STUDENTS' GRAMMATICAL ERROR IN WRITING DESCRIPTIVE TEXT

(A Study conducted to the seventh grade of Mts Darul Al – Muhajirin)

A Paper

Submitted to English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University as a Partial Fulfillment of the Requirements for the *Sarjana Pendidikan Examination*

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STUDENTS' GRAMMATICAL ERROR IN WRITING DESCRIPTIVE TEXT

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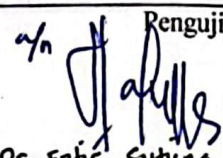**Dr. Entis Sutisna, M. Pd**
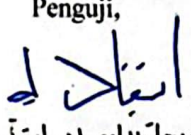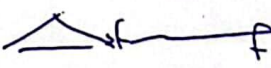
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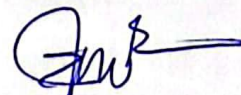
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DECLARATION

I hereby declare that the paper entitled **"Students' Grammatical Error in Writing Descriptive Text"** is completely my own work. I am fully aware that I have quoted some statements and ideas for many resources. All quotations are properly acknowledged in the next. Should there be a claim on the originality of this paper, I would be perpared to take any my legal responsibility.

Bogor, 9 December 2020

Putri Ayuni

PREFACE

Alhamdulillahirobil'aalamin, all the praises and gratitude should be to Allah SWT, who has given health and opportunity, the writer has completely accomplished her paper entitled, "Students' Grammatical Error in Writing Descriptive Text". This paper is written to fulfill one of the requirements for *Sarjana Pendidikan* examination of English Language Education Study Program, Faculty of Teachers Training and Educational Sciences of Pakuan University, Bogor.

The writer expects that her paper can give contribution for Educational practitioners who concern about Students' Grammatical Error in Writing Descriptive Text. The writer realizes that her paper is not perfect. Therefore, she welcomes all of valuable criticism and constructive comments in the future are needed for a better paper.

Bogor, 9 December 2020

The Researcher

ACKNOWLEDGMENT

The researcher would like to express her greatest gratitude to Allah SWT who has given His blessings to the writer for finishing this paper. Additionally, she would like to thank some people who had her given support, guidance, and suggestion during the process of constructing this final paper. The completion of this undertaking impossibly happened without their contributions. That is why, she would like to express particularly her deep sense of appreciation to all of them.

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Last, it is a certain no to skip to thank her beloved parents, husband and son. She sincerely thanks them for supporting her both physically ad mentally. They also always give her motivation, advice and great everlasting love. That is why she completely dedicates this paper as her remark of thinking them. She also

ABSTRACT

The paper entitled "Students' Grammatical Error in Writing Descriptive Text" is aimed to find out the difficulties faced by the students in writing descriptive text. In conducting this research, the researcher applies descriptive method to describe the results of the research. The research was conducted at MTs Darul Al-Muhajirin. The participants were 30 students from class A at seven grade who have learnt about descriptive text. The researcher uses purposive sampling in conducting this research and selects the students who had the difficulties in writing descriptive text. The research data were obtained from three instruments: documentation, questionnaire and interviews. The researcher finds out there are three types of difficulties that the students faced, namely: the limitation in grammar, the limitation of generic structure, and also linguistic elements. She also finds that the difficulty is caused by the lack of interest in reading that makes the students have limitation in three of them.

Keywords: *writing descriptive text, grammatical error, limitation of generic structure.*

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are four basic skills such as listening, speaking, reading, and writing for English learning. The students should learn these skills to master their English.

Writing is an important skill for students in the process of learning a language. The students are required to learn that write with different text types. There are some types of text, they are: Recount, Narrative, Procedural, News Item and Descriptive text.

One type of the text is descriptive text. Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of Descriptive text is divided into two: Identification and Description. Besides schematic structure, descriptive text also has its own linguistic features. Linguistic features of descriptive text are: use specific participant, written in present tense, use linking verbs, use adjectives, use relational and material processes.

Writing is very difficult for students. Therefore, it is possible that the students face many problems in learning second language writing. One way that can be used to find out students' knowledge about English is by analyzing the students' writing. It can help English teacher to find out the

students' grammatical error in writing descriptive text and can lead the teacher to help solve the students' problems.

Based on the reason, the writer focuses in teaching writing on descriptive text to be the object of her research. Teaching writing on descriptive text is one of two genres which should be taught to the students. Descriptive text is one of the materials of the final examination at junior high school. Besides, most of students has difficulty to rearrange the generic structure of a descriptive text and write a descriptive text.

B. Reason for Choosing the Topic

The writer has considered choosing the topic which is grammatical error is important to help the reader to understand writing descriptive. The writer is interested to analyzed students' Grammatical Error in Writing Descriptive Text.

She is interested to find out what are the causes of errors made by students. So, she wants to analyze students' Grammatical Error in Writing Descriptive Text by using triangulation to get the result documentation, questionnaire and intreview.

C. Research Question

To know whether the students have difficulties in writing descriptive text, the writer tries to observe it based on the following question. The research questions of this study is: "What is students' grammatical error in writing descriptive text?"

D. The Aim of the Research

The aims of the research is to find out students' grammatical error in writing descriptive text.

E. Research Focus

In conducting this research, the writer focuses on the students' grammatical error in writing descriptive text based on language feature of the text. The language features which discussed are: simple present tense, adjective and action verb. Also the writer wants to know the causes of the errors.

F. Operational Definition

The researcher writes some explanations that are concerned with the definitions of the research title.

The first, students' difficulties means a condition when the students have the problem that faced in learning which hard to do or understand.

The second, writing is an activity to express thoughts, ideas, and feeling in written language. In other words, writing is an activity to express thoughts and feelings in written from which is expected to be understood by the reader. By writing someone can describe something and inform something to the reader. The writer has to pay attention on structure, diction, and content. Structure is needed in writing because it can make the readers understand the content of the text.

The last, Descriptive text is a text that describes a particular person, place, animal or thing. The purpose of this text is to give information for the readers.

G. Research Significance

The writer hopes that this research will be useful for students, readers and also the researcher. For the students, they can get a new knowledge that tells them about the difficulties and the causes of the difficulties in writing descriptive text. As the result, they can write descriptive text. For the readers, it gives knowledge about the difficulties and the causes that faced the students in writing descriptive text. For the researcher, it completely gives a new knowledge about students' grammatical error in writing descriptive text.

CHAPTER II

THEORETICAL FOUNDATION

A. The Definition of Writing

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. There are some definitions of writing proposed by experts. There are many conceptions dealing with the writing process. According to Hammer (2004: 12), writing process is a way of looking at what people do to compose written text. The formula of good writing consists of pre-writing, writing, revising, editing. Those allow their work to emerge in series that can be arranged of manageable steps.

Writing is one of language skill which is defined by Brown (2001:335) as "the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals". From the statement, writing means productive skill as spoken skill. Writing is a productive skill as a speaking skill. A sufficient skill is needed to produce a good written language as stated by Brown (2001:335) that "writing products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally. According to Anthony Seow cited by Richards and Renandya (2002:315) states that there are four main stages of the process of writing, that is

planning, drafting, revising and editing. Planning or prewriting is an activity that encourages the students to write. Drafting is the process of gathering ideas for the first time. Revising is the stage of reviewing the texts on the basis of feedback given. Editing is the process of tidying up the texts for grammar, spelling, punctuation, diction, sentence structure and accuracy for preparing the final draft. It can be concluded that writing is a written productive language skill. The purpose of writing skill is to share information from spoken language into written language. It needs a great thinking to produce writing which begin from getting main idea, planning, and revising procedure. To reach the whole, it requires the specific skill which not all the people could develop it.

From the definition above, it can be concluded that writing is process of generating ideas, person's ability to communicate information to someone or others. Writing is not only an activity of 13 arranging words into forms and sentences, but also thinking about how to express and organize them into statements and paragraphs.

