

THE STUDENTS' ERROR IN WRITING DESCRIPTIVE TEXT

SKRIPSI

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ABSTRACT

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This study deals with an analysis on student' errors in writing Decsriptive text. The objectives of this study were (1) to find out the kinds of error made by students in writing descriptive text, (2) to find out the most dominant kinds of error made by students in writing descriptive text. This study was conducted at SMP SWASTA BUDI SETIA SUNGGAL with the number of population was 175 students of eight grade students. They were into five classes. By using random sampling and the number of sample was 35 students of eight grade students. Written test instrument was used in this research. The method of the research was descriptive quantitative method. The research of this study is only one week. The result of the test showed that there were four types of error in writing. They were omission, addition, misformation and misordering. The dominant types of error in writing descriptive text was omission with 86 or 43% error, then misformation with 45 or 22.5%. Next misordering error with 39 or 19.5%. And the last addition error with 30 or 15%. The cause of error found in students" writing text, they were intralingual interference, interlingual interference and carelessness.

Key Word : Error Analysis,Writing,Descriptive Text,

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Finally, the researcher hopes that this study will be useful for the reader, especially for the students of English Department who want to do the same research and may God bless all of us.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

In modern era as right now, writing plays an important role in real life. There are several products of writing that human being as social creature need as media to share idea. Personal letter is one of the examples of writing product that can be used as media to interact, sharing experiences and to communicate each other in written from personally. Meyers (2005:2) that writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.

As a part of English skill, the learners of English language should master it. it is important for person especially adult level in making communication or giving approach to other person. Harmer (2001:79) writing is a form of communication to deliver thought or to express feeling thought written form. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader thought writing.

One of the texts that must learned by the students eight grade is descriptive text. Descriptive text is a type of text use by the writer when he/she wants to tell how something looks, smells, feels, act, tastes, and sounds. Descriptive text have communicative purpose is to

describe a particular persons, places, and things. The descriptive text have generic structure; first, identification is introducing where or who is the subject is being describe. Second, descriptive text also describe qualities and characteristic or the supporting part of the paragraph which describe in detail to assist the reader to see and fell the subject.

There are many rules in grammar that cannot be ignored. They are articles, part of speech, sentence pattern, tense, etc. Part of grammar that is considered to be most difficult to learn for Indonesian students is tenses. Simple present tense is the example. Simple present tense is used to express a habitual action with adverbs like usually, always, or often. The use of simple present tense often makes students confused. To understand about kind of text students must know what tenses use in the text.

Based on the researcher observation at SMP Swasta Budi Setia Sunggal of eight grade, researcher did interview with the English teacher of eight grade at that school. The English teacher said that the students of eight grade at SMP Swasta Budi Setia Sunggal have problem in writing especially descriptive text and students who learn English may produce many errors. Such as in structure, there is no tenses in Indonesian language so many students confuse in using the right tenses for their writing especially writing descriptive text. Based on the problem stated above, the researcher is interested in conducting

a research with the title “ the students’ error in writing descriptive text”.

B. The Identification of the Problems

The problems in this research are identified as follows.

1. The types of error made by the descriptive text.
2. The most dominant type of error made by the students in writing descriptive text.

C. The Scope and Limitation

The scope of study focused in error analysis, the limitation in this study is error on students’ writing based on four types of error namely misformation, misordering, addition, and omission.

D. The Formulation of the Problems

The problem of the study is formulated as the following.

1. What types of errors made by the students’ in writing descriptive text?
2. What is the most dominant types of error made by the students’ in writing descriptive text?

E. The Objectives of the Study

The objectives of the study are:

1. to find out the types of error made by the students' in writing descriptive text.
2. to find out the most dominant types of error made by the students' in writing descriptive text.

F. The Significances of the Study

The findings of the research are expected to be useful, theoretically and practically :

1. Theoretically

The result of the study can be used to enrich the theories in English teaching writing. The result of the study can be used as contribution of opinion that can be taken as references for another investigation in the same area in different context. The findings are useful to add the knowledge, experiences, as well as in the application of materials science research strategy, especially regarding our knowledge about descriptive writing.

2. Practically

The result of the study is useful for:

a) The English teacher

It is useful for the teacher as a feedback in teaching English that showing the students' progress to increase and make the new method for teaching learning process, show the students' error that made by students, teacher must have a variety of assessments

to be applied in overcoming the students' error improve students' language competence

b) The students

To improve and to overcome students' problems in writing, especially writing recount text, because by their error in writing they will know their ability and improve their self-improvement to make themselves better in writing.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Error

Ancker (2000:77),making mistakes or errors is a natural process of learning and must be considered as part of cognition. It means that error is a natural phenomenon that accompanies any human activity, especially when we try the activity for the first time. When error handled well, it is a welcome companion on the road to understanding. When we recognize it, and identify its causes, our ability better in the future increases. We are aware that one learns from one's mistakes, and want to implement this process fully in our teaching and learning. Intellectually, understanding the reasons behind an error is an effective way to grasp the nature of a phenomenon under investigation.

Olasahinde (2002:90) also argues that it is inevitable that learners make errors. He also cited that errors are unavoidable and a necessary part of the learning curve. It means that in learning process we always get barriers and it is normally in order to learn certain information, acquire certain skill, etc. Everyone feel the error is make them so confused and failed whereas in begin of the study many foreign things. We don't know and its make me error. So,we must

searching the correct information to repaired own error. For this cases is normally because nobody perfect in the world.

Hasyin (2002:14) observed that errors are advantageous for both learners and teachers. It provides information to the teachers on students' error. The student helps the teachers in three ways, firstly to correct their errors, secondly to improve their teaching and thirdly to focus on those area that need reinforcement. For students error is needed to show them what aspect in grammar which is difficult for them. To show the errors made by students, to know the source or the cause of error, and how the students can learn from their mistakes in order to prevent them to make the same errors repeatedly. For teachers or lectures, it is required to evaluate themselves whether they are successfully or not in teaching English. So, how much errors made by students is references for teachers to increase competence in order to repair the students' error.

Error is significant in three aspect: they all the teacher what is needed to be taught, they tell the researcher how learning process, and they are medium to learners to the their hypothesis. This is positive of error analysis in teaching learning. Mitchell and Myles (2004:21) claims that errors if studied could reveal a developing system of the students L2 language and this system is dynamic and open to changes and resetting of parameters. This view is supported by Stark (2001:19) in his study, who also explained that the teachers need to view

students' errors positive and should not regard them as the learners' failure to grasp the rules and structures but view the errors as process of learning. He subscribes to the view that errors are normal and inevitable features of learning.

