

**AN ANALYSIS OF GRAMMATICAL ERRORS
IN STUDENTS DESCRIPTIVE TEXT WRITING
AT THE EIGHT GRADE STUDENT'S OF SMPN 06 JEMBER
2023/2024 ACADEMIC YEAR**

THESIS



By:

Soybeh

NIM. 202101060026

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Submitted to State Islamic University of Kyai Haji Achmad Siddiq
Jember in Partial Fulfillment of The Requirements
for A Bachelor's Degree (S.Pd)
Tarbiyah and Teacher Training Faculty
English Education Program



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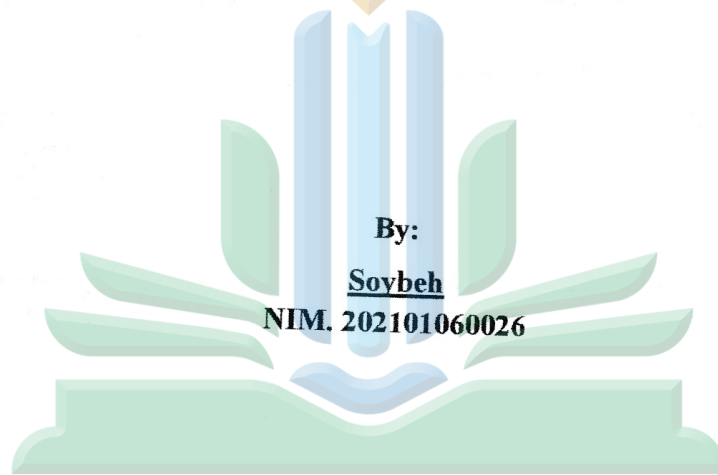
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THESIS

This thesis has been examined and approved in Partial Fullfilment of the requirement of the degree of Sarjana Pendidikan (S.Pd) English Education Program Islamic Studies and Language Education Department Tarbiyah and Teacher Training Faculty Day and Date: Friday, 21st of June 2024

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MOTTO

أَفَلَا يَتَذَكَّرُونَ الْقُرْآنَ وَلَوْ كَانَ مِنْ عِنْدِ غَيْرِ اللَّهِ لَوَجَدُوا فِيهِ اخْتِلَافًا كَثِيرًا

*“Do they not think of the Qur'an? Had it not been from God, they would have had many disputes over it”**



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*Surah An-Nisa' (4)-82, Quran.nuonline.or.id. <https://quran.nu.or.id/an-nisa%27/82>
(accessed on 23 April 2024)

DEDICATION

I proudly dedicated this thesis for:

1. My beloved Father and Mother

Big thanks to Mr. Mis'an as my beloved father and Mrs. Suina as my beloved mother for their support, motivation, love, and prayer for me to finish my thesis.

2. My brother and my sisters who always give support, attention, and prayer for me.

3. All my sweet and always cheerful nephews, whose positive energy reaches me so I'm always excited.

4. My closest friends from Angkatan 20 Squad serve as my greatest motivators and pillars of support All of them have an important role in my entire life as I am able to be as like today.

5. For all big family of my class (Respect Class), my organizations FMI-INSANI, ICIS Institute of Culture and Islamic Study, and My Kontrakan Team).

6. Last but not least, in the long journey towards completing this thesis, I have been learning to appreciate every small step and progress I have been making. I have been thanking myself for the perseverance and determination I have been applying in facing each stage with enthusiasm.

Thanks to all of them, I have become the person I am today. I am infinitely grateful for their contributions. May Allah bless them with even more than what I have received.

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First and foremost, I extend my gratitude and offer all praises to Allah SWT for bestowing upon me blessings, mercy, good health, opportunities, and inspiration to complete my thesis. Secondly, I send my prayers and blessings upon our Prophet Muhammad SAW, who has led us from ignorance to enlightenment, guiding us through the ages.

The researcher acknowledges that completing this thesis would not have been possible without the assistance and guidance of others. Therefore, I extend my utmost gratitude to the following people:

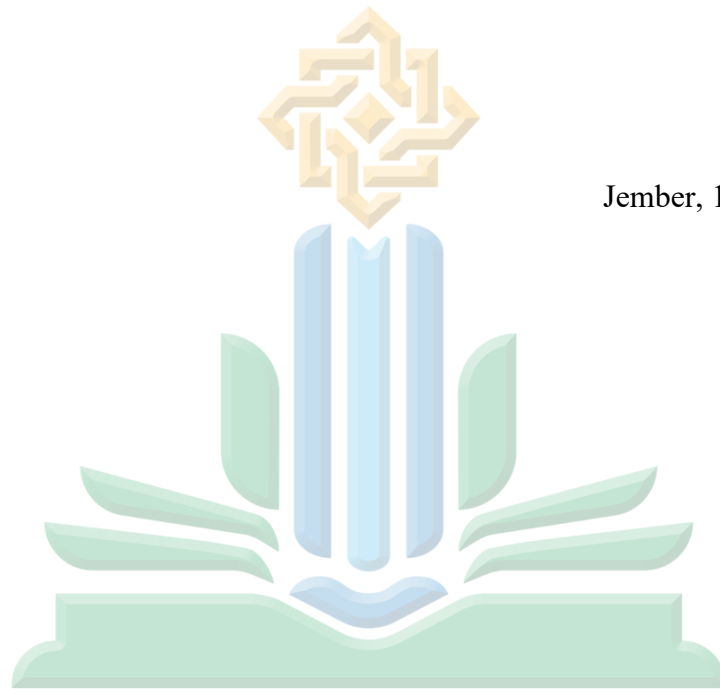
1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, as the Rector of Kiai Haji Achmad Siddiq Jember State Islamic University who has accepted me as a student of UIN Kiai Haji Achmad Siddiq Jember.
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5. As'ari, M.Pd.I., as my thesis advisor, who has provided guidance, advice, and patience.

6. All lecturers in the English Education Study Program who have provided valuable knowledge and experience during the study period.

I am fully aware that this thesis falls short of perfection. As such, I am open to all critiques and recommendations. It is my aspiration that this thesis proves beneficial to its readers and fellow researchers in need.

Jember, 10th May 2024

Author



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ABSTRACT

Soybeh, 2024: *An analysis of grammatical errors in students' descriptive text writing in the eight grade of SMPN 06 Jember*

Keywords: *grammatical error, descriptive text*

The English language requires four skills to be mastered: listening, speaking, reading, and writing. Writing is ranked last among the four skills. In making good writing, some aspects need to be considered, those are content, organization, vocabulary, grammar, and mechanics. This research focuses on analyzing the grammatical errors found in descriptive texts written by eighth-grade students of SMPN 6 Jember. Grammar is crucial in ensuring the coherence and meaning of English text, especially in descriptive writing, errors, whether minor or significant, can arise in the use of English to produce error-free compositions. Hence, this research aims to describe and present the grammatical errors made by students. The research object comprises the daily assignment worksheets of VIII C students, specifically focusing on their descriptive text compositions.

The research questions of this research were: 1) what are the types of grammatical errors in Descriptive text written by eighth graders at SMPN 06 Jember in the Academic Year 2023/2024?. 2) What are the causes of grammatical errors in Descriptive text written by eighth graders of SMPN 06 Jember in the Academic Year 2023/2024?.

This study utilized a qualitative approach to investigate the grammatical errors found in descriptive texts written by eighth-grade students at SMPN 6 Jember. The data for this research consisted of the students' writing samples. The researcher utilized Document analysis as the data collection method, document analysis was employed by the researcher to compile and analyze the data. The analysis of grammatical errors made by the eighth-grade students was conducted using Dulay et al.'s surface strategy taxonomy. To determine the causes of these errors, the researcher applied the intralingual theory proposed by Richards theory. In analyzing the data, the researcher followed the steps outlined by Ellis. Additionally, investigator triangulation was employed to ensure the validity of both the data and the research findings.

The research findings revealed there are: 1. The types of grammatical errors present in the students' worksheets: a) omission (e.g. My crush **is** very beautiful), b) addition, (e.g. She is one of the women who inspires **to** me), c) misinformation (e.g. He is from group Boy Story which is **shaded** by JYP), and d) misordering (e.g. **Me and my family** decided to go to the beach), the most common type of misinformation error. 2. The causes of the students' grammatical errors were identified as follows: a) over-generalization (the type of grammatical error involved was addition error); b) ignorance of rule restrictions (the causes involved were misinformation and misordering errors); c) incomplete application of rules (the causes involved were omission errors); and d) false concepts hypothesized (the causes involved were misordering errors).