1. **The Process of Writing**

According to Harmer (2005:4-6), the writing process divide into four stages: planning, drafting, editing, and final draft. All the stages of writing process are explained below:

a. Planning

It is the first stage of writing process when the writers plan, try, and decide what they are going to say before starting to write. It might

involve making detailed notes. There are three issues i.e. purpose, audience, and content structure that must be considered in planning to write. The purpose of writing will influence the type of the text to produce, the language use, and the information. Secondly, the audience will influence the shape of the writing (how it is laid out, how the paragraph are structured), and the choice of language such as formal and informal tone. Thirdly, the content structure of the piece that is, how best to sequence the facts, ideas, or arguments which are decided to include.

b. Drafting

Draft is the first version of a piece of writing. A number of drafts might be produced on the way to the final version, as the writing process proceeds into editing.

c. Editing (reflecting and revising)

It is the writing process to make the change of draft which is ambiguous or confusing by using general meaning and overall structure such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. The reaction of readers to a piece of writing will help the author to make appropriate revisions.

d. Final Versions

It is the last stage of the writing process when the written text is ready to send to its intended audience.

It means that there are four process of writing based on Harmer; planning, drafting, editing, final version.

2. Forms of Writing

According to Troyka (1987:3), there are four types of writing, namely, description, narration, exposition, and argumentation.

a. Description

Description is writing about the way persons, animals, or things appear (Lincoln, 1986). It concentrates primarily on things (nouns) such as a person, a place, and an object, rather than concerning itself with the actions (verbs) in which the things (nouns) participate.

b. Narration

In contrast with description, narration is more than description. The description focuses its attention only on nouns whereas narration focuses on both nouns and verbs (the actions). Narrative writing has been defined as the kind of writing that simply records a series of events. Its subject matter is people and actions which it organizes in space and time (Sternglass, 1983). Therefore, narrative writing tells about what is happening or what happened.

c. Exposition

Expository writing often called informative writing because it seeks to give information and to explain if it is necessary. In line with Langan (1986) in expository writing, the writer provides

information about a particular subject. It focuses on the subject being discussed whom the writer wants to influence. Exposition writing includes reports of observations, ideas, facts, and statistics. It can be found in textbooks, encyclopedias, technical and business reports, books of nonfiction, magazines, and newspapers.

d. Argumentation

Argumentation is often called persuasive writing because it aims at persuading and convincing the reader of the writer's point of view on a particular issue. According to Stevens (1983:184), argumentation is a form of persuasion that seeks to make us change our beliefs or actions by appealing not to our emotions but our reason, by using logic and evidence to establish the truth of an assertion. Argumentation writing can be found in editorials, reviews, sermons, research proposals, opinion essay in magazines, and books that argue a point of view.

Based on explanation above there are four types of writing, namely, description, narration, exposition, and argumentation. Description is writing about the way persons, animals, or things appear. Narration is noun and verb. Exposition focuses on the subject being discussed whom the writer wants to influence. The last argumentation is persuasive writing.

B. Grammatical Error

Grammar, the study of rules for the combination of word into sentences (syntax) and the form of words (morphology), is central not only speech, but also in writing. Improper use of grammar is influential to the flow of thoughts. In Writing the influence is even greater because when written communication takes place the message sender is absent. The intelligibility is dependent solely upon the language used.

Grammar is regarded as a whole system and structure of a language. It consists of 'syntax, morphology, and sometimes also phonology and semantics (Oxford Dictionaries, N/A). It indicates that grammar encompasses the three dimensions of morphology (form), syntax (meaning), and pragmatics (use). Grammatical-errors thus mean inaccurate forms, semantics meanings, and use. L2 learners will use L2 accurately, meaningfully, and appropriately after mastering these three dimensions text (as cited in Purbowandhani, 2015: 18).

C. Types of Grammatical Error

The theory used in this research about types of grammatical error is surface strategy taxonomy. Classifying errors in this way can help us to diagnose learners' learning problem at any stage of their development and to plot how changes in error patterns occur over time (Ellis, 1997, as quoted in Ratnah, 2013: 160). This strategy is used to show how the surface structure change and to know the structural errors, like the learners

may omit necessary items or add unnecessary ones. Classifying errors using surface strategy taxonomy can give a clear description about cognitive processes that underlie the learner's reconstruction of the new language or language being learned. Below is the detailed description of each category used in surface strategy taxonomy: omission, addition, misformation, and misordering.

a. Omission

Omission occurs when the learners omit one of items that must appear in a well-formed utterance (Dulay, Burt, and Kreshen, 1981 as quoted in Purbowandhani, 2015: 19).

- He cooking   (He is cooking)

- Rita's father bought yesterday car   (Rita's father bought a car
                                                    yesterday)

- Mr: Rahmat poor last year   (Mr. Rahmat <u>were</u> poor last year)

b. Addition

Addition occurs when the learners use an items that must not appear in well-form utterances. The addition error as follow:

This error is marked by the failure of deleting or avoiding certain items in utterance.

- My nephew doesn't eats candy.   (My nephew doesn't eat candy)

- I didn't bought a new book.   (I didn't buy a new book)

c. Misformation

Misformation is the use of the wrong or unacceptable form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. The type of misformation below:

Here, the learners fail to choose or to select a proper word form. Example:

- My family and I go to Jakarta last week. (My family and I went to Jakarta last week.)

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The sentence can be right in presented elements, but wrongly sequenced. Example:

- What you are thinking about? (What are you thinking about?)
- I don't know who is he. (I don't know who he is.)

Taking a look at both sentences above have incorrect placement of is and are. In addition to these creative misordering errors, the students have made written misordering errors that are word-for-word translation of native language surface structure.

D. The definition of Descriptive text

Based on Lincoln (1986) Description is writing about the way persons, animals, or things appear. In line with Smalley (1982) description is verbal picture of a person, place, or object. Thus, a descriptive text is the one that describes a person, place, or object. To describe someone or something, do it as vivid and real as possible. It can be done by observing and recording specific detail of the person, place, or object that attract to the readers' senses. The characteristic of descriptive is focus on specific participants, elaborate use of sensory language, the series words seems rich, vivid, and lively, and use of simple present tense. Body paragraphs with topic sentences and other sentences that contain sufficient evidence, sensory details, and comparisons to support the dominant impression. And the last, in the final of description is a conclusion. A strong conclusion reinforces the dominant impression and draws the essay.

Dirgeyasa (2014) say that description or descriptive etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. Descriptive text is a text which says what a person or thing is like. Descriptive text has a function to describe something in detail in order to enable the readers to see, hear, feel and touch it directly involve themselves in the event. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or person we know well. A good descriptive text includes many vivid sensory

details that paint a picture and appeals to all of the reader's senses of sight, hearing, touch, smell and taste when appropriate. Descriptive text may also paint picture of the feeling the person, place or thing invokes in the writer.

1. **The Generic Structure of Descriptive Text**

   Descriptive text has structures as below:

   a. Identification In this generic structure introduces to the subject of description.

   b. Description In this part gives details of the characteristic features of the subject. Such as: qualities, characteristics, describing the phenomenon in parts, qualities, or/and characteristic, size, physical appearance, ability, habit, daily live, etc.

2. **The Language Feature of Descriptive Text**

   Significant Grammatical feature of descriptive text are:

   a. Focus on specific participant (my English teacher, Andini's cat, my favorite place).

   b. Use of Simple Present Tense. Use of Past Tense if extinct.

   c. Verb of being and having 'Relational Processes' (my mum is really cool, she has long black hair).

   d. Use descriptive adjectives (strong legs, white fangs).

   e. Use of detailed noun phrase to give information about the subject (very beautiful scenery, a sweet young lady, very thick fur).

   f. Use of action verb 'material processes' (it eats grass, it runs fast)

g. Use of adverbial to give additional information about behavior (fast, at tree house)

h. Use of figurative language (Jhon is as white as chalk).

3. **Types of Descriptive Text**

Most writing contains description. Based on Carell (2011) few types of writing that depend heavily on descriptive language:

a. Descriptions of a person, place or thing contain sensory details that bring to life actual people, places, and things.

b. Observations describe an event the writer has witnessed. Often, the event takes places over an extended period of time.

c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.

d. Character sketches describe fictional characters-their appearances, personalities, hopes and dreams.

Based on the types of writing descriptive text. There are four types writing. The first is described of a person, place or thing. Second is observation. Third is travel brochures, and the last is character sketches.

