

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN
DESCRIPTIVE TEXT WRITING AT SMP NEGERI 3 NATAR**

Undergraduate Thesis

By

Sarah Ayu Annisa



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG**

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ABSTRACT

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Writing is one method of learning a language. Grammar and writing are inextricably linked. Grammar is one of the most important aspects of writing. As a result, it is not uncommon for students to make errors in their writing. In light of this, the purposes of this study were: (1) to find out the types of grammatical errors that second-grade students at SMP Negeri 3 Natar make when writing descriptive texts, (2) to identify the causes of difficulties that second-grade students at SMP Negeri 3 Natar face that lead them to make grammatical errors in their descriptive text writing. A descriptive qualitative design was used for this study. Based on the surface strategy taxonomy, the researcher assessed and characterized the errors of the students. The subjects were 32 students of class 8A from SMP Negeri 3 Natar in 2022/2023. The instruments of this study were a descriptive writing test with two different topics and an interview. The findings of this study show that students committed all types of errors in terms of surface strategy taxonomy: omission (25.7% and 39.5%), addition (8.6% and 6.5%), misformation (63.6% and 53.2%), and misordering (2.1% and 0.7%). Misformation was the most prevalent error category found in student writings, while misordering was the least common. The students' errors were caused by a lack of understanding the material, a lack of careness, first language interference, and forgetfulness.

Keywords: *error analysis, descriptive writing, surface strategy taxonomy*

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Submitted in a Partial Fulfillment of

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Faculty of Teacher Training and Education



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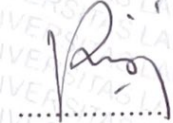
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 8 Juni 2023

Yang membuat pernyataan,



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CURRICULUM VITAE

The researcher's name is Sarah Ayu Annisa. She was born on January 27th, 1999 in Bandar Lampung. She is the oldest child of the family. Her father, Sugimin, is an entrepreneur and her mother, Yuliana is a housewife. She has one sister named Inaya Aurani Adisa and one brother named Muhammad Raihan Nugroho. She lives with her parents in Rajabasa, Bandar Lampung, Lampung.

She started her study at kindergarten for 2 years in TK 1 Bratasena Adiwarna before going to elementary school. Then she went to SDN 1 Bratasena Adiwarna in 2005. Then, she graduated in 2011 and continued her study at SMPN 1 Dente Teladas. In 2014, she studied at SMK SMTI Bandar Lampung and majored in chemical industry. She had also been appointed as participant of The District-Level Science Olympiad at SMPN 1 Menggala and The Provincial Quiz Contest representing Tulang Bawang district in 2014, at SMA YP Unila, Bandar Lampung, Lampung.

After graduating from SMK SMTI Bandar Lampung, she applied to study at University of Lampung and was accepted as a student of English Education Study Program through SBMPTN in 2018. Then, she joined some organizations and also other activities which learned about English, culture, public speaking and leadership skill. From February to March 2021, she did Community Service Program (KKN) in Tiyuh Marga Jaya, Gunung Agung, Tulang Bawang Barat, and conducted PLP at SMPN 2 Gunung Agung (SMPN 14 Tulang Bawang Barat). To complete her study, she undertook research related to an analysis of grammatical errors made by students' in their descriptive text writing in SMPN 3 Natar.

MOTTO

“As for those who struggle in Our cause, We will surely guide them along Our Way. And Allah is certainly with the good-doers.”

– Q.S. Al-‘Ankabut: 69 –

“We will be in full bloom at the end of these hardships.”

– SUGA of BTS –

“If I give up here, then I’m not the star of my life.”

– V of BTS –

DEDICATION

By the name of Allah Subhanahu Wa Ta'ala, who blesses the lives of researcher, she would love to proudly dedicate this script to all teachers and students who keep trying to enhance education in Indonesia, her almater - University of Lampung, her lecturers in English Education Study Program, beloved parents, sister, brother, big family, friends, and, of course, herself as well.

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Finally, the researcher realizes that this script is still far from being perfect. Thus, she would like to expect any suggestions for the improvement of it. She hopes that it would be useful for the readers.

Bandar Lampung, May 10th 2023

Sarah Ayu Annisa

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I. INTRODUCTION

This chapter focuses on the problem of this research. They are background, research questions, the objectives of the research, the uses of the research, the scope of the research, and the definition of terms which will be explained and clarified as the following.

1.1 Background of the Research

In recent years, there have been many studies describing grammatical errors made by students in their writing. Many studies focusing on the types of grammatical errors and the cause of students made grammatical errors in their writing. As one of the skills taught in English language learning, writing is closely related to grammar. Writing is an activity or a process to write something. Brown (2000) states that writing is simply the graphic representation of spoken language. Students can express their idea, feeling, and messages about something (Irnawati et al., 2020).

It is generally accepted that grammar is a considered thing in writing. Writing and grammar are inextricably linked since grammatical norms are one of the factors that learners should examine before writing anything (Irnawati et al., 2020). According to Penny (1988), grammar is the way words are put together to make correct sentences. Grammar is also very important for students to learn a language especially English (Wardah, 2018). Grammar is also an important aspect of writing. Wahyuningsih (2016) says that grammar reflects the meaning, genre, and the discourse of the writing product. Grammar has an important role to perceive the content and meaning of the writing that is made. With a good grammar mastery, students can produce good sentences (Royani & Sadiah, 2019).

However, many students still have difficulty on applying correct grammar in their writing (Apridina, 2019; Christina & Rasmita, 2021; Fitrawati & Safitri, 2021; Meliyanti, 2013; Wahyuningsih, 2016). They still have difficulty determining the correct tenses, vocabulary, grammar structure for their writing. These issues make the majority of students making errors in syntax, vocabulary, content, written forms,

and writing language (Meliyanti, 2013). According to Corder (1981), errors are things made by the beginner of second other language learners who do not yet have full command of the language system. One of the mistakes students do when writing is grammatical errors. Burt & Kiparsky (1972) stated grammatical error is an error which is not suitable for the grammatical rules that may make writing becomes not good.

One types of writing is descriptive writing. A descriptive text, according to Blaylock (2006), is one that is written about a person, location, or thing is like. According to Royani & Sadiyah (2019), a descriptive text usually has two sections: the first is identification, which describes how a person, place, animal, or object is introduced. Second, it involves describing something, such as an animal, a thing, a place, or a person, by describing its features, forms, colors, or anything else related to what the writer is describing. Descriptive text also has language features, it is using simple present tense and adjective words (Royani & Sadiyah, 2019). The ability to write descriptive text is one of the abilities that must be mastered by students in the second level of junior high school in accordance with the education curriculum in Indonesia (Meliyanti, 2013).

However, according to previous researchers (Kampookaew, 2020; Meliyanti, 2013; Munawaroh, 2017; Suraprajit, 2021; Wardah, 2018; Zheng & Park, 2013), there are still many students who has difficulties in choosing the right grammar structure to express their ideas in writing. Students struggle with grammar, specifically the use of tenses, notably the simple present tense in descriptive writing. Junior high school students are having difficulties in making sentences in the simple present tense. Students frequently write "He play games at home" instead of " He plays games at home." If the descriptive writer makes a mistake in the simple present tense, it indicates that he or she is not taking enough care to make his or her work vivid and detailed. As a result, the readers may not understand exactly what he or she means. The preceding example shows that some Indonesian students frequently struggle with employing verbs in the simple present tense. Therefore, the writer analyzes the types of grammatical errors that students often make in writing English especially in writing descriptive text. Futhermore, the researcher is also interested in analyzing

study on the reasons students make grammatical errors in their descriptive texts writing.

