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COMMON ERROR IN WRITING DESCRIPTIVE TEXT AMONG STUDENTS' AT JUNIOR HIGH SCHOOL 44 PEKANBARU

THESIS

Submitted State Islamic University Sultan Syarif Kasim Riau
In Partial Fulfilment of the Requirements for the Degree of
Magister in English Education



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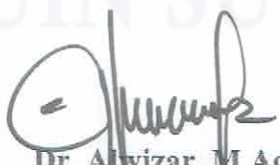

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This thesis is written and intended to submit in partial requirements for the master degree in English Education at Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau. The thesis entitled “Common Error In Writing Descriptive Text Among Students’ Junior High School 44 Pekanbaru”.

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ص	Syin	Sy
ش	Shad	Sh
ط	Dhad	Dh
ظ	Tha	Th
ظ	Zha	Zh
ء	'ain	'
غ	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	ء
ي	Ya	Y

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2. Double Consonant

The double consonant is written double, for instance العمة written *al-ammah*

3. Short Vowel

Fathah is written *a*, for instance الشريعة (syari'ah), Kasrah is written *i*, for instance الجبالي (al-Jibali) and dhommah is written *u*, for instance زولو ما (zhuluman).

4. Double Vowel

وا is written *aw*, وا is written *uw*, يا is written *ay*, and يا is written *i*.

5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse *h*, for instance الشريعة is written *syari'ah*, unless it has been taken into the Indonesian standard, for instance mayit.

However, when it is read out, it is written *t*, for instance al-maytatu in Arabic:

الميتاتو

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written *al*, for instance المسلم is written *al-Muslimu*, unless when it is the name of person followed by the word Allah, for instance, 'Abdullah (عبد الله)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling

UIN SUSKA RIAU

ABSTRACT

This research aimed to analyse the type of error faced by the students in writing descriptive text. The kind of this research was qualitative research in order to answer the research questions. They are ; to find out the types of errors which frequently exist in students writing descriptive text at junior high school 44 Pekanbaru text, and to describe the factors which cause errors in the students' writing of descriptive text at junior high school 44 Pekanbaru. The result research showed that The type of error faced by the students at junior high school 44 Pekanbaru in linguistics category was wrong spelling, wrong selection words, verb, verb to be, preposition, and conjunction. Then, The high frequency error in linguistics category was wrong selection in lexical aspect and verb in syntactical aspect. Then, the high frequency error in surface structure taxonomy was in omission aspect, and the causes of errors are from the second year students at Junior High School 44 Pekanbaru found that they faced by Interlingual causes (Transfer Error, Mother Tongue Interference, Literal Translation) and Intralingual causes (Overgeneralization, Ignorance of Rule Restrictions, Incomplete Application of the Rules, and False Concept Hypothesized). The most factors that causes the students' error in interlingual factor was in the mother tongue aspect and in the intralingual aspect was in vocabulary aspect (overgeneralization).

Keywords: Error Analysis, Descriptive Text

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis jenis kesalahan yang dihadapi siswa dalam menulis teks deskriptif. Jenis penelitian ini adalah penelitian kualitatif untuk menjawab pertanyaan penelitian. Yaitu; untuk mengetahui jenis kesalahan yang sering terjadi pada siswa dalam menulis teks deskriptif di SMP Negeri 44 Pekanbaru, dan untuk mendeskripsikan faktor-faktor penyebabnya. kesalahan penulisan teks deskriptif siswa di SMP Negeri 44 Pekanbaru. Hasil penelitian menunjukkan bahwa Jenis kesalahan yang dihadapi siswa di SMP Negeri 44 pekanbaru dalam kategori linguistik adalah salah ejaan, salah pemilihan kata, kata kerja, kata kerja menjadi, kata depan, dan kata sambung. Kemudian, kesalahan frekuensi tinggi dalam kategori linguistik adalah pemilihan yang salah dalam aspek leksikal dan kata kerja dalam aspek sintaksis. Kemudian, kesalahan frekuensi tinggi dalam taksonomi struktur permukaan berada pada aspek kelalaian, dan penyebab kesalahan berasal dari siswa kelas dua di SMP Negeri 44 Pekanbaru menemukan bahwa mereka dihadapkan pada penyebab Interlingual (Kesalahan Transfer, Interferensi Bahasa Ibu, Terjemahan Literal) dan Penyebab Intralingual (Umumalisasi Berlebihan, Ketidaktahuan akan Pembatasan Aturan, Penerapan Aturan yang Tidak Lengkap, dan Hipotesis Konsep yang Salah). Faktor yang paling banyak menyebabkan kesalahan siswa pada faktor interlingual adalah pada aspek bahasa ibu dan pada aspek intralingual terdapat pada aspek kosakata (overgeneralization).

Kata Kunci: Analisa Kesalahan, Teks Deskriptif

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المخلص

أومي كالسوم, (2021): خطأ شائع في كتابة الضرائب الوصفية بين الطلاب الصغار والمدرسة الثانوية

44 PEKANBARU

تهدف هذه الدراسة إلى تحليل أنواع الأخطاء التي يواجهها الطلاب في كتابة النصوص الوصفية. هذا النوع من البحث هو بحث نوعي للإجابة على أسئلة البحث. أنهم ؛ لوصف أنواع الأخطاء التي يرتكبها الطلاب في كتابة نصوص وصفية في SMP Negeri 44 Pekanbaru ، لاكتشاف أنواع الأخطاء التي تحدث غالبًا للطلاب في كتابة نصوص وصفية في SMP Negeri 44 Pekanbaru ، ووصف العوامل المسببة لها. أخطاء الكتابة في النص الوصفي للطلاب في SMP Negeri 44 Pekanbaru. أظهرت النتائج أن أنواع الأخطاء التي واجهها طلاب SMP Negeri 44 Pekanbaru في الفئة اللغوية هي الأخطاء الإملائية ، والاختيار الخاطي للكلمات ، والأفعال ، والأفعال ، وحروف الجر ، وحروف العطف. إذن ، خطأ التردد العالي في الفئة اللغوية هو اختيار خاطئ في الجانب المعجمي والفعل في الجانب النحوي. بعد ذلك ، يكون الخطأ عالي التردد في تصنيف بنية السطح في جانب الحذف ، ويأتي سبب الخطأ من طلاب الصف الثاني في SMP Negeri 44 Pekanbaru الذين وجدوا أنهم يواجهون أسبابًا متداخلة (أخطاء التحويل ، تداخل اللغة الأم ، الترجمة الحرفية) والأسباب اللغوية (التعميم) المبالغة ، الجهل بالقيود على القواعد ، التطبيق غير الكامل للقواعد ، والفرضيات المفاهيمية الكاذبة). العامل الذي يسبب معظم أخطاء الطلاب في العامل بين اللغات هو اللغة الأم والجانب اللغوي هو جانب المفردات (التعميم المفرط).

الكلمات الأساسية: خطأ ، نص وصفي

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CHAPTER I INTRODUCTION

1.1 Background of Study

Learning is the most important key in education institutions. There is no educational process without learning. To achieve the maximum result teachers are required to become professionals as the foundation to transform the knowledge, attitudes, and culture. Also, teachers are always required to know the capabilities, characteristics, and the way students' learning instead. If teachers are ready and have proficiency (highly skilled) in their obligations, the qualified human resources will be obtained.

It is known, every single student is different, even while they go to school in the same place, one class or even within a family. They have differences like the way they think and the way they learn something. They may also have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. Therefore, each person has different capabilities in understanding and absorbing the lessons.

This is proof that everyone has a method or a different way to learn something. Each student has to take a different way to understand the information or the same lesson. Some students prefer to choose teachers that write everything on the whiteboard. So they can read and try to understand the material. However, most of them prefer to choose teachers that deliver a lesson orally and students listen to understand it. Meanwhile, there are students who prefer to form small



groups to discuss questions relating to the subjects. Thus, teachers' teaching methods would have an impact on the comfort zone of the students in learning. The more teachers understand the differences the better chance they know the diverse learning needs of their students. One of them learn about language.

Language is the main tool that normally humans use to communicate with each other. Language plays an important role as a means of communication to interact with the environment. Without understanding language, it will make a misunderstanding between peoples and others because there cannot deliver information or everything in their mind correctly. Some people use only one language, and some others use more than one language to convey the message in their minds so that they can interact with others. The position and function of the language used in one country differ from other countries. Language is not just words that can be expressed directly, but also through an interpretation indirectly.

One of them is learning the English language, it is one of the science that should be learned to all the people. English becomes very important and useful for us. The existence of English becomes an international language of daily conversation which is spoken by many people in each country. Since its position as International language, English plays an important role in International relations such as in science, economic, diplomatic, commerce, politic, etc. As one of the developing countries, Indonesia has to keep abreast of the world's scientific and technological development. English has been promoted to all levels of education in Indonesia for many years. Furthermore, the Indonesian government has included English as one of the compulsory subjects to be taught in each level

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of education such as elementary school, junior high school, senior high school, and university. It gives the students to engage their English learning process at each different level from the lowest to the highest level. It means that the Indonesian government is going to effort the realization of education national goal and to develop the intelligence of the students.

In the English subject, there are four English skills: writing, speaking, listening and reading. One of them is writing, according to Penny Ur (2009) writing is widely used in foreign languages as a convenient means to engage with aspects of a language other than the writing itself. This is an expression of an idea, conveying a message to the reader. In other words, writing is a means of communicating or delivering messages to others in writing through the form of graphic symbols that can be understood by the author and understood by others who read it. Writing is one of the most difficult parts of learning English. It is happening because the students still lack knowledge about good writing procedures, and the mother tongue also becomes one of reason which is to influence student error when the students learning English especially in writing descriptive text.

Descriptive text is a type of text in English that clearly illustrates the properties inherent in something, be it human, animal, plant or inanimate objects. The purpose of this text is to provide clear information about the object and characteristics described to the reader. According to Sarwoko(2016) stated that descriptive text is basically has functions to give information about describe a specific thing, animal, or human being. Descriptive text has two text organizations

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there are identification and description mention the part, quality, and characteristics of subject being described. This text consists of language features such as simple present tense, adjective and compound adjective, linking verb/relating verbs and degree of comparison. For example: go = goes, cook = cooks, play = plays, and so forth.

Writing descriptive text for students is the essence of a very important activity, because students can be express or describe something in detail about certain objects such as people, thing, animals and places. The purpose of writing descriptive text is to invite readers to enjoy, feel, understand the objects and moods that have been experienced by the author.

Referring to the syllabus in 2013 curriculum, it states that the students is demanded to compose descriptive text both oral and written, short and simple, about people, thing, animals and places, with attention to social function, text structure and the linguistic elements based on the context. But the result of the learning process is still beyond the teacher's expectation. Sometimes teacher has no creativity to teach descriptive text, they applied the conventional strategy, such as three-phase technique in teaching and learning process. Firstly, the teacher explains what the descriptive text was, its function and generic structure, the teacher also explains by giving examples as provided in the students' textbook, and then she asked them to write a descriptive text. The teacher seems to have taught it clearly, however some students are not able to do that. Students do not really engage in the teaching and learning process. The students are unable to write of descriptive text correctly. Then, they had block-minded in writing any

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single paragraph. Based on this condition, it is clearly that most of students still got difficulties in the process of writing descriptive text. It automatically caused them difficult to achieve the passing score or cumulative minimal standard (KKM).

In fact some of the students were not able to write based on the generic structure of descriptive text. Then, some of the students were not able to use correct grammatical order like; subject, verb, spelling, to be, preposition, adverb and others in writing descriptive text. After that, some of the students were not able to write the descriptive text with the detail information related to the topic. For example like; “My father smart cook” it should be “My father is smart in cooking”. This error happens because the students still facing items problems about auxiliaries verb used. Another error example produced by students is in spelling. For example, most of them write “Cheks“ the right one is “Cheeks”.

Previous studies most researcher focused on four types of errors in the surface strategy taxonomy by Dulay, Burt and Krashen (1982). they are omission, addition, misformation and misordering. Besides, the researcher mostly took undergraduates students for the sample, and few of the researchers took Senior High Schools students as the sample. For example, Paramita Kusumawardani (2017) This research was done to investigate kinds of errors of omission, classify them, explain the characteristics of the errors and evaluate the errors produced by the English foreign learners using narrative text. Sugianti Somba (2017) This research was done to analyze and classify what types of mistakes made by second grade students of Indraprasta University PGRI in applying the simple past tense in

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the text of recount text. and Sholika (2019) this research was done to know the most common grammatical errors made by the tenth grade students of SMK Muhammadiyah kota Cirebon in recount text writing, and to identify the causes of the errors.

Based on the previous study they were used four types error namely omission, addition, misformation, and misordering. But, this study surface structure taxonomy by Dulay, Burt and Krashen in James (2013) there were five types of errors, namely omission, addition, misformation, misordering and blend. On the other hand, the researcher also added an error category, namely the linguistic category taxonomy in this study. This category consist of two types that is lexical error and syntactical error So in this study the researchers used two categories of errors to find students' writing errors by taking samples of the second grade students of Junior high school Pekanbaru.

In case of several facts and reasons above the researcher is interested in researching “COMMON ERROR IN WRITING DESCRIPTIVE TEXT AMONG STUDENTS’ JUNIOR HIGH SCHOOL 44 PEKANBARU”

1.2 Statement of Problem

Based on the background above, The problem of writing descriptive text can be influenced by several factors. Referring to the syllabus in 2013 curriculum, it states that the students is demanded to compose descriptive text both oral and written, short and simple, about people animals and objects, with attention to social function, text structure and the linguistic elements based on the context. But the students seems to be unable to write the detail contents of the descriptive text based

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on its generic structure. They also could not use appropriate choice of vocabulary, the grammatical order errors in using noun, verb, preposition, adjective and mechanicsm properly. So that students often make error in their writing.

It is supported two indicators first, based on kinds of taxonomy into four, namely linguistic category, surface structure taxonomy, comparative taxonomy, and communicative taxonomy. The linguistic category is an error classification that occurs in the English system. James (1998) “carries out errors in terms of where the error is located in the overall system of the based on the linguistic item which is affected by the error”. It indicates which component of language the error is located. Language components may include syntax and morphology, then semantics and lexicon. Then, Dulay, Burt and Krashen in James' book (2013) states errors can be classified into five types, there are an omission, addition, misformation, misordering and blends based on surface structure taxonomy. It is to find out errors in the verb, the others including errors in determiner, noun, preposition, sentence structure, adverb, and adjective. Based on this condition, the students' ability of junior high school is still beyond teacher expectation.

Furthermore, the researcher finds out the gap between expectation and reality. Students writing are mainly influenced by both Interlingual and Intralingual causes. Interlingual error is found as one of the most important factors affecting deviant problems which result from negative transference from the mother tongue. Teachers and students' have already done the maximal processes in teaching and learning but the result still not achieved from the 2013 curriculum's goal. This research is significant for improving english writing especially teachers

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will know the weakness of students'. Students get more benefits from this research because they know the error types and their weaknesses in writing, thus it a stimulus to students to practice more in writing and decrease the same errors repeatedly.

1.3 Limitation of Problem

In this research, the researcher limited the problem of the research to make it more focused. There are many interesting aspects to study about this research, but the researcher only focused on analyzing students' errors in writing based on Descriptive Taxonomies Theory it consist of Linguistic Category and Surface Structure Taxonomy.

1.4 Goals and Objective of Research

In conducting research, each researcher has his own study goals. This research aims to:

1. To find out the types of errors which frequently exist in students writing descriptive text at junior high school 44 Pekanbaru text
2. To describe the factors which cause errors in the students' writing of descriptive text at junior high school 44 Pekanbaru.

1.5 Research of Questions

The problems of this research are formulated in the following questions:

1. What are the types of errors which frequently exist in students writing descriptive text at junior high school 44 Pekanbaru?



2. What are the factors which cause errors in the students' writing of descriptive text at junior high school 44 Pekanbaru?

1.6 Significant of Research

The result of this research expected some contributions for some aspects below: First, for the English teachers, this research is expected could be a reference as the way in avoiding his students' error in writing text. Second, for students, this research is expected for giving a more understanding about writing on descriptive text. It means that Indonesian students should be focused on the grammatical context before writing some particular English sentences. So, students able to write a grammatical sentence with confidence and ability to express their own meaning in the writing. And last, for other researchers, this finding is also expected to be reinforcing reference in carrying out a study in a similar field. And hopefully, all the mistakes in this research, as well as lack of understanding, could be perfected by another researcher which is a study in a similar field.

1.7 Rational of Study

This research analyzes students' errors in writing descriptive text using two indicators, namely linguistic categories, and surface structure taxonomy. Dulay (1982), linguistic category taxonomy is classified errors with respect to language component the errors affect. The language component includes lexical error. They have three parts namely; wrong spelling word, wrong selection word and false

friend. Many researchers use the linguistic category taxonomy as a reporting tool, which organizes the errors they have collected.

Then, surface structure taxonomy highlights the way surface structures are altered students may omit necessary items or add unnecessary ones; they may misinform items or miss-order them. many researchers have noticed, however, that the surface elements of a language are altered in specific and systematic ways. Every learner who deals with a foreign language will always commit to an error. It is normally caused by a lack of knowledge about the target language. The lack of knowledge begins with the input that is received by the student.

The student will do the same error in several times until they know about the correct one from another resource that can prove their error. But, it does not mean that the only reason for the students' error in the language is only from the teacher. There are some factors that can influence the students' error such as; carelessness, first language interference, and translation.

1.8 Definition of the Key Terms

Several words which are used in this study need to be defined in order to avoid misunderstanding in the title above. Those terms mean as follow:

1. Common Error

According to Harmer (2007) Errors are systematic deviations that they cannot correct themselves and therefore, need explanation.

Common error that are often made by students in expressing both spoken and written that they are not aware of in their daily use. For example "He have to give advice to me" it should be " He has to give

advice to me ". It is one of example of the common error in students' writing.

2. Writing

According to Penny Ur (2009) writing is widely used in foreign languages as a convenient means to engage with aspects of language other than the writing itself. This is an expression of an idea, conveying a message to the reader.

3. Descriptive Text

According to Sarwoko (2016) descriptive text is a type of text in English that clearly illustrates the properties inherent in something, be it human, animal, plant or inanimate objects.

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CHAPTER II

THEORETICAL FRAMEWORK

2.1 Definition of Error

According to Harmer (2007) Errors are systematic deviations that they cannot correct themselves and therefore, need explanation. Errors happen when the students have lack of knowledge in process of language learning in target language. Dulay (1982) states that error are flawed side of learner in writing. From the error that learner has made, he will learn not to do the same mistakes again. Thus, error could be an important feedback of their learning progress. Therefore, learning English is different from learning Indonesian language. Then, Brown in Suhono (2016) an error as noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the students. in relation to the speech or writing of a second a foreign language students states that the use of linguistics item (such as; a word, a grammatical item, a speech act, etc) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning based on Richard in Ratnah (2013)

Based on the statements above it can be said that error occurs if the students has not yet learned an item although this item has been covered in class. For example, a teacher has taught the use of the simple present tense, but the students still gets it error when the students write a sentence in the simple present tense. This problem might be caused by the way the teacher teaches (the method teacher uses, gradation of material, etc.). All these can result in the students not

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learning and does not motivated by the lesson, in other words, the students is present in the class but does not learn.

