two years kid has complete teeth.*

2) Archi-frorm

   Archi-form is the selection of one member of a class of forms to represent others in the class. For example in the sentence: *Those book are mine.* This sentence is incorrect. So, this sentence, therefore should be written as *those books are mine.*

3) Alternating form

   As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. It means that the more grammar that the learners get, the high frequency of error that the learner made. For example: *My father gone to movie last night* This sentence is incorrect. This sentence, therefore should be written as *My father went to movie last night.*

2.5.1.4 Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in an utterance. For example: *What daddy is doing?* This sentence is incorrect. To improve this sentence to be *is* should be put after the word *what*, this sentence, therefore should be written as *What is daddy doing?*

2.5.2 Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on recipients, either the listeners or readers. It focuses simply on the distinguishing between errors that seem to result in the miscommunication and those that do not (Dulay et al, 1982: 189). This taxonomy categorizes errors into two types, i.e. global and local errors. The following is the detailed description of each error type in communicative effect taxonomy.

2.5.2.1 Global Errors

The existence of this typical error is most able to affect overall sentence organization then significantly hinder communication. Because of the wide syntactic scope of such error, Dulay et al (1982) labeled this category "global". These systematic global errors include various types of errors that will be described as follows:

1) Wrong order or major constituents

   This typical error occurs when the structure of a sentence is incorrectly constructed so that can lead the reader to have different interpretation about the meaning of the sentence. For example: *English use many people.* Absolutely, this sentence is semantically incorrect for, actually, the writer's intent is that the sentence is in passive voice, which it grammatically gets some particular additions. Yet, the sentence should just be adequately revised as *English is used by many people*. This sentence, accordingly, has a similar point with the writer's mind.

2) Missing and wrong misplaced sentence connectors

This error is characterized by the absence, misuse, or misplacement of sentence connector that should properly function to relate two incidents or clauses. For examples:

a) *He has no job, every day he always gets food sufficiently.* Clearly, the sentence connector "*but*" in this sentence is missing; the sentence, thus, should be rewritten as *He has no job, but every day he always gets food sufficiently.*

b) *The man never knows whenever his wife is back.* Certainly, the sentence connector "*whenever*" is absolutely wrong. It should be "*when*". Therefore, the correct sentence is *The man never knows when his wife is back.*

c) *Because I could not get asleep, I drank a cup of coffee.* Of course, the sentence connector *"because"* is misplaced; consequently, this sentence should be revised as *I could not get asleep because I drank a cup of coffee.*

3) Missing cues to signal obligatory exceptions to pervasive syntactic rules

This error occurs when one or two cues of pervasive syntactic rules in a sentence is missing. It can finally bring the readers to have different interpretation for the sentence is confusing, e.g. *The students' proposals looked the principle.* In this sentence, *were* and *by* are missing that indicates the sentence is in passive form so that the sentence is quite confusing. As a consequence, the correct sentence should be *The students' proposals were looked by their principle.*

2.5.2.2 Local Errors

The presence of local error does, significantly, not influence the structure and the meaning of the overall sentence. It is because this typical error tends to only affect a single element or constituent in a single sentence. There are four categories included in the local errors as illustrated below.

1) Errors in noun and verb inflection

   This typical error occurs when inflection of noun or verb in a sentence is not applied appropriately, e.g. *When I was six years old, I live in Paris, but then I move to Bandar Lampung.* In this sentence, inflectional *'-d'* on the verbs *live* and *move* indicating past form are left out. Accordingly, the incorrect sentence should be revised as *When I was six years old, I lived in Bandung, but then I moved to Bandar Lampung.*

2) Errors in article

   This error is characterized by misuse of article in a sentence, e.g. *I bought a apple with my sister yesterday.* In this sentence, article *an* should be used instead of *a.* Therefore, the correct sentence should *be I bought an apple with my sister yesterday.*

3) Errors in auxiliary

   This error is characterized by misuse of auxiliary in a sentence, e.g. *She have heard that information from her teacher.* In this sentence, auxiliary *has* should be used instead of *have*; as a consequence, the incorrect sentence should be rewritten as *She has heard that information from her teacher.*

4) Errors in the formation of quantifier

   This error is characterized by misuse of quantifier word in a sentence, e.g. *I have much friends in the school.* The use of quantifier much in the sentence is

wrong. It should be many because the word *"friends"* is countable. Thus, the correct sentence should be *I have many friends in the school.*

In line with the clarification already discussed above, it could be summed up that communicative effect taxonomy concerns with errors deriving from the perspective of their effect on the listeners or readers. It focuses simply on the dissimilarity between errors that seem to cause the miscommunication and those that do not. This taxonomy classifies errors into two types, namely global and local errors.