According to Muftah & Rafic-Galea (2013), one technique to demonstrate the true competency level of the target language they are studying at a given time is to analyze the errors made by the student. It also assists second language researchers in identifying students' issues and the elements that indicate the errors. On the other side, the teacher can provide suitable feedback to the students and improve the teaching-learning process in order to achieve the best possible study results. Thus. The students' errors can be correcter both for the students and the teacher (Munawaroh, 2017).

In recent years, the study of grammatical errors made by students in writing has become an essential area of research, particularly in terms of students' writing abilities. A research by Kampookaew (2020), Suraprajit (2021), and Wardah (2018) found types of grammatical errors made by students in their writing. According to Dulay et al. (1982), there are four types of error based on surface strategy taxonomy namely, omission, addition, misformation, and misordering. Harris & Rowan (1989) divided the sources of grammatical errors made by students into four sources. There are performance errors, imperfect learning, overgeneralization, and the influence of language.

Despite research by Kampookaew (2020), Suraprajit (2021), and Wardah (2018) found that students made grammatical errors in their writing, all the researchers did not do a further research of the causes of students making grammatical errors by asking the students directly. Therefore in this study, the researcher examined the causes of students making grammatical errors by conducting an interview directly with students. The researcher conducted the writing test in the form of descriptive text writing twice with two different topics for the students. The first topic was describing a friend or a family member and the second topic was describing a favorite artist. Writing two descriptive texts with two different topics aimed to find out how students make errors in their writing with different instructions according to two topics given.

As a result, error analysis played an important role in assisting teachers in determining what kind of errors students commonly make in writing and the causes

of those errors, especially writing made by junior high school students. Knowing the errors allowed the teacher to enhance their approach of teaching grammar and avoid errors by providing vast information on writing errors. Students would also have a greater comprehension of what they were studying, be able to write correctly, and be rewarded for their earlier mistake.

Those were the reasons why the writer was interested in analyzing this script entitled, *“An Analysis of Grammatical Errors in Students’ Descriptive Text Writing at SMP Negeri 3 Natar”*.

1.2 Research Questions

In line with the background explained above, the researcher formulated two research questions as the main problems:

1. What types of grammatical errors do second-grade students at SMP Negeri 3 Natar make when writing descriptive texts?
2. What are the causes of the difficulties do second-grade students at SMP Negeri 3 Natar face that lead them to make grammatical errors in their descriptive text writing?

1.3 Objectives of the Research

This research aimed at achieving these following objectives:

1. To find out the types of grammatical errors that second-grade students at SMP Negeri 3 Natar make when writing descriptive texts.
2. To identify the causes of the difficulties that second-grade students at SMP Negeri 3 Natar face that lead them to make grammatical errors in their descriptive text writing.

1.4 The Uses of the Research

The findings from this research were expected to be useful theoretically and practically:

1. Theoretically, it can assist and strengthen the previous research, as well as a reference for future researchers who want to conduct some related studies.
2. Practically, it can be beneficial the English teachers to find a good way in helping students and in learning English in a better way, especially in structure of grammar and descriptive text writing.

1.5 Scope of the Research

This research was a qualitative research and conducted at SMP Negeri 3 Natar. The focus of this research was the analysis of students' grammatical errors in descriptive text writing. Therefore it focused on students' grammar knowledge especially in simple present tense, types of errors based on surface taxonomy strategy according to Dulay et al. (1982) and students' writing ability especially in descriptive text writing. Furthermore, the second-year students at SMP Negeri 3 Natar were the subject of this research. Using a purposive sampling technique, 32 students were chosen as subjects. This research took place in the 1st semester of the academic year 2022/2023 at SMP Negeri 3 Natar. This research conducted two writing tests in the form of descriptive text on two different topics and interview the students and the teacher. Futhermore, this research analyzed about types of errors based on surface strategy taxonomy according to Dulay et al. (1982) namely, omission, addition, misformation, and misordering. The researcher chose this topic to discover more information about the causes of grammatical errors made by second-year students at SMP Negeri 3 Natar in the academic year of 2022/2023 in descriptive text writing.

1.6 Definition of Terms

The researcher uses a few terms to provide a basic comprehension of the concept, which the researcher describes as follows:

1. An Analysis of Students' Grammatical Errors

a. Analysis

Wiradi (2006) states that analysis is an activity that includes the activity of sorting, breaking down, differentiating things to be classified and grouped according to certain criteria and then looking for their significance and their relevance.

b. Grammatical Errors

Burt & Kiparsky (1972) states that grammatical error is an error that violates grammatical rules in a language and it makes someone's writing becomes not good to be seen by readers or in other hand it becomes ungrammatical.

c. Mistake

Brown (2000) states that a mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly.

2. Writing

According to Raymond (1980), writing is over a medium of communication. it's the way of remembering and therefore the way of thinking well. Writing is additionally the way of trying out what we all know and what we would like to seek out out. Writing is additionally how of learning."

3. Descriptive Text

Woodsen (1980) states description could be a a part of another piece of writing and is employed to tell an audience about how something or

someone looked or to steer an audience to determine something from the writer's point of view.

This chapter has explained about the background, research questions, objectives of the research, uses of the research, scope of the research and the definition of terms used in the research.

II. LITERATURE REVIEW

In this chapter, the writer will explain some theories that still relate to the topic. This chapter is divided into six parts. They will be discussed about grammar in English as foreign language learning, writing, descriptive text, error and mistake, error analysis, and previous studies about this research.

2.1 Grammar in English as Foreign Language Learning

2.1.1 The Understanding of Grammar

Grammar is one amongst the important things in learning, including English. Therefore, grammar can not be separated from language acquisition. That is because grammar is an important component of both spoken and written communication. According to Howard (2005), grammar helps you to rearrange the correct choices of words and structures to form your communication as effective as possible. From grammar, the language learner learns the way to combine words into a sentence, in order that they become appropriate and well-formed. Penny (1988) stated in her book that grammar could also be roughly defined because the way a language manipulates and combines words (or bits of words) so as to make longer units of.

Penny (1996) also states that grammar is typically defined because the words are put together to form correct sentences. Thornbury (2001) states that grammar as a system of rules (or patterns) which describes the formation of a language's sentence. Nunan (1999) in his book, "Second instruction Language and Learning" stated that grammar is:

- a. An analysis of the structure of a language, either as encountered in an exceedingly corpus of speech or writing (a performance grammar) or as predictive of a speaker's knowledge (a competence grammar). A contrast is

usually drawn between descriptive grammar, which provides an explicit account of actual usage, and prescriptive grammar, which tries to determine rules for the proper use of language in society.

- b. An analysis of the structural properties which define human language (a universal grammar).
- c. Grade of structural organization which may be studied independently of phonology and semantic.

According to Richards et al. (1986), grammar may be a description of the structure of a language and therefore the way during which linguistic units like words and phrases are combined to produce sentences within the languages.

From definitions of grammar in step with experts above, it is concluded that grammar is that the study of the way words close forming meaning and making correct sentences.

2.1.2 The Sources of Grammatical Errors

According to Harris & Rowan (1989), the grammatical errors made by second language learners divided into four sources, namely:

a. Performance Errors

Error is not due to the speaker's ignorance of the grammatical rules. Instead, it is a processing mistake that happens while a language learner or a speaker is within the act of speaking or writing.

Example: - No matter where you live, the nice taste of your favorite. Lays flavors are just round the corner.

That example, the verb should be *is* (not *are*) to consider the particular subject, *taste*. But the native speakers who produce this sentence, a poster writer, was apparently influenced by the immediately preceding noun, *flavors*, and thus incorrectly chose the signifier, *are*. Performance errors like this one probably constitute the

littlest percentage of all errors that West English language learners make.

b. Imperfect Learning

Often English learners simply have not internalized a rule and/or the restrictions that apply to the rules.