2.1.1 Causes of Error

There are many studies related causes of error especially in learning foreign language. Most of English learners make error in writing and speaking. Simpson (2011) states that learners' errors are caused mainly by mother tongue interference, and can be predicted through contrastive analysis, was yielding to the view that errors may in fact be developmental, and evidence of systematic hypothesis testing.

Then, Saville (2005) states that two of the most likely causes of L2 errors are interlingual ('between languages') factors, resulting from negative transfer or interference from L1 and intralingual ('within language') factors, not attributable to cross-linguistic influence. Intralingual errors are also considered developmental errors and often represent incomplete learning of L2 rules or overgeneralization of them.

In line with Kaweera (2013) states that intralingual error can be defined that the deviate forms of language caused by conflicting information of the target language. Unlike those interlingual errors, which are traced to first language transfer (mother tongue). In intralingual error, there are seven aspects of intralingual interference. They are false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking occurrence restrictions, hypercorrection and overgeneralization. From the factor of mother tongue above, it can conclude that when students write, they translate words literally or word-

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by-word and they confuse how to translate from Bahasa Indonesia to English.

Furthermore, Richard (2010) states that Intralingual errors were classified as overgeneralizations (errors caused by extension of target language rules to inappropriate contexts), simplifications (errors resulting from learners producing simpler linguistic rules than those found in the target language), developmental errors (those reflecting natural stages of development), communication-based errors (errors resulting from strategies of communication), induced errors (those resulting from transfer of training), errors of avoidance (resulting from failure to use certain target language structures because they were thought to be too difficult), or errors of overproduction (structures being used too frequently). Then, Al-Khresheh (2010), He suggested that interlingual errors are committed by literal translation.

1) Transfer Error:

Error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.

2) Mother tongue Interference:

Errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.

3) Literal Translation:

Errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word.

After that, Richard (1974) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

1) Overgeneralization:

It happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1988) cites the example of forming plural by adding “s” to even irregular plurals, also generalizing the “-ed” past form.

2) Ignorance of Rule Restrictions:

James (1998) that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

3) Incomplete Application of the Rules:

This error may occur when learner fails to apply the rules completely due to the stimulus sentence.

4) False Concept Hypothesized :

Learner faulty understanding of distinctions of target language items leads to false conceptualization. Learners’ faulty understanding of distinctions of target language items leads to false concept hypothesized.



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In conclusion, EFL students writing are mainly influenced by both Interlingual and Intralingual causes. Interlingual error is found as one of the most important factors affecting deviant problems which result from negative transference from the mother tongue.

2.2 Error Analysis

According to Ellis (2005) Error analysis consist of a set of procedures for identifying, describing, and explaining students of error. Then, Corder in Sari (2018) on the aims of Error Analysis is to figure out what the students understand and do not understand and to make teacher provide the students not only with the information that his hypothesis is wrong, but also, importantly, with the right source of information or data for him to form a more sufficient concept of a rule in the target language. According to Brown (2000) the learners errors which can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners errors, called Error Analysis (EA).

Furthermore, Error Analysis (EA) was developed and offered as an alternative to Contrastive Analysis. It suggests that the influence of the native language on second language is more complex; second language students errors are caused by many complex factors affecting the learning process such as the target language itself, the communicative strategies used as well as the type and quality of second language instruction based on Hashim in Sompong (2014)

Based on arguments above error analysis is a very valuable source of information for teachers. It provides information about students ' error analysis



which in turn helps teachers to correct students' error and also increase the effectiveness of their teaching. The study of error themselves will be misleading; the study of errors differs from the number of correct responses giving a good picture of which items are being mastered and which are not.

Therefore, this research hopes to enlighten teachers about errors that need improvement so that time is not wasted teaching grammar material that causes little or no problem for most students in relation to using grammar in general and specifically on the use of tenses.

According to Corder as quoted by Ellis (1997) the steps in error analysis are follows:

1. Collection of a sample of learners language

The starting point in error analysis is deciding what example of learners' language to use for analysis and how to collect these samples.

2. Identification of errors

A corpus of learners has been collected; these errors in the corpus have to be identified. Therefore, it is necessary to decide what constitutes an error and establish a following procedure for recognizing one.

3. Description of errors

The description of learners' errors involves a comparison between learners' idiosyncratic utterances and reconstruction of those utterances in the target language.

4. Classification into error types

Assuming that it is possible to identify and describe errors, the next

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step is to try to give an explanation concerned with establishing the source of error. This stage also involves an attempt to establish the processes responsible for second language acquisition.

5. Evaluation of errors

Whereas, all the preceding stages of errors analysis have involved an examination of errors from the point of view of learners who make them. Errors evaluation involves a consideration of the effect that errors have on the person addressed.

2.3 Errors and Mistakes

According to James (2013) if the students is inclined and able to correct a fault in his or her output, it is assumed that the form they selected was not the one intended that is a mistake. Then, Brown (2007) notes that in order to analyze student language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to performance error that is a random a guess or a “slip,” in that it is a failure to utilize a known system correctly.

According to Ellis (2003), errors reflect gaps in student knowledge. They occur because the students does not know what is correct. Meanwhile, mistakes reflect occasional lapses in performance. They occur because, in a particular instance, the students are unable to perform what he or she knows.

Based on the statement above, the researcher concludes that in order to analyze the students language, it is should know about the different between mistakes and errors. Errors occur due to lack of knowledge of the rules of the



language. Students do not understand the language system they use. While mistakes refer to performance errors, it means that learners have known the language rules, but they correctly fail in applying those rules.

2.4 Classification Types of Errors Taxonomies

Harmer (2001) defines grammar as a description of how words can change their forms and combined them into good sentences in the English language. Assessment of whether students have mastered some grammar points should not be based on their ability to express grammatical rules but on their ability to use grammar points to share their ideas, emotions, feelings, or observations with others. Knowing about how grammar works is to better understand how grammar is used and abused. It means that there is a possibility of errors in student learning. In this study, the term error in grammar will be called a descriptive taxonomies classification error.

There are four descriptive taxonomies most useful and commonly used as the basis for error classification based on Dulay et all in James (2013);

1. Linguistic Category Classification Taxonomy,
2. Surface Structure Taxonomy,
3. Comparative Taxonomy, and
4. Communicative Taxonomy.

So, in this research, the researcher used linguistic category and surface structure taxonomy to analyze. Because the researcher interested to classify cause and factor the student's errors in writing descriptive text.

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2.4.1 Linguistic Category Taxonomy

The linguistic category is an error classification that occurs in the English system. James (1998) “carries out errors in terms of where the error is located in the overall system of the based on the linguistic item which is affected by the error”. It indicates which component of language the error is located. Language components may include syntax and morphology (grammatical rules), then semantics (meaning) and lexicon (vocabulary usage). This research error type focuses on syntax (grammatical rules) and lexicon (vocabulary usage).

2.4.1.1 Lexical Error

Lexical error is the process of converting a sequence of characters into making the wrong choice of word for the stylistic context. There are three ways to find out errors in students’ writing through this lexical: (a) wrong spelling word, (b) wrong selection words, and (c) false friend.

a. Wrong Spelling Word

Spelling is the process or activity of writing word and naming the letter and the way in which a word is spelled. Spelling is the act of forming of words letter and the way how to make a word is correctly spelled. Thus some students writing made wrong spelling words because the different of the character of native letters and English letters

Example: Nixt, I went to take a shower at 8:30 pm

The example illustrates that students made error on lexical error because they did not recognize English word, so they produced erroneous word. This sentence shows that error occurs in spelling word “next” but



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student wrote “nixt” which is wrong form and no meaning then the correct is “next, I went to take a shower at 8:30”.

b. Wrong Selection Words

Wrong selection word is the process of choosing the wrong word to complete sentence, students choose other word instead of the correct word such as students mentions to write “part” but they write “park”, they want to write “nine o’clock” but they write “night o’clock” and they use wrong example “I look for any lesson” the word “any” is used in interrogative and question sentence but students used in position sentence.

Example: I cleaned my bad

This sentence indicates that students chose the wrong words because the characters of letters are similar but different a litter bit. Students’ mentions to write “bed” but he/she wrote “bad”, so this sentence is incorrect then the correct sentence is “I clean my bed”

c. False Friend

“False friend” are words that have seemed to be the same but in fact, there are different meanings and it is often confused with the words in another language with a different meaning because the two words look or sound similar.

Example: I thing that if I can teach in my hometown

This sentence shows the similar of English words that makes student to be confused. This case is similar pronunciation “think” and “thing” the correct sentence is “I think that if I can teach in hometown”.

2.4.1.2 Syntactical Errors

Syntax is the structure of language or grammar; syntax consists of tenses, subject, verb, preposition, conjunction and other words to make sentences, so that syntax is the knowledge about grammar and description of word classes, sometimes these were called part of speech, and how to numbers of these classes go together to phrase form and sentences. This research, writer found syntactical errors in three levels students of English Department at Champasack University and it include in five categories such as: (a) Verb “to be”, (b) Verb, (c) Preposition, (e) Conjunction, (e) Sentence construction.

a. Verb “to be”

Verb “to be” is said to the most important of English language, constantly changing form, sometimes without much of a discernible pattern, considering that we use it so often, it is really too bad for “to be” has to be most irregular, slippery verb in the language.

Example: We are have lunch at 11:30

From example above shows that learner has lack grammatical knowledge and she/he misunderstood about simple structure, so learner puts verb “to be” in the sentence to describe activities then correct sentence is “we have lunch at 11:30”.

b. Verb

Verb is one part of speech and sentences because all sentences structure can't miss verb. Verb mortifies subject that makes people to understand the meaning of the speaker. Verb is part of tenses or one



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composition of sentences, verb predicate by using such as present simple “I drink water” and past simple “I drank water” using verb in the present simple is like infinitive verb when we use verb in past simple verb character of letter.

Example: I watching TV.

The sentence above shows that learner did not remind the English structure then she/ he created new form is “I watching TV” learner put –ing in the infinitive verb (V1) that is unnecessary and incorrect form, so that the correct is “I watch TV” because the learner can’t remind English grammatical structure then she/he creates new form as similar as English form.

c. Preposition

Preposition is one the composition of the sentences and part of speech, it used to combine between word to word and that make that sentence is meaningful and correct with English grammar. Preposition is the word which is used to show and describe the places where something is location.

Example: My family still lives in there

The sentence above shows that learner made error on addition unnecessary preposition because learners do not remember the preposition rule then they made error. The first error sentences is “My family still lives in there” the rule of using “there” does not put preposition because “there”

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is mean the place and it is full meaning in itself, the correct sentence is “My family still lives there”.

d. Conjunction

Conjunction or connection idea is the part of speech that is important one because conjunction words combine between word to word, sentences to other sentences and it includes on clause. Especially English writing conjunction is one composition that makes writing text is perfect in context.

Example: I had party drink beer together.

From one example indicates that learner ignored English rule when she/he wants to combine the two clauses together such as the first error sentence is “I had big party drink beer together” there are two clauses between word “party” and “drink”, maybe student refer to spoken language and wrote the sentence, so the correct is “I had big part and drink beer together”

e. Sentence Construction

Sentence construction describes some items in sentences and word phrases; it is the grammatical arrangement of words in sentences. The error happened in this case because organization of structure is incorrect with English grammar. Moreover, Sentence construction describes construction of sentences some item in sentences and word phrase; it is the grammatical arrangement of words in sentences.

Example: Before go to take a shower at seven o'clock

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2.4.2.2 Addition

Addition is any usage of unnecessary items in the sentences, which are the contrary of omission. The addition is indicated by the presence of an ‘unwanted’ item in sentences. Generally, it occurs in second language acquisition of the learner. Regularizations, double markings, and simple addition are kind of addition error which have been examined in the writing of both first language and second language learner. For example: “*She does not to come.*” (error)

“*She does not come.*” (corrected)

2.4.2.3 Misformation

Misformation is any wrong form of certain morphemes or structures. It is indicated by the usage of wrong forms of certain morphemes or structures. There are three types of misformation error:

a. Regularization error

Errors that belong to this category are in which a regular marker is use in place of an irregular one and commonly in comprehension of grammar.

Examples:

- He have to give advice to me (error)
- He has to give advice to me (*corrected*)

b. Archi- forms

Archi- forms, which they call ‘misselection’, is the selection of one member of a class of forms to represent others in the class.

- Examples:
- *That dogs* (error)
 - *That dog* (*corrected*)



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c. 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. Examples:

- *I want to bought but the is expensive (error)*
- *I wanted to buy it but the price was expensive (corrected)*

2.4.2.4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in sentences. They come about systematically for both first and second language learning in construction that already been acquired. For example:

- *She fights all the time her brother. (error)*
- *She fights her brother all the time. (corrected)*

2.4.2.5 Blends

Blends occur when two or more morphemes that have the same function appear in a sentence. And also it is called the contamination or cross association or hybridization error. It is also called combining or mixing (word) with another so that the component parts indistinguishable from one to the other. For example:

- *The only one thing I want.” (error)*
- *The only thing I want.” (corrected)*

2.4.3 Comparative Taxonomy

According to Dulay, Burt, and Krashen (1982) points out that classification of errors in a comparative taxonomy is based on comparison



between the structure of second language errors and certain other type of constructions. For example, if one were to use a comparative taxonomy to classify the errors of an Indonesian learning English, one might compare the structure of the students' errors to that errors reported for children acquiring English as a first language. econd language errors have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother tongue. These comparisons classify two major categories of errors that are development errors and interlingual errors.

1) Mental Errors

Developmental errors are errors similar to those made by children learning the target language as first language.

For example: -*The dog eat it.*

The omission of the past tense marker can be classified as developmental error because there are also found in the speech of children learning English as the first language.

2) Interlingual Errors

Interlingual errors are errors similar in structure to a semantically equivalent phrase or sentence in the learner's native language. Based on Dulay (1982) to identify an inter lingual error, researchers usually translate the grammatical form of the learner's phrase or sentence onto the learner's first language to see if similarities exist, then compare both sentences to see if learners L1 structure is discernible in the L2 sentence.

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2.4.4 Communicative effect Taxonomy

This type of taxonomy classifies errors based on “the perspective of their effect on the listener order” Dulay, Burt and Krashen (1982). It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Based on this taxonomy, Dulay, Burt and Krashen (1982) categorize errors into two types, namely global errors and local errors.

1) Global Errors

Global errors are errors that effect overall significant sentence organization to hinder communication. For example:

- *English language uses many people order of major constituens.(error)*
- many people use English. (corrected)

2) Local Errors

Local errors are errors that affect single elements (constituent) in a sentence and do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers.

Example: - *Why you like each other? (Error)*

- *Why do you like each other?(corrected)*

2.5 The Nature of writing

According to Penny Ur (2009) writing is widely used in foreign languages as a convenient means to engage with aspects of language other than the writing itself. This is an expression of an idea, conveying a message to the reader. Writing is widely used within foreign language as a convenient means for engaging with



an aspect of a language other than writing itself. Writing can be defined as a way of communication by transforming observations, In other words, information thought, or ideas into language, so it can be shared with others.

Furthermore, “Writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly” based on Sapkota cited on Harris et al (2014). It indicates that writers are expected to explore their ideas and arrange them into good sentences and paragraphs that have meaning. Because of that writing is not only the activity of producing symbols of language in written form, but also a mean to deliver ideas. When people start writing, they do not only write all their ideas. They need to convey and organize their ideas into a readable text that has some meanings. They have to think about how to make their ideas can be understood easily.

From the ideas above, it can be concluded that writing is the writers’ ways to give informations to the readers. It is an important means of communication and skill to master. To master the skill, the writers should develop their skill in writing. The development of the writing skill needs the accurate use of grammar and a good vocabulary or linking the written word. Then, the writers should have a good critical thinking to put on all of their aspirations into a paragraph or essay. By having good critical thinking in writing skill, the writers will be confident to put the ideas into the paper and write their papers easily.

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2.5.1. The Purpose of Writing

Purpose is the goal or aim of a piece of writing: to express oneself, to provide information, to persuade, or to create a literary work. There are four purposes writers use for writing. When someone communicates ideas in writing, they usually do so to express themselves, inform their reader, to persuade a reader or to create a literary work. In college, we mostly rely on two purposes for composition style writing, and those are to inform or to persuade the audience.

Writing is required by students in the class because through writing the students can give opinion and idea. Many benefits the writer gets in writing some texts, such as for sharing the information, opinion, and emotion. McClain and Roth (1999) state that purpose of writing is to persuade, an educated, critical. By writing point of view on a topic is correct. You cannot do this by indulging in emotional pleas or by listing fact after innumerable fact.

Hart cited by Sutrisno states that most of the writing will be to inform or to persuade.

1. To inform. Often your chief or only aim will be to provide information to your reader. Your assumption is that your reader knows little or nothing about the topic on which your wish to provide information.
2. To persuade. In argumentative writing essay, your aim is to convince your reader to adopt a particular position, to take a particular action, or to do both. If, in a letter to your local newspaper, you oppose plans to build a shopping mall near your neighborhood, your purpose is persuasion.

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Based on all of the explanation above , it can be concluded that purpose of writing is to give information to another people which it can make them know about topic be delivered by the writer. And then, to invite to another people. It can make the reader believe to writer. Meanwhile , the purpose of writing in college is to expressing meaning in short functional text and essay accurately, fluently and acceptable in the context.

2.5.2. The Writing Process

Writing is a complex process. Walberg (2004) It is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.

Brown and Hood (1993) described the three main stages of the writing process. These three stages like this :

a. Preparing of write

In this step, the students can make their plan before they write. For example : the students prepare their topic before write the text.

b. Drafting

It is the activity for students make organize about the topic. Such as making notes related the topic.

c. Revising

After the students write the text, the students reread the text that their write. If they find out the something mistake in their text, the students start editing and revising the text.



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Hinkel (2004) states that there are three steps in writing process. There are pre writing, writing, and revising. Whereas, Oshima and Hogue (1997) divide that there are four main stages in the writing process. There are pre writing, planning, writing, and revising draft. The first stage is pre writing. Pre writing activities are useful for narrowing a topic and generating idea. This stage has to do by the students before they start to write a text, because it is related with their writing if the teacher gives or certain about the topic. Then they will do brainstorming. In brainstorming they will explore their ideas about the topic.

The second stage is planning (outline), organize the ideas by brainstorming. In this stage the students have to be ready for that in the process of writing. They will generate their ideas by doing it. Next, the students will mark all points that related with the same ideas. They try to make the ideas into a sentence to cover the points listed. After that, they try to make an outlining. It is done to make easy to arrange the sentences into paragraph. The next stage is writing. Writing is one major point; the students might come up with the idea for another major point. The last stage is revising draft. Revising draft is change on what the students have written in order to improve it. The students check it over for content, organization, including unity and coherence also logic more quickly.

In addition, according to White and Arndt (1991) process writing is an interrelated set of recursive stages which include; (1) Drafting, the activity of writing to organize the informations or ideas. (2) Structuring, the ordering information and experimenting with arrangements. (3) Reviewing, the activity to checking context, connections, assessing impact, and editing. (4) Focusing, that is

making sure you are getting the message across you want to get across. (5) Generating ideas and evaluation, the process to assessing the draft and/or subsequent drafts.