Brown, H.D. (2007) that "An error reflects the competence of the learner." While mistakes can be self-corrected an error cannot be self-corrected". It means that mistakes refers to student errors based on the allegation that one or the failure to use a particular system are already known. The student is already recognized, know, and understand certain patterns in the use of language to be used. But because of the 'slip of tongue', irregular grammar, errors in recall or even physical factors such as fatigue and unbridled emotion. While the error refers to the students' mistakes in terms of understanding. So, an error which appears here is not because students are experiencing technical factors such as the 'slip of the tongue' but the error is an error that appears here shows that students' do not recognize, know and understand the patterns of language use. To distinguish between error and mistake is to check the error back to the students concerned. If he is able to recognize and correct the made, the indicates that the error made is "Error In Performance" which means the mistake is a mistake. Whereas if the student is not able to recognize and correct a mistake made significant mistakes is an "Error in Competence" which means error.

1.1 Error Analysis

Vahdatinejad (2008:15) maintains that error analysis can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in his or her competence. He also makes distinction between errors and lapses (simple mistakes). Mistakes are a sure sign that learners are learning language, especially L2. This statement suggests learners know a point or have used many times correctly but somehow slip has occurred. Errors, on the other hand, occur because learners don't probably know a particular point of target language. Hence error correction has a role to play in language learning. The explained above means that the students still always learn about their errors for whatever they lack. And the teachers should also help students to find the weakness of the students and give their treatments through explanation or information.

1.2 Types of Errors

Corder and Ellis (2001 :56), classifies errors into four types, they are:

- a. Omission

Omission is the error of leaving out an item that is required for an utterance to be considered grammatical, for example: There is picture on the wall. This sentence leaves out an article "a" that must be added before the word picture.

b. Addition

Addition is the error of adding some unnecessary or incorrect element in an utterance. For instance: The books is here. There is suffix “-s” added after the word “book”. Hence, this indicates addition error.

c. Misformation

Misformation is the error of using one the grammatical form place another grammatical form, for example: “I see her yesterday.” This sentence contains misformation in using irregular verb which marked by the using the wrong form “see” to replace “saw”.

d. Misordering

Misordering is the error of putting the words in utterance in the wrong order. For example: “She will come evening tomorrow.” This sentence has the wrong order of adverb of time “evening tomorrow”. It must be changed becomes: “She will come tomorrow evening”

1.3 Cause of Errors

The cause of error can be devided into three categories namely Brown (2002:224):

a. Interlingual Interference

Interlingual Interference is a cause of errors where the learners transfer their native language system into the target language system. Interlingual interference is called as interlingual, which is defined by Smith (1994:7) as the systematic linguistic behavior of the learners of second or other language.

b. Intralingual Interferences

Intralingual is a cause of error from the target language itself due to its complicated system Brown (2002:224). In this case, the learners have been saved from the interferences of their mother tongue but as they learn the target language. They find it more complicated and the result learning, the learner seem to make generalization of the target system on the basis of the data to which they are exposed.

c. Carelessness

The error of carelessness is caused of the less knowledge of the students and the students who are purposely done the mistake. It can be shown when the students use double preposition or may be phoneme omitted or mistyping.

Table 2.1
The differences among Interlingual, Intralingual, and

Carelessness

Interlingual Interference	Intralingual Interference	Carelessness
Interlingual	Intralingual	Carelessness
<p>Interference is mean that a cause of errors where learners transfer their native language system into the target language system.</p> <p>Interlingual interference occurs when the learner wants to learn another and he will bring his native language situation, which being learned, example</p>	<p>Interference is a cause of error from the target language itself due its complicated system.</p> <p>Interlingual interferences can be divide into :</p> <ul style="list-style-type: none"> 1. Overgeneralization 2. Ignorance of rule restriction 3. Incomplete application of rule. 4. false concept hypothesis 	<p>Carelessness is a cause of error from the target language itself where the Learner is not purpose done the mistake.</p> <p>Carelessness occurs when the learners is not deliberate to do some mistake, but the result shows that it was the mistake, the mistake can come out from the wrong written, a</p>

<p>Indonesian tenda to say “that is computer aniw” this sentences of course wrong. The learners translating it from bahasa Indonesia into English literally. He didn’t understand the differences</p>		<p>phoneme omitted or sometimes mistyping.</p>
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1.4 The Importance of Error Analysis

Richards (1999:25) A learner’s errors are significant in three different ways. First to the teacher, in that tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress. Second, they provide to the researcher evidence of how language is learned and acquired, what strategies or process the learner are employing in his discovery of the language. Thirdly, the indispensable to the learner himself because we regard the making of error as a device the learner uses in order to learn.

Based on the statement above, error analysis is important for teacher and student. Error analysis will provide a chance for the teacher to observe and investigate how language is learned and acquired by learners. While for the students, error analysis become a device to check their strength and weakness in studying a second language. In short, error can become a positive aid to be learned and may actually be a necessary part of learning a language and help the teacher to see how learner processes the second language and develop underlying system of rules.

Based on the importance of error analysis mentioned above, the researcher sure that the study of error analysis will contribute many useful things in language teaching. at least, by using this research, the English teacher will be able to measure and how far the materials have been mastered by students, which has not been effectively taught and which teaching should be mastered.

2.Writing

Hall (2001:14), writing can take many forms: it can be a note to a friend, a movie review, an employment application, or a formal college essay. Whatever your final product, the writing process-a systematic approach to writing that includes prewriting, drafting, revising, and editing-can help you write anything better. And E.L.

Doctorow (2001:12), writing is an exploration. You start from nothing and learn as you go.

Hall (2001:10), writing allows you to express yourself in words. Other art forms employ different methods for expression. In the Spotlight on the Humanities feature, you will learn about the connection among various form of artistic expression. As artists experiment and challenge boundaries, definitions of various art forms grow and change. Writing is an integral part of your everyday life. Because writing is one of the most powerful communication tools you will ever use, it is important that you express your ideas clearly. Your ability to communicate through writing is often measured when you respond to a writing prompt on a standardized test.