Example: Does he goes to highschool every day?

A learner who produces a sentence like the instance above has probably not mastered the principles for forming English *yes/no* questions. The question is nearly grammatically correct. The learner has put the auxiliary verb *do* in front of the sentence and made the form of *do* accept as true with the topic. However, the learners have also used the form of the main verb that agrees with the topic (*goes*), and this verb needs to be in its bare infinitive form, *go*.

c. Overgeneralization

Overgeneralization occurs when a learner applies a grammatical rule to a form that does not take it. To determine his works, consider the big sort of verbs that are followed by an object and an infinitive complement.

Example:

	Verb	Object	Inf Complement
	Advised		
Mom	Ordered	Bill	(to go to the party)
	Got		

All the verbs there in example are called influence, because all of them describe a state of affairs where the thing (Bill) is influenced, by the topic of the sentence (Mom) to hold out the action expressed within the complement (go to the party). It would not be surprising to seek out English language learners using the verb *make* to supply sentences like this sentence: “*Mom made Bill visit the party.*” The error is incredibly common for learners with many alternative first languages. the matter is that *make* is one amongst the only a

few verbs. that has got to be followed by a complement within the bare infinitive form.

d. Influence of the language

According to Cowan (2008), many of the grammatical sentences that English language learners produce result from the transferring of grammar rules from their linguistic communication to English. These tongue transfer errors can take many forms. Instance, sometimes a grammatical property related to the certain natural language verb is transferred when the coed begins to be told English.

2.1.3 The Purpose and Role of Grammar in Language Learning

According to Penny (1988), the goal of grammar practice is for students to become so familiar with the structures that they can create them correctly on their own. Penny (1988) said that there is no doubt that understanding grammatical rules, whether implicit or explicit, is critical to mastering a language: you can not use words until you understand how they should be put together.

According to Meliyanti (2013), ungrammatical sentences may be easily identified by language teachers. They may, however, have difficulty expressing why the phrases are grammatically incorrect. As a result, it is critical for teachers to have both implicit and explicit understanding of grammar in order to be able to use and explain the language. Teachers will be able to select appropriate ways for presenting grammatical objects, assessing learners' errors, and providing feedback and correction using this knowledge.

According to Meliyanti (2013), grammar study helps in the acquisition of new languages. Learning about a language is not the same as being able to utilize it. A grammar should act as a guide, assisting in the correction of

departures from conventional usage as well as the improvement of clarity and style.

Meliyanti (2013) said that the goal of learning grammar is to get a better understanding of the language in which it is embedded. As a result, teachers teach grammar forms and structures in connection to their meaning and application in the context of the specific communication tasks that students must complete.

When we teach any of these structures, we should have our students learn a variety of different, and yet related, knowledge and skills, such as how to recognize examples of the structure when spoken, how to identify its written form, how to produce both its spoken and written forms, how to understand its meaning in context, and how to construct meaningful sentences using it. Penny (1988) provided all of those details in the form of a table.

Skill	Form	Meaning
Listening	Perception and recognition of the structure's spoken form	Understanding of the meaning of the spoken structure in context
Speaking	Speech samples that are well-formed	The structure is used in speech to convey meaning.
Reading	The written form's perception and recognition	Understanding of the meaning of the written structure in context
Writing	Writing examples that are well-structured	The use of structure in writing to express the meaning

When it came to presenting or teaching grammar, teachers were occasionally overwhelmed. They wanted their students to like learning grammar and find it simple. The ideal technique to teach grammar has become a generalization. As for what kinds of teaching methods should be employed, and it has to account for the wide range of knowledge and skills

that must be taught. Penny (1988) recommends four steps in teaching grammar in her book *Grammar Practice Activities*: presentation, isolation, and explanatory, practice, and test.

Moreover, Thornbury (2001) proposes two key ideas for grammar instruction:

a. The E-Factor: Efficiency equals economy, ease-of-use, and efficacy.

Given that dealing with grammar is a part of a teacher's job, and offered that classroom time is limited, it would appear that whatever grammar instruction is given must be done as effectively as feasible. Three factors can be used to define efficiency: economy, ease-of-use, and efficacy.

A good rule of thumb to remember while explaining grammar is that the shorter the better. It has been demonstrated that cost is a critical component in technical skill training: while learning to drive a car or use a computer, a little prior instruction appears to be more successful than a lot. The more instructions the teacher gives, the more confused the student will become. The same principle appears to apply in language teaching: be resourceful with your planning and resources.

The easiness factor recognizes that most teachers have hectic schedules, a lot of classes, and can not afford to spend important free time developing extensive instructional materials. Of course, putting forth the time and effort required for preparation is not always worthy. In general, the easier it is to set up an activity, the better.

Finally, the efficacy component is the most difficult to examine. We need to operate more or rely on guesses based on hard evidence. Learning, like language, is difficult to quantify. Of course, tests exist, and they can provide teachers with feedback on the effectiveness of the teaching/learning process.

b. Appropriacy is the A-Factor

No two groups of students are alike: not only will their needs, interests, levels, and ambitions differ, but so will their views, attitudes, and values. As a result, an activity that works for one group of students — i.e., one that meets the E-factor criteria – may not work for another. It's possible that it's simply not appropriate. As a result, all classroom activities must be assessed not just for efficiency but also for appropriateness.

- The learners' age
- Their level
- The size of the group
- The composition of the group, e.g. monolingual or multilingual
- What their needs are, e.g. to pass a public examination
- The learners' interests
- The available materials and resources
- The learners' previous learning experience and thus present expectations are all factors to consider when determining appropriacy.
- Any cultural elements that may influence views, such as their opinion of the teacher's function and status.
- Any cultural elements that may influence views, such as their opinion of the teacher's function and status. (Penny, 1988)

Another benefit of an excellent teacher's presentation of new material is that it can help to activate and hear the effort and attention of the students. There's also the matter of effective presentation:

- Attention

The students are alert, concentrating on the teacher and/or the topic to be learned, and aware that something important is about to happen.

- Perception

The relevant material is plainly visible or audible to the students.

- Understanding

The students comprehend the significance of the content being introduced, as well as its relationship to other things they already know (i.e., how it fits into their existing schema of reality).

- Short-term memory is a term that refers to the ability to remember anything for a short period of

The learner must commit the material to short-term memory in order to remember it until later in the course when you and they will have the opportunity to undertake additional work to consolidate learning. (Penny, 1988)

Grammar knowledge is essential for expressing not just what we want to write but also what we want to communicate. People may write well and communicate boldly if they understand and master grammar.

It can be concluded that there are four sources of grammatical errors made by the scholars especially second language students. There are performance errors, imperfect learning, overgeneralization, and also the influence of the language. These sources come from English learning conducted by second language learners. In language learning, the purpose of grammar practice is for students to become comfortable enough with the structures to produce them correctly on their own.

2.2 Writing

2.2.1 Definition of Writing

In acquisition, writing is one in every of the language skills besides listening, speaking, and reading that a language learner must learn. There are some opinions by experts about writing. Raymond (1980) stated that writing is over a medium of communication. It is the way of remembering and therefore the way of thinking well. Writing is additionally the way of trying out what we all know and what we would like to seek out out. Writing is additionally how of learning.

Petty & Jensen (1918) have the opinion about there is a selected explanation that writing can contribute to non-public development. Petty & Jensen (1918) stated that writing is that the mental and physical act of forming letters and words. It is putting words into sentences and sentences into a paragraph, spelling words correctly, punctuating and capitalizing in customary ways, and observing conventions in written forms, and more. Writing is also a process of expressing thoughts and feelings, thinking, and of shaping experiences.