Based on the ideas above, it can be concluded that the writing process is the starting point for developing students' writing ability, the teachers must recognize that students need a range of writing experiences to develop as writers. The process of writing consists of many stages includes; pre writing, planning, writing, and revising. The researcher will apply those stages in teaching writing. The first stage is pre writing. It is an activity for students to thinking about topic and generating their idea. The second stage is planning. In this activity, the students will organize their idea and list their idea before writing sentences to be a good paragraph. The third stage is writing. The students start to write the text based on the ideas that their write. The final stage is revising. It is the time for the students review their works, checking for clarity of the message, word choice, and organization. These complicated stages become one of the reasons why writing is regarded as the difficult skill. Therefore, the students are expected to do many maximal efforts in each stage in the process of writing;

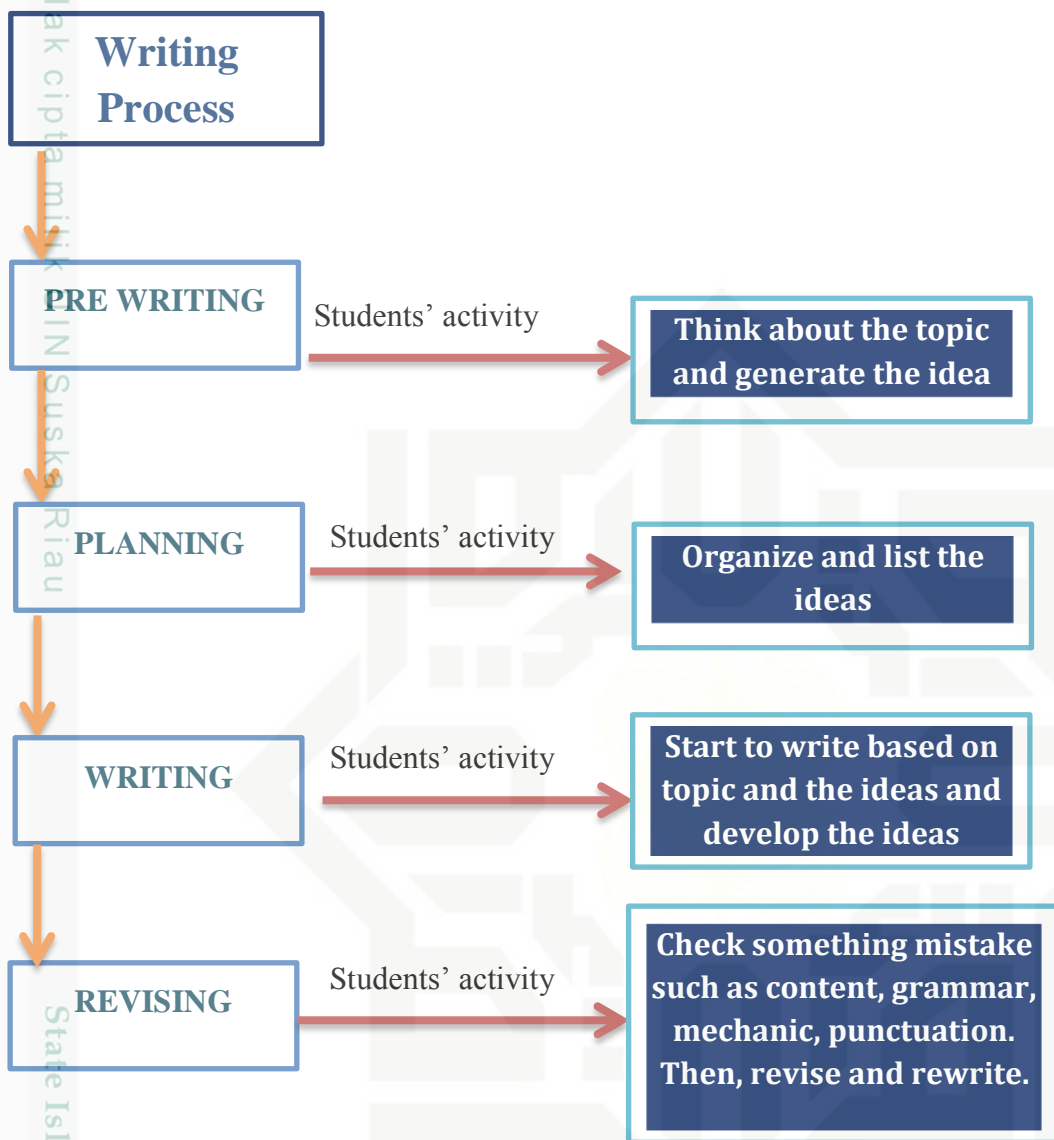
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2.5.3 Principle of Teaching Writing

Brown (2001) says a number of basic principles for designing writing technique in teaching writing, they are:

1. Incorporate practices of “good” writers

Lecturers should consider the various things that efficient writers do and their technique should include some of these practices. For

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example, good writers should focus on a goal or main idea in writing, easily let their first ideas flow in to the paper, and follows a general organizational plan as they write, utilize feedback on their writing and revise their work efficiently.

2. Balance process and product

Because writing is a composing process and requires multiple drafts before an effective product is created, lecturers should lead the students through appropriate stages in the process of writing. At the same time, the lecturers should not get so caught in the stages leading up to the final product that they lose sight of the ultimate attainment: a clear, well-organized, and effective piece of writing. These process are aimed to make better products of writing and add experience in writing which is very useful for further writing activities.

3. Account for cultural/literacy backgrounds

If there are some apparent contrasts between students' native traditions and those that lecturers are trying to teach, lecturers should try to help students to understand what it is, exactly, that they are accustomed to bring them to the use of acceptable English rhetoric. Thus, the lecturer should teach students about the differences in cultures. The differences can be in cultural backgrounds that influence writing styles.

4. Connect reading and writing

By reading a variety of relevant types of text, the students can gain important insights both about how they should write and about the subject

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matter that may become the topic of their writing. They get examples of good sentences which are organized into good paragraphs, read a lot of words that enrich their vocabulary in writing and get knowledge to develop their ideas in choosing a topic. Thus, before writing, students should have reading activities to help them in writing activity.

5. Provide as much authentic writing as possible

Writing activities should connect to the real writing in which students write for some certain purposes, not only for fulfilling the lecturer's assignments. For example, they publish a class newsletter, write letters to people outside of class, write a script for a skit or dramatic presentation, write a resume, write advertisements can be seen as authentic writing.

6. Frame the techniques in terms of pre-writing, drafting, and revising stages

In teaching writing, the lecturer should use the writing process that can be put on pre-writing, draft writing, and revising. The pre-writing stage that encourages the generation of ideas can happen in numerous ways such as reading a passage, brainstorming, discussing a topic or question and pre-writing. In addition, guided tasks are necessary to help students plan what they want to write. In drafting and revising, students must be reminded that what they write in drafting is not a finished product that is considered unchangeable, but it is flexible. Moreover, they are really suggested to involve in collaborative writing. They work in pairs or groups to share ideas that contribute to the success of the final product.

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The way of giving responses also has to be planned, whether the lecturer has full autonomy or it also includes peer responses.

7. Strive to offer techniques that are interactive as possible

Interaction is emphasized in a process-oriented approach in which students work in pairs and groups to generate ideas and peer-edit. Generating ideas is difficult to do if they work on their own so that they need to have interaction with peers. Moreover, peer-edit helps students to deal with their writing. Lecturers should not think that writing is a solitary activity. It is a good deal that a good writer can be most effectively developed within a community of learners. Therefore, lecturers should strive to apply techniques that are interactive.

8. Sensitively apply methods of responding to and correcting your students' writing

Writing needs correction from the beginning up to the final draft. As the lecturers respond to the students' writing, they act as a guide of a facilitator. After the final work turned in, they have the position of evaluator, but until then, the role of consultant will be the most productive way to respond. Ideally, the responses will be written and oral. There are many ways for responding to students' writing such as self-feedback, peer feedback, and lecturer feedback. Under less than ideal conditions, written comments may have to suffice.



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9. Clearly instruct students on the rhetorical formal conventions of writing

Lecturers should explain about the formal structures of writing because each type of writing has its formal structures. They should not assume that students will pick these up by absorption. To help students understand the structure of text types, the lecturer should ask them to read some different types of texts with their structures.

Based on the explanation above, it can be concluded that all of the principles really help the lecturers and the students. It make the lecturers have good skills in teaching writing. Meanwhile, the students can make writing enjoyable in writing practice. The principles are : (1) cooperating practices of good writers , (2) Balancing process and product, (3) account for cultural, (4) connecting reading and writing, (5) providing reading and writing, (6) framing the techniques in terms of pre-writing, drafting, and revising stages, (7) striving to offer technique that are interactive as possible, (8) applying methods of responding to and correcting students' writing sensitively, (9) instructing students on the rhetorical formal conventions of writing clearly. Thus, it is very important in teaching writing.

2.5.4 Writing Components

To make good writing the students' needs a lot of vocabulary, correct grammar and good comprehension. According Alice Oshima and Hogue (1997), there are some components of writing.



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1. Content is refers to a set of information that support the specific topic talked about. In the content aspect, the writer can develop the details ideas to describe the main topic.
2. Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic sequence and cohesive.
3. Vocabulary is appropriateness in choosing and using words in each sentence is an important thing in writing.
4. Grammar is the rule of language in combining the words. The use of grammar can be applied in all the kinds of sentence structure so that it makes writing more meaningful.
5. Mechanic means how the students write. Paragraph is a combination of some sentence which needs good spelling and punctuation is not appropriate, the paragraph will be unbearable.

All of the aspect above for instance content, organization, vocabulary, grammar and mechanics are the components of writing.

Hyland (2009) explains that in writing, organization is intimately related to other components of language grammar, vocabulary, mechanics, and content. It means that the good writers have enriched their vocabulary for their writing quality. Mechanics are descriptor about spelling, punctuation, capitalization, and paragraphing.

In addition, Harries stated that there are five general components in writing. they are content, form, grammar, style, and mechanics. It means that the students should use those components when they are writing.

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Based on all the theories about components of writing are the same. In fact, to write a sentence and paragraph is not easy because in writing the writers should know and understand all of those component. Furthermore, it can make writing becomes good and perfect. For that, the researcher uses these components to evaluate the students' writing ability especially in descriptive text.

2.6 Genre of text

Genre is never just about situated linguistic patterns (register), functional occurrences of linguistic features (text types), or subject fields (domain), and it is not even simply about text-structural features based on Martin cited on Lee (2001). There are kinds of genre of english text types, Procedure, Recount, Narrative, Description, News Item, Report, Analytical Exposition, Spoof, Hortatory Exposition, Explanation, Discussion and Review based on Rose (2015). So many kinds genre of text but researcher limit this research to used descriptive text as a support. Because, this research already represents all types of text.

2.6.1 Descriptive Text

According to Sarwoko (2016) descriptive text is a type of text in English that clearly illustrates the properties inherent in something, be it human, animal, plant or inanimate objects. The generic structure of description is identification and description. Identification is part introduces where or who the subject being describe is. Then, description is part to shows the detail description of the subject. It may include the information about the appearance or qualities of the subject, such as; shapes, materials, sizes, feelings, quantities, colors, qualities, location and taste.

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Then based on the lesson plan of English syllabus states on the 2013 curriculum, below are the indicators of writing descriptive text :

- 1) The students are able to produce detail information related to the topic appropriately.
- 2) The students are able to write the identification clearly
- 3) The students are able to write the description clearly
- 4) The students are able to use adjective correctly
- 5) The students are able to use linking verb correctly
- 6) The students are able to use simple present tense correctly
- 7) The students are able to use vocabulary appropriately
- 8) The students are able to apply the mechanic (spelling, punctuation and capitalization) correctly.

2.6.1.1 Writing Descriptive Paragraph

There are many ways to improve writing, one of them is learning about paragraph especially in descriptive paragraph. Descriptive paragraph is one of the kinds of writing. Anderson et al (2003) states there are several ways of developing a paragraph: by narration, by description and by exposition, by comparison and contrast, and by cause and effect.

One of the ways to develop a paragraph is by description. Anderson et al (2003) said that descriptive paragraph is the paragraph containing the descriptions of place, thing, or a person obviously time order that would not be logical. It means that in producing a descriptive paragraph, one should build sentences as to where the objects being described are located.

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The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt and heard. Whether the students want to describe a person, a place or a thing, our aim is to reveal a subject through vivid and carefully selected details. According to Means and Lindner (1998) state that the trick to writing good description is using details. You do not need to describe everything, however; just use a few telling details that give the reader the idea.

2.6.1.2 Language Features

Beside the generic structure, genre also has language features as the guideline in writing very part of the generic structure of the text. It deals with the grammatical features based on Peter (2005).

1. Focus on specific participants, for example: my English teacher, Andini's cat, my favorite place.
2. Use of simple present tense
3. Verbs of being and having 'relational processes' for example: my mom is really cool, she has long black hair.
4. Use of descriptive adjective, functioning to provide more information to a noun by describing or modifying it. For example: strong legs, white fangs.
5. Use of detailed noun phrase to give information about the subject, for example: very beautiful scenery, a sweet young lady, very thick fur.
6. Use of action verbs 'material processes', for example; it eats grass, it runs fast.
7. Use of adverbials phrase to give additional information about

- the characteristic of the subject. An adverbial phrase is a phrase with preposition as the head, which is that followed by another phrase, showing place, time, purpose, etc. For example: fast at tree house;
8. Use of figurative language, for example: John is as white as chalk.

Based on theories stated above, this is one of an example of descriptive paragraph:

The Marshalls Family

It is a nice Sunday morning. The Marshalls family members are doing separate activities. (*Identification*)

Mr and Mrs Marshall are on their bicycles. They are going to the market to buy groceries. Michael, the oldest son is playing guitar in the back yard. He is singing to Jason Mraz's songs. The older daughters, Elsie and Cassie are reading a book together in the back yard. At the back same place, the youngest daughter, Moira is eating waffles and drinking cappuccino. (*Description*)

Adopted from Zaida(2014)

2.6.1.3 The Strategies of Descriptive text

Strategies in writing descriptive text are very necessary and important. Writing will not be correct and clear without strategies. Therefore, a learner needs to know the strategies of writing descriptive text. Here the explanation about descriptive text strategies by Clouse (1984) :

1. Topic Selection

A topic in a sentence is very important. Because of the topics, a sentence would look weird and unusual. Selection of topics here is to choose a topic



with caution before writing descriptive text. The students have to concentrate to find a topic in order to produce descriptive text which is good and more interesting. The obvious choice of topic is help students to achieve a specific goal in writing descriptive text.

2. Dominant Impression

In writing descriptive text, students must choose a dominant impression, the impression or reaction that is interesting and surprising to be written in descriptive text. Thus, will be produced descriptive text which is the best.

3. Drafting

Drafting in writing descriptive text is also very important and necessary. Because of the presence of this drafting, will good determine whether or not the results of the descriptive text.

4. Revising

Revising in the descriptive text is very important and necessary. The purposes are for writing clearer and correctly. Without revising, a sentence in descriptive text would be too long. So, revising is very important that the text produced clearer.

Strategies in writing descriptive text above is all very necessary and important to be produce the right writing of descriptive text and clear. The absence of a strategy in writing descriptive text, which may occur of course there will be more errors made by students in writing.



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2.6.2 Narrative Text

Narrative text has a purpose to construct a view of the world that entertains or informs the reader. Narrative is the form of writing used to tell or relate the story of act or event. It places occurrences in time and tell what happens according to the natural time sequence.

- **Kinds of Narrative Text**

1. fairy tale
2. mystery
3. science fiction
4. horror
5. fable
6. romance

- **The generic structure of narrative text**

1. orientation,
2. complication, and
3. resolution.

2.6.3 Spoof Text

Spoof text is a text which tells the events of the past with an unexpected ending and funny. The purpose this text is to entertain the readers with funny story.



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Generic Structures:

1. Orientation: Introduction of the participant of the story, where it happens and when it happens. By giving the orientation, reader will recognize the story.
2. Events: Tells about the chronological of the story. Several events are explored in chronological way which able to arrange the story read nicely.
3. Twist: An unpredictable plot in the end of the story which amuse the reader. Readers even didn't predict before that it would be.

Language Features:

1. Focusing on individual participant like as people, animals or certain things.
2. Using past sentence
3. Using action verb (ate, ran, was walking, etc.)
4. The use of adverbial phrase of time and place (in the garden, two days ago)
5. Told in chronological order
6. Use of direct speech or indirect speech for the dialogues
7. The use of connective (first, then, finally)

2.6.4 Discussion Text

Discussion text has a purpose to present different opinion about a subject matter to readers. Discussion text is a process of finding out a common ground between two different thoughts and opinions. In addition, discussion text is a text



which presents a problematic discourse discussed in different viewpoints. General structure of discussion text consists of four, they are :

1. issue, where in this section, the writers have to decide the issue to be discussed
2. 13 argument pro is presenting the point that support the issues,
3. argument cons is presenting the other point that disagree with the supporting issue,
4. and the last is conclusion or recommendation of the current issues.

2.6.5 Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that “rounds off” the sequence of events. In the text, will be found words and phrases used to start, connect a sentence with the next one, and end your composition. Those words and phrase are: first, then, after that, finally.

2.6.5.1 Generic Structure of Recount:

1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the researcher to the story

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2.6.5.2 Language Feature of Recount:

1. Introducing personal participant; I, my group.
2. Using chronological connection; then, first, after that.
3. Using linking verb; was, were, saw, heard.
4. Using action verb; look, go, change and simple past tense.

2.6.6 Hortatory Exposition Text

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. It represent the attempt of the writer to have the addressee do something or act in certain way. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science academic community and educated people.

Generic structure of hortatory exposition text:

- Thesis
- Arguments
- Recommendation.

Language feature hortatory exposition text:

- Using simple present tense
- Using modal, action verb, thinking verb, adverb and adjective.

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2.6.7 Procedure Text

Procedure is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.

Generic Structure of Procedure Text

1. Goal
2. Material or Ingredient
3. Step

Purpose of Procedure Text

1. To explain/tell (the reader) how to make/operate/do something through a sequence of actions or steps.
2. To explain steps/instruction to make/operate/do something.

Language Feature of Procedure Text

1. Use adverbial of sequence / Using temporal conjunction (example: first, second, third, the last)
2. Use command / imperative sentence
3. Using adverbials (Adverbs) to express detail the time, place, manner accurate, for example, for five minutes, 2 hours, etc.
4. Using action verbs, example: make, take, boil, cook
5. Using Simple Present Tense

2.6.8 Anecdote Text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers



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- **Generic Structure:**

1. Abstract
2. Orientation
3. Crisis
4. Reaction
5. Coda

- **Language Features:**

1. Using exclamations, rhetorical question or intensifiers
2. Using material process
3. Using temporal conjunctions

2.6.9 News item Text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

Generic Structure:

1. Newsworthy event
2. Background events and Sources

Dominant Language Features:

1. Short, telegraphic information about story captured in headline
2. Using action verbs
3. Using saying verbs
4. Using adverbs : time, place and manner



2.7 Related Studies

There are several previous studies that have related to this reseach. Even though it is not almost similar but it can be the reference to distinguish between the previous studies with the present study.