2.1The Process of Writing

a. Prewriting

Hall (2001:15), prewriting is freely exploring topics, choosing a topic, and beginning to gather and organize details before you write. Oshima and Hogue (2007:16), prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

b. Dafting/Organizing

Hall (2001:15), drafting is getting your ideas down on paper in roughly the format you intend. Oshima and Hongue (2007:17), the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named a topic and told the

main idea. Below the first sentence, he listed the two main ideas and any other words and phrases from the list that gave more information about them.

c. Revising

Hall (2001:15), revising is correcting any major errors and improving writing's form and content. Oshima and Hongue (2007:18), the writer attacked the bis issues of content and organization.

e. Editing and Proofreading

Hall (2001:15), editing and proofreading is polishing the writing and fixing errors in grammar, spelling, and mechanics. They you develop good proofreading skills, each writing chapter offers a specific focus. Look at your draft with this suggested topic in mind.

f. Publishing and Presenting

Hall (2001:15), Publishing and Presenting is sharing your writing. The writing process gives you an overview of the strategies and techniques that are available to you as part of the writing process. Each of the chapters in the writing section will teach you strategies suited to specific forms of writing.

2.2 Aspect of Writing

Aspect of writing consists of grammar, form, mechanic, vocabulary, and style. The following aspect can be explained as follows:

a. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

b. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

c. Mechanic

Mechanic is the use of the graphic convention of the language we have to pay attention the use of the punctuation and applying of the word of sentence. Function is very determiners whiter the writer can clear for the reader.

d. Vocabulary

Vocabulary is the most important aspect in teaching a language mastery vocabulary. It means that, we can explore our idea and effect it in writing.

e. Style

Style means the choice of structure and lexical items to give a particular tone to flavor the writing. It should be noted that the choice of lexical item to be used writing must be accordance with the readers.

by seeing the opinion above, it can be said that there are five aspects in writing that have to be paid attention in writing in order to make the writing more better and understand by the reader.

2.3 The Types of Writing

Hall (2001:14), one way to analyze types of writing is by modes-the forms that writing takes. The list on this page shows the modes of writing that you'll encounter in this book. Another way to think about the writing that you do is to analyze its audience and purpose. Some writing is reflexive; it is from yourself and for yourself. Poems and journals are often reflexive. Because it is self-sponsored, reflexive writing is more thoughtful and exploratory and allows you to learn as you write. In contrast, some writing is extensive; it is for others based on assignments from others. Extensive writing is frequently school-sponsored and includes short stories, research papers, and other class-based writing. When you write extensively, you adopt a more authoritative tone.

The modes of writing

1. Narration
2. Description
3. Persuasion
4. Exposition
5. Research
6. Response to literature

7. Poems and plays

8. Writing for assessment

9. Workplace writing

The researcher just only focus on descriptive writing. So, the researcher discuss about all of descriptive writing.

3. Descriptive Writing

Oshima and Hongue (2007:61), descriptive writing appeals to the sense, so it tells how somethings looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. Oshima and Hongue (2007:65), the supporting sentences not only provide details that prove the truth of your topic sentences, but they also make your writing rich and interesting.

Hall (2001:97), description is writing that uses vivid details to capture a scene, setting, person, or moment. Effective descriptive writing includes

- a. Sensory details-sight, sounds, smells, tastes, and physical presentations
- b. Vivid, precise language.
- c. Figurative language or comparisons
- d. Adjectives and adverbs that paint a word picture.

- e. An organization suited to the subject.

Hall (2001:115), descriptive writing are chosen to offer specific information, images, that accompany such writing in magazines and newspaper are equally important in conveying a specific idea.

3.1 Generic Structure of Descriptive Text

Generic structure of Descriptive includes:

- a. General classification : contains the identification of matter / a will describe.
- b. Description : contains the explanation / description of the thing / person to mention a few properties.
- c. Language Features : the use of adjective and compound adjectives, using the simple present tense.

3.2 Example of Descriptive Text

My Beloved Mother

(Identification)

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I llove her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

My mother's name is khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got

short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person.

She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have some problems. The importance of her is never denied. That is why I never reject her willing.

B. Relevant of the Studies

There are several relevant studies, namely

1. Yosi Founisce (2013), in skripsi with the title "*Students' Error in Using Simple Present Tense in Writing Descriptive Texts*". Said that the results of his research it is found only one type of addition error in the form double marking. Double marking error occurs when the learners give more than one marking in constructing the utterance or sentence. This addition error can be seen in the sentence "The room is does not tidy". The sentence is grammatically wrong because it has double auxiliary verbs (is and does). The sentences should use only one auxiliary verb. Since the sentence explains the state, the adjective should be preceded by to be. Besides, the subject is a singular noun, so to be "is" should be used. It may happen because the students are still confused in using the appropriate verbs or auxiliary verbs related to the subject and the object (adjective). This research is aimed to determine and to describe the errors in using simple present tenses in writing descriptive texts made by students,

especially the eighth grade of acceleration class at SMPN 3 Malang.

The data were obtained by conducting a test and using a checklist.

Then, the writing products were analyzed using Surface Strategy Taxonomy by Dulay (1982). The result of this research was presented descriptively. From the result, the omission errors were found as the highest of occurrence, which was about 47,05% which revealed that the eight graders of acceleration class still made errors in using simple present tense in writing descriptive text. The errors that are mostly made by students were errors of omission.

2. Ima Natria (2007), in skripsi with the title "*Students' Error in Using Simple Present Tense in Writing Descriptive Texst*". Said that the result of the analysis shows that there were 10 types of errors. They are omission of be, wrong form of be, double be, wrong use of singular and plural form, addition of be (before and after verb), omission of suffix -s/-es, wrong use of verb, wrong form of modal auxiliary, omission of verb, and wrong form of negative sentence. It is concluded that the dominant errors lies on the omission of suffix -s/-es from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors is 24.65%. Based on the result of the research, it is suggested that the eighth year students of SMP N 2 Brebes should be given intensive exercises on the correct structure of simple present tense in their writing.

3. Ratna Juwitasari (2012), in thesis with the title "*An Analysis of Grammatical Errors in Using Simple Present Tense in Descriptive Text Writing*". The results showed that more students use the correct present tense than the wrong one. The use of simple present tense is 73.81% correct, while the error in using simple present tense Is 26.19%. Furthermore, the highest frequency of errors students make based on Surface Strategy Taxonomy is omission errors, 56 (50.90%). Teachers are advised to provide more practice on using the -s or -es suffix in simple present tense to minimize omission errors. In addition, for other researchers, they can prepare some techniques to improve student mastery in simple present tense.