From the two definitions above, it will be summarized that writing is an activity or a process to specific or to represent a writer's knowledge or ideas into the textual medium by following the linguistic rules. Writing could also be a progressive activity that needs enough time to think about specific topics, to analyze, select, and organize an experience or a thought in line with a selected purpose or an intended purpose. This means that before the learner wants to write down down something down, the learner has already been considering what the learner goes to say.

2.2.2 Goal of Writing

There are many alternative varieties of writing, such as; novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of them have the essential purpose of getting ideas from one mind into another. However, they have a definite purpose that they require to convey to the reader. Penny (1996) states that the purpose of writing, in theory, is that the expression of ideas, the conveying of messages to the reader. That the ideas themselves should arguably be seen because the foremost vital aspect of the writing. Here are some purposes of writing:

a. Writing to inform

The purpose is to inform the reader about something. These sorts of writing may additionally be entertaining within the sense that they are good reads. However, entertaining the reader is not their main purpose. The examples of writing to inform are newspaper articles, magazine articles, scientific, or business reports, instructions or procedures, and essays for varsity and university.

b. Writing to persuasive

According to Distich (2003), persuasive writing is meant to argue some extent and secure agreement, yet it is also informative. It includes advertisements, some newspapers and magazines articles, and some sorts of essays. This type of writing includes writer's opinion, but as a component of a logical case insured with evidence, rather than when an expression of writer's feelings.

c. Writing to express

The purpose is to specific or to reveal the writer's feelings and opinions, usually recalling the experience. Expressive writing often takes the form of personal essays, journal writing, diaries, poetry, fiction, or plays. Yet writing could also be expressive to a lesser

extent in business letters, reports, or proposals, depending upon the rhetorical situation.

d. Writing to entertain

The purpose is to entertain the readers. Entertain does not necessarily make the readers laugh, but it a minimum of engages their feelings in an exceedingly way. Writing to entertain generally takes the form of so-called imaginative writing or creative writing. samples of imaginative writing are novels, fiction, stories, poems, song lyrics, plays, and screenplays. Something imaginative writing disguises itself as a true story for added effect.

It is concluded that there are several goals of writing. The goals are made supported the writer's writing purpose, like writing to inform, writing to steer, writing to express, and writing to entertain. The writer's goal are visiting be achieved if the reader feels what the author intended when the reader reads the writer's writing.

2.2.3 Types of Writing

According to Robinson (1967), there are three kinds of writing; free writing, controlled writing, and guided writing.

a. Free Writing

Free writing is writing a couple of subject without restrictions or limitations a couple of specific topic. Free writing could be a kind of writing that a writer writes whatever comes into his/ her head, without worrying for grammar, spelling, or organization. Robinson argued that —In freewriting, you initially think in English and so you write what you are thinking that.

It is not prepared writing; it is not intended for a reader. It implies that in freewriting, the author writes on paper whatever involves

mind, thoughts, and feelings without fear about whether the ideas are good or grammar is correct.

The technique of freewriting is extremely simple. Students just develop a pen and pieces of paper, Then, start to put in writing something and do not stop writing for ten full minutes. They are not developing their ideas or grinding to a halt just repeating what they need just written.

b. Controlled Writing

Controlled writing is all the writing which is written of the content or topic and of form is supplied. In using this kind of writing, the learners are focused on getting words down on paper and focused on one or two problems at a time, they are spared from teaching the total range of complexity. Controlled writing focused the students' attention on specific features of the communication. It is an honest method of reinforcing grammar, vocabulary, and syntax in context.

c. Guided Writing

Guided writing is an extension of controlled writing. It is less controlled than controlled writing. In using this sort of writing to show writing, students are given a primary sentence, the last sentence, a top level view to fill out series of inquiries to reply to, or information to incorporate in their piece of writing. Students should be ready to discuss, make notes, share findings and plan strategies together before they start to put in writing. In guided writing, the learners will not make serious errors if they follow the instruction which is given by their teachers.

2.3 Difficulties in English Writing

Writing issues could have a disastrous impact on a student's education. According to Heaton (1990), teaching writing is occasionally challenging because writing is a complex skill. Not only are grammatical and rhetorical skills necessary, intellectual and prejudicial skills are included. As they

advance in their studies, students are required to write more and more to demonstrate their understanding of a variety of disciplines. A student will not be able to write quickly and fluently enough to flourish as these demands rise if they do not acquire some fundamental abilities. In fact, when a student is having writing difficulties, the writing process itself hinders their ability to learn. Students find it challenging to stay motivated when the going is tough.

The use of language aspects or abilities in writing, such as punctuation, spelling, grammar, vocabulary, and so forth, is the fundamental factor that makes writing challenging. The act of putting words on paper in a structure similar to an outline that has been created with proper style and vocabulary and the main ideas ordered in some often on the correction of mechanical and grammatical problems, according to Jordan (1997), is often unclear. Byrne (1991) categorizes the issues that make writing challenging into three groups. The first is linguistic difficulty. Grammar, vocabulary, language use, and sentence construction must all be closely monitored when writing. The second, called physiology difficulty, focuses more on how difficult it is for writers to receive feedback and direct involvement from readers while they are writing. This challenge primarily focuses on the challenge of developing textual material or compositional content. The third is mental challenge. Writing must follow formal guidelines for things like capitalization, grammar, spelling, and paragraphing.

2.4 Descriptive Text

2.3.1 Definition of Descriptive Text

Descriptive text is one among the categories of text that learned in acquisition. Descriptive text could be a text that describes something supported facts. The function of descriptive text is to explain a selected person, place, or thing. More often, Woodson (1980) states description could be a part of another piece of writing and is employed to tell an audience

about how something or someone looked or to steer an audience to determine something from the writer's point of view. Husein & Plulungan (2017) state that description recreates sense datum by translating into words, the feel, sound, taste, smell, and appearance of things. Emotion is also describing too, feelings like happiness, fear, loneliness, gloom, and joy. The outline helps the reader, through his or her imagination, to visualise a scene or an individual, or to know a sensation or an emotion.

The descriptive text consists of generic structure as:

- a. Identification, introducing the topic or thing that may be described.
- b. Description, describing aspects of the topic like characteristics of physical, behavior, psychology, etc.

According to Knapp & Watkins (2005), the descriptive text also has dominant language features as follows:

- a. Using simple present
- b. Using specific nouns
- c. Using relational verbs
- d. Using action verbs
- e. Using adjectives
- f. Using adverbs.

It can be concluded that a descriptive text could be a text which says what someone or a thing is like. Its purpose is to explain and reveal a selected person, place, or thing. The goal of subjective description is to form mental images clearly. To do that, students will use their concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch).