2.6 Procedure of Error Analysis

A linguist has own concept about the procedure of error analysis. With respect to this, many kind of concepts related with procedure of error analysis are arisen among the linguists. They have own specific ways or steps in identifying and analyzing the errors which made by the students or learners. Nevertheless, they, fundamentally have the same purpose.

In concept of Corder in Ellis (2005: 56-67), for example, they describe about the procedure for analyzing learner errors includes the following steps: (1) Collecting a sample of learner language. (2) Identification of errors; It involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. (3) Error evaluation; It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

In addition, Gass and Selingker (1994: 67) state that the biggest objection of working in error analysis is to carry out within the context of classroom. Therefore, there are a number of steps taken to conduct error analysis, they are: (1) data need to be collected, (2) identifying errors, (3) classifying errors, (4) quantifying errors, (5) Analyzing source of errors, (6) Remediating for errors. Almost similarly but more detailed, Shridar (1980: 222) states the steps of error analysis as follow:

1) Collection of data (either from a 'free' composition by students on a given theme or from examination answers).

2) Identification of errors (labeling with varying degree of precision depending on the linguistic sophistication brought to bear upon the task, with respect to the exact nature of the deviation, e.g., dangling preposition, anomalous sequence of tenses, etc.).

3) Classification into error types (e.g., errors of agreement, articles, verb forms, etc.).

4) Statement of relative frequency of error types.

5) Identification of the areas of difficulty in the target language.

6) Therapy (remedial drills, lessons, etc.).

In line with the concepts of error analysis given by the linguists above, it can be assumed that error analysis can be applied through some stages: (1) identification, (2) interpretation, (3) reconstruction, (4) classification, (5) quantification, and (6) explanation. If English teacher finds some errors in the students' writing, the teacher accordingly needs to add one more as the last step that is remedial action. Therefore, the students can learn the errors they made. By knowing the benefits of

error analysis, many researchers or even the teachers are interested in conducting the various studies of error analysis.

2.7 Benefit of Error Analysis

There are many benefits we can, actually, get by studying learners' errors in producing foreign or target language in both spoken and written forms. As supported by Hendrickson (1979), He said that error charts are helpful not only for analytical purposes, but also for developing individualized teaching materials, and for establishing a system of error correction priorities. Therefore, EA can be considered as a fundamental tool in language teaching in order to reorganize teacher's point of view and readdress his/her methodology for fixing and fulfilling the students' gaps as stated by (Londono Vasquez, 2007).

According to Corder (1974: 25), in employing error analysis, teachers not only can detect the students' difficulties in learning the target language, but they also can determine the affectivity of their teaching methods. The teachers will, eventually, recognize the learners' problems, how far they have learned and what remains for them to learn by analyzing their errors. Therefore, it is undoubtedly significant to conduct error analysis for many benefits in analyzing the errors, such as:

1) It can be as a device by which the learners can learn.
2) It is useful to fully grasp and understand the nature of the errors made.
3) It is instead of just being able to explain the rules and correct the errors.

In short, error analysis actually provides new knowledge for learner and evidently reveals their knowledge about grammatical system of the target language. By identifying what is exactly lacking in the competence of the learners, error analysis can be used by the teacher as an acknowledgment for improvement of

teaching methods going forward. It also suggests remedial actions to overcome the mismatch between knowledge of the learners and the demands of the situation.

2.8. Review of Previous Related Studies

There are many previous related studies concerned with analyzing errors on written form made by language learners. To compare the findings of this research, here is a few of previous studies related to error analysis on student's writing.

According to Meliyanti (2013), the results of the study showed that the students tended to make errors of grammatical aspect in all forms of errors in term of Azar's classification: singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. The word choice, however, was the most persistent error emerging in the students' writings. The reasons why they made errors for the students had lack of knowledge or poor vocabularies and its use.