C. Conceptual Framework

Error reflect gaps in a students' knowledge, they occur because the students doesn't know what is correct. There are four types of error, they are :omission errors, addition errors, misformation errors, and misordering errors.

Writing is one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language students. Writing is not easy; it should study and practice to develop this skill. For both native speakers and learners of English, it is important to note that writing is a process, not a product.

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Researcher deal to find out the students' error in writing descriptive text. This study describe the type of students' error in constructing writing descriptive text. It was analyzed to the students writing descriptive text. Students was asked to write a descriptive text. The researcher wills analysis what type of error that student done and what error that the most dominant appears from the students. Descriptive quantitative method is applied in researching the result of the research.

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted at SMP SWASTA BUDI SETIA on Jl. Medan-Binjai Km.12 / Jl. Pembangunan, No.40 Desa Purwodadi, Kec Sunggal, Kab. Deli Serdang. Academic year 2017/2018. The reason for choosing this school because the researcher found the problem in this school especially errors in writing descriptive text and a similar research has never been conducted in this school.

B. Population and Sample

1. Population

The population of this research is in VIII grade students of SMP SWASTA BUDI SETIA . Which consist of five classes.

Table 3.1 population

No.	Classes	Population
1	VIII-A	34
2	VIII-B	36
3	VIII-C	37
4	VIII-D	34
5	VIII-E	34
	Total	175

2. Sample

Arikunto (2006:131) stated that “Sample is representative of part of the population”. Sample is the process of electing units from a population of interest so that by studying the sample the researcher may fairly. Generalize the result back to the population from which has been chosen.

Table 3.2 Sample

No.	Classes	Population	Sample
1	VIII-A	34	7
2	VIII-B	36	7
3	VIII-C	37	7
4	VIII-D	34	7
5	VIII-E	34	7
	Total	175	35

Arikunto, (2006:134) said that “If the number of population less than 100, it is better to take all the population be a sample, if the number of population more than 100 the sample can take 10-15%, 20-25%, or up”. Based on this theory 20% was taken as the sample. So the total number of sample be 35 students. In the sampling process, the students are taken randomly from the attendance list of the students.

C. Research Design

This research was based on the descriptive quantitative method which aims to gather the data in order to know the students' error in writing descriptive text.

D. The Instrument for Collecting Data

The researcher collected the data by giving written test. The instrument of this research is to write descriptive text. It is used to find out what error that made by students.

E. The Techniques for Collecting Data

To collect the data of this research, the researcher use steps:

1. Students were asked to write descriptive text.
2. The researcher collected the students' writing
3. Analyzed the students' writing about descriptive text

F. The Techniques for Analyzing the Data

The data analyses were an important part in conducted a research. In analysis the data, descriptive quantitative technique is use the procedures in administering the test were following:

1. Identifying the students' writing
2. Classifying the errors, they are :
 - a. Addition
 - b. Omission

- c. Misordering
 - d. Misformation
3. Finding out the dominant types of errors that made by students to obtain the percentage of the data, The formula based on Sudjono's (2004:43) as the following:

$$X = \frac{F}{N} \times 100\%$$

Note:

F : Number of the subcategory errors

N : Total of the all categories errors

X : The error of percentage

4. Describing the data based on the findings of the research.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

The data were taken from the students' task to make descriptive text. The researcher discussed about the description of error on the students' sentence structure that were found in English text writing assignment that focused on the types of error. The types of error are addition, omission, misformation, and misordering. Here were their results of the test.

Table 4.1
The students' types of error

No	Initial Name	Types of Error				Total Error
		Omis	Add	Misform	Misorder	
1.	ANA	2	1	-	-	3
2.	CJ	2	-	1	1	4
3.	DS	2	1	1	1	5
4.	IS	4	1	4	1	10
5.	MM	5	2	-	-	7
6.	RSZ	2	1	-	-	3
7.	RAS	1	1	1	1	4
8.	TDS	4	-	2	4	10
9.	AP	1	2	-	1	4
10.	DA	2	-	3	2	7
11.	FC	2	-	-	2	4
12.	JN	2	2	-	3	7
13.	N	5	1	1	4	11

14.	RDYT	2	-	-	1	3
15.	RNT	2	-	3	2	7
16.	BDH	-	1	1	1	3
17.	DTA	-	2	-	1	3
18.	FIH	-	3	3	2	8
19.	JSS	2	-	4	-	6
20.	PW	4	1	-	-	5
21.	RM	2	-	2	2	6
22.	SAP	2	2	2	-	6
23.	BS	3	3	3	-	9
24.	H	3	-	1	1	5
25.	KR	1	1	4	1	7
26.	PRBB	2	1	-	2	5
27.	RMM	4	1	2	2	9
28.	SATS	1	1	-	-	2
29.	BS	4	1	2	1	8
30.	DV	4	-	1	1	6
31.	HAT	1	-	1	-	2
32.	MS	3	-	-	1	4
33.	RDA	2	-	1	-	3
34.	RA	6	-	2	-	8
35.	VM	4	1	-	1	6
	Total	86	30	45	39	200

From the table above, the researcher found that the total errors made by the students are 200 by each types of error as the following table, it shows that the occurrences of omission error was 86, the occurrences of addition error was 30, the occurrences of misformation

error was 45 and the occurrences of misordering error was 39.

Occurrences which totaled 200.

B. Data Analysis

1. Types of Error

As it had been mentioned above, error had four different types, such as : error of omission, error of addition, error of misformation, and error of misordering.