2.3.2 Types of Descriptive Text

Mardiyah et al. (2013) define a descriptive text as a text to explain something, like persons, places, or things. According to Husein & Plulungan

(2017), there are three types of descriptive text, namely:

a) Description of land

People are different, and writing description of individuals is different. The writer is maybe already conscious of a number of the complications because she or he has often been asked, “What’s so-and-like?” back, the author might resort to identification, a control, or a personality sketch, looking on things.

b) Identification

Although the author might provide identification, the author would probably want to travel further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

c) Impression

Unlike identification, the impression might not identify someone, but it does convey an overall idea of him or her. Many details could also be missing, yet the author does provide during a few broad strokes a general feeling about the topic. Although the impression is sometimes less complete and informative than identification, it will be simpler in capturing an individual’s striking or distinctive traits.

d) Character Sketch

More complete descriptions of individuals are usually called character sketches; they will even be noted as profiles, literary portraits, and biographical sketches. As its name indicates, a personality sketch delineates the character of someone, or a minimum of his or her main personality traits. Within the process, it will be included identification and a sway, however it will do quite tell what people look or seem like: it will show what they are like. A personality sketch maybe a few type instead of a personal, revealing the characteristics common to the members of a bunch, like campus jocks, cheerleaders, art students, religious fanatics, television devotes.

e) Description of an area

A description of an area should include details to create it interesting for the reader like a desert or city, view. Learning the way to describe places and folks lucidly may be a vital skill for all fiction authors. Effective descriptive words show mood and character additionally to appearance. The simplest descriptions draw us in and keep us rapt attentively, placing us in a very scene.

f) Description of a things

To describe a thing, the author must have a decent imagination this thing which will be described. Besides, to create our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

From the reasons above, it is known that there are three sorts of characteristics of a descriptive text. The researcher will use this theory to seek out out the grammatical errors in students' descriptive text writing supported the kinds of grammatical errors that students experience.

2.4 Error and Mistake

Within the learning process, errors and mistakes may occur. Errors and mistakes will have a vital role within the learning process. Errors and mistakes are similar. Both are things done incorrectly. In line with some experts, the context of both has diversification.

Brown (2000) states that error and mistake are two very different phenomena. It is crucial to create a distinction both of them. An error could be a deviation from the adult grammar of a utterer which reflects the learner's language competence, while a mistake refers to a performance error that's either a random guess or a "slip", in this may be a failure to utilize a known system correctly.

Ellis (2008) states that errors reflect gaps in learners' knowledge that occur because learners do not know what is correct and that they are still within the learning process. Mistakes reflect occasional lapses in performance, they occur because, in a very particular instance, the learner is unable to perform what he or she knows. Mistakes check with performance errors or non-systematic errors which are caused by inattention while errors confer with competence.

Meanwhile, in keeping with Dulay et al. (1982), the excellence between performance error (mistake) and competence error (error) is extremely important, but it is often difficult to see the character of a deviation without careful analysis. Therefore, the defined error as any deviation from a particular norm of language performance, irrespective of what the characteristics or causes of the deviation can be.

From the definitions above, it can be concluded that error and mistake are two different phenomena. Errors occur when the learner can not work out what is correct and incorrect. Mistakes are language misuse during which learners know the right style of the foundations. Mistakes may be corrected by the learner himself/ herself, while the error can not be corrected by himself/ herself, because the learner might not know that he/she makes the error and it needs help from others to correct the errors he made.

2.6 Error Analysis

2.5.1 Definition of Error Analysis

Learning a target language (English) is different from learning one's tongue. Especially for the learners that learn English as a distant language. There are some experts' opinions about error analysis. Brown (2000) states errors will be observed, analyzed, and classified to reveal something of the

system operating within the learner, resulting in a surge of study of learners' errors, called error analysis.

Crystal (2003) states an opinion about proposing the concept of error analysis. According to Crystal (2003), error analysis could be a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning an overseas language, using any of the principles and procedures provided by linguistics.

From the two definitions above, it will be concluded that error analysis is an activity to investigate, identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is applied to get information on common difficulties faced by someone in speaking or in writing English sentences.

2.5.2 Goal of Error Analysis

The teacher is that the one who usually does error analysis, especially on errors made by the scholars. It is designing pedagogical material and methods. Ellis (2008) stated that error analysis could be a tool for investigating how learners acquire a second language and to supply feedback value for the teacher. Dulay et al. (1982) stated that studying students' errors serves two major purposes:

- a. It provides data from which inferences about the character of the learning process will be made.
- b. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from the learner's ability to speak effectively.

It is often concluded that the goal of error analysis is to get students' difficulties within the part of the language in learning a target language and also the results of those findings are going to be given feedback by the teacher.

2.5.3 Concept of Error Taxonomy

According to Ayuningtias & Wenanda (2013), errors that violate proper grammar conventions are referred to as grammatical errors. Taxonomy referred to the act or system of grouping things, especially plants or animals, into several groups that demonstrate their natural relationships.

According to Dulay et al. (1982), error taxonomy is categorized into four categories, namely linguistic taxonomy, surface strategy taxonomy, comparative, and communicative effect.

1. The first category is linguistic taxonomy. The linguistic taxonomy groups errors according to specific linguistic characteristics or language components. Phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse are all examples of language components (style). Language-related aspects, such as syntax faults in clauses of the main sentence or clauses like noun phrases, auxiliary verb phrases, and so on, are included in linguistics. This linguistic category of errors can be broken down into various subcategories, including the English clause's skeleton, verb phrases, noun phrases, and conjunctions.
2. The second category of error taxonomy is surface strategy taxonomy. The learner-made structural alterations are described by the Surface Strategy taxonomy. In this instance, the learner's words either contained too many unnecessary or vital components. Additionally, this structural modification contains a mistake in the arrangement or form (structure). According to Dulay et al. (1982:59-63) there are four common errors associated to surface strategy, including omission, addition, misformation, and misordering. This category will be the main focus in this research.
3. The comparative taxonomy is the third taxonomy. Comparative taxonomy bases its classification of errors on a comparison between students' target language (L2) errors and those in other forms of

construction. The errors made by the kids learning the target language as their first language and equivalent words or sentences in the learners' mother tongue were compared in this study (Indonesia language). When studying a target language and the learner is already proficient in his home tongue, the latter's characteristics can hinder learning the latter. By looking for a synonym or translating the words into the learner's mother language to check for similarity of the phrases or sentences, the error identification can be tracked back. Comparative taxonomy classifies errors into four categories, namely developmental, interlingual, ambiguous, and other errors.

- 1) Developmental errors are errors that second-language learners make that are comparable to those that first-language learners make. As an illustration, the mistaken phrase "man take it yesterday" is used. One of the errors made by kids who learn English as a first language is the omission of the article the and the tenses markers in the phrase. The findings demonstrated that second language learners' errors were typically developmental in nature.
- 2) Interlingual errors are the second kind of error. Mistakes that a learner makes as a result of their first language intervention are known as interlingual errors. Learners of second languages use the same sentence construction as in their native tongue. For instance, an English student whose native tongue is Indonesian produced the noun phrase "house John."
- 3) In contrast, an ambiguous error is a form of error that falls under either of the two categories above. This is due to the fact that second language learners' errors have a structure with both their mother tongue's and children's language. The statement "*I no have car*" is an example.. Children's sentences, on the other hand, tend to lack *auxiliary do* and have inverted sentence structures. Other errors make up the final category. Other errors that are not mentioned in the first three categories are included in this category.

4. The last category is communicative effect taxonomy. Comparative taxonomies and surface strategy are not the same as this taxonomy. The communicative effect taxonomy examines errors in terms of how they affect the reader or listener. As a result, the emphasis is on separating aspect faults from those that appear to disrupt communication.

In this research, the researcher analyzed errors within the scope of the surface strategy taxonomy. The explanation of the surface strategy taxonomy is explained in the sub-chapter below.

2.5.4 Types of Surface Strategy Taxonomy Errors

In this research, the researcher focused on error analysis based on Surface Strategy Taxonomy. Each student has differing kinds in making errors once they write English paragraphs. Azar (1982) states that sorts of errors fall under fourteen categories; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and a sentence.