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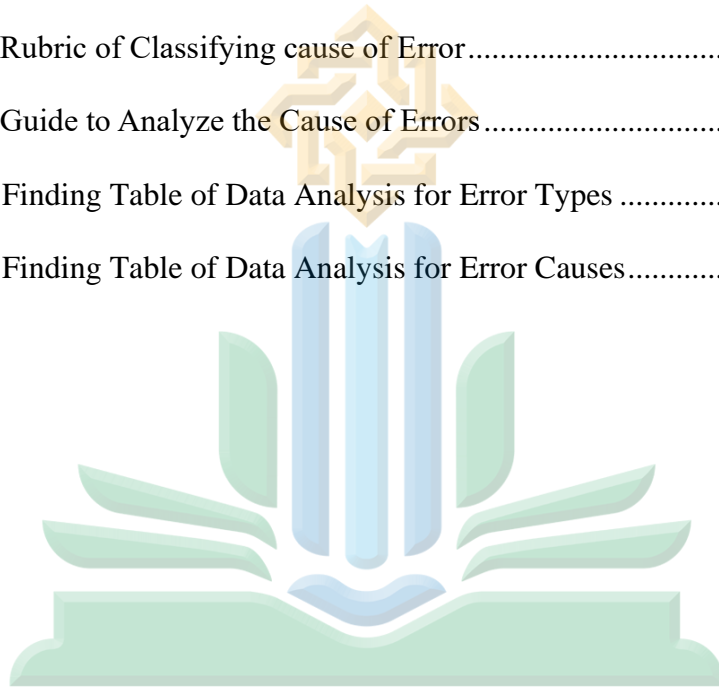
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CHAPTER I

INTRODUCTION

This chapter gave a brief explanation of the Background of the Study, Problem Question, Research Objectives, Research Significance, and Definition of Key Terms.

A. Background of Research

English is an international language since it is also commonly spoken and studied as a second or foreign language in many countries. In Indonesian schools, English is taught as a foreign language and is compulsory. Furthermore, English is crucial to scientific and technical advancements. Since English is a worldwide language, many technological items employ it in their instruction and guide manuals. A lot of the reference books we use are written in English and cover a wide range of topics like health, science, art, and even fashion. Because of this, learning English is a requirement at all academic levels, starting in elementary school. In the Merdeka Curriculum, the English subject at the elementary school level has been revamped.

The English language requires four skills to be mastered: listening, speaking, reading, and writing. Writing is ranked last among the four skills. The stage of the skill indicates that students must be familiar with the first three skills.² Students should master four language skills, including writing.

²Canals, L. "The role of the language of interaction and translanguaging on attention to interactional feedback in virtual exchange," 105.

Writing skills are becoming a required subject in schools. Writing allows individuals to express their ideas.

Writing is often considered the most challenging skill for English as a Foreign Language (EFL) learners.³ This case involves individuals of all ages, not just schoolchildren. In making good writing, there are some aspects that need to be considered, those are content, organization, vocabulary, grammar, and mechanics.⁴ This is consistent with Brown's statement that few people learn to communicate themselves clearly with well-developed organization that achieves its intended purpose.⁵ Sharing an idea in writing requires a proper arrangement and clear language so that both the reader and the writer grasp the content. It is like writing a recount, a narrative, and a descriptive text.

In accordance to the 2013 curriculum, students must compose a descriptive text, either written or oral, that is short and simple and relevant to a historical event, taking into account social function, text structure, and language substance, and is correct and contextual.⁶ It means that students are not only required to do the assignments successfully, but also to produce them in writing. Students are required to be able to write paragraphs

³Febriani, T. N. " Writing is challenging : factors contributing to undergraduate students' difficulties in writing English essays," 2(1), 83–93.

⁴Brown, Douglas, *Language Assessment Principles and Classroom Practice* (San Fransisco California, Longman.com, 2003), 246.

⁵Brown, Douglas, *Language Assessment: Principle and Classroom Practice* (New York:Longman.com, 1976), 218.

⁶ KI-KD bahasa inggris wajib kelas VIII akademik 2013.

appropriately. It means "Appropriately" here could be understood as correct in a variety of ways, including text structure and grammar.

Furthermore, Cam & Tran defines a lack of grammatical understanding might unavoidably hinder learners' capacity to enhance their language abilities. It shows that if someone lacks an understanding of grammar, it can inevitably (unavoidably) impede or hinder their ability to improve their language skills.⁷ In other words, a solid grasp of grammar is seen as crucial for the development and enhancement of one's language abilities. If someone doesn't understand the rules and structures of grammar, it may create obstacles in their journey to becoming proficient in a language. If students know the rules of sentences, they will be able to comprehend it. Based on the Qur'an Surah AL-Qamar (54:17)⁸:

وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ ۙ

Meaning: Verily We have made the Qur'an easy as a reminder. So, is there anyone who wants to take a lesson? (Qs. Al-Qamar:17)

In the context of Surah above, This verse emphasizes the ease of understanding and memorization of the Qur'an. However, it's important to note that while the Qur'an is clear and accessible, a deep understanding of its teachings often requires knowledge of the Arabic language, including its

⁷Da-Oh, S., Chaowanakritsanakul, "The Effects of Game-based Learning on Grammatical Knowledge of EFL Secondary School Students in the South of Thailand. Asian Journal of Arts and Culture,"23(1),

⁸ Abdullah Yusuf Ali, The Holy Quran original Arabic text with English Translation & Selected Commentaries, (Kuala Lumpur: Saba Islamic Media, 2004), 17

grammar and syntax. If you are interested in exploring the linguistic aspects of the Qur'an, it would be beneficial to study classical Arabic grammar and rhetoric. Many Islamic scholars and students of the Qur'an delve into the intricacies of the Arabic language to gain a richer understanding of the Qur'an's meanings and nuances. However, this is a separate endeavor from learning general sentence structure rules in a modern language like English. That means Allah shows us that we have to master the grammar, so we can use the language for doing and making meaningful sentences in communication with others.

All people agreed that individuals with strong grammar skills were better at expressing, conveying, and delivering their intentions and feelings than people with weak grammatical skills. Furthermore bolstering this assertion is Batstone. He believed that a language devoid of syntax would be chaotic and would undoubtedly severely impair its speakers.⁹ It means a language without proper syntax would be disordered and would greatly hinder its speakers' ability to communicate effectively.

According to preliminary research conducted through interviews with English teachers, even though grammar had been taught, it was impossible for students to write without making any grammatical errors. It may be concluded that creating a written product involved not only the content of the text, but also the order or structure of each phrase; grammar. According to her, incorrect grammar writing can mislead readers. Students

⁹ Rob Batstone, *Grammar* (New York: Oxford University Press, 1994), 4.

frequently make grammatical blunders when writing. They frequently believe that it serves as an impediment to writing. They also believe that it is a rigorous guideline that they should avoid as much as possible because its purpose is to manage the writing. Grammar appears to hinder writers' creativity. This occurs due to an inability to comprehend and apply previously learnt grammar. Errors in verb usage, such as *I dreamed about you last night*, are common in real-life situations. While the content is accurate, the grammar is incorrect.

Based on an interview with an English teacher when the researcher was doing an internship at a school, Grammatical errors can occur due to a lack of understanding of proper grammar in writing. Students typically concentrate on the content of their idea, story, and point. Despite having mastered grammar rules, they rarely applied their knowledge. Students may find it challenging to use grammar in writing, particularly when selecting appropriate verbs.

Ultimately, this study analysed students' grammatical errors when writing descriptive text. A descriptive text is one that gives a clear and detailed description of an object, such as a person, an animal, a thing, or a location. The text requires that the writing in each paragraph be correct and under the tense formula used. It assisted the teacher in identifying common errors in grammar usage in the form of writing. According to Corder, we should focus our creativity on addressing mistakes after they happen. So, the teacher could correct the students' most common grammatical errors in

writing. Thus, the teacher can improve the method by altering the media or providing an intensive course to address major grammatical errors in students' work.

The selection of this topic was crucial because grammatical errors posed a significant challenge in the language learning process for middle school students. During their language development phase, students often struggled to apply grammar rules correctly in descriptive writing contexts. This analysis could provide deep insights into common error patterns such as inconsistent tense usage, subject-verb agreement errors, or inappropriate vocabulary usage. This subject was chosen to gain a better understanding of the challenges students faced in developing effective writing skills. By understanding these error patterns, teacher could design more effective teaching strategies to help students improve their grammatical proficiency in writing, thereby enhancing the overall quality of their written communication.

These were the motivations behind the researcher's decision to pursue the study entitled "An analysis of grammatical errors in students' descriptive text writing in the eight grade of SMPN 06 Jember in academic year 2023/2024".

B. Research Question

on the previously stated research background, the research focuses on formulating the problem of study as follows:

1. What are the types of grammatical errors in descriptive text written by eighth grade at SMPN 06 Jember in the Academic Year 2023/2024?
2. What are the causes of grammatical errors in descriptive text written by eighth grade of SMPN 06 Jember in the Academic Year 2023/2024?