Table 4.2
Identification of Error

No.	Initial Name	Identification of Error	Reconstruction	Total Error
1	ANA	1). Omission : Every I give spot carrot. 2). Omission : He like torn around the house. 3). Addition : I like to nuzzle him.	1). Everyday I give carrot for the rabbit. 2). It likes to run around the house. 3). I like to cuddle it.	3
2	CJ	1). Omission : An elephant has big body with four leg. 2). Omission : It skin grey and hairless. 3). Misformation : They Lives in the forest and in the zoo. 4). Misordering : It has a	1). An elephant has a big body with four legs. 2). Its skin is grey and hairless. 3). Its living in the forest and in the zoo. 4). It has a short	4

		tail short.	tail.	
3	DS	<p>1). Omission : The colour brown.</p> <p>2). Omission : The colour of its eyes brown dark.</p> <p>3). Addition : I have a favorite dolls.</p> <p>4). Misformation : It had two ear.</p> <p>5). Misordering : The colour of its eyes brown dark.</p>	<p>1). The colour is brown.</p> <p>2). The colour of its eyes is dark brown.</p> <p>3). I have a favorite doll.</p> <p>4). It have two ears.</p> <p>5). The colour of its eyes is dark brown.</p>	5
4	IS	<p>1). Omission : It not because I likes play basketball.</p> <p>2). Omission : Shoes is black.</p> <p>3). Omission : Sole is white.</p> <p>4). Omission : It very soft.</p> <p>5). Addition : It not because I likes play basketball.</p> <p>6). Misformation : I get it from I father.</p> <p>7). Misformation : It not because I likes play basketball.</p>	<p>1). It is not because I like playing basketball.</p> <p>2). The color of my favorite shoes is black.</p> <p>3) The color of the sole is white.</p> <p>4). It is very soft.</p> <p>5). It is not because I like playing basketball.</p> <p>6). I got it from my father.</p> <p>7). It is not because I like palaying basketball.</p>	10

		<p>8). Misformation : Shoes is black</p> <p>9). Misformation : sole is white</p> <p>10). Misordering : I fall in love with shoes basketball.</p>	<p>8). The color of my favorite shoes is black.</p> <p>9). The color of the sole is white.</p> <p>10). I fall in love with basketball shoes.</p>	
5	MM	<p>1). Omission : It not actually a books.</p> <p>2). Omission : A set of novel.</p> <p>3). Omission : The story about a magical world and dragons.</p> <p>4). Omission : I very happy to get it.</p> <p>5). Omission : My favorite set of novel consist of four thick novel.</p> <p>6). Addition : I have a favorite books.</p> <p>7). Addition : It not actually a books.</p>	<p>1). It is not actually a book.</p> <p>2). A set of novels.</p> <p>3). The story is about a magical world and dragons.</p> <p>4). I am very happy to get it.</p> <p>5). A set of novels consist of four thick novels.</p> <p>6). I have a favorite book.</p> <p>7). It is not actually a book.</p>	7
6	RSZ	<p>1). Omission : The colour my favorite bag is black.</p> <p>2). Omission : The backpack is divided into</p>	<p>1). The colour of my favorite bag is black.</p> <p>2). The backpack is divided into three</p>	3

		three pouch. 3). Addition : only one bags.	pouchs. 3). Only one bag.	
7	RAS	1). Omission : He small and short. 2). Addition : Its make him looks so adorable. 3). Misformation : I get him from my father as a birthday present. 4). Misordering : He has nose black.	1). It is small and short. 2). Its make the dog looks so adorable. 3). I got it from my father as a birthday present. 4). It has black nose.	4
8	TDS	1). Omission : She a very nice. 2). Omission : She the best mother in the world. 3). Omission : She very smart to make a tasty food. 4). Omission : I think my mother a perfects mom for I and my family. 5). Misformation : A dimple that makes she beautiful. 6). Misformation : My mother has a skin light brown color. 7). Misordering : My mother is women	1). She is a very nice. 2). She is the best mother in the world. 3). She is very smart to make a tasty food. 4). I think my mother is a perfect mom for my family and I. 5). A dimple that make her beautiful. 6). She has light brown skin. 7). My mother is beautiful women.	10

		<p>beautiful.</p> <p>8). Misordering : She has a hair black and shiny curly.</p> <p>9). Misordering : My mother has a skin light brown color.</p> <p>10). Misordering : I think my mother a perfects mom for I and my family.</p>	<p>8). She has a black and shiny curly hair.</p> <p>9). She has light brown skin.</p> <p>10). I think my mother is a perfect mom for my family and I.</p>	
9	AP	<p>1). Omission : Nunu name my pet</p> <p>2). Addition : I have a cats.</p> <p>3). Addition : He has short little tails.</p> <p>4). Misordering : He has fur brown.</p>	<p>1). Nunu is my pet name.</p> <p>2). I have a cat.</p> <p>3). It has short little tail.</p> <p>4). It has brown fur.</p>	4
10.	DA	<p>1). Omission : I have very special pet.</p> <p>2). Omission : Imut very beautiful.</p> <p>3). Misformation :My dad give to me for my birthday</p> <p>4). Misformation :She will wake me up on the morning.</p> <p>5). Misformation :She</p>	<p>1). I have a very special pet.</p> <p>2). It is very beautiful.</p> <p>3). My dad gave it to me for my birthday.</p> <p>4). It would wake me up in the morning.</p> <p>5). It even knew</p>	7

		<p>even know what time I come home.</p> <p>6). Misordering :She have fur white fluffy.</p> <p>7). Misordering :Imut a cat very smart.</p>	<p>what time I came home.</p> <p>6). It has white fluffy fur.</p> <p>7). It was a very smart cat.</p>	
11	FC	<p>1). Omission : The peacock a very beautiful bird.</p> <p>2). Omission : The colour of peacock dark greenish blue.</p> <p>3). Misordering : Its long faethers have moon like sport.</p> <p>4). Misordering : the tail looks like a fan colourfull.</p>	<p>1). The peacock is a very beautiful bird.</p> <p>2). The color of peacock is dark greenish blue.</p> <p>3). Long faethers have sports like the moon.</p> <p>4). The tail looks like a colourful fan.</p>	4
12	JN	<p>1). Omission : My cats cute.</p> <p>2). Omission : His body fat.</p> <p>3). Addition :I have a cats in my house.</p> <p>4). Addition :My cats cute.</p> <p>5). Misordering :He has fur white.</p> <p>6). Misordering :He is an animal active.</p>	<p>1). My cat is cute.</p> <p>2). Its body is fat.</p> <p>3). I have a cat in my house.</p> <p>4). My cat is cute.</p> <p>5). It has white fur.</p> <p>6). It is an active animal.</p> <p>7). It is smart animal.</p>	7