Furthermore, according to Dulay et al. (1982) supported surface strategy taxonomy, there are four varieties of errors:

- a. Omission (Ø)

Omission errors are characterized by the absence of an item that has to appear during a well-formed utterance. Omission can occur in morphology. Learner often omits the person singular morpheme –s, the progressive –ing, the plural marker –s, and also the tense inflection –ed. A learner could say, for example: —A strange happen to me yesterday. In syntax, learners may omit certain elements, which are obligatory, for example: —Must say also the names? rather than —Must we also say the names?”

b. Addition

Addition errors are characterized by the presence of an item that has got to not appear during a well-formed utterance. There are three kinds of addition where errors are observed within the speech of L1 and L2, namely double markings, regularization, and simple addition.

1) Double markings

Double markings are two items instead of one that's marked for the identical feature. Dulay states that —This error is defined because of the failure to delete certain items which are required in some linguistic constructions but not in others. In most English sentences, there's only one rule that is utilized in a sentence. For instance, the rule of easy past in English is to vary the verb of a sentence to the past form, but if the sentence is negative, the rule isn't used. For example: —she did invited me to her celebration yesterday.” during this sentence, there are two markers for the past sentence, this error is named double marking error. verity sentence is —she didn't invite me to her birthday celebration yesterday”.

2) Regularization

A rule typically applies to a category item, like the category of main verbs or the category of nouns. There are both regular and irregular forms and constructions during a language, learners apply the principles to produce the regular one to those who are irregular. For example: “I getted the blue jacket from my sister yesterday”. The verb get is an irregular verb, therefore the correct one is got. During this case, the learners made errors during this type because they apply the rule of an everyday verb.

3) Simple addition

If an addition error isn't a regularization and not a double marking, it's called a straightforward addition. there's no

significant characteristic of this error. The samples of this error are: —That a cat is mine, it is the easy addition error in using article a. And —My computer don't work properly, this can be the instance of a straightforward addition error in using auxiliary *do* for *does*.

c. Misformation

Misformation errors are characterized by the employment of the incorrect type of the morpheme or structure. It classified into three parts:

1) Regularization

Regularization errors occur when the learner applies the principles of the standard to irregular form. For example: getted for got, teached for taught, runed for run, speaked for spoke, teached for taught, etc.

2) Archi-form

Archi-form is that the selection of 1 member of a category of forms to represent others within the class. as an example within the sentence: —I've many inquiries to ask him.

3) Alternating form

As the learner's vocabulary and grammar grow, the employment of archi-forms often gives thanks to the apparently fairly free alternation of varied members of a category with one another. It means the more grammar that the learners get, the high frequency of errors that the learner made. For example: —I like she. This sentence is an example of errors in using pronouns.

d. Misordering

Misordering errors are characterized by the inaccurate placement of a morpheme or group of a morpheme in an utterance. For example: —what mommy is doing?- the proper one is —What is mommy doing?”

It may be concluded that four forms of errors are supported by surface strategy taxonomy. There are omission, addition, misformation, and misordering. These errors are often made by students when writing English paragraphs.

2.6 Previous Studies

There are several studies explained about an analysis of students' grammatical errors in writing descriptive text. These are few previous studies that explain their findings about an analysis of students' grammatical error in writing student descriptive text.

1. An Analysis of Grammatical Errors Made by Thai EFL University Students in an EAP Writing Class: Issues and Recommendations

This research was conducted by Kampookaew (2020). This study was aimed to find out the grammatical errors made by the students, how frequently the errors are found, and the frequently errors found, and the causes of the errors. The instrument was writing test in the form of two types of essays. The research findings revealed that the Thai EFL students made grammatical errors in an EAP writing class. The errors that students made are divided into three categories: errors at word level, mechanical errors, and errors at sentence level. The errors at word level were the greatest category among the three error categories. The interlingual errors from the Thai interference and intralingual errors are the causes of the students' grammatical errors.

2. An Analysis of Errors in English Writing Made by Chinese and Korean University Students

This research was conducted by Zheng & Park (2013). This study was aimed to identify and describe of errors made by the students and to identify the similarities and differences between students when they made errors. The researcher used writing test in the form of an argumentative essay as the research instrument. The research findings revealed that both of Chinese and Korean university students made grammatical errors in their essays. The terms of error that students made were misformation, omission, addition, and other categories. 1.393 errors were found in essays written by the Chinese students and 1.848 errors were found in essays written by the Korean students.

3. An Analysis of Errors in English Essays Written by Thai Non-English Major Students

This research was conducted by Suraprajit (2021). This study was aimed to find out the errors made by students under and excluded in the Surface Strategy Taxonomy in their essays writing. The instrument was writing test in the form of essays. It is found that Thai university students made errors found under the Surface Strategy Taxonomy. The results under the framework of Surface Strategy Taxonomy found that omission of articles was found the most frequently made. Besides, the result which were out of the framework of Surface Strategy Taxonomy then revealed that the error in subject-verb agreement was the highest detected error.

4. Error Analysis of Present Simple Tense in the Interlanguage of Adult Arab English Language Learners

This research was conducted by Muftah and Rafic-Galea (2013). This study was aimed to find out errors on present simple tense among adult Arab English language learners. The instruments were a grammaticality judgement task (GJT) and an elicited written production task (EWPT). This research found that adult Arab English language learners have difficulty mastering the use of 3sg –s due to first language interference. The most

common error types produced by the learners are omission, phonological similarity, incorrect suffixation and substitution.

5. The Common Grammatical Errors in Writing Narrative Essay of Students at The Youth Resource Center, Savannakhet

This research was conducted by Phommavongsa et al. (2021). This study was aimed to investigate types of common grammatical errors and dominant errors in writing narrative essays of students at the Youth Resource Center, Savannakhet. The researchers used writing test in form of narrative essay as the instrument. This research found that the students produced grammatical errors such as error in verb-tense, punctuation, spelling, preposition, capital letter, and article error. The cause of the errors is the students' lack of knowledge in grammatical writing ability.

6. An Analysis of Students' Grammatical Errors in Using Simple Present Tense in Writing Descriptive Text at The First Semester of The Eleventh Grade of SMA Negeri 1 Mesuji Timur in 2017/2018 Academic Year

This research was conducted by Munawaroh (2017). This study was aimed to identify and classify the types of errors and to know and describe the proportion (frequency and percentage) of errors are made by the students in using simple present tense in writing descriptive text. The researcher used documentation from students' assignment in descriptive text writing as the research instrument. The research findings revealed that the students made errors in using simple present tense. The students at 11th grade of SMA Negeri 1 Mesuji Timur in 2017/2018 academic year made 4 kinds of errors. The highest errors are misformation, followed by omission, addition and misordering.

7. An Analysis of Grammatical Errors in Students' Writing Descriptive Text at Eighth Grade of State Junior High School 16 Jambi City

This research was conducted by Wardah (2018). This study was aimed to find out and describe common types of grammatical errors made by the students. The instrument was the documentation of students' works in descriptive text writing. It is found that the students at 8th grade of State Junior High School 16 Jambi City made grammatical errors. The common

types of grammatical errors made by the students were omission errors. The cause of errors in the carelessness of the students.

8. An Analysis on Students' Grammatical Errors in Descriptive Texts Writing (A Descriptive Study in the Second Year Students of MTsN Satu Atap-Balaraja)

This research was conducted by Meliyanti (2013). This study was aimed to find out the grammatical errors which are commonly made by the students and the causes of errors in their descriptive text writing. The researcher used writing test about descriptive text writing as the research instrument. It is found that the students at 2nd grade of MTsN Satu Atap Balaraja made errors in writing descriptive paragraph. The researcher concluded that the ability of the 2nd grade of MTsN Satu Atap Balaraja in writing descriptive paragraph was still low. The errors made by students are errors in word choice, omission, punctuation, verb tense, capitalization, addition, spelling, word form, word error, singular-plural, article, incomplete sentence, meaning not clear, and run on sentence. The factors of errors are confusion in choosing the right word because of lacking knowledge in vocabulary, first language interference, and error translation from Indonesian language into English.

framework of Surface Strategy Taxonomy found that omission of articles was found the most frequently made. Besides, the result which were out of the framework of Surface Strategy Taxonomy then revealed that the error in subject-verb agreement was the highest detected error.