CHAPTER III

RESEARCH METHODOLOGY

A.   Research Method and Design

In this research, the writer investigates students' grammatical error in writing descriptive text. Descriptive method is used by the writer. The method is used to find the difficulties in writing descriptive text. All of the data are gained by analyzing students' work, giving questionnaire, and interview. Firstly, the writer analyzes students' work to know the students' grammatical error in descriptive text. Secondly, questionnaire are given to the respondents. Finally, interviews is given to dig more explanation from the respondents related to the results of the questionnaire.

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Analyzing Documentation	Distributing the Questionnaire	Interviewing the students

Analyzing the students' work	Analyzing the answer of the questionnaire about the students' grammatical error in writing descriptive text	Transcribing the oral answer of interview the transcript

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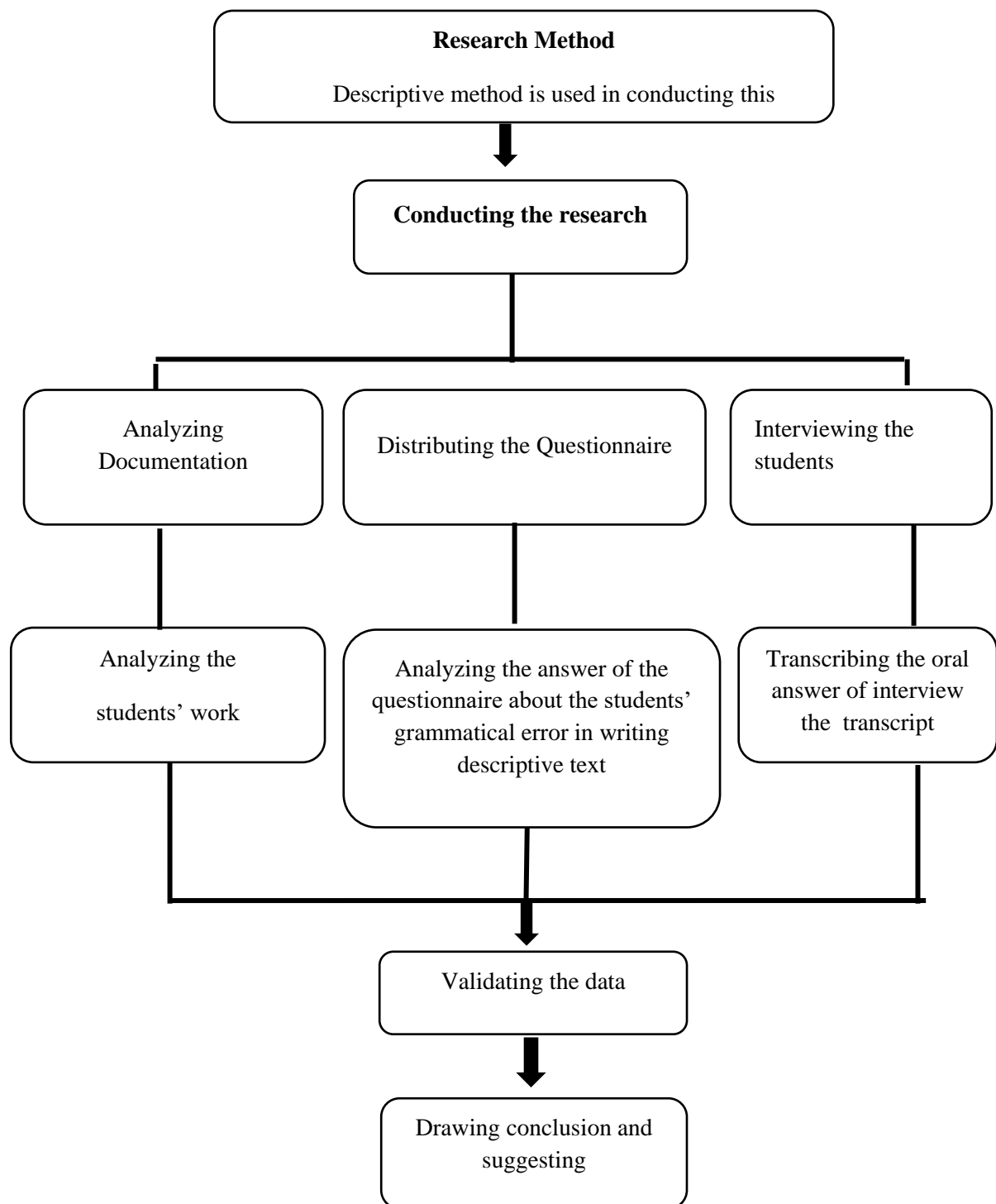
Figure 3.1
The Research Design

B.   Research Site and Participants

The researcher conducts the research at seventh grade of Mts Darul Al – Muhajirin. In conducting this research, the writer chooses 30 students who are writing their descriptive text after that the writer collected their descriptive text to find out their grammatical error in writing descriptive text. Next, the writer give questionnaire and interview the students to get more information about students' grammatical error in writing descriptive text.

C.   Research Instrument

In conducting this research, non-test instruments which is used by the writer namely documentation, questionnaires and interview session. First, the students' works are collected as the documentation. Writing Descriptive Text of students will be checked by the writer to know their grammatical error in writing descriptive text. Second, the questionnaire are distributed to get more information about students' grammatical error in writing descriptive text. The questionnaires consist of ten questions which three related to indicator of misformation, three questions related to indicator of omission, two questions related to indicator addition and two questions related to indicator of misordering. Third, the interview is conducted to some Students of seventh grade of Mts Darul Al- Muhajirin by the writer to find out their grammatical error in writing descriptive text. The interview consist of nine questions which related to indicator misformation, omission, addition and misordering. A hand -phone is used

by the writer to record the data of the respondents. Then, the result of recording will be transcribed.

D.   Research Procedure

There are three steps in collecting the data:

1. Collecting documents

    The first step is collecting documents of students' grammatical error in writing descriptive text. From the documents, it can be analyzed their students' grammatical error in writing descriptive text.

2. Distributing questionnaires

    Next, the questionnaires are distributed to support the data from the participants about students' students' grammatical error in writing descriptive text. The writer analyzes to know what are the causes of their errors.

3. Administering interview

    The last step in collecting the data is administering interview. The interview is conducted to the seventh grade of Mts Darul Al-Muhajirin to earn in-depth data about their grammatical error in writing descriptive text. It is conducted to know more information their grammatical error in writing descriptive text.

E. Data Analysis

The data from documentation, questionnaire, and interview are analyzed.

1. Data analysis from documentation

   In analyzing the data, the writer checks the result of students' grammatical error in writing descriptive text. Then the writer analyzes their work to find students' grammatical error in writing descriptive text.

2. Data analysis from questionnaire

   The writer analyzes the answer of questionnaire to get the result about students' grammatical error in writing descriptive text.

3. Data analysis from interview

   The result of interview will be transcribed by the writer. It is analyzed to get the information about students' grammatical error in writing descriptive text.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A.   Research Finding

The research was conducted from September 07, 2020 to September 26, 2020 at MTs Darul Al-Muhajirin. Documentation, distributing questionnaire and interviewing respondents had been done by the writer to get the information. The data were described to make it easier to analyze.

1. Data from Documentation

The documentation was taken from students' problems in constructing descriptive text. The writer took 30 students' works and the teacher checked and she analyzed the students' work to find out their grammatical error in writing descriptive text. The   errors cover : misinformation, ommision, addition and misordering.