		7). Misordering :he is animal smart.		
13	N	<p>1). Omission : I have cute cat.</p> <p>2). Omission : It catty.</p> <p>3). Omission :Catty is cats.</p> <p>4). Omission :It go toilet itself.</p> <p>5). Omission : No there is illness come catty.</p> <p>6). Addition :Catty is cats.</p> <p>7). Misformation :It go toilet itself.</p> <p>8). Misordering :Catty have fur the brown and white.</p> <p>9). Misordering :Sensation the smooth from its fur.</p> <p>10). Misordering :It will make its body healthy always.</p> <p>11). Misordering :No there is illness come catty.</p>	<p>1). I have a cute cat.</p> <p>2). It is catty.</p> <p>3). Catty is a cat.</p> <p>4). It goes to toilet itself.</p> <p>5). There is no illness come to the cat.</p> <p>6). Catty is a cat.</p> <p>7). It goes to toilet itself.</p> <p>8). It has brown and white fur.</p> <p>9). The smooth sensation from its fur.</p> <p>10). It will make its body always healthy.</p> <p>11). There is no illness come to catty.</p>	11
14	RDYT	<p>1). Omission :I have pet.</p> <p>2). Omission :My rabbit a female.</p>	<p>1). I have a pet.</p> <p>2). My rabbit is a female.</p>	3

		3). Misordering :She has fur white.	3). She has white fur.	
15	RNT	1). Omission :Panda the very animal cute. 2). Omission :I like panda because they cute. 3). Misformation :I go to the zoo yesterday. 4). Misformation :I see panda for the first time. 5). Misformation :panda have little eye with black spots them around. 6). Misordering :Panda the very animal cute. 7). Misordering :panda have little eye with black spots them around.	1). Panda is the very cute animal. 2). I like panda because they are cute. 3). I went to the zoo yesterday. 4). I saw panda for the first time. 5). It has little eyes with black spots around it. 6). Panda is the very cute animal. 7). It has little eyes with black spots around it.	7
16	BDH	1). Addition :He has black pur with white and black saci. 2). Misformation :His fur feels. 3). Misordering :His fur feels.	1). It has black and white fur. 2). It has soft fur. 3). It has soft fur.	3
17	DTA	1). Addition :I have a stray cats as my pets. 2). Addition :He has a long tails.	1). I have a tray cat as my pet. 2). It has a long tail. 3). It has orange	3

		3). Misordering :He has fur orange and white.	and white fur.	
18	FIH	<p>1). Addition :Rabbit is regular house rabbit.</p> <p>2). Addition :I give him cat food.</p> <p>3). Addition : Rabbit usually sleeps on the chage-chage or sometimes under the chage-chage.</p> <p>4). Misformation :He as orange fur with white and black.</p> <p>5) Misformation :Every morning I give rabbit carot.</p> <p>6) Misformation :Rabbit usually sleeps on the chage-chage or sometimes under the chage-chage.</p> <p>7). Misordering :Every morning I give rabbit carot.</p> <p>8). Misordering :He as orange fur with white and black.</p>	<p>1). I have a Rabbit.</p> <p>2). I give food for the rabbit.</p> <p>3). Rabbit usually sleep in the cage or sometimes under cage.</p> <p>4). It has orange, white and black fur.</p> <p>5). Every morning I give carrot for the rabbit.</p> <p>6). Rabbit usually sleeps in the cage or sometimes under cage.</p> <p>7). Every morning I give carrot for the rabbit.</p> <p>8). It has orange, white and black fur.</p>	8
19	JSS	1). Omission :They healthy.	1). It is so healthy. 2). its make me	6

		<p>2). Omission :Its make I happy when they all swimming around me.</p> <p>3). Misformation :I put they in a small pond.</p> <p>4). Misformation :let they play around.</p> <p>5). Misformation :When I give they food.</p> <p>6). Misformation :Its make I happy when they all swimming around me.</p>	<p>happy when it is all swimming.</p> <p>3). I put it into a small pond.</p> <p>4). let it to play around.</p> <p>5). When I give food for my fish.</p> <p>6). its make me happy when it is all swimming.</p>	
20	PW	<p>1). Omission :His name kanari.</p> <p>2). Omission :He fluffy bird.</p> <p>3). Omission :He has fur yellow.</p> <p>4). Omission :He a great songbird.</p> <p>5). Addition :I have a canary birds.</p>	<p>1). It name is kanari,</p> <p>2). It is ffluffy bird,</p> <p>3). It has yellow fur,</p> <p>4). It is a great songbird.</p> <p>5). I have a canary bird.</p>	5
21	RM	<p>1). Omission :I buy beautiful goldenfish.</p> <p>2). Omission :He cute reall</p> <p>3). Misformation :When I go to carnival.</p> <p>4) Misformation :I buy beautiful goldenfish.</p>	<p>1). I bought a beautiful goldenfish.</p> <p>2). It is really cute.</p> <p>3). When I was going to carnival.</p> <p>4). I bought a beautiful</p>	6

		5) Misordering :He has colour golden-yellow. 6) Misordering :He cute reall.	goldenfish. 5). It has golden-yellow color. 6). It is really cute.	
22	SAP	1). Omission :He has black and white. 2). Omission :I cat usually sleep on the sofa. 3). Addition :I cat a regular house cat. 4). Addition :I cat usually sleep on the sofa. 5). Misformation :His for feels soft. 6). Misformation :I cat does not like rice	1). It has black and white fur. 2). My cat usually sleep on the sofa. 3). I have a cat. 4). My cat usually sleep on the sofa. 5). It has soft fur. 6). My cat does not like to eat rice.	6
23.	BS	1). Omission : Cat is a regular house. 2). Omission : I cat like drink white. 3). Omission :Like and food like fish. 4). Addition :I cat like drink white. 5). Addition :Like and food like fish. 6). Addition :I cat in an active animals. 7). Misformation : I love cat but funny cat.	1). I have a cat. 2). My cat likes to drink water. 3). My cat likes to eat fish. 4). My cat likes to drink water. 5). My cat likes to eat fish. 6). My cat in an active animals. 7). I love cat because cat is cute animals.	9

		<p>8). Misformation :I cat like drink white.</p> <p>9). Misformation :Like and food like fish.</p>	<p>8). My cat likes to drink water.</p> <p>9). My cat likes to eat fish.</p>	
24	H	<p>1). Omission : Kevin it a regular cat</p> <p>2). Omission : His fur feels.</p> <p>3). Omission : Some time under table.</p> <p>4). Misformation :He has orang pur with white and black Kevin.</p> <p>5). Misordering :He has orang pur with white and black Kevin.</p>	<p>1). Kevin is my cat.</p> <p>2). Its fur very soft.</p> <p>3). Sometimes under the table.</p> <p>4). It has orange, White and black fur.</p> <p>5). It has orange, White and black fur.</p>	5
25	KR	<p>1). Omission :He name Thomas.</p> <p>2). Addition : I have a pet dogs.</p> <p>3). Misformation : He name Thomas.</p> <p>4). Misformation : I called he tom.</p> <p>5). Misformation : I like play with he.</p> <p>6). Misformation : I love he very much.</p>	<p>1). Its name is Thomas.</p> <p>2). I have a pet dog.</p> <p>3). Its name is Thomas.</p> <p>4). I called it Tom.</p> <p>5). I like play with Thomas.</p> <p>6). I love it very much.</p> <p>7). It body is covered with white</p>	7