C. Research Objective

1. To find out the types of common grammatical errors in Descriptive text written by eighth grade at SMPN 06 Jember in the Academic Year 2023/2024
2. To find out the common causes of the grammatical errors made by eighth grade at SMPN 06 Jember in the Academic Year 2023/2024

D. Research Significance

This research is expected to contribute to the language teaching-learning process in the following ways:

1. Theoretically

The researcher hoped that this research would be useful to readers, particularly in contributing concepts, ideas, or theories connected to an analysis of grammatical errors in students' descriptive text writing.

2. Practically

a. For English Teacher

This study is meant to help English teachers to address this issue and provide relevant materials to enhance their teaching methods. Strategies for teaching and learning English, with a focus on writing skills.

b. For the researcher

The findings of this investigation are expected to provide the researcher with further information and expertise in researching the examination of grammatical errors in students' descriptive text writing.

c. For students of the English Department

The research findings are expected to help students in the English Department learn English. This research can be utilized as a reference or reading material to gain a better understanding of the examination of grammatical errors in students' descriptive text writing.

E. Definition of Key Term

This section provided explanations for the titles mentioned in previous sections. Its aim was to avoid misunderstandings between the researcher and the reader while elucidating the importance of various variables. The researcher categorized the variables as follows:

1. Grammatical error

According to Stephen Krashen and Marina Dulay's Second Language Acquisition theory, a grammatical error is defined as a

deviation from the grammatical norms of a language. These deviations occur during the language acquisition process and reflect the student's current stage of linguistic development. In this research, the researcher focused on the students' grammatical errors, such as omission, addition, misinformation, and misordering.

2. Descriptive Text

Descriptive text is a type of writing that attempts to vividly depict a person, location, thing, event, or concept to the reader. It utilizes sensory descriptions like sight, sound, taste, touch, and smell to create a distinct mental picture or impression. Descriptive texts often appeal to the reader's emotions and imagination, helping them to experience what is being described more fully. So, students are expected to create or describe something with a free theme.

F. Structure of Thesis

The discussion structure of the thesis follows a descriptive narrative format rather than a table of contents. It encompasses the flow of the discussion from the introduction to the conclusion. Here's a breakdown of the key sections:

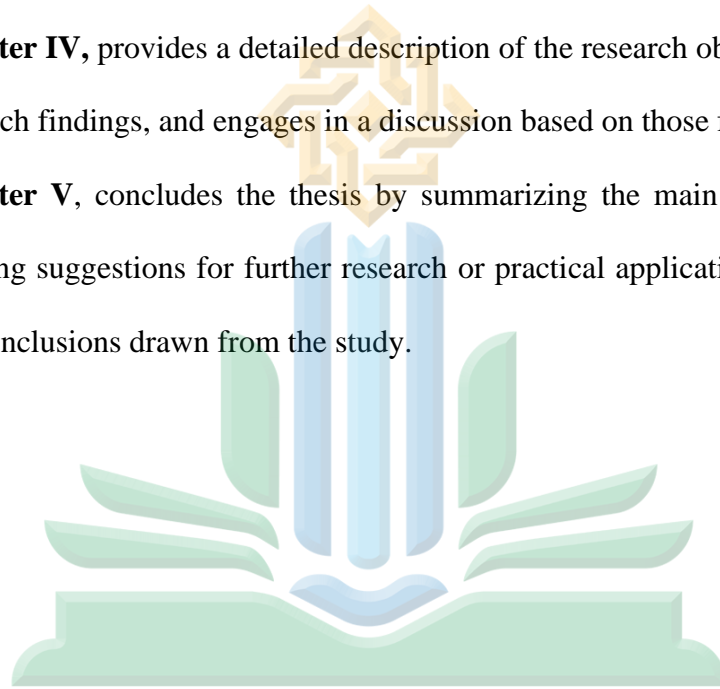
In Chapter I, the introduction of the thesis is presented, covering aspects such as the research context, research questions, research aims, research significance, definitions of important terms, and the overall structure of the discussion.

Chapter II, delves into a review of related literature, incorporating previous research relevant to the study and establishing a theoretical framework.

Chapter III, focuses on the research methodology, detailing aspects such as the research design, research subjects, data sources, methods of data collection and analysis, and measures taken to ensure data validity.

Chapter IV, provides a detailed description of the research object, presents research findings, and engages in a discussion based on those findings.

Chapter V, concludes the thesis by summarizing the main findings and offering suggestions for further research or practical applications based on the conclusions drawn from the study.



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CHAPTER II

LITERATURE REVIEW

This chapter concentrated on the discussion of selected literature relevant to the inquiry. It contained previous research, operational definitions, and a review of relevant literature.

A. Research of Previous

Previous research is intended by researchers to make parallels and provide new ideas for additional study. In this part, the investigator presents the findings of prior studies relevant to the investigations to be conducted, followed by a summary of published and unpublished research. This phase will reveal the level of creativity and study that can be conducted.

The first is a journal publication by Thidakul Boonraksa (2022) titled "A Study on English Collocation Errors of Thai EFL Students". The goals of this study were to: 1) Evaluate the levels of collocation errors among Bachelor of Arts English and Business English students at Northern Rajabhat University; 2) Explore the correlation between collocation errors influenced by the students' first language (L1) and second language (L2) in their writing; and 3) Contrast the collocation errors among students with varying levels of proficiency - high, medium, and low. This research adopts a qualitative approach, gathering data from collocation proficiency exams administered to students and analyzing their errors. The study found that high-proficiency EFL students committed fewer Grammatical Collocation mistakes than medium- and low-proficiency EFL students.

The next research comes from a journal by Linda Melinda (2023) titled, “A Grammatical Error Analysis in The Narrative Writing of the Third Semester of Pamulang University”. The study aims to investigate the classification of grammatical errors made by university students in writing assignments. Students are tasked with narrative writing exercises to assess the taxonomy of their grammatical errors.. Pamulang University was where the research was conducted. The current research used a qualitative approach with a case study focus.

The third, a thesis by Norma Istiqomah (2021) with a title “An Analysis of Student’s Ability in Writing Descriptive Text at Ninth Grade of MTSN 1 Bondowoso”. The goals of this research were to: 1) analyze the learners’ capacity to write descriptive text in ninth grade at MTsN 1 Bondowoso, and 2) analyze the aspects of descriptive text performed in the learners’ worksheets in ninth grade at MTsN 1 Bondowoso. This study employed a qualitative approach to analyze student worksheets. Document analysis was employed to acquire the data. The researcher discovered certain discoveries, such that the student's capacity to write from five components of writing in paragraph composition, particularly descriptive language, was classified at a satisfactory level.

The fourth, a journal by Yogi Pratama (2022) with a title, “students’ errors in speaking descriptive text”. The study aimed to categorize the different kinds of errors made by tenth-grade students at SMAN 1 Tanjung Lubuk while delivering descriptive texts. This qualitative research focused

on tenth-grade students at SMA Negeri 1 Tanjung Lubuk during the academic year 2019/2020. The research instrument utilized for this study consisted of recordings or videos of students' oral presentations and evaluations from their English teachers. According to the survey, the most prevalent types of speaking errors were grammatical mistakes and speech impediments.

The last is a thesis by Nining Dwi Setyawati entitled, “an analysis of grammatical error in academic writing by the third-semester students of English language education of UIN Raden Mas Said Surakarta in Academic Year 2022/2023”. The main objectives of this research are (1) to categorize the types of grammatical errors made by third-semester students in English Language Education at UIN Raden Mas Said Surakarta, employing Dulay's surface approach taxonomy, and (2) to determine the most frequently occurring error among learners. The study used a case study methodology and a qualitative technique to gather data from third-semester students working on categorization essays. The study's findings indicate that misformation is the most prevalent error committed by learners. From the result of the study, it can be concluded that students still commit errors in applying the grammatical rules. The researcher found that agreement and word selection become the main problem of the students in arranging well-formed sentence.

Table 2.1

Similarities and Differences

Previous Research and This Research

NO	Research Title	Similarities	Differences
1	2	3	4
1.	A journal written by Thidakul Boonraksa (2022) entitled, “ <i>A Study on English Collocation Errors of Thai EFL Students</i> ”.	Both researchers perform grammatical as the object of research.	The previous study focused on collation (grammatical and lexical collation) as the object of the study. While this study focuses only on grammatical errors.
2.	by Linda Meylinda (2023) entitled, “ <i>A Grammatical Error Analysis in The Narrative Writing of the Third Semester of Pamulang University</i> ”	Both researchers perform grammatical as the object of research. Both researchers used a qualitative approach.	The previous study focused on narrative text as an instrument to get clear information about students’ grammatical errors, while this research focuses on descriptive text writing.
3.	A thesis by Norma Istiqomah (2021) entitled: “ <i>An Analysis of Student’s Ability in Writing Descriptive Text at Ninth Grade of MTSN 1 Bondowoso</i> ”.	Both of these studies are the same using descriptive text tasks as instruments.	The previous study focused on writing students’s abilities, which is more focused on aspects of writing. While this research focuses on grammatical errors.