    ━━━━━   = misinformation

    ━━━━━   = Omission

    ━━━━━   = Addition

    ━━━━━   = Misordering
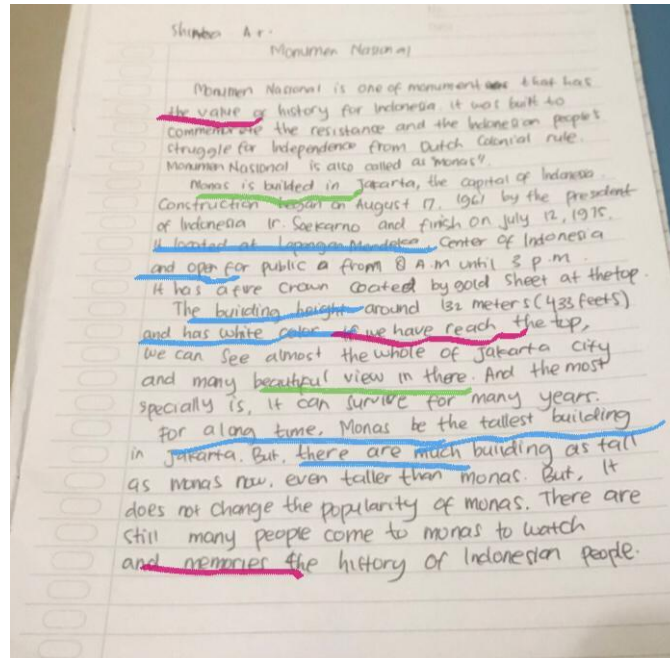
Picture 4.1 List of Students' Errors

The researcher found some errors in the descriptive text above. The researcher found complete types of error here. The errors are omission error, addition error, misformation error and misordering error.

The first is omission error. The student often forgets some important parts in a sentence. In the descriptive text above, the researcher found three examples of omission error. The first example is shown in this sentence, "It located at Lapangan Merdeka, center of Jakarta and open for public from 8A. M until 3 P. M". Actually, in Bahasa Indonesia student wants to say "Dia terletak di Lapangan Merdeka, pusat kota Jakarta dan dibuka untuk umum mulai pukul 8 pagi sampai jam 3 sore". This sentence should be in the form of passive sentence and it needs *be* in front of *past*

participle verb. Besides, conjunction *and* has some functions such as, connecting two or more noun, adjective in the sentence. It also can be used to connect two sentences as additional information but, each of sentences should have a subject. Therefore, the correct sentence should be, "It is located at Lapangan Merdeka, center of Jakarta and it is opened for public from 8 A. M until 3 P. M".

The researcher also found omission of *be* in descriptive text. Here is an example of omission of *be,* "The building height around 132 meters (433 feets) and has white color". Sentence should has a subject, verb and object or it can use *be* as *verb*. It means the second sentence which is related by conjunction also need subject. The correct sentence should be, "The building height is around 132 meters (433 feets) and it has white color" or "The building height is around 132 meters (433 feets) and its color is white". Other example error found in the sentence, "for a long time, Monas be the tallest building in Jakarta". The error is caused by using of *be*. The student does not explain *be* in detail form. It has to use *is* because the student writing context is simple present form. Here is the correct sentence, "Monas is the tallest building in Jakarta for a long time".

In addition, the researcher also found omission of plural marker. It is shown in the sentence,"But**,** there are much building as tall as Monas now, even taller than Monas". It is clear that the student translates the sentence word to word. In the context of omission error, the student omits plural marker in *building*. Instead, the student adds unnecessary items in a sentence

such as, conjunction and preposition. However, the use of conjunction in the first sentence above is unnecessary and it must be omitted. Then *much* should be changed into *many* because *building* is count plural noun. The correct sentence should be,"There are many building which are as tall as Monas now, even it is taller than Monas". The source of this type error is interlingual transfer because the student translates the sentences from Bahasa Indonesia to English.

The second error is addition error. Addition error is the opposite of omission error. Sometimes, student adds unimportant item in the sentence. It can be in the form of preposition. Here is an example of addition of preposition. student wants to write this sentence in English,"kami dapat melihat hampir seluruh kota Jakarta dan banyak pemandangan indah disana". Then, he translates into English, "we can see almost the whole of Jakarta city and many beautiful view in there". The meaning of *there (disana)* is clear and it does not need preposition *in.* The correct sentence becomes, "We can see almost the whole of Jakarta city and many beautiful views there". This source of error is also intralingual transfer. It is indicated when student fails to delete unimportant item which is not needed in the sentence.

The last addition error is found in this sentence and it is called as regularization error. Here is the example, "Monas builded in Jakarta, the capital of Indonesia". The verb *builded* is incorrect. Regularization error occurs when learners use regular marker in place of an irregular one. The

verb *build* in the form of past participle should be changed into *built*, it is not appropriate to add –ed. The sentence is in the form of passive sentence and it needs be in front of verb. The correct sentence should be,"Monas is built in Jakarta, the capital of Indonesia". Other example is found in this sentence, "The building height around 132 meters (433 feets)". *Feet* is irregular plural noun and it does not need final –s to indicate plural noun. It is also called as regularization error. It should be *(433 feet)* This source of error type is intralingual transfer because the student regularizes the irregular verb into regular verb.

The third error is misformation error. The researcher found some misformation errors in the descriptive text above. The misformation error also occurs in this sentence,"If we have reach the top, we can see almost the whole of Jakarta city in many beautiful view in there". The verb *reach* should be in the past participle form because the sentence is the form of present perfect in which it expresses the idea that something happened. The correct sentence should be, "If we have reached the top, we can see almost the whole of Jakarta city in many beautiful views there".

The other misformation error found in this sentence," There are still many people come to Monas to watch and memories the history of Indonesian people"s resistance against the invader". The function of conjunction *and* in this sentence is to connect verb and verb. While, *memories* is a noun form and it should be changed into "remember" (verb form). The apostrophe-s also should be eliminated because *Indonesian*

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people has shown possessive noun. The correct sentence should be," There are still many people come to Monas to watch and remember the struggle of Indonesian people to resist invader". The source of those two sentences are context of learning because student misleads explanation from teacher. The last error is misordering. This sentence has incorrect placement item and addition of preposition. For making effective sentence, we have to diminish the use of inappropriate preposition. The example of misordering can be seen in this sentence," Monument Nasional is one of monument that has the value of history for Indonesia. Preposition *of* can be changed by arranging the correct noun phrase such as, *the value of history* becomes *historical value*. The correct sentence should be "Monument Nasional is one of monument that has historical value for Indonesia". The source of this type error is communication strategies because student uses production strategies to enhance getting their messages across.
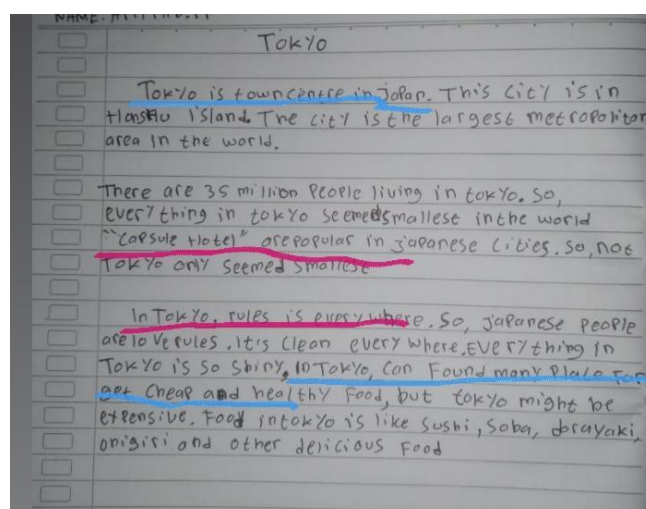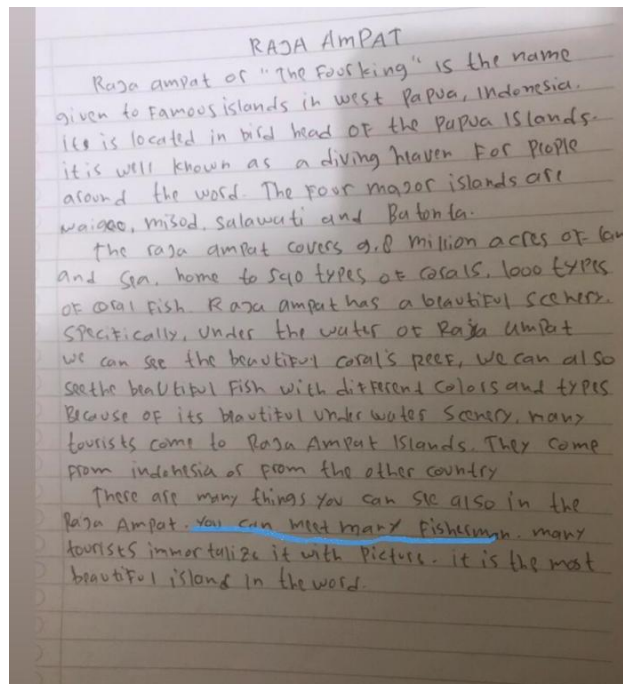

Picture 4.2 List of Students' Error

From the descriptive text above, the researcher found some errors. Omission errors dominate descriptive text above. There are omission of subject, omission of plural marker, omission of article. Here are the examples of omission of article," Tokyo is town centre in Japan". Article is important in a sentence to indicate singular count noun. To make this sentence correct, it should be added article in front of noun. The correct sentence should be," Tokyo is a town centre in Japan".