		7). Misordering : His body is fur covered with white long.	long fur.	
26	PRBB	<p>1). Omission : She has four leg.</p> <p>2). Omission : She hops using her leg.</p> <p>3). Addition : I loving cuddling bosi.</p> <p>4). Misordering : She has tile short and ears long.</p> <p>5). Misordering : I and My sister love playing with her.</p>	<p>1). It has four legs.</p> <p>2). It hops using its legs.</p> <p>3). I love cuddling my rabbit.</p> <p>4). It has short tile and long ears.</p> <p>5). My sister and I love playing with the rabbit.</p>	5
27	RMM	<p>1). Omission :Her eyes shading brown.</p> <p>2). Omission :She is the best place stories impart.</p> <p>3). Omission :My mom is holy messenger without wings.</p> <p>4). Omission :She is saint for me.</p> <p>5). Addition :She is an extremely kinds individual.</p> <p>6). Misformation :I need to let you know about my mom.</p>	<p>1). Her eyes is brown.</p> <p>2). She is the best place to impart stories.</p> <p>3). My mom is a holy messenger without wings.</p> <p>4). She is a saint for me.</p> <p>5). She is an extremely kind individual.</p> <p>6). I want to tell about my mom.</p>	9

		<p>7). Misformation :Her eyes shading brown.</p> <p>8). Misordering :A as wife.</p> <p>9). Misordering :She is the best place stories impart.</p>	<p>7). Her eyes is brown.</p> <p>8). As a wife</p> <p>9). She is the best place to impart stories.</p>	
28	SATS	<p>1). Omission :She a rabbit</p> <p>2). Addition :Kitty is a my lovele pets.</p>	<p>1). It is a rabbit.</p> <p>2). Kitty is a my lovely pet.</p>	2
29	BS	<p>1). Omission : My mother a beautiful person.</p> <p>2). Omission : She not tall and not short.</p> <p>3). Omission : She very nice.</p> <p>4). Omission : I go to go to some places.</p> <p>5). Addition : She always has a smile on her face.</p> <p>6). Misformation : Her color skin color brown.</p> <p>7). Misformation : She have a beautiful smile.</p> <p>8). Misordering : She has hair curly.</p>	<p>1). My mother is a beautiful women.</p> <p>2). She is not tall and not short.</p> <p>3). She is very nice.</p> <p>4). I go to some places.</p> <p>5). She always has a smile on her face.</p> <p>6). She has brown skin.</p> <p>7). She has a beautiful smile.</p> <p>8). She has curly hair.</p>	8
		<p>1). Omission : I have favorite thing.</p>	<p>1). I have a favorite thing.</p>	

30	DV	<p>2). Omission : Cimol has broad white head shape.</p> <p>3). Omission : Two ear above his head.</p> <p>4). Omission : Three mustache on her both cheeks</p> <p>5). Misformation : I love she so much.</p> <p>6). Misordering : Cimol is the name of my beloved dool Hello Kitty.</p>	<p>2). It has a broad white head shape.</p> <p>3). Two ears above it head.</p> <p>4). Three mustaches on its both cheeks.</p> <p>5). I love it so much.</p> <p>6). Cimol is the name of my beloved Hello Kitty doll.</p>	6
31	HAT	<p>1). Omission : I use everyday.</p> <p>2). Misformation : My mother give mug to me in my birthday last month.</p>	<p>1). I use it everyday.</p> <p>2). My mother gave it to me on my birthday last month.</p>	2
32	MS	<p>1). Omission : This animal human best friend.</p> <p>2). Omission : bambi very small.</p> <p>3). Omission : bambi very good.</p> <p>4). Misordering : This animal human best friend.</p>	<p>1). This animal is best friend of the human.</p> <p>2). Bambi is very small.</p> <p>3). Bambi is very good.</p> <p>4). This animal is best friend of the human.</p>	4
		1). Omission : I happy to	1). I am happy to	

33	RA	<p>have a friend who never busy.</p> <p>2). Omission :I very happy to have a pet like Dono.</p> <p>3). Misformation :It always makes I laugh.</p>	<p>have a friend who is never busy.</p> <p>2). I am very happy to have a pet like Dono.</p> <p>3). It always makes me laugh.</p>	3
34	RA	<p>1). Omission : The fur white and soft.</p> <p>2). Omission : I like touch it.</p> <p>3). Omission : I like play with he.</p> <p>4). Omission :He also has two beautiful eye.</p> <p>5). Omission :My rabbit like eat carrot</p> <p>6). Omission :Today I will make now cage for he.</p> <p>7). Misformation :I like play with he.</p> <p>8). Misformation :My rabbit chage broken last night.</p>	<p>1). The fur is white and soft.</p> <p>2). I like to touch it.</p> <p>3). I like to play with my rabbit.</p> <p>4). It also has two beautiful eyes.</p> <p>5). My rabbit likes to eat carrot.</p> <p>6). Today I will make a new cage for it.</p> <p>7). I like to play with my rabbit.</p> <p>8). My rabbit cage was broken last night.</p>	8
35	VM	<p>1). Omission :I have cat.</p> <p>2). Omission :My cat's fur white and brown.</p> <p>3). Omission :She has two color.</p>	<p>1). I have a cat.</p> <p>2). My cat's fur is white and brown.</p> <p>3). She has two colors.</p>	6

		<p>4). Omission :She so funny.</p> <p>5). Addition :She like to lick her tails.</p> <p>6). Misordering :She has a tail long.</p>	<p>4). She is so funny.</p> <p>5). She like to lick her tail.</p> <p>6). She has a long tail.</p>	
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Based on the table above, there were types of error found of the students' writing in descriptive text. They made this error because they did not understand well how to arranging a good sentence in English and how to use the structure correctly. There are some kinds of error of omission found by researcher. There were error of omission be, omission of plural and singular (s/es). Here is an example of error of omission of be that the researcher got from the data. The sentence was "My mother beautiful women". The sentence is grammatically wrong because there is no be in the sentence. The sentence should be " My mother is a beautiful women". Moreover here is the example of error omission of singular; the sentence was "Elephants has four leg". Misformation means that the students used of the wrongform of the morpheme or structure. The example of students error on misformation was "I go to the zoo yesterday" this sentence is wrong because the verb in the past form of go was went. It should be "I went to the zoo yesterday". Error addition was characterizes by the presence of an item, which must not appear in a well-formed. As an example was "I have a favorite dolls" this sentence is wrong because it added "s" in the sentence. It should be "I have a favorite doll". The last,

the students' error on misordering, here is the example of misordering "He is an animal active". This sentence should be "He is an active animal". This caused the students often put the sentence in a wrong order.