4.	A journal by Yogi Pratama (2022) with the title," <i>Students' Errors in speaking descriptive text</i> "	Both of these studies are the same – using descriptive text tasks as instruments.	The previous research focused on speaking ability as the object of the study. While this study focuses on grammatical errors.
5.	A thesis by Nining Dwi Setyawati entitled, “ <i>an analysis of grammatical error in academic writing by the third semester students of English language education of UIN Raden Mas Said Surakarta in Academic Year 2022/2023</i> ”.	Both researchers perform grammatical error as the object of research.	Previous study used mix-Method. While this study uses qualitative research.

Based on the discussion above, it is clear that most researchers use their methods to assess students' understanding. The researcher determined that the parallels between the previous study and current research concerned the students' comprehension of how to use grammatical abilities in writing. The previous research differed from this research in that it used a mixed-methods approach. Previous research concentrated on teaching speaking and writing skills rather than grammatical errors. Meanwhile, this research focuses on identifying grammatical errors in writing such as omission, addition, misinformation, and misordering.

B. Theoretical Framework

1. English Language Teaching

English Language Teaching (ELT) is a field of study aimed at teaching English to non-native speakers. According to the Communicative Language Teaching (CLT) theory, developed by experts such as Wilkins and Canale & Swain, the approach to language learning prioritized developing communicative competence through meaningful interaction. Wilkins emphasized that language teaching should prepare students to use language in real-life communicative situations.¹⁰ while Canale & Swain identified key components of communicative competence, including the ability to express meaning, understand meaning, and interact effectively.

Firstly, in ELT, communication was considered the primary goal of language learning. According to the Communicative Language Teaching (CLT) theory, developed by experts like Wilkins and Canale & Swain, language learning prioritized the development of communicative competence through meaningful interaction. This approach viewed language as a tool for communication in real-life contexts, with a focus on using language appropriately in various situations.¹¹

Secondly, cognitive theory played a significant role in ELT by focusing on the mental processes involved in language learning. According to this theory, supported by research from cognitive psychologists such as

¹⁰Wilkins, D. A. (1976). *Notional syllabuses*. Oxford: Oxford University Press.

¹¹Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.

Piaget and Vygotsky, learners actively built knowledge and connected new information with existing knowledge. This led to a deeper understanding of how learning strategies could be tailored to individual learner needs.¹²

Thirdly, the constructivist approach in ELT emphasized the active role of students in constructing their understanding through direct experience and reflection. Constructivism, as articulated by scholars like Bruner and Vygotsky, emphasized contextual and situational learning, where students were given opportunities to discover meaning and relationships between language concepts independently.¹³

Lastly, socio-cultural theory added a social dimension to English language learning by highlighting the role of social interaction and language use within cultural contexts. According to this theory, developed by Vygotsky and further expanded by scholars such as Lantolf and Wenger, language learning occurred through interaction with more knowledgeable others and the use of language in everyday situations.¹⁴

Through a deep understanding of these theoretical frameworks, research in ELT could design more effective and contextual teaching strategies, tailored to the needs and characteristics of English language learners. Thus, Chapter II of the research provided a strong foundation for

¹²Piaget, J. (1954). *The construction of reality in the child*. New York: Basic Books.

¹³Bruner, J. S. (1966). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.

¹⁴Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

analyzing English language teaching practices and their theoretical implications within a broader educational context.

2. Teaching Writing

Teaching writing in English Language Teaching (ELT) is enriched by various theories that support different approaches. Flower & Hayes developed the process theory of writing, emphasizing the reflective thinking stages from planning to editing texts. Martin and Swales advocate for genre-based teaching to help students master the structures and characteristics of various text types. Johnson & Johnson reinforce cooperative learning ideas in writing, while Kress and Jewitt highlight the importance of multimodality in teaching students to use various modes of representation, including text, images, and digital technology. Teaching writing in the context of English language education is a crucial aspect involving diverse approaches and theories to facilitate the development of students' writing skills.

Firstly, the process approach in teaching writing emphasizes the importance of stages that students go through to produce effective texts.¹⁵ This theory suggests that students need to go through planning, drafting, revising, and editing processes to develop effective writing skills. This approach views writing as a reflective thinking activity involving word choice, sentence structure, and organization of ideas.

¹⁵ Flower, L., & Hayes, J. R. (1981). *A cognitive process theory of writing*. *College Composition and Communication*, 32(4), 365-387.

Secondly, the genre-based approach focuses on teaching writing through specific text types or genres. Based on genre theory, as proposed by Martin and Swales, students learn to identify the distinctive features and structures of various text genres, such as narrative, descriptive, or argumentative. This helps students master typical language patterns for each type of text.

Thirdly, cooperative learning theory supports writing instruction through collaboration among students. According to Johnson argue that collaboration in writing not only enhances individual writing skills but also broadens students' understanding of different perspectives and writing styles. This approach encourages students to work together in designing, revising, and composing texts collaboratively.

Fourthly, multimodality theory explores the use of various modes of representation in teaching writing, including text, images, audio, and video.

Kress and Jewitt emphasize the importance of utilizing modern technology and media in writing instruction to expand students' expression and enable them to master various communication formats.¹⁶

Considering these diverse theories, research in ELT can develop more effective strategies for teaching writing that align with students' needs in acquiring comprehensive writing skills in English.

¹⁶ Kress, G. (2003). *Literacy in the new media age*. Routledge.

3. Writing

a. Definition of Writing

According to Harris, Writing consists of one of four language skills, which include listening, reading, and speaking. Writing is regarded as the most difficult skill.¹⁷ Writing requires critical thought and information to create sentences, paragraphs, and a cohesive work. Writing is one of several written forms of communication used by individual around the world.

White defines writing as the expression of perspectives, understanding, expertise, and data. followed by a thorough understanding of the subject matter in order to impart knowledge or information. According to Tarigan, on Kris, writing involves creating graphic symbols to represent a language, allowing people to read and understand it. Ramelan describes writing as a symbol of language.¹⁸

According to Huddelson, writing entails the creation of meaning, highlighting the generation of significance from one's own ideas rather than mere replication of existing written material. Meanwhile, Celce-Murcia and Olsthain define writing as the process of converting thoughts into written form, resulting in text that is readable and comprehensible for communication purposes. During the writing process, students create written words while also focusing on certain characteristics to ensure readability and comprehension.

¹⁷ Harris, John. 1993. *Introduction Writing*, London: Allen and Unwin.

¹⁸ Brock, K. L. "The Effects of Symbol Format and Psycholinguistic Features on Receptive Syntax Outcomes of Children Without Disability." *December*. <https://doi.org/10.1044/2022>

Based on expert definitions, the researcher concludes that writing is the process of conveying knowledge and ideas in written form to readers.

b. Type of Writing

According to McWhorter (1999), there are five types of writing, as follows:

1) Narrative

The primary goal of narrative is to entertain the reader by telling a specific story, which is frequently based on personal experience. In creating a narrative, the writer not only tells a story and entertains the readers, but also makes a point that leads to a resolution.

2) Descriptive

Descriptive writing is used to describe something, which can be a person, a place, or a real item, but it can also be something abstract, such as a scenario or an emotion. Descriptive is typically an appeal to the five senses. It asks the reader to vividly visualise the object or scenario as if they were experiencing it for themselves.

3) Comparison

Comparison explains two or more subjects by highlighting their similarities and/or contrasts. Comparison is made by selecting at least two subjects and then comparing or contrasting them by explaining a few particular points.

4) Cause and Effect

Cause and effect writing is also known as causal analysis writing. It explains why something happens by pointing out the causes, consequences, or both.

5) Argumentative

Argumentative writing presents the writer's argument by presenting facts to back up the assertion. It usually consists of two sides' perspectives on a same problem.

6) Hortatory Exposition

A hortatory exposition is a type of text designed to convince readers to take action for their own or others' welfare.¹⁹

7) Recount

A recount text narrates previous events in the order they occurred, aiming to entertain the reader.

8) Procedure

The purpose of procedure text is to show the reader how to do something.