Other omission error sentence is," In Tokyo, can found many place for get cheap and healthy food". Adverb of place will be more appropriate if it is put in the end of the sentence. The sentence above is incorrect because there is no subject. Meanwhile, subject is the main item that must appear in the sentence. The researcher also found omission of plural marker in this sentence. The use of *many* is to indicate the plural noun, so the noun should be added with plural marker *–s*. Then, it is more appropriate when article *for* is changed into *to*. *Found* should be changed into *find* because it is simple present sentence. The correct sentence becomes," we can find many places to get cheap and healthy food in Tokyo". The source of those kinds of error is context of learning. Student memorized in a drill but improperly contextualized.

The second error found in descriptive text above is misformation error. The researcher found two sentences of misformation error. These two sentences incorrect because of misformation of be. The first example of misformation error is, "Capsule Hotel are popular in Japanese cities". This

sentence is an example of Alternating form. Alternating form happens because student puts a morpheme or a group of morpheme in incorrect order. The position of *Capsule Hote*l is as a subject in the sentence. *Capsule Hotel* indicates singular noun and it has to use *is*. The correct sentence should be," Capsule Hotel is popular in some cities of Japan".

The researcher also found misformation error in other sentence. Here is the example of misformation error,"in Tokyo, rules is everywhere". In bahasa Indonesia, student may want to say "peraturan- peraturan adalah segala-galanya di Jepang". Rules indicate plural noun and the use *is* in the sentence is wrong. It must use *are* to complete subject- verb agreement. Then, the word *everywhere* means dimana-mana. It will be more relevant, if it is changed into everything. The correct sentence should be," rules are everything in Japan". The source of these error type is context of learning because of misleading explanation from teacher.

Picture 4.3 List of Students' Errors

After reading the descriptive text above, the researcher explains that she only found one types of error, it is omission error. The first, we will discuss about omission error. Omission error occurs because student omits *be* in the sentence. The researcher found two examples of error sentence. Each error sentence has different factor. The second one is caused by omitting plural marker. Plural marker is signified by adding final s/es. However, there are some nouns which have irregular plural form and they do not end in *–s/-es*. Here is an example of omission of plural noun," You can meet many fisherman". *Many* indicates plural count noun. The noun should be *fishermen* because it is included irregular plural form. Thus, the correct sentence should be,"You can meet many fishermen". The source of this error type is interlingual transfer because it is made as the result from direct translation from native language.
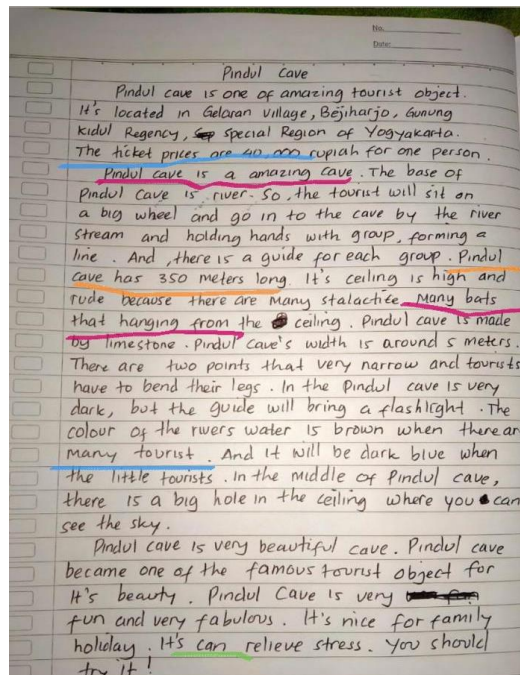
Picture 4.4 List of Students' Error

In the text above the researcher found misformation error and omission error. Misformation of article is found in the sentence. Here is an example of misformation of article,"Pindul Cave is a amazing cave". It is a simple error relate to article. Student does not understand the use of article a/ an. *An* is used when the adjective is begun with vocal sound. The correct sentence should be, "Pindul Cave is an amazing cave". Other example is found in the sentence "Many bats that hanging from the ceiling". It is a phenomenon called Regularization error because the use of regular marker in irregular one. It does not need plural marker –s. Besides, misformation of preposition is found in the sentence. *Hang* is followed by *on,* so the use *from* is incorrect. The correct sentence should be, "Many bats hang on the

ceiling". The source of this error type is context of learning. Student understands teacher explanation but she forgets to apply in making sentence.

Omission of plural marker is also found in the text. Here is an example, "The colour of the river‟s water is brown when there are many tourist". *Many* Indicates count plural noun. *Tourist* should be added by final –s. the correct sentence should be,"The colour of the river‟s water is brown when there are many tourists". Omission apostrophe‟s also found in the text. Here is the example," The ticket prices are 40,000 rupiah for one person". *Apostrophe's* should be added in the *ticket* for indicating possession. The correct sentence should be," The ticket‟s price is 40,000 rupiahs for one person".

Addition of be is found in the last paragraph. Here is the example,"It‟s can relieve stress". It is one phenomenon which is called as double marking because there are *be* and *modal* in a sentence. To make the sentence correct, *is* should be omitted. The correct sentence will be," it can relieve stress". The source of addition error is intralingual transfer because error it is described as the failure to delete unimportant item.

The researcher also found misordering error in text. It happens because student puts incorrect placement of adjective. Here is the example, "Pindul cave has 350 meters long". *Long* should be changed into length or it is changed into noun. The correct sentence should be," The length of

Pindul Cave is 350 meters". The source of this error type is communication strategies because the student uses production strategies to enhance getting their messages across.
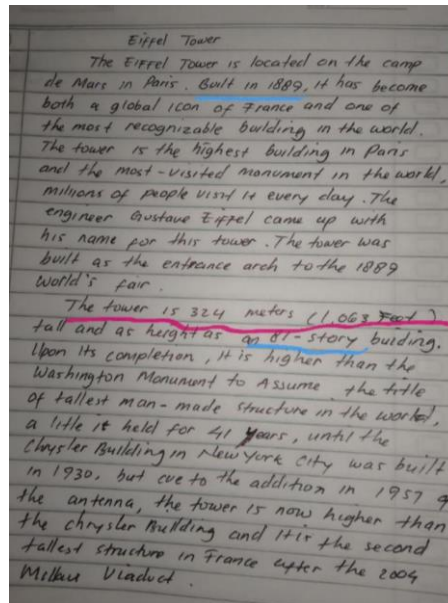
Picture 4.5 List of Students' Errors

From the descriptive text above, the researcher found some error sentences. The first is omission error. Here is the example, "Built in 1889,…". The sentence is included as omission of subject. Whereas, subject is the most important item in the sentence. It should be added *it* as the subject. *It* has same meaning with Building. The correct sentence should be, "It was built in 1889,…". It is included passive sentence, therefore it needs *be* in front of past participle verb.

Omission of subject is also found in second paragraph. Here is the example, "….. and as height as an 81-story building". Error happens

because of omitting subject. Besides, subject must appear in a sentence. In addition, *as height as* is incorrect form. It should use adjective *(as tall as).* The correct sentence should be, "… and it is as tall as an 81-story building". The source of this error type is interlingual transfer because error is caused as the result of transferring from native language.

The second error is misformation error. Here is the example, "The tower is 324 meters (1,063) ft tall,…". The form of adjective should be changed into noun. *Tall* is changed into *height.* Then, the correct sentence should be, "The tower"s height is 324 meters (1,063 ft)". The source of error type is context of learning because student mislead teacher explanation.