After determining the error that made by students, the next step was calculating the percentage of all types of error to figure out dominant type of error. There were 86 in omission, 30 in addition, 45 in misformation, 39 in misordering. And the percentage of each types of error can be reported as shown in the following table .The formula as:

$$X = \frac{F}{N} \times 100\%$$

Note:

F: Number of the sub category errors

N: Total number of all categories errors

X: the errors percentage

Table 4.3
Data analysis about the percentage of error

No	Type of Error	Total	$X = \frac{F}{N} \times 100\%$
1.	Omission	86	43 %
2.	Addition	30	15%
3.	Misformation	45	22.5%
4.	Misordering	39	19.5%
	Total	200 (N)	100%

2. Cause of Error

The errors made by students are causes by some factor either from the students itself or from the other person. Brown (2002) classifies the causes of errors into three domains, they are : interlingual interference, intralingual interferences, and carelessness.

Based on types of error occurred analyzed in the table 4.1 it was found that the most often errors occurred was error of omission about 86 occurrences. This type of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping. For example “I have a favorite books and a set novel” this sentence is incorrect. This erroroccurred because of carelessness. The sentence should be “I have a favorite book and a set novels. Another caused of error it caused of interlingual interference. This happened because the students put the sentence into the wrong order and where students transfer their native language system into the target language system. For example “He is an animal active”. This sentence should be “He is an active animal”. This caused the students often put the sentence in a wrong order. The last caused of error by intralingual interferences.Intralingual interferences means that error from the target language it self. Due its complicated system. This happened because the students often made incorrect structure form in their writing. Here is one of the example of error in misformation that researcher got from the data “ I go to the zoo yesterday” this sentence

is wrong because the verb in the past form of go was went. It should be “I went to the zoo yesterday”. The error occurrence because intralingual interference when the students did not understand the structure of the past tense.

3. The Findings

After analyzing the data, it was found that :

1. The occurrence of omission error was 86, the occurrence of addition error was 30, the occurrence of misformation error was 45 and the occurrences of misordering error was 39. Occurrences which totaled was 200.
2. The most dominant error made by students in writing descriptive text was 86 occurrences or about 43 % in omission.
3. Most often errors occurred was error of omission about 86 occurrences. This types of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, some conclusion can be drawn as follows :

1. Based on the result of the students' error in writing descriptive text, it was found that the four types of error found in this research, they were omission, addition, misformation and misordering.

The occurrences of omission error was 86 or 43%. The occurrence of addition error was 30 or 15%. The occurrence of misformation error was 45 or 22.5%. And the occurrences of misordering error was 39 or 19.5%.

2. The most dominant error made by students in writing descriptive text was 86 occurrences or about 43% in omission. Most often errors occurred was error of omission about 86 occurrences. This types of error was usually caused by carelessness. Carelessness occurred when the students are not deliberate to do some mistakes, but the result showed that it was the mistake. The mistake came out from wrong written a phoneme omitted or mistyping.

B. Suggestion

1. The teachers should give much practice about the use of ending -s or -es in writing descriptive and explain about how to construct sentences grammatically and appropriately to the students in order to minimize the errors especially in omission errors as the common error in this research, therefore the students can apply their knowledge in the real context of writing.

2. For other researchers, by seeing the type of errors in writing descriptive text, they can provide some techniques that can be applied by students to increase appropriately in other cases of writing.

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Written test

Direction :

Write down a descriptive text based on the titles below.

1. My mom
2. Favorite thing
3. Favorite animal

Elephants

Elephants are the big animal. They eat grass leaves, and fruit. An elephant has a big body with four leg. It has large but thin ears and small eyes. it also has one long nose called trunk. Its skin grey and hairless. It has a tail short. They lives in the forest and in the zoo. The elephants are strong animals.

Description of Error	Reconstruction
1. Omission : four leg	Four legs
2. Omission : Its skin grey and hairless	Its skin is grey and hairless
3. Misordering : It has a tail short	It has a short tail
4. Misformation : They lives in the forest and in the zoo	It living in the forest and in the zoo.

Omission = 2

Addition = -

Misformation = 1

Misordering = 1

My Mom

My mother a beautiful person. She not tall and not short, and she has hair curly and brown. Her eyes color are like honey, her color skin color brown, and she have a beautiful smile. She is a very kind person. She very nice, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She has always a smile her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I go to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

1. My mother a beautiful - My mother is a beautiful =
Omission
person women

2. She not tall and not short - She is not tall and not short =
Omission

3. She has hair curly - She has curly hair =
Misordering

4. Her color skin color brown- She has brown skin =
Misformation

5. She very nice - She is very nice =
Omission

6. She has always a smile - She has a beautiful smile =
Misformation
Her face

7. She has always a smile - She has a beautiful smile = Addition
her face

8. I go to go to some places - I am going to go to some =
Omission
Places

Omission = 4

Misformation = 2

Addition = 1

Misordering = 1

My Bag

I like something mostly because of it is simple. It is not only simple because we can put the bag on my back, but also because it has a wide space in it that I can almost bring anything I need with only one bags. The colour my favorite bag is black. The backpack is divided into three pouch, the big pouch, the average pouch, and the small pouch. Each of it has its own zipper. The small pouch is where I usually keep my key and pen.

Description of Error	Reconstruction
1. Addition : only one bags.	Only one bag.
2. Omission : the color my favorite bag is black	the color of my favorite bag is black
3. Omission : The backpack is devided into three pouch	The backpack is devided into three pouchs

Omission = 2

Addition = 1

Misformation = -

Misordering = -