The other study was administered by Halimah (2014). The results of the study showed that the students tended to make errors in all forms of errors in term of surface strategy taxonomy: addition, omission, misformation, and misordering. The reasons why they made errors for the students had poor knowledge of both English grammatical rules and differences of language rules between Indonesian and English. In addition another research was undertaken by Istibsyaroh (2014). The reseach findings revealed that the most dominant error type made by the students was selection form. It was followed by omission, addition, and then misordering as the least error type which prominently appeared in their writings.

With reference to those researches presented earlier, there are differences between this research and the previous researches. In the first study the researchers analyzed errors in the students' writings in all form of grammatical aspects of writing. Moreover, the second and third study the researchers analyzed errors in the students' writings under the base only on surface strategy taxonomy. Meanwhile, this present study analyzed the students' errors on the basis of two taxonomies: surface strategy taxonomy and communicative effect taxonomy, with grammatical aspect of word order.

III. RESEARCH METHODS

This chapter deals with several essential components related to the methodology of this study. They are research design, subject of the research, data collecting technique and data analysis.

3.1. Research Design

In this research, the researcher conducted descriptive qualitative research where it was used to describe and analyze the errors which made by the students in writing descriptive text. The errors were checked, identified and finally classified based on surface strategy taxonomy and communicative effect taxonomy. The errors were attributed with the grammatical aspects of writing. Those aspects among other things, are (1) agreement of subject and predicate, (2) agreement of pronoun and antecedent, (3) linking and auxiliary verbs, and (4) adjectives and adverbs. After that, the writer described the number of errors in the table form as a recapitulation of the errors which made by the students. The errors were described in each sentence and the reconstruction of the whole composition was given by the writer.

The descriptive method had been chosen because it is a kind of research method by which researcher simply looks at the intense accuracy of phenomena at the moment and describes precisely what the researcher has observed Leedy (1974: 79). In order to get the conclusion, the data was obtained from the students and analyzed them based on the steps of error analysis.

3.1.1. Research Procedure

In order to be able to carry out this research systematically and organizingly, the researcher was arrange and administer the research procedure. The followings are the research procedure employed to undertake this study:

1. Determining research problems

   The problems of this research are accurately determined under the base of the problems that the students, particularly in Indonesia, encounter during the learning process of writing English composition. The problems can be seen clearly in the background of the problem in Chapter 1.

2. Determining the subjects of the research

   The subjects of the research are the second year students of SMA Yadika Bandar Lampung. The writer needed, more specifically, only one class, namely class XI IPA 1.

3. Administering the writing test

   Basically, the first principal step to get data is upon applying the instrument properly. The writing test here is the instrument. The writing test given to the students, specifically, was writing a descriptive composition related to the topic already provided. The test was administered for once, specifically on January 24th, 2018 at SMA Yadika Bandar Lampung.

4. Collecting data

   The researcher, thereupon, collected the data after the students already finished their writing test. The data here were the results of the students work.

5. Analyzing data

   After the data was completely collected, the researcher started to identify and analyze errors the students committed in their descriptive writings.

6. Reporting the research findings

The last step was reporting the research findings and drawing an inference based on the results which were, certainly, already got.

3.2. Subject of the Research

In conducting the research students in the second grade of SMA Yadika Bandar Lampung were chosen as the subject of this research. There are four classes in the second grade of SMA Yadika Bandar Lampung. The first two classes are Science and the other two are Social in which each class consists of 30-35 students. And the researcher simply took only one class of Science with the total 30 students as the experimental subject of the research. In taking the sampling, the writer used technique nonprobability sample. Therefore, every student had representatives for this research.

3.3. Data Collecting Technique

In collecting the data the researcher used an instrument in form of written task as already mentioned before. There were some steps the researcher employed to obtain the data. The steps will be explained as follows.

1) Firstly, prepare the instrument of the research. The instrument was taken from the form of working sheets consisting of relevant points of direction to lead the students to compose the descriptive text by using topic provided.

2) Secondly, the working sheets was distributed to the students and the time in 90 minutes for them to perform the writing task.

3) After the students already finished their test, the results of their works were collected.

4) The last, the data analysis was used to find out the errors made by the students in their descriptive compositions.

3.3.1. Instrument of the Research

To collect the data, writing task was used for getting the students' descriptive text. Since through writing task, students were able to make sentences then they put the words based on their knowledge of structure in their writing task. And it was easier for the researcher in getting and analyzing the data on students work. So, to obtain the data writing task was used in this research.