2. Data from Questionnaire

Indicators	Statements	Y	N
a.Misinformation	1. I often make mistakes in writing descriptive Text by using the grammatical error.	90%	10%
	2. I know grammar but I don't know when and where the grammar to put.	60%	40%
b.Omission	3. I have never included a grammar in writing descriptive text in a few paragraphs.	90%	10%
	4. I my opinion, it's very difficult when determining grammar in each paragraphs.	60%	40%
	5. In my opinion, grammar is not giving signficant effect to the writing.	30%	70%
c.Addition	6. I have added an unnecessary grammar when writing a Descriptive Text.	70%	30%

	7. I often add more than one grammar for paragraph.	80%	20%
d.Misordering	8. In my opinion, composing a sentence contains grammar is confusing.	50%	50%
	9. I find it difficult to sort words in making sentences.	50%	50%
	10. I am confused to put grammar in a paragraph.	50%	50%

Table 4.1 The Result of Quesionnaire

a. Misinformation

In the result of questionnaire, 90% of the participants admited that they often did the mistake when they wrote their writing descriptive text using grammar. and 60% of the participants confess that they understand transtion signal but they do not know how to put appropriate grammar when they write their descriptive text, 40% some of participants really do not know about grammar and how to put appropriate grammar. 30% of the participants disclose that they know the grammar actually they did not to put appropriate grammar in their writing. The participants know that grammar but they did not know in detail about furthermore, in addition and moreover where to put a good grammar in *descriptive text* (70%).

b. Omission

The data showed that 90% of the participants never put grammar when they wrote their *descriptive text*. 60% of the participants admit that they have difficulting to put grammar in every paragraph. 40% participants state that they lack of knowledge in determining grammar. 30% of the participants state that their opinion grammar is not necessary in writing, in

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the next particpants 70% confess that they never taught about transiiton signal when they wrote their *descriptive text* because grammar is not needed.

c. Addition

The data gained from questionnaire show that 70% of the participants admit that they often add grammar in their *descriptive text* when grammar is not needed. In other side 30% of them do not add grammar in their *descriptive text*. 80% of the participants confess that they often add grammar more then one for every paragraph.

d. Misordering

The data showed that 50% of the participants think that sentences contain grammar is confusing, and 50% of the participant disagree that for arranging the sentences contains grammar is not confusing. 50% of the participants said that they have difficulties sorts the words in make sentences has contains grammar. On the other side, 50% of the participants agree that they are confused when they should put grammar in paragraph. But 50% participants said that they do not have problem with grammar in every paragraph.

In the result of questionairre there are types of errors made by students when they wrote *descriptive text* there are 1. Misinformation, 2. Omission, 3. Addition and 4. Misordering. From types errors of grammar they did mistake when they wrote *descriptive text* and they did not put

appropriate grammar because they did not know the meaning and function of grammars.

Based on data questionnaire, students made errors of misinformation it shows 90%, students' errors of omission is 90%, students'errors of addition is 70%, and students'errors of misordering it shows 50%. In the result of questionnaire students made errors two types of errors, there are misinformation and addition.

3. Data from Interview

The data interview to complete was conducted to get the detail information from the respondents of this research. The writer interviewed five students to get detail information about grammatical error in writing descriptive text.

This interview consists of 10 questions for students to find out the data about grammatical error in writing descriptive text. The data from interview were recorded and transcribed to know grammatical error in writing descriptive text.

a. Interview with the students

The interview transcription can be seen in appendix. In describing the data of the interview, the writer classified the students' answer into four indicators: Misinformation, Omission, Addition and Misordering.

1) Misinformation

Four from five respondents (90%) said that they have difficulties

to put grammar when they write descriptive text.

Excerpt 1

> *"kalau menurut saya sih sebenarnya tidak terlalu sering melakukan kesalahan dalam menulis deskriptif, tapi ya gituh kadang tuh suka bingung grammar itu lebih ditepatnya dikalimat yang mana gitu."*
>
> (In my opinion I do not often make mistakes writing in descriptive text, but sometimes I am confused how to use appropriate grammar when I wrote descriptive text").

2) Omission

Three from five respondents have problem with grammar

because one of they said that so   many types of grammar. It is

stated as follows:

Excerpt 2

> *"menurut saya karena grammar itu banyak sekali dan saya bingung untuk penempatannya untuk apa aja"*
>
> (In my opinion, there are so many grammars and I am confused to put appropriate transition `````signals).

3) Addition

Three from five respondents, they said that there are so many, so

they forgot grammar. It is stated as follows

Excerpt 3

> *Yang pertama karena grammar itu banyak jadi kadang kita*
> *lupa atau kita bahkan pengen nambahin tapi artinya keliru*
> *kurang tepat.*
>
> (For the first, because a lot of grammar, so sometimes we
> forgot and we also add the grammars but we do not
> know the good grammar).

4) Misordering

Two from five respondents, they said that they still confused

about grammar and do not know where to put and how to

arrange grammar, It is stated as follows:

Excerpt 4

> *"terkadang membingungkan, saya suka kebingungan*
> *grammar itu banyak dan saya tidak tahu penempatanya*
> *harus untuk apa dan fungsinya juga untuk apa gitu".*
>
> (Sometimes confusing, I was like confused there are so
> many grammar and I do not know where to put
> appropriate also for what grammar).

B. Discussion

The data were analysed based on the result of documentation,

questionnaire, and interview. First, the data from documentation. The writer

collected   all students' writing descripive text, after that the writer analyzed

their writing. When   The writer analyzed   their   writing, she found some errors

in using transition signal from their writing descripive text. Based on the data

documentation, the writer knows that one of them have problem in using grammar, when the writer analyzed students' writing descripive text, she found some mistakes in their writing descripive text such as in the paragraph.

Second, data from questionnaire. The writer gives students some statements about grammatical error in writing descriptive text, after collected all students's questionnaire, the writer analyzed questionnaire from students. The writer found that some students still have errors in writing their descriptive text.

The third data from interview showed that many students still have difficulties about grammar. based on data from interview students. they said that a lots grammar so they forgot how to put appropriate grammar so they make mistake when they wrote writing descripive text, and also they do not understand where to put grammar in every paragraphs. Based on students' interview it shows that types of grammatical error in writing descriptive texts are misinformation and addition.

 In the conclution of data from documentation, questionnaire, and interview. It shows that students have type of grammatical error in writing descriptive text there are misinformation, omission, addition and misordering. Students made mistake when they wrote descripive text because based on students documentation and interview there are so many grammatical error and also they do not know the function, and meaning. Sometimes they put use simple past tense in descriptive text so they do not   know where to put appropriate grammar. usually when they wrote descripive text, they asked their friend to help how to put appropriate grammar and they still confused so

they made mistake when they wrote descripive text. It same theory from expert Shahhoseiny (2015) cited in Norrish (1983: 1307) defined "an error as a systematic deviation that happens when a learner has not learnt something and consistently gets it wrong". It means that an error happens because the students do not get knowledge so, they do mistake. Based on theory of expert Zheng and Park (2013) citied in Kim (2009:1344) mention four types of errors: misinformation, omission, addition, and misordering.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting this research, the writer concluded that many students still have problems in writing descriptive text. There are some errors that indicate students' grammatical error in writing descriptive text. There are misinformation, addition and omission.

Based on data documentation, the writer analyzed their wrote descriptive text, she found many errors in descriptive text, there are misinformation, omissison, and addition . In the resutl the most dominant error is misinformation. However, based on data of questionnaire, the most significant error made by students is addition. Whereas on interview data, the most significant errors made by students made are misinformation and omission.

B. Suggestion

Based on the conclusion, the most difficulties faced by the students in writing descriptive text are grammar, generic structure, and students' limitation in vocabulary. The difficulty is caused by the lack of the students' interest in reading. Therefore, there are two suggestions for the students, and for the further research. First, is for the students. This research found that the students faced the difficulties in writing prediction. By understanding their errors students are expected to practice their difficulties in writing, the researcher suggests the students to do

more practice with this strategy, enhance their prior knowledge by reading many books, and the students also should be more interest in reading in order to enrich their vocabulary. By reading a lot the students can easily predict the reading text. Second, is for the further researcher. The researcher faced the obstacle while doing the research, the obstacle is the difficult to arrange the time to meet the respondents. To overcome the obstacle, the researcher suggests the further researcher to set up and make sure the schedule properly with the respondent.