The first past study about an error analysis was done by *Nokthavivanh Sychandone* in his research about “*Comparative Error Analysis In English Writing By First, Second, And Third Year Studnets Of English Department Of Faculty Of Education At Champasack University*”. This study focuses on comparative error analysis in English writing made by different levels. To investigate the error types, the frequency of error types, the similarities and difference of errors and the last to find the error sources that occur in first, second and third year learners. Error analysis is one type of linguistic study and it focuses on learners’ error making. The linguistic category and surface strategy taxonomy are used to find out the types of error. The analysis the phenomenon based on Brown (1980) namely, error identification, error classification, Error description and error explanation. The data from students’ writing products, 54 pieces in three levels and the total errors are 571 erroneous sentences. There are two types of errors, namely lexical errors and syntactical errors; eight error categories and twenty-seven error cases. The second year learners made the most error 263 errors or 46, 05% while first year learners produced 229 errors or 40, 10% and third year learners made 79 errors or 13, 83%. There are similarity in errors types, five similar categories and five error cases, but there are three different error categories and eighteen error cases. The main error sources, learners had lack knowledge of

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English grammatical rule. The overgeneralization (265 errors or 46, 40%) influences learners' error, language transfer (199 errors or 34, 85%) still interfere learners' acquisition and simplification (107 errors or 18, 73%) is one factor that effect learners' errors.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research the participant of the research. In his research, undergraduate students majoring of English became the participant on his research while in this research, Junior high school students will be the participant.

The second past study about an error analysis was done by *Dr. Mahendran Maniam & Punethawathi Rajagopal* in his research about “*Simple Past Tense Errors Based On Surface Structure Taxonomy In Esl Malaysian Undergraduates Writing*”. This study aims to investigate simple past tense errors according to surface structure taxonomy by analyzing the document analysis of students. This study also aims to investigate the sources of simple past tense errors. To achieve this, 30 respondents were chosen from a random sampling. The research design chosen is survey design. This design is suitable for collection of quantitative data from document analysis and questionnaire. The information gathered from the instruments was further analyzed to report the types and sources of simple past tense errors based on the surface structure taxonomy. The findings from this study indicate that the types of simple past tense errors are omission, addition and misinformation. The findings also indicate that the sources of simple past tense errors are mother tongue interference, application of translation, ignorance of rule

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application and overgeneralization of grammar rules. This research is significant as it provides insights to educators and practitioners a better understanding of the conceptualization of theories and grammar teaching methodology in the ESL context.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research is the language features of the research. In his research, using simple past tense on his research while in this research, using simple present tense will be analyze.

The third past study about an error was done by *Sukanda Kongkaew and Payung Cedar* in his research about “*An Analysis of Errors in Online English Writing made by Thai EFL Authors*”. English writing produced by Thai EFL authors inevitably contains errors of various types. Errors can lead to not only wrong interpretations but also unfavorable criticism. This study is an endeavor to examine errors of English writing made by Thai EFL authors on the Tourism Authority of Thailand Website and to suggest revisions to each error found. To do this, the information on tourist destinations in five provinces in the lower north of Thailand, namely, Phitsanulok, Sukhothai, Phetchabun, Uttaradit, and Tak, was collected. The gathered data consisted of 230 pieces of the information which contained 2,559 sentences. The data were analyzed by applying the framework of Dulay, Burt, & Krashen’s surface structure taxonomy. The results revealed that almost half of all the considered sentences (44.78%) contained errors. Based on the framework, errors of omission were found to be the most frequent, followed by those of misformation, addition, and misordering, respectively. Interestingly,

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the results also showed that the mechanical errors, not in the list of the framework, occurred with the highest frequency. Based upon research findings, online English writing made by Thai EFL authors need more proofreading, especially on the types of errors committed at the highest frequency according to or beyond the framework. However, in focusing on high frequency errors, it is to be noted that miscellaneous occurred the least yet should not be ignored in the correcting process.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research the participant of the research. In his research, undergraduate Tourism Authority of Thailand Website became the participant on his research while in this research, Junior high school students will be the participant.

The fourth past study about an error analysis done by *Solikha and Rahmawati* in his research about “*The Analysis Of Grammatical Error In Writing Recount Text Using Surface Taxonomy Strategy* ”. The objectives of the study are to know the most common grammatical errors made by the tenth grade students of SMK Muhammadiyah kota Cirebon in recount text writing, and to identify the causes of the errors. The sample of this research is 18 students. The method which is used in this research is descriptive analysis. Firstly, students were given essay test about recount text. Afterwards, the data were collected, identified, and then classified based on grammatical classification. The result of the study showed that verb tense is the most grammatical error made by the students. Based on the analysis of the grammatical errors, four types of errors were found. The numbers

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of errors of omission are 18 errors with the percentage of 41.86%. Then the second common error is misformation with total errors 16 errors or 37.20%. The third error is addition with 5 errors or 11.62%. And the last is misordering with 4 errors or 9.30%. It can be concluded that most students of SMK Muhammadiyah kota Cirebon got wrong in omission and misformation. And the sources of errors, two types of errors affected the occurrence of students' errors. These two errors are as follows. Intralingual error was found 16 errors or 8.42% and interlingual error was found 3 errors or 1.57%. Based on the result, it is figured out that the students were creative in constructing English sentences and still have difficulties in learning grammatical structures in writing process.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research is Genre of text. In his research, using Recount text became the skill on his research while in this research, Descriptive text will be analyze.

The fifth past study about an error analysis was done by Paramita Kusumawardani (2017) in his research about *"The Analysis Of Errors Of Omission In English Narrative Composition Made By Efl Students"*. This research was done to investigate kinds of errors of omission, classify them, explain the characteristics of the errors and evaluate the errors produced by the English foreign learners. Errors of omission could happen because the learners were still lack of form or grammar that is supposed to have in the sentence but the learners omit it. Writing is the most difficult skill in learning English as what is spoken is different with what is written. The writing skills are complex and

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certainly difficult to teach, requiring not only of grammatical and theoretical devises but also conceptual and judgmental elements. The research was done by using descriptive method and the data were collected from 20 English Foreign Learners' English Narrative Composition. The results found in the learners' English narrative composition are Omission of "Of" for about 5 errors or 25%, Omission of "Auxiliary" for about 3 errors or 15%, Omission of "Articles" for about 3 errors or 15%, Omission of "Countable and Uncountable Nouns" for about 4 errors or 20%, Omission of "Apostrophe's" for about 3 errors or 15% and Omission of "Preposition" for about 2 errors or 10%.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research is Genre of text. In his research, using Narrative text became the skill on his research while in this research, Descriptive text will be analyze.

The sixth past study about an error analysis was done by Nuraini in his research about “*Grammatical Errors Made By the Students of English Department UISU Year 2018 in Their Writing Class*”. This research attempts to identify the grammatical errors produced by students of English Department of UISU year 2018 in their final paper of writing class. In particular, it attempts to classify the errors based on Surface Strategy Taxonomy proposed by Dulay, Burt, and Krashen (1982). The data used in this research are taken from the submitted assignments of English Department students of Universitas Islam Sumatera Utara year 2018 in General English, particularly nine students in writing class. The researcher found 178 errors in fourteen linguistic categories which are divided

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into four parts: omission, addition, misformation, and misordering. From all the four parts, the researcher discovered that the most frequent errors found are in the part of misformation (97 errors; 54.49%), followed by omission (38 errors; 31.11%), misordering (22 errors; 12.78%), and addition (20 errors; 11.11%). While from the linguistic categories, the three most frequent errors found are misformation of verbal (30 errors), misordering of complex sentence (20 errors), and omission of determiner (19 errors).

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research the participant of the research. In his research, undergraduate English Department of UISU became the participant on his research while in this research, Junior high school students will be the participant.

The seventh past study about an error analysis was done by *Touran Ahour and Jayakaran Mukundan* in his research about “*Errors and Variations of TESL Students’ Written Description*”. The focus of this study was to highlight different kinds of errors and variations that emerge in the writings of ESL students. The participants of the study were twelve TESL undergraduate students from the Faculty of Educational Studies at Universiti Putra Malaysia. Students’ written descriptions on a picture stimulus were collected and qualitatively analyzed. Then, the emerging errors in their descriptions were categorized into the linguistic and surface structure taxonomies. The findings revealed different grammatical errors in their writings which were basically related to the categories of verb phrases and noun phrases in either simple or compound/complex sentences that

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resulted in giving misinformation, one of the categories in surface structure. Some variations were also found in the word choice of the students in the three ethnic groups of the study, whereby these choices might be the reflections of their cultural background and world view. The results could help material developers to develop the necessary tasks and exercises and teachers to devise the best teaching strategies for overcoming these kinds of errors in ESL learners' writings.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research the participant of the research. In his research, undergraduate Faculty of Educational Studies at University Putra Malaysia became the participant on his research while in this research, Junior high school students will be the participant.

The eighth past study about an error analysis was done by *Siti Himmatul Auliya* in his research about “*An Error Analysis On The Use Of Simple Present Tense In Writing Descriptive Text*”. This research was conducted to (1) describe the types of errors made by the second health analysis students of SMK Semesta Bumiayu in the academic year 2015/2016 in writing descriptive text, and (2) describe the causes of the errors. The participants of this research were 22 students. The descriptive qualitative method was used in this research. To collect the data the writer used writing assignment. The collected data were identified, classified, and analyzed based on the types of error using Dulay's theory. The result of this research showed that based on the surface strategy taxonomy, the students tended to make errors in the form of omission (28 errors = 20%), in the form of misinformation (23 errors = 21%), in the form of addition (5 error = 5%),

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and in the form of misordering (37 errors =34%) out of the total errors were 93 errors. The reasons why they made errors because of the students lacked English grammatical rules mastery and different language rules between Indonesia and English language.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research the participant of the research. In his research, Vocational high school became the participant on his research while in this research, Junior high school students will be the participant.

The ninth past study about an error analysis was done by *Ahmad Taufik Hidayah* in his research about “*Error Analysis on The Use of The SimpleTense and The Simple Past Tense in Writing Essays Among TESL College Students*”.

Errors committed by students learning english language can happen in any level. This research focuses on college students taking a diploma course in Teaching of English as a second language (TESL). Objectives of this study are to identify the areas where students commit most errors on the use of the simpe present tense and the simple past tense , to find out some sources of errors and subsequently try finding ways to solve the errors. Methodology used is by using document analysis where error analysis procedures are applied. Instruments used in this research are by using essay writing questions. Research samples consisted of 53 students taking diploma in TESL. These students were selected randomly. Analysis of the data used Error Analysis Method. From the findings, it can be seen that many students committed errors involving grammatical items, such as subject-verb

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agreement, tenses, parts of speech and vocabularies. Types of errors committed by the students with regard to Error Analysis Method are due to omission, addition, misinformation and misordering. Some factors have been identified to contribute to the problem such as : lack of knowledge and competence of the English grammar, influence of the mother tongue, loan words and lack of exposure of the English language. Some suggestions and recommendations have been made to address this problem. They include giving ample exercises and practices to students, giving some teaching techniques to the teachers to be implemented in class. All these efforts are meant for remedies to solve the problem in writing English essays with respect to the use of correct simple present tense and simple past tense.

The similarities between both studies lied on the analyze students' writing based on surface strategy taxonomy. The differences between his research the participant of the research. In his research, diploma in TESL became the participant on his research while in this research, Junior high school students will be the participant.

The tenth past study about an error analysis was done by *Sugianti Somba* in his research about “*An Analysis On Grammatical Errors In Students’ Recount Texts: A Case Study On The Second Grade Students Faculty Of Letters Indraprasta Pgri University*”. This study aims to analyze and classify what types of mistakes made by learners (in this case the second grade students of Indraprasta University PGRI) in applying the simple past tense in the text of recount text. The errors are defined according to Mariusz Trawinski's theory. In addition, this study

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aims to obtain percentage of each type of mistakes made by learners, as well as to uncover the most dominant mistakes made by learners in using the simple past tense in the text recount. The method used in this research is descriptive qualitative method, while the general pattern or research design used by the researcher is a case study. Furthermore, the authors chose the second level of students who numbered 25 people as subjects in this study. The data in this research is obtained through the test of making recounts to the students. The result of the error analysis process is that learners perform three types of errors which are regular verb, irregular verbs, and auxiliary verbs. It is seen from the percentage of each type of error, the auxiliary verb is the most commonly performed error type with a percentage of 42.23%. Furthermore, irregular verb of error is 33.90%, whereas the type of regular verb error is 29.87% of the total errors made by the learner. And from the side of the taxonomy of surface tactics or surface strategy taxonomy, errors in regular verb, irregular verb, and to be auxiliary consist of misformation, misordering, omission, and addition error. The highest error on auxiliary verb is misformation. The highest error on irregular verb is misformation. And the highest error in regular verb is omission. This shows that the use of simple past tense in writing recount text is still difficult to understand the students of the second grade of PGRI Indraprasta University.

The similarities between both studies lied on the analyze students' writing based on this research. The differences between his research the indicator of the research. In his research, only used surface strategy on the research while in this

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research, used two indicator will be analyze it consist linguistic category and surface structure taxonomy.

2.8 Operational Concepts and indicators

The ways to find out errors in students' writing through Linguistic

Category :

a. Lexical error

- Students made wrong spelling words.
- Students use the wrong selection words.
- Students use words that have seemed to be the same but in fact, there are different meanings.

b. Syntactical Errors

- Students use incorrectly the "to be" in the sentence.
- Students use the incorrect choice of a verb tense within a sentence.
- Students use the addition of unnecessary prepositions in the sentence.
- Students made an error on addition to unnecessary preposition in the sentence.
- Students make an error in connecting one sentence and the other sentence like a conjunction.
- Students eliminate the subject contained in a sentence.

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The ways to find out errors in students' writing through Surface structure

taxonomy:

- Students use any deletion of certain necessary items or words in sentences.
- Students use the extra items in the sentence like verbs, articles, nouns, prepositions, inflections so on.
- Students use incorrect subject-verb in the sentence.
- Students use incorrect tenses in sentences.
- Students use the incorrect placement of items in sentences.
- Students use two or more items that have the same function appear in a sentence.

Then, based on Richard (1974), the indicators of factor which causes students writing errors are:

Table 2.1 Factor that Causes of students'error

Factor that Causes of students'error	Indicators	Items
Interlingual	Transfer Error	1,2
	Mother Tongue Interference	3,4
	Literal translation	5,6
Intralingual	Overgeneralization	7,8
	Ignorance of rule restrictions,	9,10
	Incomplete application of the rules	11,12
	False concept hypothesized	13,14

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CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The design of this research used a qualitative research. It got the information and analysis about errors based on the limitation of this research using the Surface Structure Taxonomy Theory. Creswell (2018) said that “Qualitative research is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involved emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.”. Furthermore according to Zulhidah (2016) Qualitative research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that Qualitative Research attempting to make sense of interpreting phenomena in terms of the meanings people bring to them. In conclusion, based on two experts of theories above, qualitative research is a method of research procedures that produce descriptive data in the form of words written or spoken of people and behaviors that can be observed. It means that the researcher makes an interpretation of data. It includes developing a description of an individual or setting, analyzing data for themes or categories, and finally drawing conclusions about pers and theoretically.

Based on the arguments above, This research is a qualitative research which uses descriptive method. It is purposed to know the fact that actually



happens in a certain situation and condition. This research aims to describe systematically the facts and characteristics of a population area of interest factually and accurately. The data of this research are collected in the form of words rather than the number and the researcher does not give any treatment to the object of the research to find the result. The researcher uses this method to analyze the errors that made by the second grade students at SMPN 44 Pekanbaru.

3.2 Research Site and Participants

The present study is conducted at Junior High School 44 in Pekanbaru city, Riau province. It is located at Damai streets, Palas, Kec.Rumbai. The selection of the research site conducted purposively by considering the availability and accessibility of the research site (Hamied, 2017). Therefore, the researcher has several reasons why choosing this site. First, the school and participants are accessible which gives benefits for the researcher in managing the effectiveness of the present study including some factors such as time, financial and energy invested. Then, the researcher finds out gap between expectation and reality. One of them the students still make errors in writing.

The research participants of this students are the second grade of SMPN 44 Pekanbaru which the total population 401 students. The design of this study is qualitative research, so the sample technique used is purposive sampling. Since the number is large it would be necessary to select a sample, that is, a smaller group that represent the characteristic of a larger group or population. The performance of a sample is used to make an inference about the performance of the larger group. There are three classes in the second grade of this school. The

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researcher took 10 samples in each class with a total of 30 students who were sampled in this study, with the characteristics seen from the student's highest score in the English subject. Recall that the qualitative research is characterized by in-depth inquiry, immersion in a setting, emphasis on context concern with participant perspectives and description of a single setting, not a generalization to any settings. In choosing the sample the researcher chooses purposive sampling with specific one is a homogenous sample that is selecting participants who are very similar in experience, perspectives or outlook so it produces a narrow, homogeneous sample and makes data collection and analysis simple.

3.3 Research Instrument

To collect the data, researcher used the instrument of the research. The instrument of this research is documentation.

3.3.1 Documentation

The researcher uses documentation by collecting students' writing descriptive text and then using a questionnaire to find out the factor that causes of errors in students' writing. Based on M. Given (2008), Documentation is constituting this trail of evidence includes notes about data collection experiences, documentation of changes in design, the researcher's experience in the conduct of the study, and memos generated during data analysis. Field notes are composed of the researcher's observations of a set during a data collection encounter, including notes about the context of a data collection episode.

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Based on that quotation, the researcher analyzed descriptive writing text students. After that analyzed every error there, and the last describing those errors based on the limitation of this research.

Table 3.1 Table of Indicators

No	Indicator	Sub-Indicators	Error Sentences	Correct Sentences
1	Linguistic Category	Wrong Spelling	-	-
2		Wrong Selection Words	-	-
3		False Friend	-	-
4		Syntactical Errors	-	-

Table 3.2 Table of Indicators

No	Indicator	Sub-Indicators	Error Sentences	Error Sentences
1	Surface Structure Taxonomy	Omission	-	-
2		Addition	-	-
3		Misformation	-	-
4		Misordering	-	-
5		Blends	-	-

3.4 Data Collection Technique

The data collection technique in this research is documentation, so there is no particular technique for getting the data. Just collect those particular data from a proper class. In collecting the data, there are several steps carried by the researcher. There are follows:

1. The first steps the researcher asked permission to the teacher to get the written documents of students in the class.
2. The researcher asked for help from the teacher to gives the explanation and instruction to students about the descriptive text and questionnaire papers.