In this study, researchers chose descriptive text results of student assignments to be analyzed. Students demonstrated their proficiency in grammar, vocabulary, and sentence structure through their language production. Extensive writing allows students to engage in numerous informal writing exercises covering diverse topics and styles, often for enjoyment. For the descriptive text with a free theme, students are instructed

¹⁹ Siahaan, S. and Shinoda, K. 2008. *Generic Text Structure*. Yogyakarta: Graha Ilmu

to compose a single paragraph, where they have the liberty to explore any topic-related aspect freely, employing proper grammar based on their learning.

c. Aspect of Writing

In order to write properly, a writer must take certain writing-related factors into account. According to Brown, a writer must possess five essential writing skills in order to produce an essay or text. These writing-related elements include vocabulary, grammar, mechanics, content, and concept organization.²⁰

1) Vocabulary

Vocabulary in writing refers to word choice. When writing, a writer should carefully consider the words they use. This means that students should be aware of the meanings associated with each word they use. For instance, even though "look" and "see" are the identical verbs that refer to the feeling of seeing, their usage in a phrase differs. The sentence that follows serves as an example of it. In the form of a phrase, it aids the learner in comprehending the various meanings of those terms.

- She looks at that Jisoo's painting
- He sees a butterfly fly in front of you

The definition of "looks" in the first statement is to aim your eyes in a specific direction. Conversely, the word "looks" denotes action; when you

²⁰ Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy 2nd Edition*: Addison Wesley Longman, 2001.

look at someone or something, all you do is focus your attention there. Subsequently, in the second line, the term "sees" indicates that he unintentionally sees someone or something with his eyes. Furthermore, it might not need much thought or be done for a brief period of time. For this reason, in order for students to understand the meaning of any given word in a phrase, they must employ the proper vocabulary.

Given that vocabulary is a collection of words, Raymond Murphy breaks down words into eight widely recognised categories. These are the exact words:²¹

1. Nouns: table, computer, dog, door
2. Verbs: run, talk, sing, dance
3. Determiners: these, those, some, every
4. Prepositions: under, above, below, beside
5. Adjectives: tall, funny, kind, old
6. Pronouns: we, they, them, us
7. Conjunctions: nor, yet, so, while
8. Adverbs: quickly, patiently, loudly, rarely

In summary, since the linguistic elements of the descriptive text cover those words, this study solely looked at how well students employed nouns, verbs, adverbs, adjectives, pronouns, and conjunctions in their sentences.

²¹Raymond Murphy, *English Grammar in Use*, (Cambridge University Press, 1994), p. 68-120.

2) Grammar

The patterns or guidelines that are utilised to accurately and politely create sentences in English are referred to as grammar. The study of language's forms and structures is known as grammar. Grammar is another name for the rules that guide the formation of language sentences. Grammar, according to Gerot and Wignell, is a theory of language, that explains how words are put together and function.²² The explanation of the syntactic structure and grammatical form make up this section. A instructor assesses a student's sensitivity to the grammatical patterns required for the genre of writing in order to gauge their writing skills. This implies that students must use proper grammar when writing. After all, to compose coherent sentences, students must be proficient in grammar. Students are required to use the Simple Present Tense to edit the sentences in this research project. An action that takes place in the present is typically indicated by the simple present tense. It also refers to acts or occurrences in many contexts. The following are the purposes of the simple present tense:

- a) Describing an activity, an event, or a condition that is occurring in the present.

Example: Novi reads a novel in the room.

- b) Expressing general truth such as scientific

²² Gerot, L., and Wignell, P. *Making Sense of Functional Grammar*. (GerdStabler, 1994)

Example: The sun rises in the east.

- c) Using to indicate a habitual action, event or condition.

Example: She goes to school every day.

Students must then be familiar with the Simple Present Tense patterns. To assist them in structuring the words into a coherent phrase is the goal. Sentences in the Simple Present Tense are constructed using the patterns shown below.

1. The pattern of Verbal Simple Present Tense.

(+) S+Verb1 (s/es)+O

(-) S+Do/Does+Not+Verb+O

(?) Do/Does+S+Verb1+O?

Example:

a. Luna buys a dress.

b. Luna does not buy a dress.

c. Does Luna buy a dress?

2. Patterns of Nominal Simple Present Tense.

(+) S+Tobe (is/am/are)+O

(-) S+Tobe (is/am/are)+Not+O

(?) Tobe (is/am/are)+S+O?

Example:

a. Marcell is a popular man in the class.

b. Marcell is not a popular man in the class.

c. Is Marcell a popular man in the class?

3) Mechanic

The application of the language's visual norms is known as mechanics. It describes how words look, are spelt, and are placed on paper. The goal of mechanics is to make writing seem straightforward and consistent. The custom could appear capricious. It was created through countless encounters. Capitalization is one of the mechanics of writing. It involves the act of writing in capital letters. Sentence openers, titles, organization names, days, months, words related to nationality, and names of persons or places are among the things you should write in capital letters. As a result, pupils must start writing those words with a capital letter whenever they need to.

4) Content

One of the most crucial components of writing that students should be aware of when they are writing is content. Writing content involves being able to provide concise information about the subject matter. Additionally, since it also speaks to the paragraph's intelligibility, it falls under the category of significant writing aspects. Writing clarity is important since it explains word choice, justifications, and instances. For writing to be considered good content, the writer must write clearly and concisely, providing readers with further details to help them grasp the writer's point of view. For example, to write on herbivores, writers must present an example of a herbivore, explain why the animal cited belongs to the herbivore group, and use appropriate wording.

5) Organization of ideas

An organization skill is the capacity to arrange thoughts in a paragraph in a logical order. A paragraph becomes coherent when the sentences follow a pattern that emphasises each point separately. Coherence is aided by transitional, or connecting, words and phrases because they make sentences flow naturally and demonstrate the relationship between ideas. For each sentence to contribute cohesively to the paragraph as a whole, it should be arranged logically inside the paragraph. Additionally, according to Oshima and Hogue, a strong paragraph contains aspects of cohesion and unity.²³

In this research, the researchers focused more on analyzing grammar in descriptive text writing. Students can write anything related to the topic freely, using the correct grammar based on what they have learned.

4. Grammatical Error

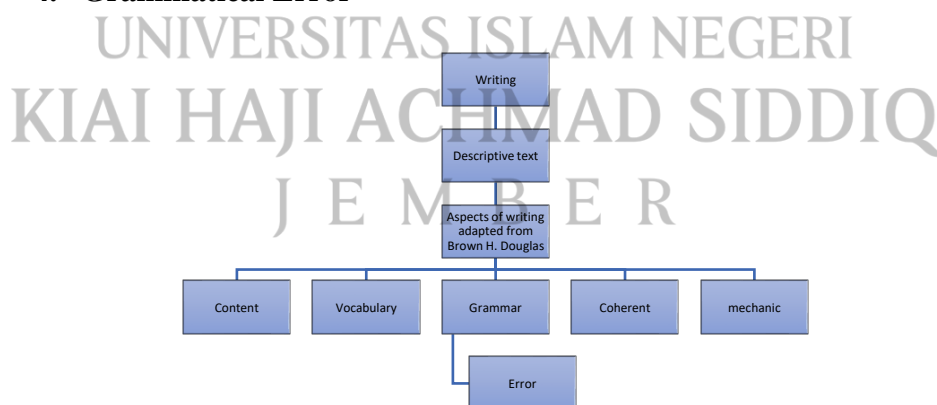


Figure 1: Aspect of writing adapted from Brown H. Douglas

²³Oshima, A.& Hogue, A. *Introduction to Academic Writing (2nd Edition)*. (Addison Wesley Longman, 1991), p. 17.

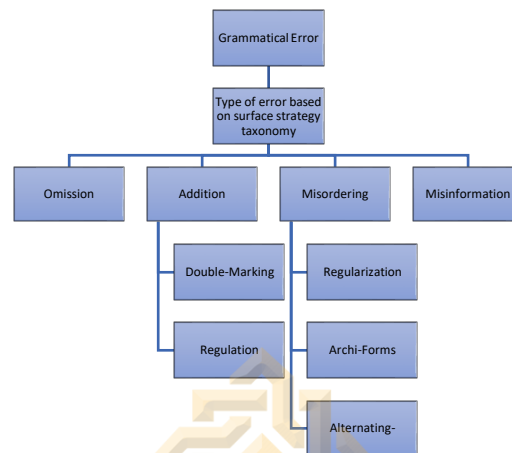


Figure 2: Type of error based on surface strategy taxonomy

a. Definition of Grammatical Error

Grammar being in the words of Scott Thornbury, is the process of bringing a speaker's or writer's meaning to light when there is insufficient context.²⁴ It means that, particularly in circumstances when contextual information might not be easily accessible or evident, grammar acts as a tool to communicate the speaker's or writer's intended meaning. In summary, grammar facilitates the systematic organization of language, enabling people to successfully communicate their ideas, intents, and thoughts. Even in the lack of specific context, speakers and writers can make sure that their communication is logical, comprehensible, and interpretable by others by learning and using grammatical principles. For this reason, grammar is essential to clear and effective communication.