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APPENDICES

Appendix 1: Guidelines Questionnaire

Indikator	No	Pernyataan	Jawaban				
			STS	TS	RR	S	SS
	1.	Pada saat saya membuat teks Descriptive Text saya tidak memperhatikan tata Bahasa.					
	2.	Saya selalu memperhatikan tata Bahasa saat saya menulis teks Descriptive.					
	3.	Saya mendapatkan kesulitan dalam menulis kalimat yang benar karena saya tidak paham tata Bahasa.					
	4.	Saat menulis teks Descriptive saya paham dengan penyusunan kalimat dan tata Bahasa.					
	5.	Saya jarang memperhatikan aspek dalam tata Bahasa, seperti menggunakan kata ganti untuk orang pertama.					
Grammar	6.	Saya selalu memperhatikan penggunaan kata ganti untuk orang pertama dalam aspek tata Bahasa.					
	7.	Saya menemukan kesulitan dalam penggunaan kata kerja sesuai dengan penggunaannya dalam teks Descriptive.					
	8.	Pada saat saya menulis teks Descriptive saya sangat mudah untuk menggunakan kata kerja sesuai dengan kalimat.					
	9.	Pada saat saya menulis teks Descriptive, saya selalu memperhatikan susunan					

		struktur teks.					
	10.	Saya tidak pernah memperhatikan susunan struktur teks saat menulis teks Descriptive.					
	11.	Pada saat saya menulis, sangat mudah dalam menulis susunan struktur teks dalam Descriptive.					
	12.	Saya menemukan kesulitan dalam menulis susunan struktur dalam teks Descriptive.					
Generic Structure	13.	Saya tahu urutan generic structure dari descriptive text.					
	14.	Pada saat saya membuat teks Descriptive saya dapat menulis text descriptive sesuai urutan generic structurenya.					
	15.	Saya merasakan kesulitan untuk mengetahui urutan generic structure dari descriptive text.					
	16.	Pada saat saya membuat teks Descriptive saya tidak menggunakan urutan generic structure yang tepat.					
Linguistic Elements	17.	Saya mengetahui setidaknya 2 unsur kebahasaan dari descriptive text.					
	18.	Saya tidak mengetahui unsur kebahasaan dari descriptive text.					
	19.	Dalam penulisan teks Descriptive saya mendapatkan kesulitan untuk					

		menentukan unsur kebahasaan yang harus saya gunakan,					
	20.	Saya dapat dengan mudah menulis Descriptive Text sesuai dengan unsur kebahasaan.					

Appendix 2: The Result of Questionnaire Distribution

Indikator	No	Pernyataan	Jawaban					IP
			STS	TS	RR	S	SS	
	1.	Pada saat saya membuat teks Descriptive Text saya tidak memperhatikan tata Bahasa.	-	2	7	19	2	68%
	2.	Saya selalu memperhatikan tata Bahasa saat saya menulis teks Descriptive.	17	8	3	2	0	61%
	3.	Saya mendapatkan kesulitan dalam menulis kalimat yang benar karena saya tidak paham tata Bahasa.	-	2	3	7	18	61%
	4.	Saat menulis teks Descriptive saya paham dengan penyusunan kalimat dan tata Bahasa.	5	20	3	2	-	68%
Grammar	5.	Saya jarang memperhatikan aspek dalam tata Bahasa, seperti menggunakan kata ganti untuk orang pertama.	2	3	7	17	2	61%
	6.	Saya selalu memperhatikan penggunaan kata ganti untuk orang pertama dalam aspek tata Bahasa.	2	5	3	17	3	61%
	7.	Saya menemukan kesulitan dalam penggunaan kata kerja sesuai dengan penggunaannya dalam teks Descriptive.	-	2	3	7	18	61%
	8.	Pada saat saya menulis teks Descriptive saya sangat mudah untuk	5	20	3	2	-	68%

			menggunakan kata kerja sesuai dengan kalimat.					
	9.	Pada saat saya menulis teks Descriptive, saya selalu memperhatikan susunan struktur teks.	2	3	7	17	2	61%
	10.	Saya tidak pernah memperhatikan susunan struktur teks saat menulis teks Descriptive.	2	5	3	17	3	61%
	11.	Pada saat saya menulis, sangat mudah dalam menulis susunan struktur teks dalam Descriptive.	-	3	3	8	18	61%
	12.	Saya menemukan kesulitan dalam menulis susunan struktur dalam teks Descriptive.	5	21	4	2	-	68%
Generic Structure	13.	Saya tahu urutan generic structure dari descriptive text.	2	5	3	17	3	61%
	14.	Pada saat saya membuat teks Descriptive saya dapat menulis text descriptive sesuai urutan generic structurenya.	-	3	3	8	18	61%
	15.	Saya merasakan kesulitan untuk mengetahui urutan generic structure dari descriptive text.	-	2	3	7	18	61%
	16.	Pada saat saya membuat teks Descriptive saya tidak menggunakan urutan generic structure yang tepat.	-	2	3	7	18	61%
	17.	Saya mengetahui setidaknya 2 unsur kebahasaan dari descriptive text.	5	20	3	2	-	68%

	18.	Saya tidak mengetahui unsur kebahasaan dari descriptive text.	5	20	3	2	-	68%
Linguistic Elements	19.	Dalam penulisan teks Descriptive saya mendapatkan kesulitan untuk menentukan unsur kebahasaan yang harus saya gunakan,	-	2	3	7	18	61%
	20.	Saya dapat dengan mudah menulis Descriptive Text sesuai dengan unsur kebahasaan.	5	20	3	2	-	68%

Appendix 3: Pedoman Wawancara

Indikator:

Grammar

1. Apa saja tata Bahasa yang biasa Anda perhatikan saat menuliskan teks Descriptive?

2. Bagaimana cara Anda dalam penggunaan kata ganti untuk orang pertama?

3. Apa kesulitan yang Anda temukan dalam menyusun kalimat yang sesuai dengan tata bahasa? Jelaskan!

Generic Structure

1. Apa saja generic structure yang anda ketahui dalam penulisan descriptive text?

2. Dalam penulisan teks Descriptive apakah anda menggunakan urutan Generic Structure yang tepat?

3. Apakah anda mengerti tentang generic structure dari Descriptive Text?

4. Apa kesulitan anda dalam menulis Descriptive Text untuk menyesuaikan generic structure?

Linguistic Elements

1. Apa saja yang Anda ketahui tentang unsur kebahasaan dalam unsur kebahasaan teks deskripsi?

2. Apa kesulitan Anda ketika membuat teks deskripsi menggunakan unsur kebahasaan dengan benar?

3. Menurut Anda mengkoreksi kembali penyusunan kata setiap paragraf itu sangatlah penting?

Appendix 4: Students' Interview Script

Keterangan:

I   : Interviewer

R#1   : Respondent 1

R#2   : Respondent 2

R#3   : Respondent 3

Respondent 1

I   : Assalamualaikum wr. wb.

R#1   : Waalaikumsalam wr. Wb.

I   : Nama saya Putri Ayuni, saya sedang melakukan penelitian tentang "Students' Grammatical Error in Writing Descriptive Text" untuk tugas akhir saya. Disini saya akan mengajukan beberapa pertanyaan mengenai writing Descriptive Text, bisa kita mulai sekarang?

R#1   : Bisa kak.

I   : Untuk pertanyaan pertama, apakah kamu suka membaca untuk menambah wawasan?

R#1   : Suka sih, tapi tergantung mood, terkadang kalo lagi rajin-rajinnya suka sampe nyari kata kata yang sulitnya gitu, tapi kalau lagi males ya males.

I   : Apa saja tata Bahasa yang biasa Anda perhatikan saat menuliskan teks Descriptive?

R#1   : Apa yah, hmmm. Ga terlalu sering perhatiin sih, nulis ya nulis nulis aja ka

I   : Bagaimana cara Anda dalam penggunaan kata ganti untuk orang pertama?