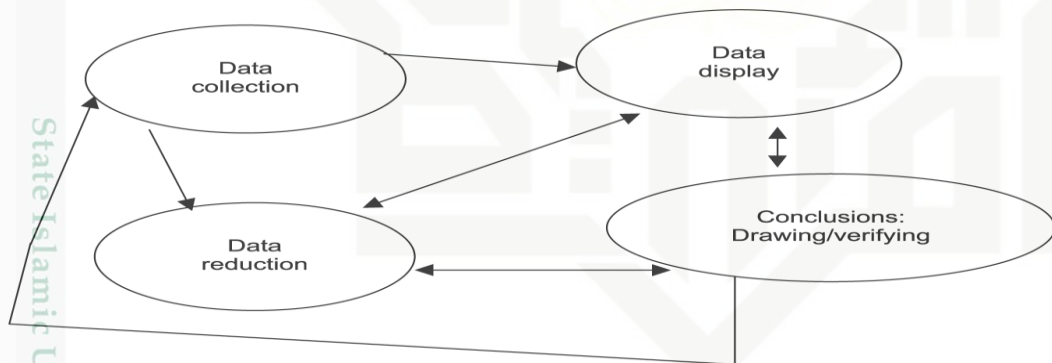
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3. Then the researcher asks students to write about the descriptive text and fill the questionnaires.
4. In the last step, the researcher collects the data.

3.5 Data Analysis Technique

Qualitative Data Analysis (1994), by Miles and Huberman, is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on regularities and sequences that link these phenomena.

For this research's analysis technique the researcher used content analysis. Then, the instrument is documentation and the source of data is students' writing produce. After that, the researcher used Miles and Huberman's method about three main components in analyzing qualitative data.



Source: Miles and Huberman (1984 p. 23)

1. Data Reduction

According to Miles and Huberman (1994) Data reduction is referring to the selecting process, focusing, simplifying, and transforming the raw data. As in this research, the second grade of students will be chosen as a sample. Then, the researcher read the results of students' descriptive writing text and watched



closely toward the writing text errors that will be analyzed. After that, the types of errors will be grouped based on the theory of linguistics category and surface structure taxonomy.

2. Data Display

After doing data reduction, the next step is data display. Data display is a process of assembling and organizing information. As in this research, the result of writing text students will be identified errors through a particular linguistic category and surface structure taxonomy. First, identify using the lexical error, wrong spelling, wrong selection words, false friend, and syntactical errors. Second, identify of errors using the omission, addition, misformation, misordering and blends. After that, the types of errors will be grouped.

3. Drawing and verifying conclusions

The last step is made verifying and drawing the conclusions as the essence of the research process. Verifying and drawing the conclusions are based on organizing the information from data reduction and data display. As in this research, the result of writing text students will be identified errors through a particular linguistic category and surface structure taxonomy. First, identify using the lexical error, wrong spelling, wrong selection words, false friend, and syntactical errors. Second, identify of errors using the omission, addition, misformation, misordering and blends. After that, the types of errors will be grouped and the researcher computes the percentage of students' errors in writing descriptive text. The researcher uses this formula to finds out errors of frequently exist in this research.

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The formula is:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = The numbers of classification used

N = Data numbers

Table 3.3 Matrix Indicators of Linguistic Category

No	Indicators	Level of Error	
		Amount	Percentage (%)
1.	Wrong Spelling		
2.	Wrong Selection Words		
3.	False Friend		
4.	Syntactical Errors		
Total			

Table 3.4 Matrix Indicators of Surface Structure Taxonomy

NO	Indicators	Level of Error	
		Amount	Percentage (%)
1.	Omission		
2.	Addition		
3.	Misformation		
4.	Misordering		
5.	Blends		
Total			

This research also used questionnaire as a support to find out factor which cause in students writing descriptive text. It can be seen from the questionnaire below:

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Table 3.5 The Questionnaire of Research

No	Statements	Students' response				
		Strongly disagree	Disagree	undecided	agree	Strongly agree
1	<i>I don't understand how to write English especially writing descriptive text.</i>					
2	<i>In learning English especially writing descriptive text, I don't understand and know what the teacher teach.</i>					
3	<i>I feel difficult when I write English or translate from Bahasa Indonesia to English.</i>					
4	<i>Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive text.</i>					
5	<i>I prefer to write bahasa Indonesia first, and then I translate to English</i>					
6	<i>In writing descriptive text, I translate English literally or word-by-word.</i>					
7	<i>The greatest difficulty in writing descriptive text that I have, it is mostly from vocabulary.</i>					
8	<i>In writing descriptive text, I difficult to use appropriate vocabulary.</i>					
9	<i>Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive text.</i>					
10	<i>The most difficulty that I feel in writing descriptive text is because I am confused where I should start to write.</i>					
11	<i>I do not understand about the use of each tense in writing descriptive text.</i>					
12	<i>I don't know the generic structures and the language features of writing descriptive.</i>					
13	<i>I feel difficult to write descriptive text if it is specified topic (topic chosen).</i>					
14	<i>I difficult to choose the object to describe in writing descriptive text.</i>					

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CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The errors on linguistic category taxonomy and surface structure taxonomy have influenced the students at Junior High School 44 Pekanbaru to write well in descriptive text. The students faced by written errors that they made. Based on the data description of this study, it found that there are one hundred more errors in the students' writing descriptive text. Most of them made error in syntactical errors it was part of linguistic category. Then the second written error was omission errors, it followed by misformation errors, and the lowest written error was blends, they were part of surface structure taxonomy.

It is clear that in their writing, the students still made errors especially in writing descriptive text. By investigating the percentages of the errors, the students make errors most frequently in syntactical area. It means that syntax is considered to be more difficult than morphology. It appears that the students' errors distribute to all students' writings. They still made errors, but the students do not always made errors in the same subcomponent.

Then, the researcher conclude factor that causes of errors are from the second year students at Junior High School 44 Pekanbaru found that they faced by Interlingual causes (Transfer Error, Mother Tongue Interference, Literal Translation) and Intralingual causes (Overgeneralization, Ignorance of Rule Restrictions, Incomplete Application of the Rules, and False Concept Hypothesized).



5.2 Implication Of The Research

Harmer (2001) defines grammar as a description of how words can change their forms and combined them into good sentences in the English language. Assessment of whether students have mastered some grammar points should not be based on their ability to express grammatical rules but on their ability to use grammar points to share their ideas, emotions, feelings, or observations with others. Knowing about how grammar works is to better understand how grammar is used and abused. It means that there is a possibility of errors in student learning. In this study, the term error in grammar will be called a descriptive taxonomies classification error.

There are four descriptive taxonomies most useful and commonly used as the basis for error classification based on Dulay et all in James (2013); they are (1) Linguistic Category Classification Taxonomy, (2) Surface Structure Taxonomy, (3) Comparative Taxonomy, and (4) Communicative Taxonomy.

So, in this research, the researcher used linguistic category and surface structure taxonomy to analyze. Because the researcher interested to classify cause and factor the student's errors in writing descriptive text.

The common error made by students deals with syntactical error (27,9%), followed by omission (21,39%) misformation (20,46%) and lexical error (16,74%). While the less error made by students are blends (0,93%), misordering (2,79%) and addition (9,3%). This finding implies that many students still have struggle to write properly in using syntactical rules. This finding also shows that omission is one of most errors made by students, indicating that in writing

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especially in descriptive text, students tend to write their ideas uncompletely so that the meaning that they want to convey to the reader are not delivered properly which sometimes leads to misunderstanding between what the students intend to write and what the readers read. The other most common errors made by students are misformation regulation which is indicated that students sometimes inconsistent to write the pronoun and to be of the subject in writing. Based on this finding, it is implies that teacher must provide and consider students to learn more about syntactical rules, how to convey their ideas properly and also teach students to be more aware to become consistent in their writing.

From the result of likert scale questionnaire which also where the data of factor influence the students error being collected, it can be concluded that the most voted likert scale in most of items of questionnaire is in between “disagree”, “undecided” and “agree”. However, when we look closer to the likert scale, it can be seen that “undecided” is the most option that voted by the students in 8 out of 14 items. This “undecided” answer of the students implies that students still cannot recognize why they did some errors in their writing. Therefore, in this case, teacher must creating the active teaching and learning progress that discuss about students error. So that students can recognize which part of writing that appear the errors and what should they do next in their writing task to avoid those errors.

5.3 Recommendation

The researcher would like to propose some recommendations. It is expected that the suggestions will hopefully give a new idea for a better teaching

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and learning process especially in writing descriptive paragraph students at Junior High School 44 Pekanbaru

1. Recommendations for the English Teacher:

- a) Teachers should construct creative and enjoyable learning for students.
- b) Teachers should support their techniques by using interesting media.
- c) Teachers can encourage students' awareness about the importance of writing for their life.
- d) Teacher makes writing as habitual activities for students in the school.

2. Recommendations the students

As the students still make errors in their writings, they have to learn English by reading more materials in order to improve their English grammatical ability.

3. Recommendations For the future researchers

This research study is expected that the result of the study can give an informative input to other researchers who want to conduct similar research. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that the other researchers are able to find out other solution of this problem.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study especially to analyse syntactical error, omission error, misformation error and lexical error.

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Name: _____
Date: _____

Name : Nur Sardina Maulidina
Class : VIII - 1

My Mother

This is about my mother, Her name is Ni Wayan Dastri, She has brown complexion and black hair. Her height is as same as mine 155 centimeter. My mother is a tailor. She sews special clothes for women called "Kebaya". I learn many things about sews from her. She is a great teacher for me. Every morning. She wakes up earlier than other members in my family. She prepares breakfast for us. She is a tough and patient mother, we love her so much.

Name : Nayla Raisha Putri
Class : VIII - 1

My Father

My father is a figure that really inspires me, my father teaches me hard work and consistency. He works as a government employees (PNS). Father has a tall body like the youngest brother. As you can see in the photo, his hair is black and straight like mine. His skin is a little brown because he likes to work in the sun.



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Nama : Fierdan Januarta Bahri
 My father Name is myoman yasa. He is a hard
 man. He works as a government employee.
 My body is tall, like my younger brother.
 My hair is black and straight, same as mine. He has
 a brown complexion because he likes working under the sun.
 He is talking to my father. He is a wise man who
 always gives me great advices.
 We learn about being a hardworker from him. we
 love him very much. He is a great father for us.

NO. _____
 DATE: _____
 Name: Agus Indriana
 Class: VIII-1
 My sister
 I have an older sister. He's a kind person,
 friendly to people, cheerful, and kind. She was
 tall, beautiful, and with glasses. Even though he's
 nice, he always teases his sister.
 Even though he often teases me, I'm still grateful
 to have a brother like him. He taught me
 goodness, how to improve my behavior and
 how to be kind to others.

SAMPLE OF VIII-1 SMPN 44 PEKANBARU

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NO. _____
DATE: _____

Name : DZini Andiar
Class : VIII - I

My Friend

I have a best friend. She is named Ita. She has three siblings. She lives next to my house. She is 17 years old. She has long hair. She has a slim body. She is one of the smartest students in her class. He is 170 cm tall. He weighs 50 kg. He likes to help out.

NO. _____
DATE: _____

Name : Cinta Valensya Dee Pando
Class : VIII - I

My Father

My father's name is Arifin. He is a hardworking man. His body is tall, like my youngest brother. His hair is black and straight, same as mine. He has brown complexion because he likes working under the sun.

I love talking to my father. He is a wise man who always give me great advices. We learn about being a hardworker from him. We love him very much. He is a great father for us.

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NO. _____
DATE: _____

Name = Melani hetieni Nainggolan
Class = VIII - I

Present

My father bought me a dog on my birthday.
This is a male golden retriever. I really love him as my pet.
His name is Choco. He is a good dog, obedient and can be used as friend for me, he has brown fur and his fur is very soft and he likes to rub his belly.

State Islamic U

DATE: _____

Name : Starlet Wahudi
Class : VIII - I

My Favorit novel

I have a favorit book. It is not actually a book but a set of novel. The story is about a magical world and dragon my favorit mythicsh crative. I was very happy to get it. I put it next to my old collection. My favorit set novels consist of four thick novels.

The title of each book is written on the left side and on the same thing to all my book because i hope if i loss my books someone who found it world give it back to me.



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Ahmad arif
VIII - I

My sister

My sister is four years older than me. Her name is Ratu Emma Ramayanti. I usually call her Mbok Tu. "Mbok" is a Balinese nick name for calling an older sister.

She has the same hair like my mother, black and quite curly. My sister, mother and I have almost the same body fall. Her height is about 157 cm. We love her very much.

No. _____
Tanggal _____

Name : Benedict Kresna
Class : VIII-1

My Favorite Phone

I have a favorite phone with the Xiaomi brand. My favorite phone is an android based smartphone which has a black color. This phone has 3GB RAM and 32GB internal memory. Apart from that, my phone is also powered by a 4100 mAh lithium-ion polymer battery so I can play my favorite game for a long duration. It is also very sophisticated as it is equipped with a fingerprint scanner. I am always satisfied with the quality of the photos taken by this phone as it has a 13 MP rear camera and a 5 MP front camera.

Hello

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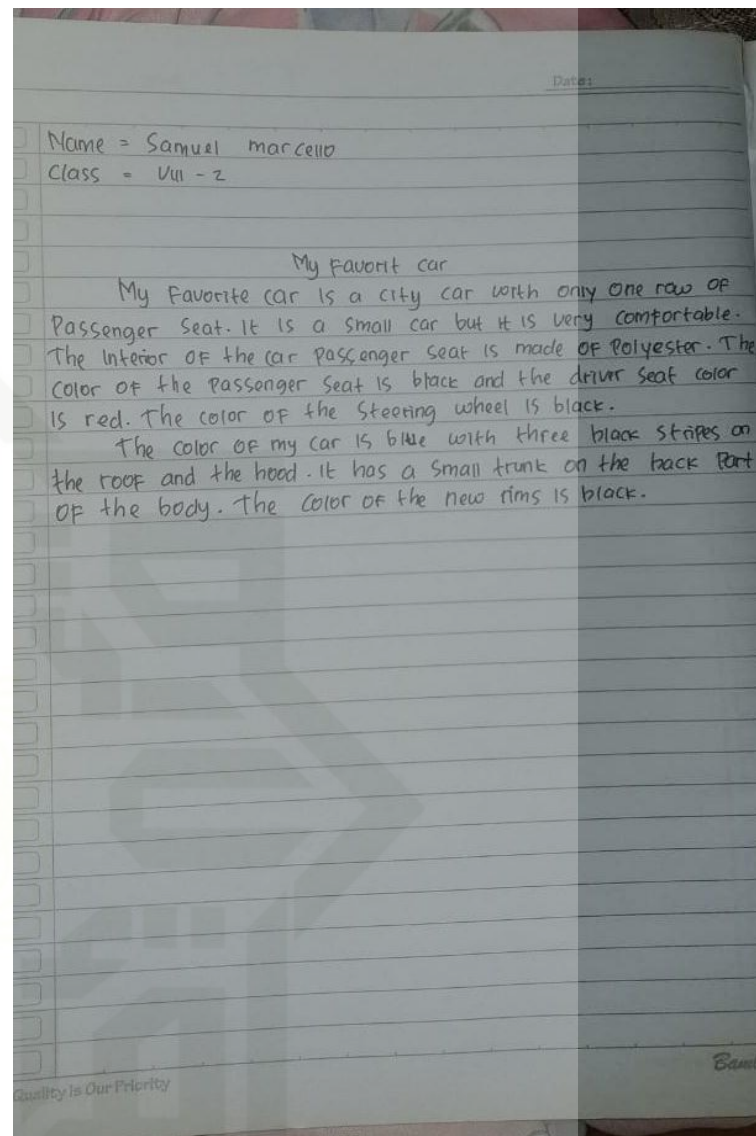
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Name : Gilang Nabandhya
Class : VIII - 2

Guitar

My favorite guitar is made of mahogany. This is a type of steel string acoustic guitar. Three different colors are used to cover the main parts of the guitar. The front side is light brown. The back color is black, and the edges are dark brown. The neck of the guitar is colored black, but the headstock is dark brown. There is only one earpiece on the guitar and it is located at the end of the guitar neck.



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Teddy bear
 favorite doll is an original teddy bear from
 USA. I got it all from my aunt. The size is about
 40 centimeters tall and 30 centimeters wide. Some-
 times I put it on my bed and use it as a pillow.
 The color is brown and it has dark brown
 eyes and small ears. There is a light brown ribbon
 around its neck.

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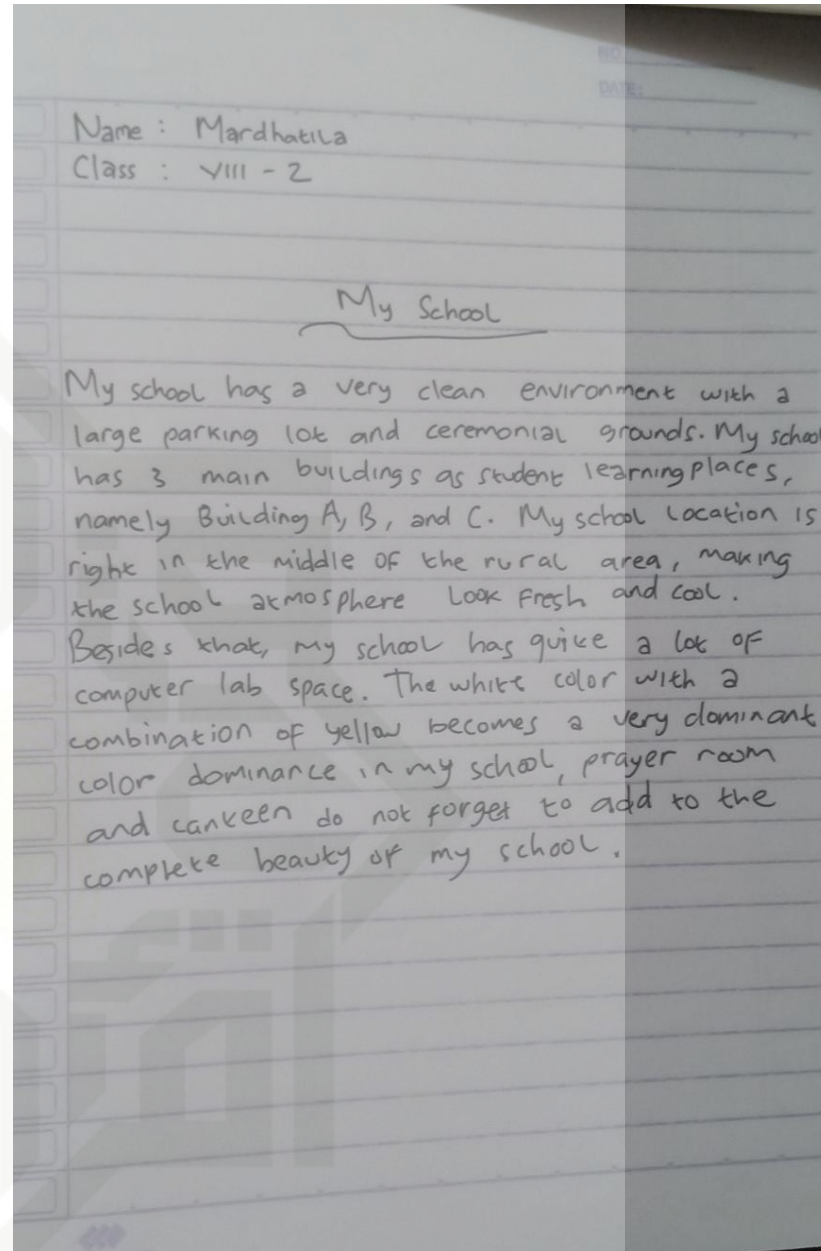
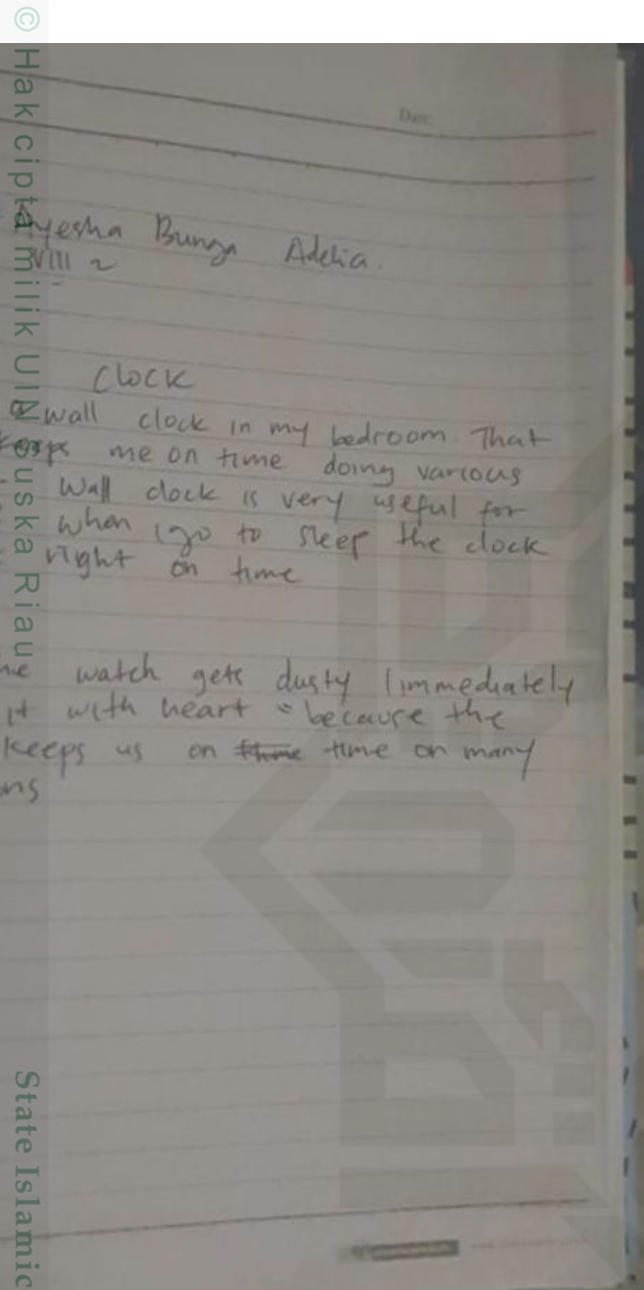
Name = Immanuel Tampubolon
 class = VIII - 2