3.3.2. Writing task

The students were asked to write descriptive text. In order to make the instrument valid to use so the research could obtain the desired data, the researcher hence determined some criteria that the participants were expected to be able to fill.

Regarding the topic of the composition the learners wrote, there was actually one topic provided that was "one of the family members". The format below is the form of research instrument:

In this test, you are assigned to compose a descriptive model consisting at least of two paragraphs and more or less 80 words based on the provided topic and directions. Here are certain points you should consider in your composition:

1. *You should write suitable topic of your passage.*
2. *Topic: (for example) One of your family members (father)*
3. *Purpose: To illustrate the physical appearance, characteristics, habits, and hobbies of the person you are familiar with.*

In so doing, follow these steps:

Step 1. Write prewriting notes.

Step 2. Begin by telling who the person is.

Step 3. Use the notes about the physical appearance, characteristics, habits, and hobbies the person constantly does.

Step 4. You may use the vocabulary items provided in the table to help you write.

Step 5. Reread carefully your composition from the beginning and revise it then.
To do so, ask yourself this question: Did I illustrate my story clearly and
Effectively?

General notes: Make sure that your composition is clear, complete, and correct.

The reason why the researcher had selected that topic for the learners is because the topic is someone around the participants and they, definitely, had known so well; as a result, they could (1) clearly describe the topics; (2) use vocabulary items they have known and might often be used, and is simple, of course; and (3) describe the objects vividly and enthusiastically since they have recognized the objects so properly.

3.4. Data Analysis

There are many kinds of data analysis that had been suggested by some experts, particularly concerned with error analysis (EA) on English foreign language learners' writings. After the researcher got some references with relation to EA, she then could establish several main steps to analyze the data as described below:

1) Identification

    To find errors in each of the students' compositions, the researcher, definitely, had to read every single sentence carefully. When the error was found, it was necessary to identify by underlining it.

2) Classification

    Identifying the errors, the researcher then grammatically classified the errors into some types in terms of both surface strategy taxonomy and communicative effect taxonomy by employing special codes such as OM, AD, MF, MO, GE, and LE. To be clearer, the codes will be described as follows:

    OM deals with omission,

AD   relates to addition,
MF   denotes misformation,
MO refers to misordering,
GE   explains global error, and
LE   describes local error.

3) Calculation

The next step is calculating errors and making the percentage of error. The writer was analyze the data by using Descriptive Analysis technique (percentage). The researcher employed a formula proposed by Nation in Sudjiono (2005: 43) that could be seen below.

$$P = \frac{F}{N} \text{ x } 100 \text{ \%}$$

The formula can be further illustrated as follows:

P refers to percentage of each error type,

F deals with frequency of each error type, and

N denotes number of overall errors.

4) Tabulation

After getting the results of calculations, either of the entire errors or each error type, the researcher then presented the results in form of table in order to be easier to determine what error type that appeared dominantly in the learners' writings and to draw the inference. There were exactly two kinds of table that were applied to show the results, specifically in case of the frequencies of error types. Each of those tables was built on the basis of both error taxonomies, i.e. surface strategy taxonomy and communicative effect taxonomy, as could be seen below:

Table 1. Frequencies of learners' errors based on Surface Strategy Taxonomy

No	Grammatical Aspects of Word Order	Surface Strategy Taxonomy				Total of Each Related aspect
		Omission	Addition	Misformation	Misordering	
1	Agreement of subject and predicate					
2	Agreement of pronoun and antecedent					
3	Linking and auxiliary verbs					
4	Adjectives and adverbs					
Total of each error type						
Percentage						
Whole number						

Table 2. Frequencies of learners' errors based on Communicative Effect Taxonomy

No	Grammatical Aspects of Word Order	Communicative Effect Taxonomy		Total of Each Related aspect
		Global Error	Local Error	
1	Agreement of subject and predicate			
2	Agreement of pronoun and antecedent			
3	Linking and auxiliary verbs			
4	Adjectives and adverbs			
Total of each error type				
Percentage				
Whole number				

5) Inference

From the results of data analysis having been presented in each variety of tables which was, of course, followed by the proper and accurate reason. Eventually, the inference descriptively revealed the error types that had the most and the least frequency of the emergence in the students' descriptive writings.