R#1   : Ya saya tau dasarnya, kaya He kerubahnya Him, She jadi her gitu kan ka

I   : Apa kesulitan yang Anda temukan dalam menyusun kalimat yang sesuai dengan tata bahasa? Jelaskan!

R#1   : Kesulitannya banyak sih kalau disuruh buat kalimat harus sesuai sama tata bahasa, contohnya aja ya ka, kan saya suka pusing sama grammar kaya gitu jadi kalau nulis tapi tata bahasanya benar harus buka buku gitu lah.

I   : Apa saja generic structure yang anda ketahui dalam penulisan descriptive text?

R#1   : Tau sih, identification sama description.

I : Dalam penulisan teks Descriptive apakah anda menggunakan urutan Generic Structure yang tepat?

R#1 : Menggunakan sih, tapi kadang masih bingung juga apalagi kalau lagi ujian hehe

I : Apakah anda mengerti tentang generic structure dari Descriptive Text?

R#1 : Tau sih ka, tapi ga terlalu tau.

I : Apa kesulitan anda dalam menulis Descriptive Text untuk menyesuaikan generic structure?

R#1 : Kesulitannya ga terlalu sulit kalau bias sambil liat kamus ka, kan jdi tau hehe

I : Apa saja yang Anda ketahui tentang unsur kebahasaan dalam unsur kebahasaan teks deskripsi?

R#1 : ga terlalu tau banyak, ya aku harus liat dulu dibuku hehe.

I : Apa kesulitan Anda ketika membuat teks deskripsi menggunakan unsur kebahasaan dengan benar?

R#1 : Kesulitannya kadang harus bener bener merhatiin lebih ke detailnya gitu ka, akunya harus bener-bener.

I : Baik terima kasih untuk interview hari ini.

R#1 : sama-sama ka.

Respondent 2

I   : Assalamualaikum wr. wb.

R#2   : Waalaikumsalam wr. Wb.

I   : Nama saya Putri Ayuni, saya sedang melakukan penelitian tentang "Students' Grammatical Error in Writing Descriptive Text" untuk tugas akhir saya. Disini saya akan mengajukan beberapa pertanyaan mengenai writing Descriptive Text, bisa kita mulai sekarang?

R#2   : Boleh kak.

I   : Untuk pertanyaan pertama, apakah kamu suka membaca untuk menambah wawasan?

R#2   : Suka ka tapi ga sesering baca komik yah hehe

I   : Apa saja tata Bahasa yang biasa Anda perhatikan saat menuliskan teks Descriptive?

R#2   : Gak terlalu memperhatikan tata bahasa sih ka, abis susah banget.

I   : Bagaimana cara Anda dalam penggunaan kata ganti untuk orang pertama?

R#2   : Ditulis dulu aja semua, setelah itu baru diperiksa untuk kata ganti orang

I   : Apa kesulitan yang Anda temukan dalam menyusun kalimat yang sesuai dengan tata bahasa? Jelaskan!

R#2   : Kesulitannya kalau udah ngikutin tata bahasa itu harus bener kan semua muanya, distu aku yang suka eror gtu,

I   : Apa saja generic structure yang anda ketahui dalam penulisan descriptive text?

R#2   : Identification sama Description kan yah

I   : Dalam penulisan teks Descriptive apakah anda menggunakan urutan Generic Structure yang tepat?

R#2   : Gunain dong itu mah, kan ga mungkin yah kita nulis langsung tiba-tiba aja deskripsiin sesuatu harus ada basa basinya dulu lah

I   : Apakah anda mengerti tentang generic structure dari Descriptive Text?

R#2   : Gak terlalu ngerti ka hehe,

I   : Apa kesulitan anda dalam menulis Descriptive Text untuk menyesuaikan generic structure?

R#2   : Kadang kesulitannya harus menyambungkan paragraph pertama dengan kedua, kan harus nyambung jdi ya rada suah

I   : Apa saja yang Anda ketahui tentang unsur kebahasaan dalam teks deskripsi?

R#2   : Unsur kebahasaan nya kaya tanda baca, penggunakan kata yang tepat

I : Apa kesulitan Anda ketika membuat teks deskripsi menggunakan unsur kebahasaan dengan benar?

R#2 : Kesulitannya harus merhatiin setiap detail dari tulisan aku

I : Baik terima kasih untuk interview hari ini.

R#2 : sama-sama ka

Respondent 3

I : Assalamualaikum wr. wb.

R#3 : Waalaikumsalam wr. Wb.

I : Nama saya Putri Ayuni, saya sedang melakukan penelitian tentang "Students' Grammatical Error in Writing Descriptive Text" untuk tugas akhir saya. Disini saya akan mengajukan beberapa pertanyaan mengenai writing Descriptive Text, bisa kita mulai sekarang?

R#3 : Bisa ka

I : Untuk pertanyaan pertama, apakah kamu suka membaca untuk menambah wawasan?

R#3 : Saya suka sekali membaca ka, untuk mengisi waktu luang.

I : Apa saja tata Bahasa yang biasa Anda perhatikan saat menuliskan teks Descriptive?

R#3 : Banyak ka, harus perhatiin grammar yang dipakai, tanda baca, kata dalam bahasa inggrisnya.

I : Bagaimana cara Anda dalam penggunaan kata ganti untuk orang pertama?

R#3 : Tinggal ganti aja sih ka, karna kebetulan saya tau penggunakaan kata ganti untuk orang pertama

I : Apa kesulitan yang Anda temukan dalam menyusun kalimat yang sesuai dengan tata bahasa? Jelaskan!

R#3 : Kesulitannya kalau dikejar oleh waktu dan guru memberikan tema, kemudian saya pasti kesulitan menentukan kata yang tepat untuk kalimat kalimat

I : Apa saja generic structure yang anda ketahui dalam penulisan descriptive text?

R#3 : identification dan description

I : Dalam penulisan teks Descriptive apakah anda menggunakan urutan Generic Structure yang tepat?

R#3 : Menggunakan dong,

I : Apakah anda mengerti tentang generic structure dari Descriptive Text?

R#3 : Mengerti sedikit ka

I : Apa kesulitan anda dalam menulis Descriptive Text untuk menyesuaikan generic structure?

R#3 : Kesulitannya ga ada sih, kalau kita mengerti arti dari identifikasi dan description itu apa pasti tau

I : Apa saja yang Anda ketahui tentang unsur kebahasaan dalam unsur kebahasaan teks deskripsi?

R#3   : unsur kebahasaannya banyak ya ka, bener ga sih hehe

I   : Apa kesulitan Anda ketika membuat teks deskripsi menggunakan unsur kebahasaan dengan benar?

R#3   : Kesulitannya kadang harus bener bener merhatiin lebih ke detailnya gitu ka, akunya harus bener-bener

I   : Baik terima kasih untuk interview hari ini.

R#3   : sama-sama ka

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TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI
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Menimbang	:	1. Bahwa demi kepentingan peningkatan akademis, perlu adanya bimbingan terhadap mahasiswa dalam menyusun skripsi sesuai dengan peraturan yang berlaku.
		2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
		3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
		4. Ujian Sarjana harus terselenggara dengan baik.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional.
2. Peraturan Pemerintah Nomor 32 Tahun 2013 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan dan Wakil Dekan Masa Bakti 2015-2020 dan Pengangkatan Dekan dan Wakil Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

Memperhatikan :

Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

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sebagai pembimbing dari :

Nama : Putri Ayuni
NPM : 031113014
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : STUDENTS' GRAMMATICAL ERROR IN WRITING DESCRIPTIVE TEXT

Kedua : Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

Ketiga : Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor
Pada tanggal 19 November 2020
Dekan,

Dr. Entis Sutisna, M.Pd.
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2. Wakil Rektor I, dan II Universitas Pakuan
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Nomor : 2080/WADEK I/FKIP/IX/2020   03 September 2020
Perihal : Izin Penelitian

Yth. Kepala Sekolah Mts Darul Al- Muhajirin
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

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NPM   : 031113014
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester   : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan
penelitian yang akan dilakukan pada tanggal 07 September s.d. 26 September
2020 mengenai: STUDENTS' GRAMMATICAL ERROR IN WRITING
DESCRIPTIVE TEXT

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa
yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan
Wakil Dekan
Bidang Akademik,

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