My Favorite Place

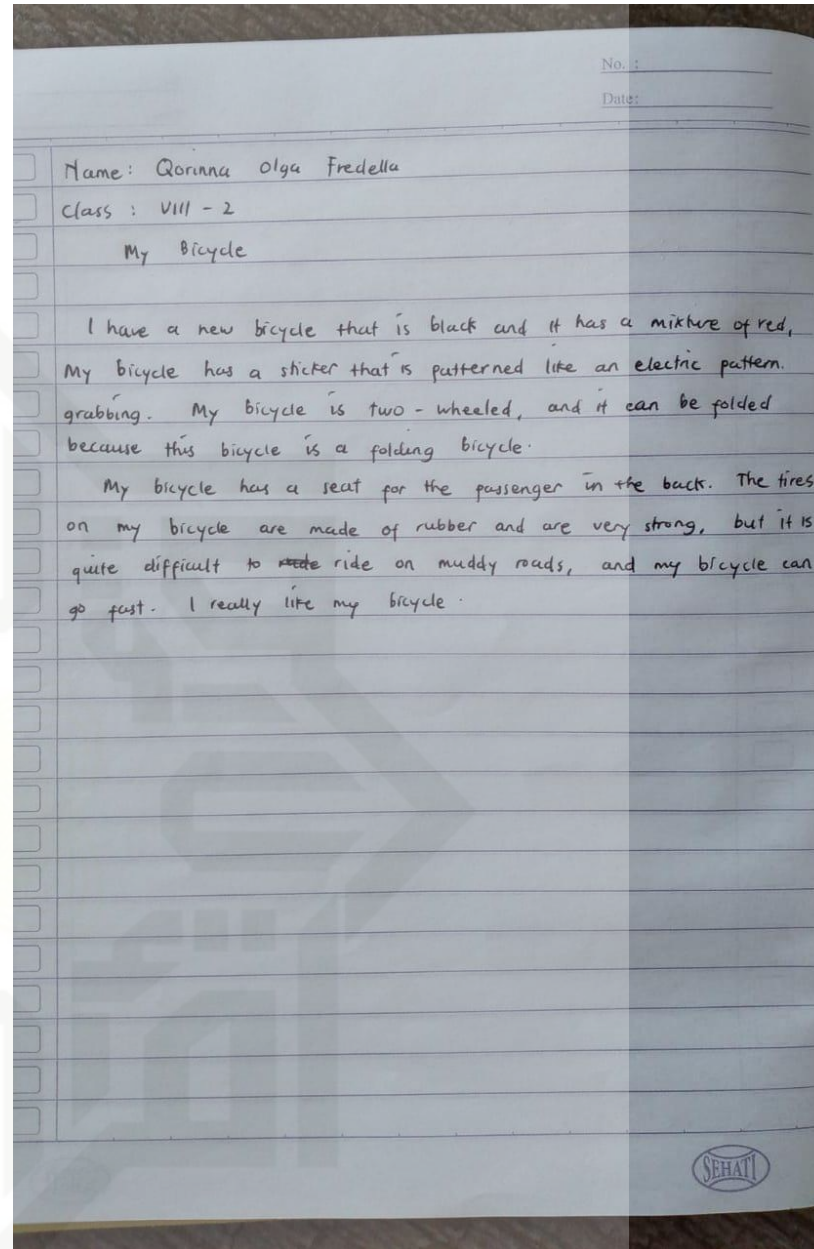
Kuantan regency is a swimming pool
 that I like because the price is cheap
 and the place is very pleasant and
 crowded with visitors.
 In Kuantan it has a lot of gazebos and
 slides and does not have much chlorine
 and does not make the eyes sting
 when swimming that's why I like
 swimming in Kuantan regency.

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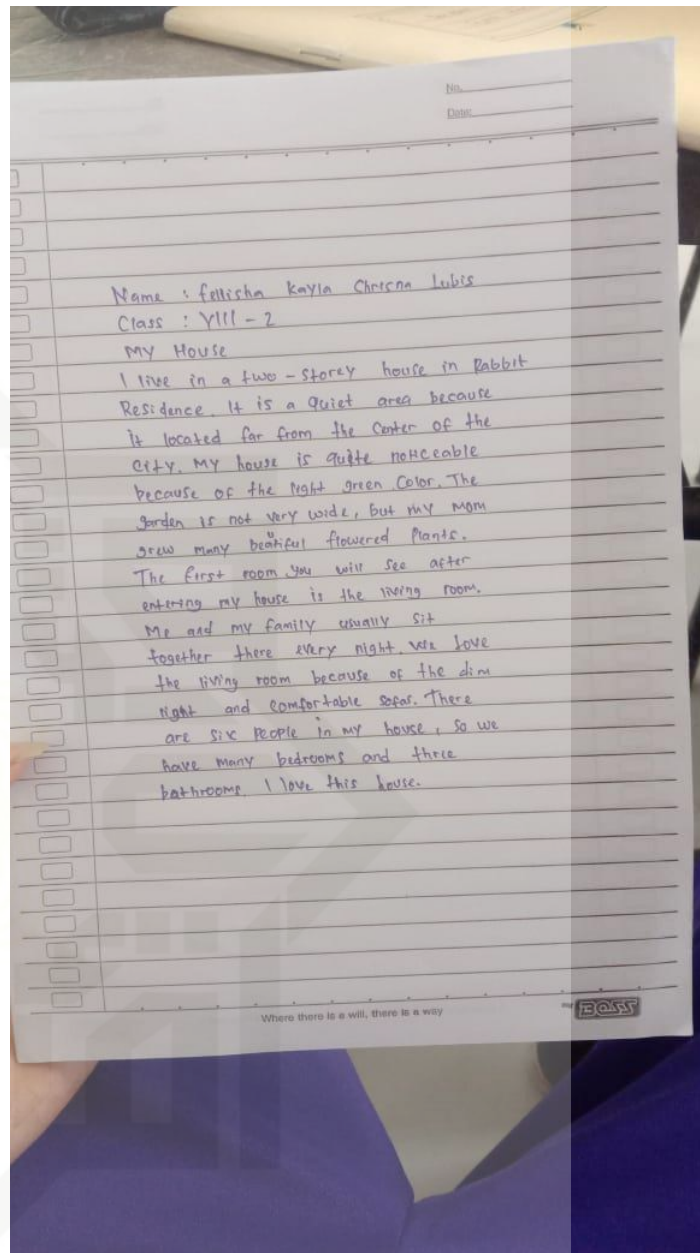
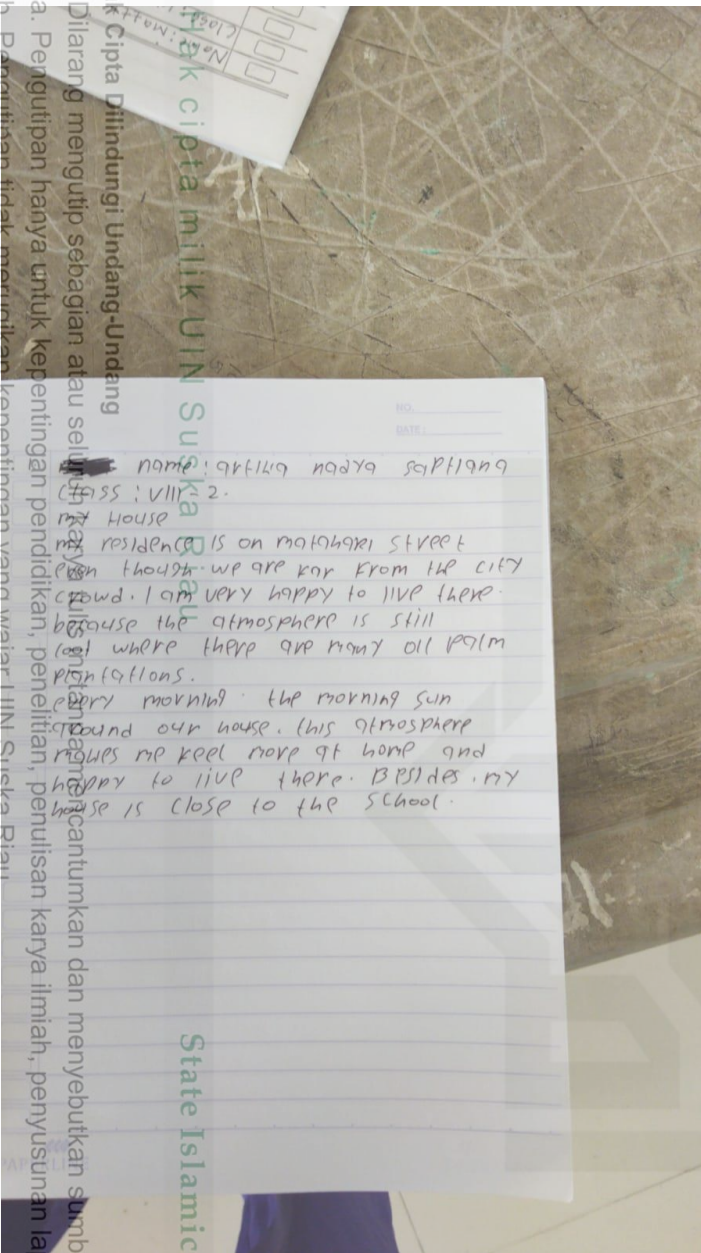
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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, atau penyusunan karya tulis lainnya.
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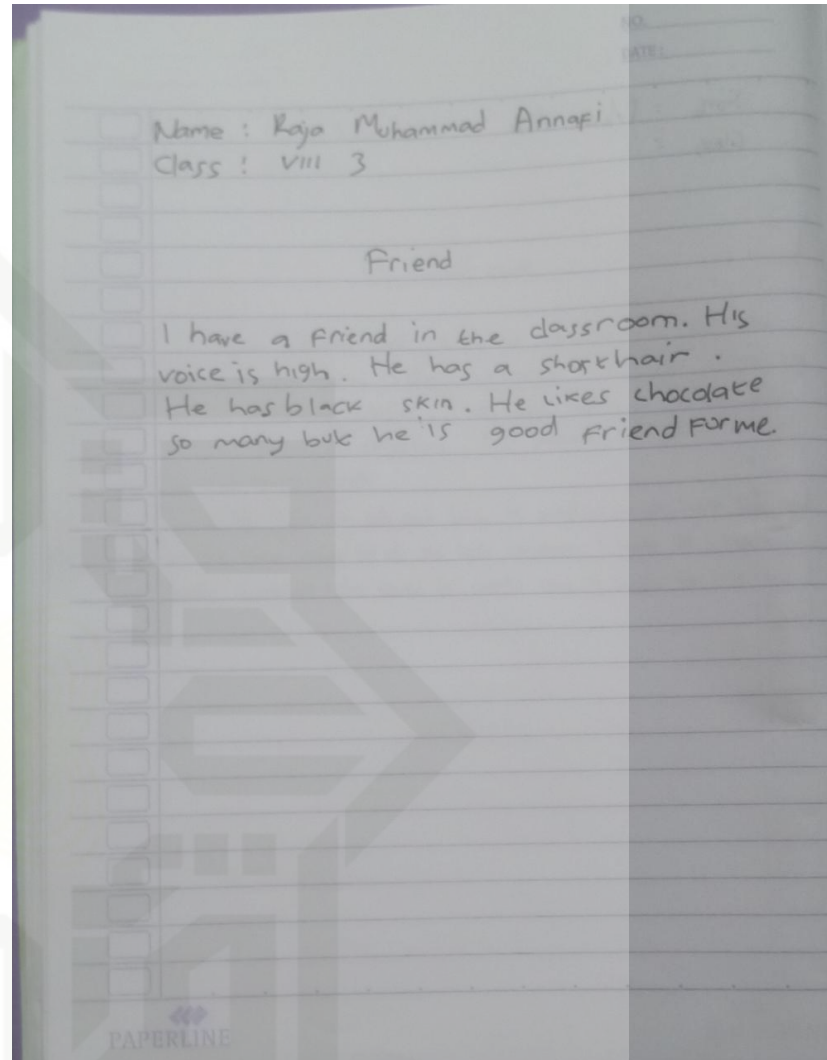
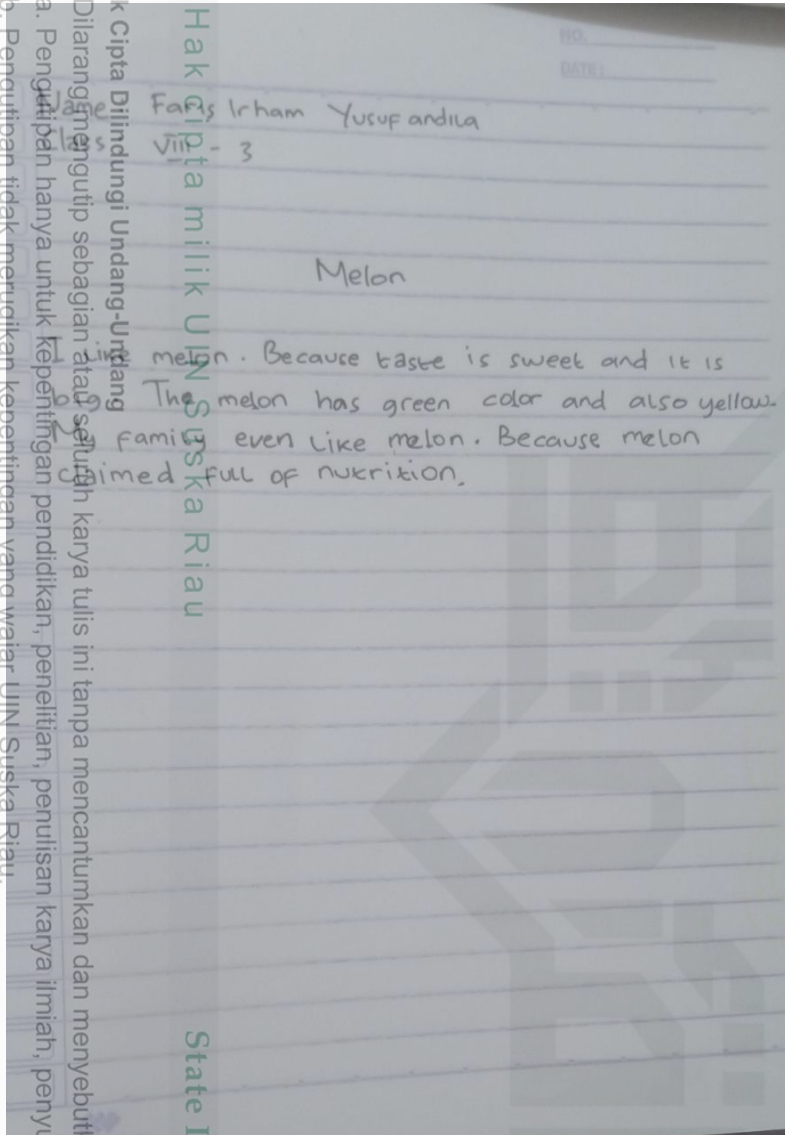