The systematic nature of the student's errors reflects the system. Knowing how grammar works in writing may lead to students committing

²⁴Scott Thornbury, *How To Teach Grammar*, (England: Pearson Education Limited, 2002), 20.

grammar errors.²⁵ Grammatical errors refer to misspellings or errors in writing. In general, Several linguists attribute various theoretical concepts to categorize types of errors, dividing them into four main categories: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

b. Type of Grammatical Error Analysis

Surface strategy taxonomy refers to several types of errors related to surface characteristics. The researcher utilized the surface strategy taxonomy, which categorizes errors into four types: omission, addition, misformation, and misordering.²⁶ Each one is outlined as follows:

1) Omission

Omission is a type of error that refers to the absence of one or more components that must be present in a sentence in order for it to be properly formed. A morpheme or word can be classified into two categories: content words and grammatical words. Nouns, verbs, adjectives, adverbs, and other words with referential or semantic meaning in a phrase are examples of content words. Grammatical words, also referred to as function words, carry primarily grammatical information and syntactic agreement. They contribute minimal or no semantic content and play a minor role in conveying the meaning of a sentence. Function words encompass noun and verb inflections (-s, -ed, -ing), articles (a, an, the), auxiliary verbs (is, am, are, was, were,

²⁵S.P. Corder. *Error analysis and interlanguage* (New York: Oxford University Press, 1982), 10.

²⁶Dulay, Burt, and Krashen, *Language Two* (New York: Oxford University Press, 1982), 150.

will, shall, etc.), and prepositions (in, on, at, or, etc.). Students commonly omit grammatical words rather than content words.

e.g., Sehun is smartest student in his class

should be *Sehun is **the** smartest student in his class*

The sentence above mentions both content and grammatical words. Content terms include *Sehun, smartest, student, and his class*. Meanwhile, the statement has three grammatical words: *is, the, and in*. In a particular situation, a student writes, *Sehun is smartest student in this class*, omitting the grammatical term *the*.

2) Addition

Addition is a type of error in which an item is present in a sentence but should not be there. There are three types of addition, which are:

a) Regularization

Regularisation is incorrect since the exceptional items contain an additional morpheme.

e.g.

- *Runned instead of ran*
- *writted instead of wrote*
- *putted instead of put*

b) Double marking

Double marking indicates that there are two items designated for the same characteristic.

e.g.

- He **does** not **works** in Jakarta

It should be *he does not work in Jakarta*

c) Simple addition

Simple addition occurs when an inappropriate object is used in a statement.

e.g.

- *The computers does not work*

the correct sentence is the computer does not work.

3) Misinformation

Misinformation refers to the use of an improper form of language structure. There are three types of misinformation:

a) Regularization

Regularisation in a misinformation occurs when a regular marker replaces an irregular one.

For Example, *runned* for *run*

b) Archi-form

Archi form is the selection of one member of the class of forms to symbolize the others.

For example, *I love she*

it should be *I love her*

- c) Use an alternate form. Alternating form is frequently caused by the kids' vocabulary and grammar improvement

He written me a poem yesterday

It should be *he wrote me a poem yesterday*

4) Misordering

Misordering error is defined as the erroneous placement of a morpheme or set of morpheme in an utterance.

e.g. How gorgeous is she?

it should be *how beautiful she is*

e.g. Where you are?

It should be *where are you?*

Table 2.2

Guidance for Correcting Error

NO.	Type of Error	Example of Error	Correction
1	Singular-plural	She has been in London or seven year.	She has been in London for seven years.
2	Word-form	I admire her beautiful.	I admire her beauty.
3	Word choice	They got into the train.	They got on the train.
4	Verb tense	He go there last year	He went there last year.
5	Omission	You entered to the Office.	You entered the Office.
6	Addition	You wanted go to London.	You wanted to go to London.
7	Word order	I like one this.	I like this one.
8	Incomplete sentence	Inside that old house, there are many	Inside that old house, there are many antique

NO.	Type of Error	Example of Error	Correction
		antique items that...	items that tell stories of bygone eras and hold a sense of mystery and charm.
9	Spelling	The man siting on the chair is my sister.	The man sitting on the chair is my sister.
10	Punctuation	What do you mean!	What do you mean?
11	Capitalization	He loves math subject.	He loves math subject.
12	Article	He arrives here in a hour.	He arrives here in an hour.
13	Unclear meaning	She lends eating chicken	???
14	Run-on-sentence	I landed in the airport, my sister called me	I landed in the airport. My sister called me.

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Nonetheless, this study adopted the framework proposed by Dulay et al. The analysis of grammatical errors was categorized into four groups: omission, addition, misinformation, and misordering.

c. The Cause of Grammatical Error

In his book, Richard identified three categories of errors.²⁷ They are: 1) Interference errors: errors induced by interference from the

²⁷Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, (London:Oxford university Press, 2007), 172.

learner's mother tongue. It meant that the error caused by using elements from one language while speaking/writing in another was referred to as interference error. 2) Intralingual errors include inaccurate generalisation, incomplete rule application, and failure to acquire applicable situations. It denoted an error with no intervention from the mother tongue or first language. 3) Developmental errors occur when students seek to form hypotheses about the target language based on limited experiences. He classified intralingual errors into four types:

1) Over-generation error

Overgeneralization occurs when a learner expands the usage of a grammatical rule beyond its acceptable use, typically by having a word or structure follow a more regular pattern. This occurs in both first and second languages. Over-generalization occurs when students create a deviant structure based on their prior experience with other structures in the target language. This is consistent with Richard. He defined over-generalization as the formation of a single aberrant structure instead of two regular structures. For example: *We are hope, It is occurs, She can cooks, and She can reads.*

The examples above were incorrect Because there is an auxiliary/es addition that should not exist. As a result, the right sentence was *we hope, it occurs, she can cook/she cooks, and she can read.*

2) Ignorance of rule restriction

This style differed from over-generalization in that students learned the rules in a new setting. Rule restriction errors can be caused by analogy or rote learning of rules and patterns. According to Richard, ignoring rule restrictions is failing to adhere to current structure restrictions. This refers to applying rules to contexts where they are not applicable. For example, *the children were weeping*. It should be: *the kid was crying*.

3) Incomplete application of rules

The source of this error is the failure to fully create a structure. The students fail to generate a correct statement based on the normal rules. According to Richard, the presence of deviant structures indicates the level of rule development needed for acceptable communication. For example, *she smart*. It should read: *she is smart*.

4) False concepts hypothesized

False concept hypothesized is a type of intralingual error that comes from an imperfect grammar perception of foreign languages. Richard in Kurniasih (2013) stated that imperfect perception of grammar rules could be the cause of false understanding as the students try to apply the concept in their writing. Students did not comprehend English rules. These were frequently the result of inadequate grading of teaching objects. Students tend to memorise simple things, such as the present tense by adding *-s/es or is/am/are* to the *verb*. As a result, he/she may add *-s/es*

even if the subject is *I* or *they*. The term "false concept hypothesized" refers to developmental problems caused by incorrectly understanding distinctions in the target language and contains ambiguity.²⁸ In other words, the student struggles to completely comprehend the target language and this can lead to confusion or ambiguity. For example: *I was headed downtown yesterday*. It should read: *I went downtown yesterday*.

This research relied on Richard's intralingual hypothesis. He grouped intralingual errors into four kinds. Those are referred to as over-generalization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized.

5. Descriptive Text

a. Definition of Descriptive Text

Descriptive writing is written to describe a certain person, place, or thing. It signifies that descriptive writing is written specifically about a person, location, or object. Descriptive writing also informs about the issue by summarising its characteristics without incorporating personal opinions. The descriptive text is a sort of written text that serves the express purpose of describing an object. In other words, the text can indicate whether an object is still alive or not.

According to Oshima and Hogue, descriptive writing appeals to the senses by describing how something appears, feels, smells, tastes, and

²⁸Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 178

sounds.²⁹ It means that an excellent description is similar to a "word picture" in that the reader can visualise the object, place, or person in his or her mind. A competent description writer is similar to an artist who creates a vivid image in the reader's imagination.

b. Generic structure

The generic structure of a descriptive text typically follows a pattern aimed at providing vivid details and sensory information about a particular subject or topic. The generic structure of a descriptive text typically includes three main components: identification, description, and conclusion.³⁰ They are :

1. Identification

This section introduces the subject, providing basic information such as its name, type, or key characteristics.

2. Description

The heart of the text, this section vividly portrays the subject using sensory language to evoke sights, sounds, smells, tastes, and textures.

Descriptive techniques like similes, metaphors, and adjectives are employed to create a vivid image.

²⁹ Oshima, A. & Hogue, A. *Introduction to Academic Writing (2nd Edition)*. (Addison Wesley Longman, 1997), p. 50.