III. RESEARCH METHODOLOGY

This chapter focuses on the methodology that researcher will apply in this research. They are research design, population and sample, the instruments of the research, the data and the sources of data, the procedure of research, the data collecting technique, and the data analysis.

3.1 Research Design

This research is conducted to spot problems that occur in students, especially in writing descriptive texts. Seeing to the students' problems occurred, the teacher can improve in teaching and learning process more practical, especially in teaching writing descriptive texts. Furthermore, the aim of the research is added to enhance the teaching and learning in which the teacher has encountered the issues within the class.

In this research, the researcher used the descriptive qualitative design, because it described the grammatical errors in students' descriptive text writing. (Anderson & Arsenault (1998) stated that qualitative research could be a kind of inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain, and convey aiming to them. Bogdan and Biklen in Sugiyono (2015) said that qualitative research in descriptive, the data collected within the type of words or pictures instead of numbers.

The researcher selected this method because it conveys a broader understanding of the grammatical errors in students' descriptive text writing. The data collected within the sort of texts and words as a descriptive explanation than variety. The results of students' writing contain quotations and are not written within the sort of pictures and tables with statistical measures, but are illustrated within the variety of describing words to the grammatical errors in students' descriptive text writing and are presented in narrative form.

Based on the reasons above, it is often concluded that descriptive qualitative is analyzing descriptive data that is collected from grammatical errors in students' descriptive text writing, by using descriptive qualitative the researcher will get the solution about the question in analyzing the common forms of grammatical errors made by the students at 8th grade in SMP Negeri 3 Natar.

3.2 Population and Sample

In this sub-chapter Population and Sample discussed two theories, namely the definition of population and sample that explained as follows.

3.2.1 Population

Population is the whole element used as a generalization area. The population element is the whole subject to be measured, which is a unit studied (Cooper & Schindler, 2003). According to Sugiyono (2015), population is a generalization area consisting of objects/ subjects that decrease the quantity and certain characteristics set by the researcher to be studied and then drawn the conclusion. Thee population of this study was the second-year students at SMP Negeri 3 Natar academic year 2022/2023.

Table 3.1 Population

No.	Class	Total of students
1.	8A	32
2.	8B	32
3.	8C	32
4.	8D	32
5.	8E	32
6.	8F	32
Total		192

3.2.2 Sample

A sample is a portion of population that had been chosen because of some reasons or some characteristics that made them become sample (Schreiber & Asner-Self, 2010). In determining the sample, the researcher used purposive sampling. According to Sugiyono (2015), purposive sampling is a technique for determining sample size with a few considerations. Creswell (2009) states that a purposive sample is a non-probability sample that is chosen based on demographic characteristics and the objective of study. There were 32 students that chosen.

This research was conducted at SMP Negeri 3 Natar, located on Jl. Mawar No.1, Hajimena, Natar, South Lampung, Lampung Province. The students that were sampled in this study were students in second grade at SMP Negeri 3 Natar.

3.3 Instruments of the Research

In qualitative research, the researcher as a human instrument determines the research focus, chose the informant because the source of data, did the collecting of information, analyzed the info, made the conclusion of his/her finding.

In conducting the research, the researcher needed the instrument to obtain the data to be observed. In this research, the researcher used two instruments. First, the researcher gave a writing test to students in the format of writing descriptive texts about describing their friends. The researcher analyzed students' descriptive text in using simple present. The second instrument was interview. The researcher conducted some interviews with few students to find information the causes of students' grammatical errors. After conducting the interview, the researcher provided corrective feedback to the students. Giving corrective feedback aimed to provide reflection to students about the errors they made in their writing.

3.3.1 Writing Test

Arikunto (2006) defined a test as a set of questions, exercises, or other instruments used to evaluate the skills, knowledge, abilities, or capabilities of an individual or a group. In order to solve the problem, a writing test was used in the research design. The purpose of this writing test was to measure the students' abilities in descriptive text writing. The development of ideas, the organization of ideas, grammar structure, vocabulary, and mechanics are all aspects to consider when writing descriptive text (Husna et al., 2013). In this study, the grammar structure aspect was the primary focus, particularly in the use of the simple present tense. Furthermore, the types of error based on Dulay's surface taxonomy strategy were discovered through a writing test in the form of a descriptive test. In order to collect data, students were required to write two descriptive texts about different topics that they chose. The topics were: describing your friend, describing your family, or describing your favorite artist. Each student could choose a topic they are interested in. The text should be between 100 and 150 words long and be produced in an hour.

3.3.2 Interview

The factors that influence students' grammatical errors in descriptive text writing were investigated using interview guidelines. According to

Sugiyono (2015), an interview is a research instrument whose data is taken based on self-reports, personal knowledge, or beliefs. Interviews are conducted for a specific purpose. Interviews are conducted with a small number of respondents. According to Moleong (2017), the interview is conducted by two parties: the interviewer who asks the questions and the interviewee who provides answers to the questions asked. Lincoln and Guba in Moleong (2017), emphasized that interviews are held among others to construct people, events, organizations, feelings, motivations, demands, and concerns. Interviews are also aimed at verifying, changing, and extending information obtained from other people (triangulation). Moreover, in this research, the researcher conducted two open-ended interviews. According to Esterberg (2002), an open-ended interview was an interview with open-answer questions not determined by the researcher, the interviewee's answers were not influenced by the interviewer's role. In conducting open-ended interviews, the researcher had prepared the same instrument of questions that she had asked all respondents. Around 15 open-ended questions were asked to 17 students, allowing them to express their opinions without being influenced by the researcher. The researcher also included several corrective feedback to the students after conducting the interview. The researcher conducted an interview with the English teacher with 23 open-ended questions.

3.4 Data and Sources of Data

The data collected during this research was in the form of sentences, phrases, and paragraphs. The researcher gave a writing test to the students. It was a descriptive text written by the students. The source of information during this study was that the grammatical errors in students' descriptive text supported the surface strategy taxonomy of students in second grade in SMP Negeri 3 Natar. The researcher also conducted an interview with the students to gain information about the difficulties that caused the students to make grammatical errors.

3.5 Procedure of the Research

In this research, the researcher used these following procedures:

1. Formulating the research problems and determining the main focus of the research. The main focus is on the students' grammatical errors in descriptive text writing based on type of errors of surface taxonomy strategy according to Dulay et al. (1982).
2. Determining the writing test to gain the information
It will take supported the result of students' writing analysis.
3. Determining the research subject
The subject of this research is that the students at second grade at SMP Negeri 3 Natar.
4. Taking the document
The researcher takes the document by doing a writing test to the students. The students wrote a descriptive text.
5. Doing an interview
The researcher will do a interview with few students to identify the causes of students' grammatical errors.
6. Identifying and classifying the information
The researcher identifies and classifies the students' grammatical errors in using in descriptive text writing supported surface strategy taxonomy. Afterwards, the researcher describes the proportions (frequency and percentage) of errors are made by the students.
After gaining and classifying the information, the researcher makes a report of the findings.