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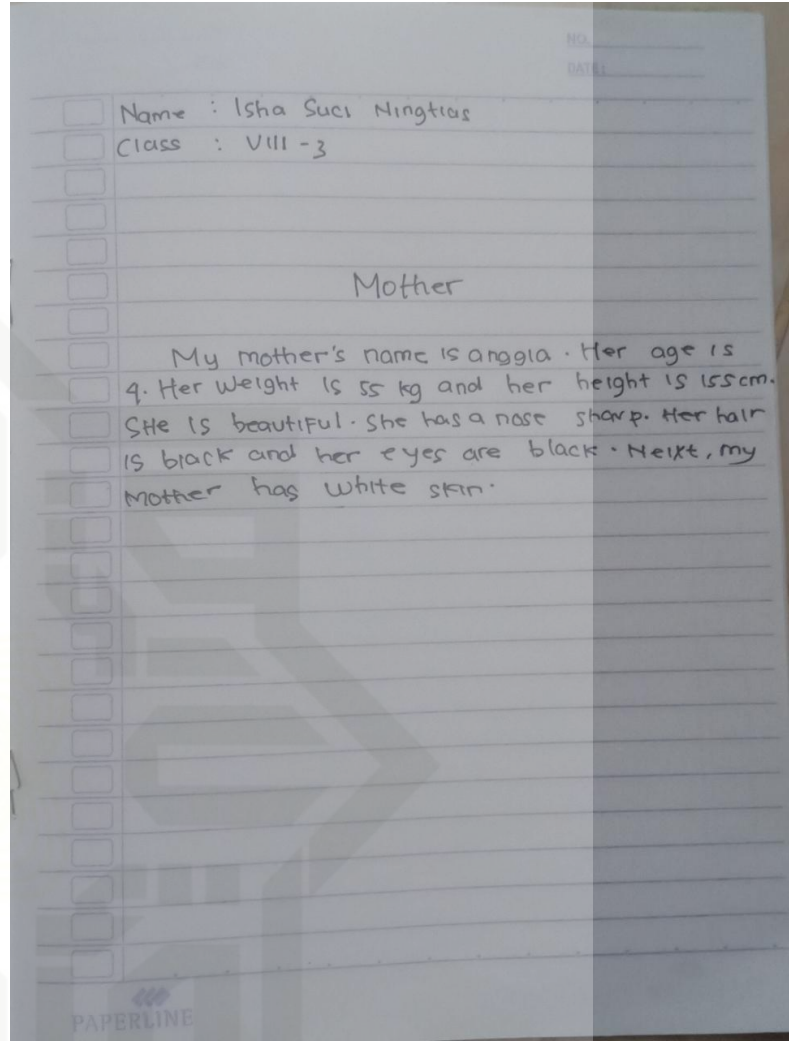
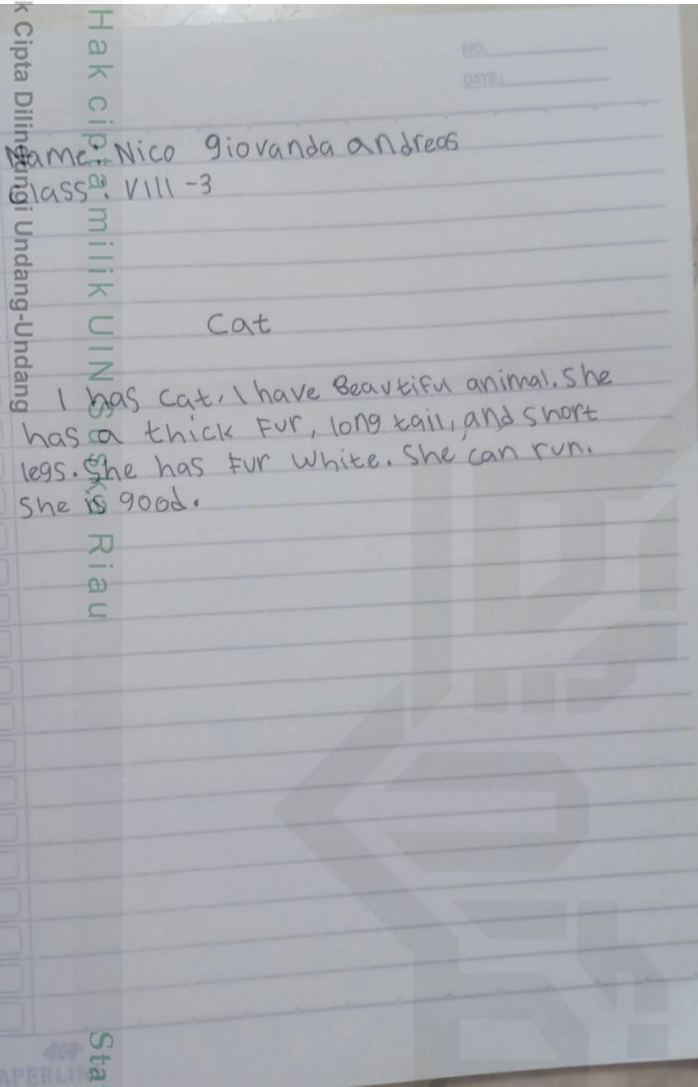


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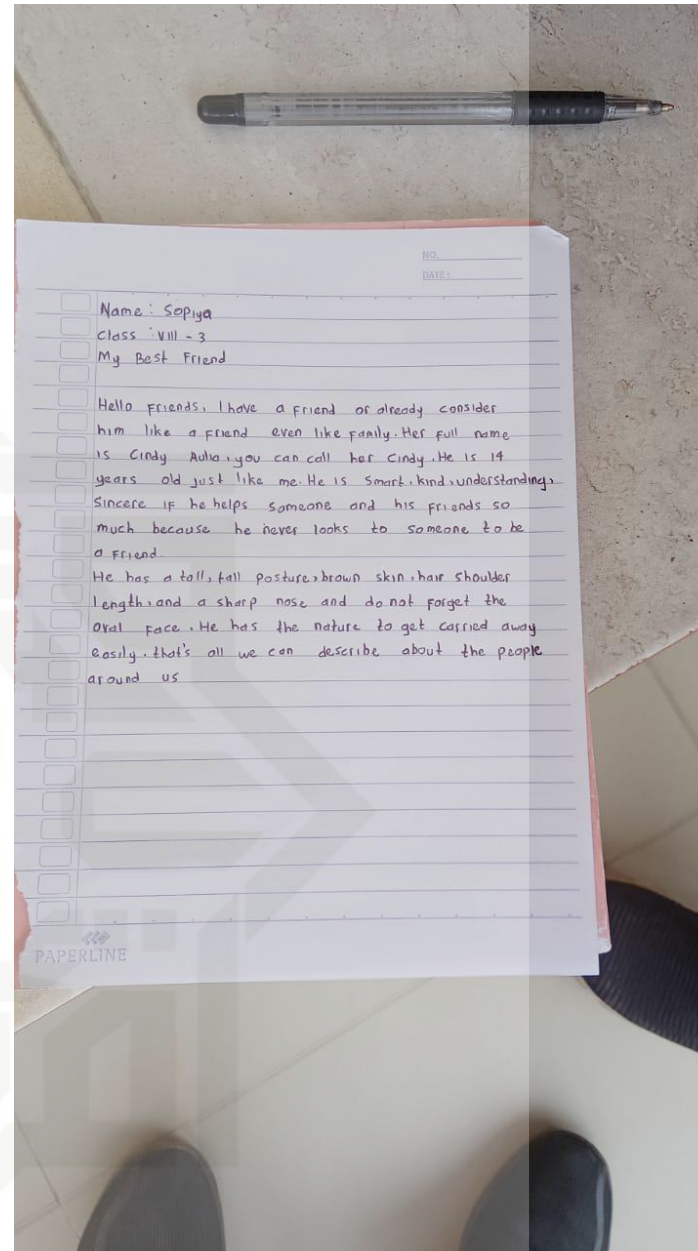
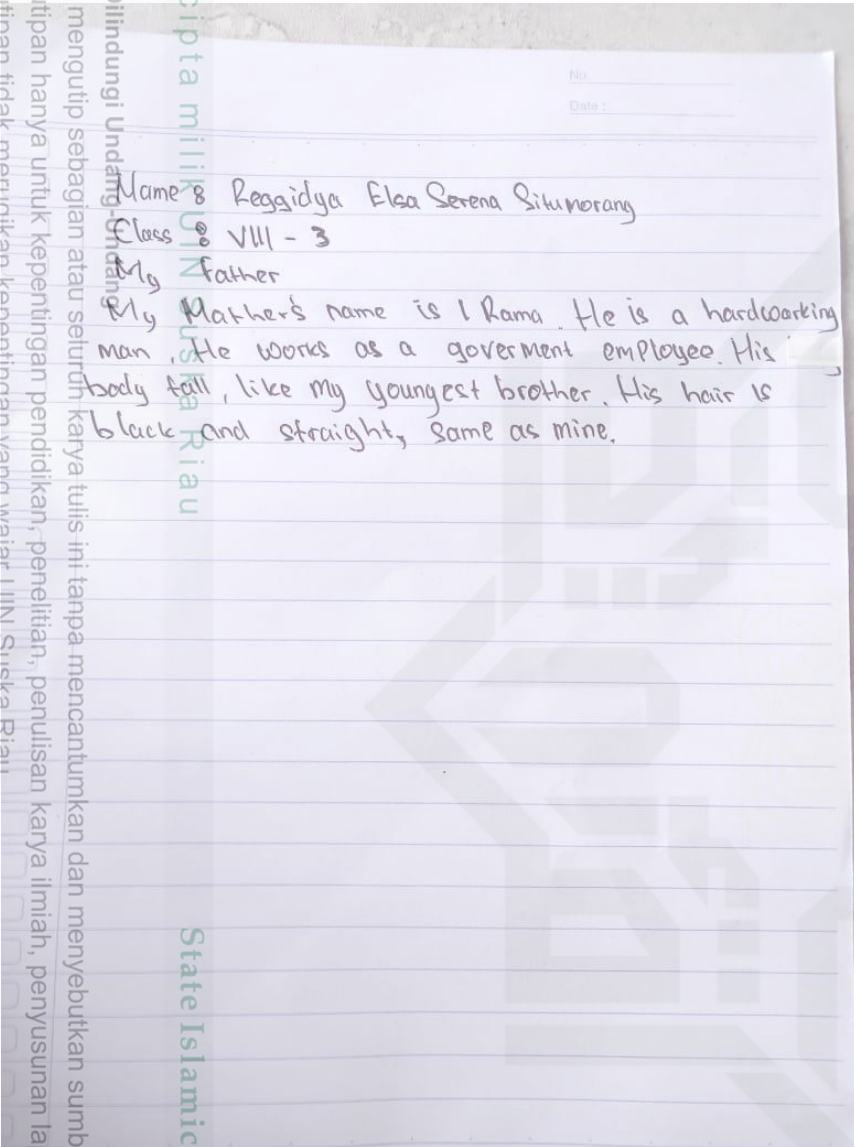


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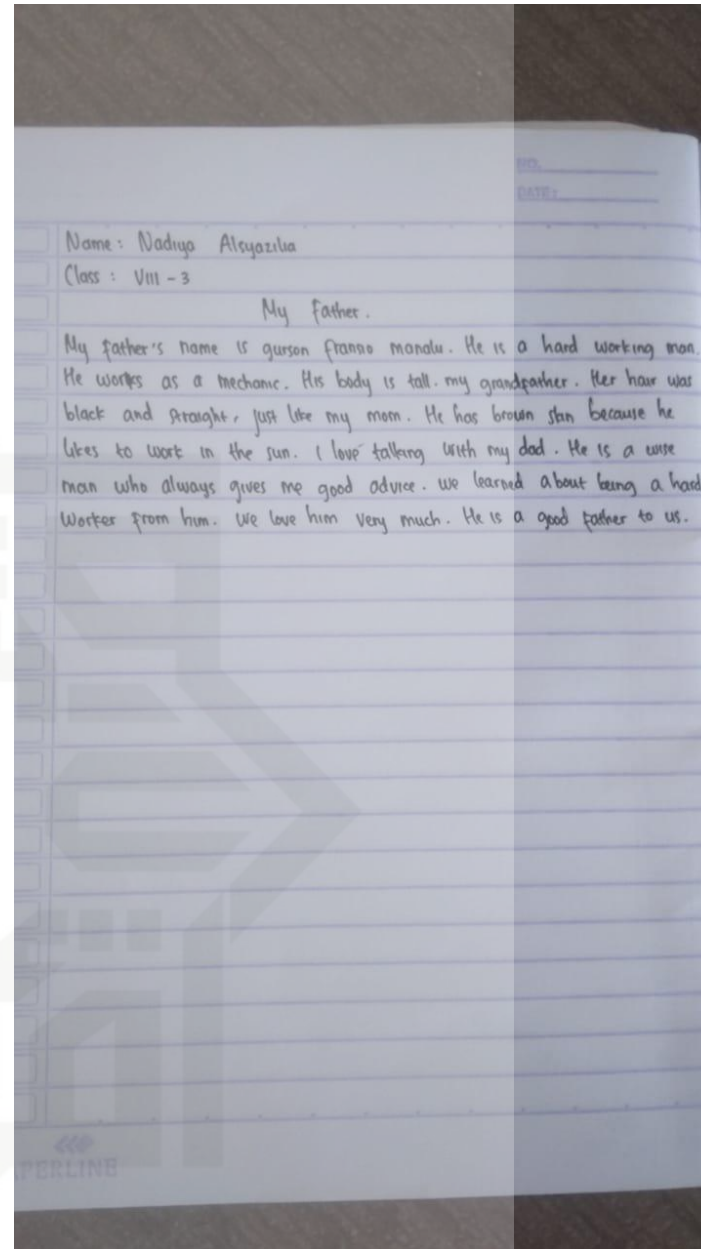
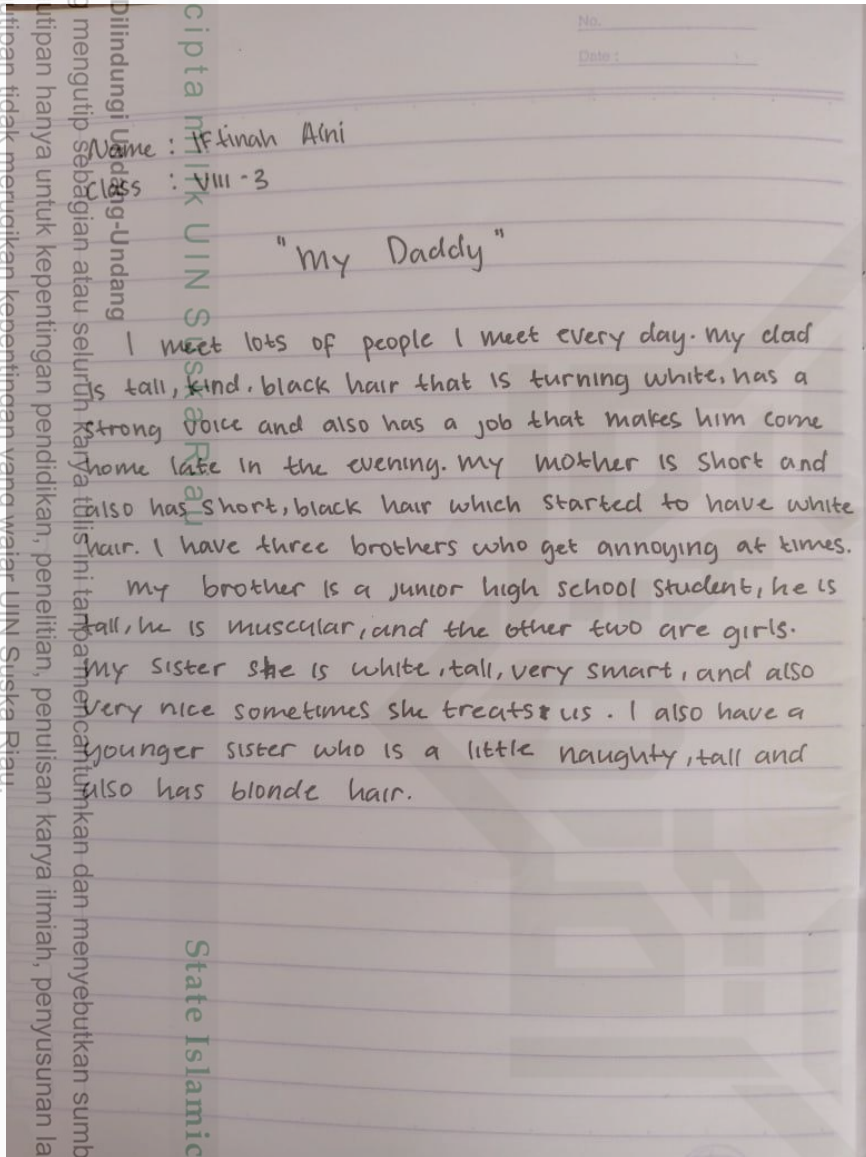


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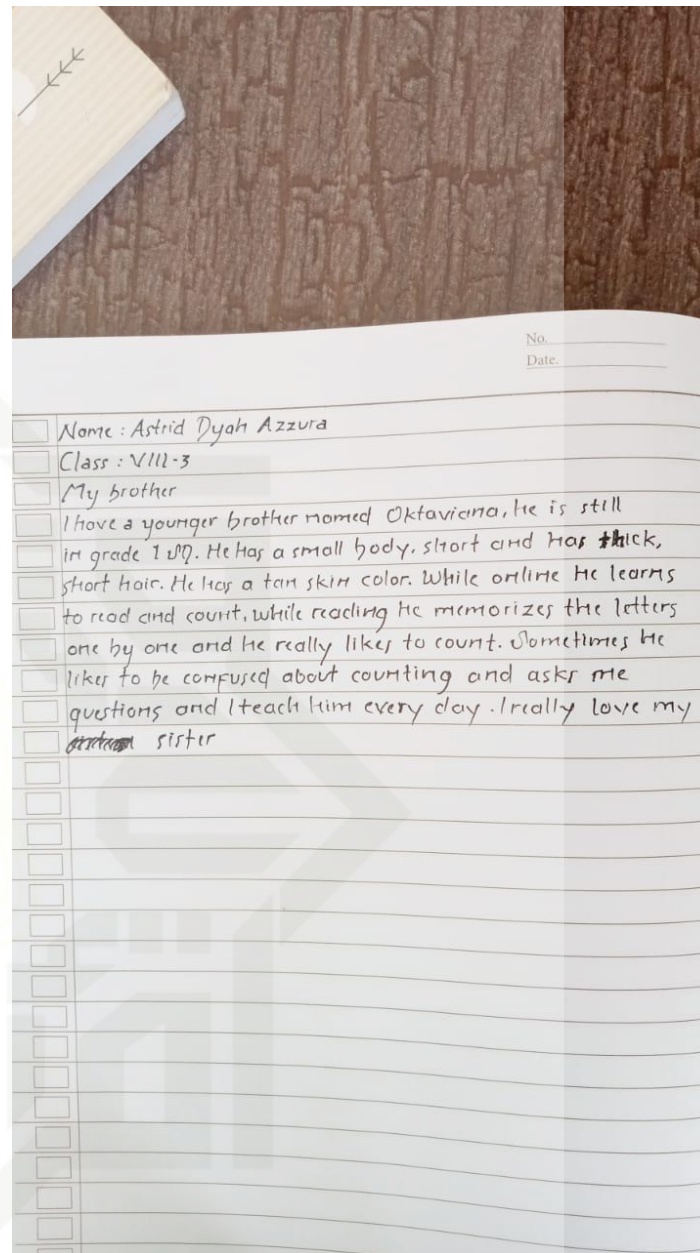
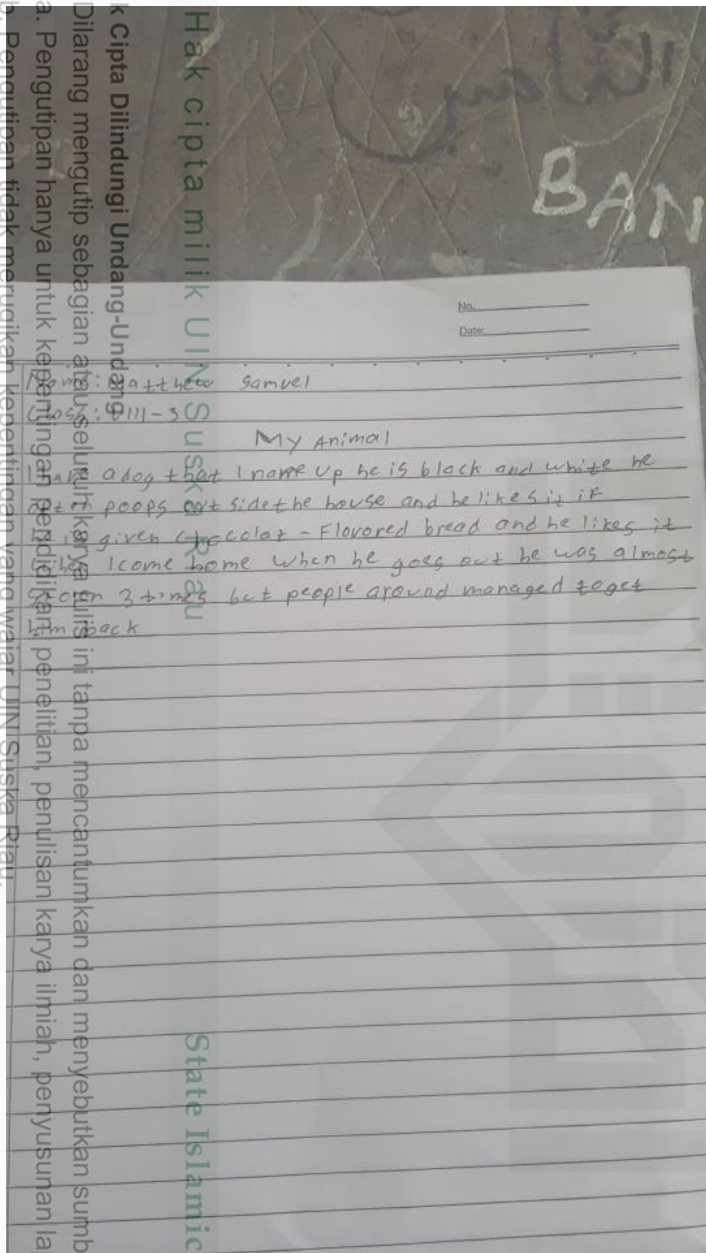