³⁰ Madjdi, A. H., Rokhayani, A., & Kudus, U. M. (2022). *The Analysis of Generic Structure of Descriptive*. 5(2), 79–87.

3. Conclusion

This section summarizes the main points of the description and may offer final reflections or impressions on the subject, leaving the reader with a lasting impression or feeling.

Overall, the structure guides the writer in presenting a detailed and engaging portrayal of the subject, capturing the reader's imagination and senses.

c. Language feature

According to DEmlia and Christie, the descriptive text incorporates the following language features:

- a) Make particular participants the primary characters, In other words, these participants are the primary subjects around which the story revolves. Their actions, characteristics, and interactions are emphasized to convey the essence of the narrative. (my English instructor, Andini's cat, and my favorite place).
- b) Use present tense as the dominating tense.
- c) Use linking verbs or relational processes (is, are, has, have, belongs to) to classify and characterize the participant's look or traits, as well as parts or functions.
- d) Using descriptive adjectives (strong legs, white hair).³¹

³¹Emilia, E., & Christie, F. (2013). *Factual Genger In English; Learning to Write, Read, and Talk about Factual Information*, Bandung; Rizqi Press.

d. Type of Descriptive text

According to Rozelle, depending on the content of the text, the descriptive text is further divided into several types; Object, Location, Character, Event, and Process Description.³² Here are the types:

1. Object Description

Describes the physical characteristics or qualities of an object, such as a place, object, or person.

2. Location Description

Describe a location or place in detail, including the visual, audio, and atmospheric elements that may be present there.

3. Character description

Describes the physical, emotional, or personality characteristics of a character, both in fiction and non-fiction.

4. Event Description

Describes an event or experience in detail, including the chronological sequence and the elements that influence the event.

5. Process Description

Describes the steps or stages of a process, whether it is natural or man-made.

³²Rozelle, R. (2005). *Description & Setting: Techniques and Exercises for Crafting Believable World of People, Places, and Events (Write Great Fiction)*.

CHAPTER III

RESEARCH METHOD

This chapter explained how the study was carried out. It included descriptions of the study's design, the data and data sources, data collection techniques, the data analysis, and the validity of the data used in the study.

A. Design of the Research

The research employed a qualitative approach. According to Lodico, Dean, and Katherine, qualitative analysis presents information written in the form of narration. (using words instead of statistics).³³ This indicates that research data has been analyzed in the form of descriptions. Cresswell defines qualitative research as descriptive because researchers are intrigued by the ways words or images convey meaning and comprehension.³⁴ This refers to the data thesis and method, which will be described in words or visuals. The researchers employed qualitative descriptive research to describe the students' grammatical errors within a descriptive text to determine the causes. Results were presented in the form of descriptive explanations.

The researcher used content analysis as the type of research method. This research focused on analysing students' writing worksheets to identify their grammatical errors. In this research, the writings of students'

³³Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegt, *Methods in Education Research, 2nd Edition: From Theory to practice* (San Fransisco: Jossey-Bass, 2010), 143.

³⁴John W. Cresswell, *Rsearch Design: Qualitative and Quantitative Approaches* (California:SAGE Publications, Incc, 1994), 162

worksheets were analyzed, with an emphasis on their grammatical errors. This method enabled the researcher to gain a better understanding of specific aspects of the material being analysed, namely, the grammatical errors in students' writing. In this research, the researcher analysed the grammatical errors of the student's worksheet in the descriptive text assignment in the eighth grade of SMPN 6 Jember based on Dulay's theory. The purpose of this research was to analyse the grammar in descriptive text writing by students' based on Dulay's theory.

B. Data and Source of Data

This study was conducted in SMPN 6 Jember, which is positioned at Hayam Wuruk Street, Number 148, Jember Regency, East Java, Indonesia. First, the situation and condition were understood because the researcher acquired field experience at the school (internship school). Second, the researcher chose this location because it is one of the institutions that requires more effective media and strategies for learning English, particularly for grammar mastery, since students continue to struggle with grammar learning. The study participants were information sources that served as sources of information for the research topic. The description contains what data you want to collect, who desires to be an informant or research subject, and how the information will be gathered and captured to

ensure its authenticity.³⁵ In other words, data is the kind of information that needs to be obtained by researcher when dealing with research questions.

Researcher can use literature, recordings, papers, and other items as data sources.³⁶ The data that was obtained from the research later was a document. The form of the document was the student worksheet for the descriptive text, The form of worksheet came from students' regular assessments.

So, the subject of this research was a student of class VIIC at SMPN 06 Jember.

C. Technique of Data Collection

The researcher utilized document analysis as the data collection method in this study. Document analysis involves collecting data by examining written materials.³⁷ It was employed to identify the frequency, types, and causes of grammatical errors among students through analysis of linguistic. This research applied document analysis because the data were in form of document or written text. The data collection of this research was taken from students' worksheets.

The worksheet to be analyzed was the task of students to create descriptive text with various types available. There were several stages in which researcher collected data. First, the researcher conducted preliminary

³⁵Tim Penyusun, *Pedoman Penulisan Karya Ilmiah*, (Jember: UIN KHAS press, 2022),31

³⁶J. R. Fraenkel and N. E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), 110.

³⁷Mundir, *Metode Penelitian Kuantitatif dan Kuantitatif* (Jember: STAIN Press, 2013),186

research through interviews with English teachers to determine the class. Second, the researchers asked for permission from the headmaster and the English teacher to ask for the results of the students' worksheets. Third, researchers read the student's worksheets (descriptive text) one by one of 27 students. After that, the researcher classified according to the theme or type that the student had created. Finally, the focus researchers analyzed the worksheet in accordance with the Dulay's theory. After that, to find the most dominant or most frequently made grammatical error causes, the analysis was revisited using Richard's theory after being analyzed using Dulay's theory.

D. Data Analysis

The data was analysed using content analysis. The data gathered was analysed utilising Dulay's concept and the surface strategy taxonomy. Dulay suggested various methods of error analysis, including omission, addition, misinformation, and misordering and to identify the causes of grammatical errors using Richard's theory, the intralingual aspect was utilized. The procedures for analysing data, followed Ellis' procedure which includes collecting a sample of students': identifying, Classificating, and explaining the errors.³⁸

In reviewing the errors discovered, the researcher focused exclusively on the grammatical errors; all other errors in the literary characteristics were eliminated. The researcher used a previously validated

³⁸ Rod, *Second Language.*, (Oxford: Oxford University Press, 2003), 15.

tool to assess the grammatical errors. After collecting all of the students' work, the researcher analyzed their grammatical errors. The data was analyzed in four primary steps. They were:

1. Identification of error

Firstly, once the students' worksheets had been collected, the researcher attempted to discover grammatical problems by annotating the incorrect words. The researcher began by identifying statements that resulted in a mistake or errors and labelled each portion of the text accordingly. This procedure was used to determine the position of errors in the text. The investigator then categorised the errors based on their category. Furthermore, all errors and adjustments were organized into a matrix format for systematic and easy analysis. The investigator assigned an annotation (✓) to the relevant type of error in the table.categorization in the matrix or table.

Table: 3.1

Table of errors, correction, and types of error

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
1.							
2.							
3.							
4.							
5.							

Note:

- Alphabets represent *students*
- O represent *omission*
- A represent *addition*
- Mf represents *misformation*
- Mo represents *misordering*

2. Classification of errors

The data was recognized initially, then classified and interpreted systematically based on the categories of errors, which included omission, addition, misinformation and misordering. The researchers then classified the errors. It involved two procedures: computing the error rates for all types and determining the error for each subtype.

3. Explanation of grammatical errors

The next step was to determine the rate of errors depending on the form of errors. The investigator clarified every student's grammatical errors according to the data what they discovered on their worksheet. The calculation was performed in each sentence. The researcher described the type of error, why it was classified as an error, and what it should be.

4. Explanation of the students' causes of grammatical error

Every error categorization was analysed using Richard's concept or theory to identify potential error beginnings. The researcher classified the error according to Richard's hypothesised intralingual error. There were four categories of intralingual errors. Those were referred to as over-

generalization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized.

In this section, the researcher applied the criteria to the causes of grammatical errors discovered. The first type of error was overgeneralization. Overgeneralization led to the inclusion of mistakes. It was because the addition of mistakes primarily discussed two-structures generalization. In other words, two-structures combination resulted in an inaccurate form or error.

Ignorance of rule restrictions was the second reason for error. It was associated with misinformation and misordering. The explanation was misinformation or the abuse of certain patterns, primarily due to a lack of knowledge about proper language. For example, the usage of prepositions would likely confuse people. Meanwhile, misordering or misplacement was common as a result of a lack of attention to proper layout. It appeared in either clause or phrase form.