3.4.1 Reliability

Reliability basically refers to the consistency of the result of several measures, assessments, or analyses. As confirmed by Heaton (1991) that reliability denotes the extent to which the same marks or grades are awarded if the same test papers are marked by (1) two or more different examiners or (2) the same examiner on different occasions. Indeed, having reliability is consideribiluty meaningful and important, of course. Therefore, this research needed to employ inter-rater reliability which also certainly intended to avoid subjectivity of the researcher.

With reference to inter-rater in this study, there were exactly two raters definitely having the similar role. The first rater was the researcher herself, and the second rater was Dahlia Manurung, S.Pd. In order this collaboration could smoothly be carried out, the researcher then established several steps being necessary to do as illustrated below:

1) Getting Miss Dahlia's readiness to become the second rater for analyzing the data, the researcher, of course as the first rater, then explained and trained her how to analyze the data as described clearly in Data Analysis section after this.

2) After the both raters got the results of the data analysis they had done independently, they then noticed and looked for the sameness or fitness, in cases of (1) the error types the learners made and (2) the order of error types seen from the most number to the least number.

3) When the both raters' results had those similarities, the raters afterwards discussed to decide which result was proper to use and report as the research findings. This means that the researcher could decide to use her own results or the second rater's wholly; or in another way, she could decide to use some results of the teacher and some other results of hers.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the research and suggestions for further researchers and English teachers who want to take a concern on learners' error in their writing.

5.1 Conclusions

In accordance with the finding and discussion of the research provided in the previous chapter, the conclusions will be drawn as follows:

1. Most of the chosen students at second grade of SMA YADIKA Bandar Lampung committed grammatical errors dealing with some aspects of word order in terms of surface strategy taxonomy, and the term of errors among other things, are (1) agreement of subject and predicate, (2) agreement of pronoun and antecedent, (3) linking and auxiliary verbs, and (4) adjectives and adverbs. Furthermore, the learners committed all errors related with communicative effect taxonomy dealing with some aspect of word order, those aspects are: (1) agreement of subject and predicate, (2) agreement of pronoun and antecedent, (3) adjectives and adverbs.

2. In regard to types of grammatical errors, the chosen students of SMA Yadika Bandar Lampung still committed all errors types; (1) surface strategy taxonomy, in their descriptive writings. The most persistent error type the learners committed was misformation. It was then followed by omission,

addition and misordering as the least frequent error type the learners made in their descriptive writings. (2) Communicative effect taxonomy. The results show that the learners more dominantly committed the local error that global error the in their descriptive compositions. It means that local error is the most frequent error type, while the global error is the least frequent error type.

5.2 Suggestions

Relating to the research finding previously presented, some suggestions are proposed as follows:

1. Suggestions for English Teacher

With expectation the students are able to minimize or even prevent to make errors and improve their ability to English writing, some suggestions are truly recommended as follows:

1. As learners tend to often commit errors in their writing composition, therefore, English teacher should attempt intensely to teach the learner how to write in English form effectively.
2. English teacher should give the students exercises or homework related to the grammar regularly until they comprehend the rules of the grammar and they can write the sentences in English correctly.
3. Most mainly English teachers should be able to set exercises of writing or any English task concerned more with (1) grammatical errors most frequently made by the learners, i.e. misformation and local error, and one of word order aspect such as (2) agreement of subject and predicate, since the learners make errors related to this typical aspect.

4. English teachers should show or let the learners know errors they commit in order to make them will no longer do similar errors, then help or engage to correct the misdoings together in class so that they will understand and be capable to write the sentences in English form correctly.

2. Suggestions for Further Researchers

To extend this research more extensively, some suggestions are considerably recommended:

1. Since this study just used learners' written English production to investigate and analyze the errors, the further research is suggested to carry out another related investigation, such as learners' oral English production.

2. In addition, as the kind of text used in this study was descriptive text, therefore, further compositions are suggested, i.e. report, narrative or analytical exposition text.

3. Likewise, this study only focuses on two error taxonomies, e.g. surface strategy and communicative effect taxonomies. Furthermore, two other taxonomies i.e. linguistic category and comparative analysis taxonomy are fully recommended to identify and classify the errors.

4. Besides, since the subjects of this research were the second-grade students of the senior high school, thus, students in lower secondary school or even university might be chosen as subjects for other researchers in investigating errors they made.

5. At last, the researcher fully realizes that there are still many limitations although some findings have contributed to this research. Therefore, the researcher fully expects that the future studies will have better and deeper understanding related to the study.

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