3.6 Data Collecting Technique

The first main step in the research was collecting the information. It required a data collecting technique to realize the aim of getting the information needed for the research. In qualitative research, there were four kinds to gather the information, like observation, interview, documentation, and triangulation, or composite. So as

to urge the information, the researcher used the documentation technique to gather the information. According to Sugiyono (2015), document is that the transcript of a phenomenon to bygone. A document was writing forms, picture, or monumental works from someone. The researcher used the result of writing test analysis as a way of collecting the information. The second technique that researcher used was the interview technique to gather the information about the causes of students' grammatical errors. The interview consisted of some questions that related to the aspects that cause students' grammatical errors.

3.7 Data Analysis

Bodgan and Biklen in Sugiyono (2015) stated that data analysis is that the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you simply accumulate to extend your own understanding of them and to enable you to present what you have got discovered to others. The researcher analyzed the students' errors in their descriptive text. The researcher analyzed them through the subsequent steps adopted by procedure of error analysis by Gass & Selinker (2008):

1. Collecting the data supported by the students' descriptive text written test.
2. Identifying and classifying the errors from students' descriptive text writing by marking their errors supported surface strategy taxonomy, such as grammatical errors, omission, addition, misformation, and misordering.
3. Counting the quantity of every error and also the total number of errors made by the scholars.
4. Counting the proportion of errors for every type, the researcher used this formula by Nation in (Sudijono, 2005):

$$P = \frac{n^1}{\Sigma N} \times 100\%$$

In which,

P = percentage of error

n^1 = number of each errors

$\sum N$ = total number of errors

By calculating the frequency of error by using formula above, the researcher could identify the most common error made by the students.

5. Revealing the grammatical errors of students' writing by using checklist. According to Hopkins (1976), a checklist is an aid to direct observation that lists items to be given attention. This checklist marks each item's presence, absence, or frequency of occurrence.

Table 3.2 Surface Strategy Errors Frequency

No.	Surface Strategy Taxonomy	Total of Errors	Frequency (%)
1.	Omission		
2.	Addition		
	a. Regularization		
	b. Double markings		
	c. Simple addition		
3.	Misformation		
	a. Regularization		
	b. Archi-form		
	c. Alternating form		
4.	Misordering		
Total			

6. Conducting an interview with the students. After conducting the interview, the researcher also provided corrective feedback to the students. The researcher analyzes and writes down the interview answers from the students. The data will be analyzed by connecting the errors found in the written test and student answers with theories about the causes of errors and some previous studies to strengthen the results of the data analysis.
7. Making a conclusion from the findings presented in the table and description.

3.8 Validity

The accuracy and truthfulness of scientific results is referred to as validity. Validity is the degree of accuracy between the data that occurs in the object of research and the data that can be reported by the researcher Sugiyono (2015). In a qualitative study, validity refers to the data obtained, with the researcher aiming to make it as authentic, honest, and balanced as possible in the subject's real life. To test the validity of the interview items in this study, the researcher employed content and construct validity.

The writing tests and interview questions utilized in this study were tested on high school students from the researcher's society, and the instruments were verified by an English teacher and experts of English from University of Lampung, in order to validate them. All instruments were validated with the aim that this study achieves goals. The validation sheet was attached to the appendices. In addition, the researcher also employed an audio recorder to assist in acquiring precise information on data collection.

Those were the explanations for this chapter's sections on research design, population and sample, instruments of the research, data and sources of data, procedure of research, data collecting technique, data analysis, validity of error analysis of students' grammatical errors in descriptive text writing.

V. CONCLUSION AND RECOMMENDATIONS

Based on the research findings given in the previous chapter, this chapter will provide two primary discussions: the first is the research's conclusion, and the second is recommendations for teachers, students, and future researchers who aim to conduct relevant studies.

5.1 Conclusion

The purpose of this study was to examine junior high school students' grammatical errors in descriptive text writing, specifically the errors that second-grade students at SMP Negeri 3 Natar make when writing descriptive texts, as well as the difficulties that second-grade students at SMP Negeri 3 Natar face that cause them to make grammatical errors in descriptive text writing.

The researcher conducted two writing tests to find the types of grammatical errors that students made. The data collection found the students made four types of grammatical errors based on the Surface Strategy Taxonomy: omission, addition, misformation, and misordering. The total of errors students made is 187 errors at writing test 1 and 139 errors at writing test 2. Misformation was the most common type of error students made on both writing tests, accounting for 119 errors, or 63.6%, on writing test 1 and 74 errors, or 53.2%, on writing test 2. The second largest category of errors students made in both writing tests was omission, with a total of 48 errors, or 25.7%, and a total of 55 errors, or 39.6%. The third place is addition, with a total of 16 errors, or 8.6%, at writing test 1, and 9 errors, or 6.5%, at writing test 2. Misordering was the lowest error that students made from both writing tests, with a total of 4 errors, or 2.1%, and 1 error, or 0.7%. Even with two writing tests on two different topics, students still produce grammatical errors, with misformation errors being the most common. The discrepancy in the amount of errors in writing test 1 (187 errors) and writing test 2 (139 errors) is due to students' perplexity about what they will write in writing test 1, whereas in writing test 2 they have already prepared what they will write.

Interviews with 17 participants were performed to learn why the students committed grammatical errors in their descriptive compositions. Some of the causes of the difficulties faced by students that identified by the study included a lack of understanding of the subject, a lack of careness, first language interference, and forgetfulness. The main reason students made grammatical errors in their descriptive writing was a lack of understanding of the material.

5.2 Recommendations

This section provides some suggestions for teachers and students that should aid in the learning process, particularly in writing, as well as some ideas for a better teaching technique. Because the research results complete the previous study on grammatical errors in descriptive writing, the researcher will make suggestions for future researchers who will conduct research in the same field as the reference or comparison that the researchers may find valuable.

1. For English Teachers

English teachers can utilize information on the types of errors made by students to assess the students' capacity to learn English, particularly in writing descriptive text. They must consider the errors, analyze them, and suggest appropriate remedies. As a result, the teacher can revise students' writing problems, and then return it to them so they are aware of their grammatical errors. The teacher can also ask other students to correct them collectively in order to get them involved, and capable students can share their knowledge with the other students. Furthermore, because students make errors as a result of a lack of understanding of the content, the teacher can improve learning methods, particularly in writing and grammar, to be more interactive with methods that students will easily comprehend. Before the teacher closes the lesson, the teacher may also pay attention and ensure that the students understand the material that was discussed before. By performing these things, students may make fewer errors in their writing.

2. For the Students

The findings of this study highlight the most prevalent errors made by students as well as the factors that contribute to them. Students are expected to be more aware of their writing in depth after reading this and to notice the errors they made and the factors that influenced them; thus, they are advised to expand their knowledge of English, especially in grammatical structure, to produce better English texts in the future. The researcher also suggests that the students find their own exciting way to learn English in order to improve their English skills.

3. For Future Researchers

The findings of this study may motivate future researchers to investigate grammatical errors in descriptive text writing or other writing-related topics. Because this study only examined students' errors based on the Surface Strategy Taxonomy, future researchers are encouraged to include other errors that may occur in students' writing, such as word order and vocabulary selections. Furthermore, because the type of text employed in this study was descriptive, additional compositions, such as report, narrative, or analytical exposition text, are proposed. Similarly, this study only looks at one error taxonomy. In addition, three further taxonomies, namely communicative effect taxonomy, linguistic category, and comparative analysis taxonomy, are strongly suggested for identifying and classifying errors. Furthermore, because the participants of this study were second-grade junior high school kids, students in higher secondary school or even university may be recruited as subjects for future researchers to investigate faults they committed. Finally, the researcher recognizes that numerous limitations remain, despite the fact that some findings have contributed to this research. As a result, the researcher fully hopes that future investigations will have a better and deeper understanding of the subject matter.

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