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The Questionnaire of Research to found factors that caused errors in the students' writing of descriptive text at junior high school 44 Pekanbaru

No	Statements	Students' response				
		Strongly disagree	disagree	undecided	agree	Strongly agree
1	<i>I don't understand how to write English especially writing descriptive paragraph.</i>	10%	23.3%	53.3%	6.7%	6.7%
2	<i>In learning English especially writing descriptive, I don't understand and know what the teacher teach.</i>	6.7%	53.3%	33.3%	6.7%	0%
3	<i>I feel difficult when I write English or translate from Bahasa Indonesia to English.</i>	6.7%	26.7%	36.7%	20%	10%
4	<i>Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive paragraph.</i>	3.3%	6.7%	33.3%	40%	16.7%
5	<i>In writing descriptive, I prefer to write bahasa Indonesia first, and then I translate to English.</i>	6.7%	13.3%	26.7%	16.7%	36.7%
6	<i>In writing descriptive paragraph, I translate English literally or word-by-word.</i>	10%	16.7%	33.3%	30%	10%
7	<i>The greatest difficulty in writing descriptive paragraph that I have, it is mostly from vocabulary.</i>	10%	6.7%	20%	50%	13.3%
8	<i>In writing descriptive paragraph, I difficult to use appropriate vocabulary.</i>	10%	3.3%	33.3%	36.7%	16.7
9	<i>Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive paragraph.</i>	6.7%	3.3%	46.7%	30%	13.3%
10	<i>The most difficulty that I feel in writing descriptive paragraph is because I am confused where I should start to write.</i>	0.0%	30%	36.7%	33.3%	0.0%
11	<i>I do not understand about the use of each tense in writing descriptive paragraph.</i>	0.0%	33.3%	53.3%	13.3%	0.0%
12	<i>I don't know the generic structures and the language features of writing descriptive paragraph).</i>	6.7%	30%	43.3%	20%	0.0%
13	<i>I feel difficult to write descriptive paragraph if it is specified topic (topic chosen).</i>	0.0%	20%	60%	13.3%	6.7%
14	<i>I difficult to choose the object to describe in writing descriptive paragraph</i>	0.0%	40%	36.7%	23.3%	0.0%

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PHOTO WITH HEADMASTER, TEACHER AND STAFF AT SMPN 44 PEKANBARU



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**DATA PESERTA DIDIK PER ROMBEL
SMP NEGERI 44 PEKANBARU
SEMESTER GANJIL TAHUN PELAJARAN 2020-2021**

NO	KELAS	JUMLAH SISWA		JUMLAH
		LAKI-LAKI	PEREMPUAN	
1	VII 1	15	17	32
2	VII 2	14	19	33
3	VII 3	15	20	35
4	VII 4	19	15	34
JUMLAH		63	71	134

NO	KELAS	JUMLAH SISWA		JUMLAH
		LAKI-LAKI	PEREMPUAN	
1	VIII 1	20	19	39
2	VIII 2	20	20	40
3	VIII 3	27	13	40
JUMLAH		67	52	119

NO	KELAS	JUMLAH SISWA		JUMLAH
		LAKI-LAKI	PEREMPUAN	
1	IX 1	20	17	37
2	IX 2	20	17	37
3	IX 3	18	19	37
4	IX 4	24	13	37
JUMLAH		82	66	148

KEPALA SEKOLAH

Dra. KHARYATI, M.Pd
NIP.19681224 199802 2 001

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SMP NEGERI 44 PEKANBARU

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NO	JUMLAH SISWA PER TINGKAT										JUMLAH			TOTAL
	VII		VIII		IX		VII	VIII	IX	TOTAL	TOTAL			
	LK	PR	LK	PR	LK	PR								
1	63	71	67	52	82	66	134	119	148	401	401			

KEPALA SEKOLAH

Dra. KHARYATI, M.Pd

NIP.19681224 199802 2 001



KEMENTERIAN AGAMA RI
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

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Hal ini bertujuan untuk melindungi Undang-Undang dan Peraturan Pemerintah tentang Hak Cipta dan Paten. Penguatannya hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. Penguatannya tidak merugikan kepentingan yang wajar UIN Suska Riau.

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State Islamic University of Sultan Syarif Kasim Riau

No. : 1201/Un.04/Ps/PP.00.9/2020 Pekanbaru, 02 Desember 2020
 Lamp. : 1 berkas
 Isinya : Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama : UMMI KALSUM
 NIM : 21790125633
 Program Studi : Pendidikan Agama Islam S2
 Semester/Tahun : VII (Tujuh) / 2020
 Judul Tesis/Disertasi : COMMON ERROR ANALYSIS IN WRITING DESCRIPTIVE TAXONOMIES AMONG STUDENTS' JUNIOR HIGH SCHOOL 44 PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari Jl. Damai No.ujung, Palas, Kec. Rumbai, Kota Pekanbaru, Riau 28265

Waktu Penelitian: 3 Bulan (01 Desember 2020 s.d 28 Februari 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

UIN SUSKA RIAU

Wasalam
 Direktur,

 Prof. Dr. Afrizal. M, MA
 NIP. 19591015 198903 1 001



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmpmsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTP/NON IZIN-RISET/38456
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1201/Un.04/Ps/PP.00.9/2020 Tanggal 2 Desember 2020**, dengan ini memberikan rekomendasi kepada:

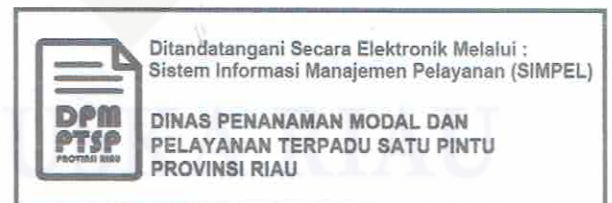
1. Nama : **UMMI KALSUM**
2. NIM / KTP : 21790125633
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **COMMON ERROR ANALYSIS IN WRITING DESCRIPTIVE TAXONOMIES AMONG STUDENTS' JUNIOR HIGH SCHOOL 44 PEKANBARU**
7. Lokasi Penelitian : **JL. DAMAI NO.UJUNG PALAS KEC. RUMBAL KOTA PEKANBARU RIAU**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 5 Februari 2021



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



PEMERINTAH KOTA PEKANBARU BADAN KESATUAN BANGSA DAN POLITIK

JL. ARIFIN AHMAD NO. 39 TELP. / FAX. (0761) 39399 PEKANBARU



SURAT KETERANGAN PENELITIAN

Nomor : 071/BKBP-SKP/373/2021

1. Undang-Undang Republik Indonesia Nomor 14 Tahun 2008 Tentang Keterbukaan Informasi Publik.
2. Undang-Undang Republik Indonesia Nomor 25 Tahun 2009 Tentang Pelayanan Publik.
3. Peraturan Pemerintah Republik Indonesia Nomor 18 Tahun 2016 Tentang Perangkat Daerah.
4. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 Tentang Penerbitan Surat Keterangan Penelitian.
5. Peraturan Daerah Kota Pekanbaru Nomor 9 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kota Pekanbaru.

Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, nomor 503/DPMPTSP/NON IZIN-RISSET/38456 tanggal 5 Februari 2021, perihal pelaksanaan kegiatan Penelitian Riset/Pra Riset dan pengumpulan data untuk bahan Tesis.

MEMBERITAHUKAN BAHWA :

UMMI KALSUM

21790125633

PASCASARJANA UIN SUSKA RIAU

PENDIDIKAN BAHASA INGGRIS

S2

JL. SURABAYA NO. 96 E KEL. TANGKERANG SELATAN KEC. BUKIT RAYA-PEKANBARU

COMMON ERROR ANALYSIS IN WRITING DESCRIPTIVE TAXONOMIES AMONG STUDENTS' JUNIOR HIGH SCHOOL 44 PEKANBARU

DINAS PENDIDIKAN KOTA PEKANBARU

Untuk Melakukan Penelitian, dengan ketentuan sebagai berikut :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan Riset/Pra Riset/Penelitian dan pengumpulan data ini.
2. Pelaksanaan kegiatan Riset ini berlangsung selama 6 (bulan) bulan terhitung mulai tanggal Surat Keterangan Penelitian ini dibuat.
3. Berpakaian sopan, mematuhi etika Kantor/Lokasi Penelitian, bersedia meninggalkan photo copy Kartu Tanda Pengenal.
4. Melaporkan hasil Penelitian kepada Walikota Pekanbaru c.q Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru, paling lambat 1 (satu) minggu setelah selesai.

Demikian Rekomendasi ini dibuat untuk dipergunakan sebagaimana mestinya.

Pekanbaru, 9 Februari 2021

a.n. Kepala Badan Kesatuan Bangsa dan Politik
Kota Pekanbaru

Sekretaris

H. MAISISCO, S.Sos, M.Si

Pembina Tingkat I

NIP. 19710514 199403 1 007



Tembusan

1. Direktur Program Pascasarjana UIN SUSKA Riau di Pekanbaru.
2. Yang Bersangkutan.

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Riau



PEMERINTAH KOTA PEKANBARU DINAS PENDIDIKAN

Jl. H. Syamsul Bahri No. 8 Kelurahan Sungaisibam Kecamatan Payung Sekaki
Kode Pos :28293 Telp. (0761) 42788, 855287 Fax (0761) 47204
PEKANBARU
website : www.disdikpku.org, email : disdikpku@yahoo.com

Pekanbaru, 15 Februari 2021

Kepada Yth,
SMPN 44 PEKANBARU

di -

Pekanbaru

Nomor : 800/Disdik.Sekretaris.1/0046/2021
Lampiran :
Perihal : Izin Melaksanakan Riset / Penelitian

Berdasarkan surat dari Kepala Badan Kesatuan Bangsa dan Politik Kota Pekanbaru nomor : 071/BKBP-SKP/373/2021 tanggal 9 Februari 2021 perihal Izin Riset / Penelitian, atas nama :

Nama : UMMI KALSUM
NIM : 21790125633
Mahasiswa : PENDIDIKAN BAHASA INGGRIS UIN SUSKA RIAU
Judul Penelitian : COMMON ERROR ANALYSIS IN WRITING DESCRIPTIVE TAXONOMIES AMONG STUDENTS' JUNIOR HIGH SCHOOL 44 PEKANBARU

Pada prinsipnya kami dapat menyetujui yang bersangkutan melaksanakan riset pada SMPN 44 PEKANBARU, sehubungan dengan itu diharapkan agar saudara dapat membantu kelancaran tugas yang bersangkutan.

Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

KEPALA DINAS PENDIDIKAN
KOTA PEKANBARU



DR. H. ISMARDI, M. Ag

Pembina (IV / a)

NIP. 19720308 200312 1 002

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S M P NEGERI 44 PEKANBARU

Jl. Damai Ujung Kel. Palas Kec. Rumbai – Pekanbaru
 Email : smpn44pekanbaru@gmail.com



AKREDITASI:- NPSN:69965839 KODE POS:28156

Nomor : 420 / SMP N 44 / II / 2021 / 008
 Lampiran : -
 Hal : Surat Keterangan Telah Melakukan Penelitian

Yang bertandatangan dibawah ini Kepala Sekolah SMP Negeri 44 Pekanbaru, menerangkan bahwa:

Nama : UMMI KALSUM
 NIM : 21790125633
 Program Studi : PENDIDIKAN AGAMA ISLAM
 JENJANG : S2
 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Judul Penelitian : *COMMON ERROR ANALYSIS IN WRITING DESCRIPTIVE TAXONIMIES AMONG STUDENTS' JUNIOR HIGH SCHOOL 44 PEKANBARU*

Benar yang tersebut namanya di atas telah melaksanakan penelitian di SMP negeri 44 Pekanbaru. Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 24 Februari 2021
 An.Kepala SMPN 44 Pekanbaru,
 Wakil Kurikulum

Muhammad Zakri, S.Pd

NIP. 19940821 201903 1 001



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S M P NEGERI 44 PEKANBARU

Jl. Damai Ujung Kel. Palas Kec. Rumbai – Pekanbaru
 Email : smpn44pekanbaru@gmail.com



AKREDITASI:- NPSN:69965839 KODE POS:28156

Nomor : 420 / SMP N 44 / II / 2021 / 008
 Lampiran : -
 Hal : Surat Keterangan Telah Melakukan Penelitian

Yang bertandatangan dibawah ini Kepala Sekolah SMP Negeri 44 Pekanbaru, menerangkan bahwa:

Nama : UMMI KALSUM
 NIM : 21790125633
 Program Studi : PENDIDIKAN AGAMA ISLAM
 JENJANG : S2
 Konsentrasi : PENDIDIKAN BAHASA INGGRIS
 Judul Penelitian : *COMMON ERROR ANALYSIS IN WRITING DESCRIPTIVE TAXONIMIES AMONG STUDENTS' JUNIOR HIGH SCHOOL 44 PEKANBARU*

Benar yang tersebut namanya di atas telah melaksanakan penelitian di SMP negeri 44 Pekanbaru. Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 24 Februari 2021
 An.Kepala SMPN 44 Pekanbaru,
 Wakil Kurikulum

Muhammad Zakri, S.Pd

NIP. 19940821 201903 1 001



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UIN SUSKA RIAU

KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA
NIM	LIMMI KALSUM 21700125633
PROGRAM STUDI	PAI
KONSENTRASI	PBI
PEMBIMBING I / PROMOTOR	Dr. H. Abdullah Hasan, M.Sc
PEMBIMBING II / CO PROMOTOR	Drs. H. Pramadi, MA, Ph.D
JUDUL TESIS/DISERTASI

PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU



KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : UMMI KALSUM
 NIM : 21790125633
 PROGRAM : PASCASARJANA
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	27 Desember 2019	Teacher's Pedagogical and Personal Competence Toward Students		Bagus Tri
2		Motivation with Learning Outcomes as Intervening Variable		Saputra
3	27 Desember 2019	Exploring classroom Management in Teaching Learning Process		Lisah Aderia
4		Case study at MAS NU Sibuhari Worth Sumatera		
5	27 Desember 2019	The Implementation of 2013 Curriculum Based on English Teachers Perception: A case study at SMAN 1 Tapung		Laila Yunita Sari
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 27 Desember 2019
 Direktur,

Prof. Dr. H. Afrizal M, MA
 NIP. 19591015 198903 1 001

- Hak Cipta Dilindungi Undang-Undang
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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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NB: Kartu ini dibagikan setiap kali mengikuti Seminar. Setiap mahasiswa wajib mengkonfirmasi kepada dosen pembimbing sebelum menjadi Peserta Seminar.

State Islamic University of Sultan Syarif Kasim Riau



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
 مركز تطوير اللغة بجامعة سلطان سيارف قاسم الإسلامية



CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Ummi Kalsum
 ID Number : 21790125633
 Date of Birth : April, 21 1994
 Sex : Female
 Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 61
 Structure & Written Expressions : 68
 Reading Comprehension : 54
 Overall Score : 610

Expire Date : April 30, 2021



The Head of Language Development Center
 Mahyudin Syukri, M. Ag
 NIP. 19720421 200604 1 003



English Proficiency Test® Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The scores and information presented in this score report are approved.
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
 HP: 0852 7144 0823 Fax: (0761) 858832
 Email : info@pusat-bahasa.info Website : pusat-bahasa.info

LANGUAGE DEVELOPMENT CENTER

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2. Dilarang mengutip atau menyalin sebagian atau seluruh isi tulisan ini untuk tujuan komersial atau untuk tujuan lain yang melanggar hukum.

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SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Ummi Kalsum

Nomor ID : 21790125633
 Jenis Kelamin : Perempuan
 Tanggal Lahir : 21 April 1994

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 53
 القواعد : 52
 القراءة : 48
 النتيجة : 510

Berlaku Hingga : 30 April 2021



Arabic Proficiency Test® Certificate Provided by
 Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
 The scores and information presented in this score report are approved.
 Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP: 0852 7144 0823
 Email : info@pusat-bahasa.info Website : pusat-bahasa.info



Mahyudin Syukri
Mahyudin Syukri, M. Ag
 The Head of Language Development Center



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

UMMI KALSUM**Jl. Surabaya No.96E, Harapan Raya Pekanbaru****CURRICULUM VITAE****I. PERSONAL DETAIL**

Name	: Ummi Kalsum	
Place of Birth	: Pekanbaru, April 21 st 1994	
Gender	: Female	
Religion	: Moslem	
Address	: Jl. Surabaya No.96E, Harapan Raya Pekanbaru	
Marital Status	: Married	
Nationally	: Indonesia	
Phone Number	: 082149109576	
Email	: kummi2194@gmail.com	

II. EDUCATION BACKGROUND

2000-2006	: SDN 025 Pekanbaru
2006-2009	: SMPN 1 Pekanbaru
2009-2012	: SMKN 2 Pekanbaru
2012-2016	: Universitas Islam Riau (S1)
2017-2021	: Universitas Islam Negeri Sultan Syarif Kasim Riau (S2)

III. JOB EXPERIENCES

2017	: Staff Honor Dinas Pendidikan PemProv
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