The third probable cause of error was an incomplete application of rules. Subsequently, it was associated with omission or error. Omissions of error were categorised as errors because they included missing something or failing to employ the correct structure. For example, when he sang, he felt happy. The line was included as correct and clear in meaning, but it was rated as incorrect since it did not fully implement the regulation; the long-lasting activity should be employed continuously.

The fourth cause of error was false concepts hypothesized. It can be any types of grammatical error in which happened several times at the same point. For examples one student wrote *we direct ordered our ice cream*. The word *direct* was occurred three times with the same case. The correct one is *directly*. It meant the student had misconception of the use of adverb. To ease the explanation above, it was explained in form of table below:

Table: 3.2

Rubric for classifying the cause of erroneous

No.	Causes of erroneous	Type of Erroneous	example
1.	Over-generalization	Addition	They are must come back to Mayang city
2.	Ignorance of rules restriction	Misinformation	I has a Cat
		Misordering	From where do you?
3.	Incomplete application of rules	Omission	I came to Hospital
4.	False concepts hypothesized	General	Favorite food Nita is pizza

Note: In some cases, there was a sentence which caused by two causes of error. For instance; the example of false concepts hypothesized above was also involved in causes of error due to ignorance of rules restriction.

When presenting the information, the researcher created a chart and then classified each error based on its causes. Lastly, every cause of error was documented in a chart for consistent and easy investigation. The

researcher was awarded a sign (✓) for proper cause-error categorization and a bold for mistakes caused by several sources. The chart is formatted according to the following:

Table 3.3

Guide for analysing the cause of errors

No.	Initial of Students'	Sentence of Erroneous	Erroneous Cause			
			OG	IRR	IAR	FCH
1.						
2.						
3.						
4.						

Note:

- OG represent *Over-generalization*
- IRR represent *Ignorance of Rules Restriction*
- IAR represent *Incomplete Application of Rules*
- FCH represent *False Concepts Hypothesized*

E. Validity of Data

In qualitative research, approaches might be employed to boost the validity of the researcher's data. Data credibility is critical in research, as validity, also known as credibility by qualitative researchers, refers to the

accuracy or honesty of the results.³⁹ In this study, the investigator applied triangulation to assess the information sources believability. As Sugiyono points out, triangulation will be able to capitalise on the benefits of each method of data collection while minimising the flaws of any one strategy.⁴⁰

There were several sorts of triangulations. One of them included investigator triangulation. To validate the analysis, the students' writing was analysed and discussed with the thesis advisor. This investigator also validated the findings with her grammar lecturer. The researcher's friend then conducted a triangulation of the research. According to Lodico, investigator triangulation will include more than one observer.⁴¹

As a result, the researcher gently inquired two lecturers who were regarded experts in the field or topic. The researcher requested them to verify the findings of this study. The first lecturer was the writing lecture, while the second was the grammar lecturer. The researcher analysed the data separately. Then they met with one lecturer or advisor to validate the research. They next met with another English lecturer to discuss further validation. Following that, they studied and reread the validators' data analysis results. In the following stage, they reviewed and compared all of the outcomes. Finally, they used the least divergent data between the researcher and the validators to validate the data in the current research.

³⁹ Ary, Jacobs, Sorensen, and Razavieh, Introduction to Research in Education; Sixth

⁴⁰Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D (Bandung: ALFABETA CV, 2022), 242.

⁴¹Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegt, *Methods in Education Research, 2nd Edition: From Theory to practice* (San Fransisco: Jossey-Bass, 2010), 235.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussed the findings and discussion of eighth-grade students' grammatical errors in descriptive text in their daily assignment to write a descriptive text. The errors were investigated in Dulay's book. The starting point was to identify the errors of various kinds and the frequency with which they occurred. It subsequently explained the cause of the grammatical errors. The second was a discussion that explained interpretive data analysis based on findings relevant to the study's aims.

A. Finding

In this section, the researcher delineated the analysis of the research focus. Additionally, the data analysis was articulated in accordance with the research questions outlined below: 1) what are the types of grammatical errors in Descriptive text written by eighth graders at SMPN 06 Jember in the Academic Year 2023/2024?. 2) What are the causes of grammatical errors in Descriptive text written by eighth graders of SMPN 06 Jember in the Academic Year 2023/2024?. The form of the worksheet came from students' regular assessments of VIIIIC students at SMPN 06 Jember. The total number of students in the VIIIIC class was 31 students. They participated in students' regular assessments. The researcher chose class VIIIIC because; firstly, the researcher had completed the school internship at SMPN 06 Jember, especially having taught students of the class. So, researchers knew a little bit about the grammar skills of students of class VIIIIC. Secondly, out of the three classes the researcher

taught, this class had low writing ability, especially in grammar proficiency, compared to the other VIII-grade classes (VIII A, VIII B, and VIII D). Thirdly, students in this class often forgot or had difficulty in applying some of the tenses that had been taught, such as when to use the past tense and continuous tense.

The grammatical error analysis carried out by eighth grade students was done using the Dulay theory, the surface strategy taxonomy. To determine the cause of these errors, the researchers applied the intralingual theory proposed by Richard's theory.

Grammatical errors were identified in eighth graders' worksheets for daily assignments at SMPN 06-Jember. After collecting the students' worksheets, the researcher conducted an analysis that included identifying and classifying the grammatical errors, calculating the quantity of errors, and determining the causes of the errors.

1. Types of errors

VIII C included thirty-one (31) students. Unfortunately, the four students were unable to attend the class. After collecting twenty-seven (27) student worksheets, the researcher identified grammatical errors and grouped or classified them in a table in Appendix II. To gain a comprehensive understanding of the errors produced by students in their assignments, examples of error types, rectification, and analysis will be provided below. The following explanation details the errors made in each category and the kind of error. The categorization was based on Dulay's concepts. There were four types of errors. These are omission, addition, misinformation, and misordering.

a. Omission

Students committed their first grammatical error by omitting an error. According to Dulay, omission is defined as the lack of an item that must be included in a coherent statement.⁴² These omissions were identified on the students' worksheets: omission of article, morpheme, verb, pronoun, preposition, noun, and conjunction. The explanations for each omission were as follows:

1) Omission of Article

The omission of the article in this sentence, *I have cat named Orange*, is one of the errors found in worksheet student of C, which focuses on descriptive texts about animals. The student describes his pet, a cat. The intended meaning of the sentence is that the student has a cat named Orange. The sentence above was not correct. It was because it omitted the definite article. We use *a* when it is evident which one we are referring to.⁴³

It means that *a* (definite article) is used when the noun is obvious enough or has been specified earlier. The word *cat* had previously been detected and stated in the preceding sentence. Thus, the right statement from the example

above was:

I have a cat named Orange

⁴² Dulay, Burt, Krashen, *Language Two*, 154

⁴³ John Estwood, *Oxford guide to English grammar* (New York: Oxford university press, 2002), 198.

2) Omission of Morpheme

In this part of the grammatical error, it was found in one of the worksheets for student of F, where he described a person. The error of omission of morpheme was in the sentence *she like cook*, where the student intended to convey that his crush liked cooking. The sentence was incorrect because it used the simple present tense, which had to match the subject. While in the present tense, when the subject was a single third person (*he, she, it*), *s* or *es* had to be added.⁴⁴ Therefore, it omitted the morpheme *-s* at the end of *like* since *like* was an irregular verb. In the correct sentence, the subject *she* should have been accompanied by the appropriate verb.

In that case, the correct verb form for a single third-person subject was *likes*, not *like*. In this context, the correct verbal noun word was *cooking*, not the usual working word *cook*. Thus, improving the sentence to *She likes cooking* made it grammatically correct. It stated that the subject *she* enjoyed or liked to do was cooking activities.

3) Omission of Verb

In the descriptive text written by the student of F, there is also a grammatical error of omission of the verb in the sentence *My crush very beautiful*, where the student intends to describe that his crush is a beautiful person. In the sentence *My crush very beautiful*, there was no working word that specified the condition or properties of the subject. The working word

⁴⁴ Azar, Betty Schramper. *Understanding and Using English Grammar*. New York: Pearson Education, 2002.

was an important component in a sentence to specify an action, condition, or relationship between the subject and the predicate. In this case, we needed working words that specified the state of the subject, *my crush*.

The sentence also seemed to be meant to describe the current state of affairs, which was the beauty of *my crush*. Therefore, we used the verb *is* as a main verb in the form of a present tense to match the context of the sentence we wanted to convey. With the addition of the verb *is*, the sentence became complete and clear in conveying the message that the subject had great beauty. Thus, the right statement from the example above was:

My crush is very beautiful

4) Omission of Pronoun

The error in pronoun omission is found in one of the worksheets a student of D, where the descriptive text type describes a person. She describes her friend. The grammatical error in pronoun omission, as in the sentence below: *always sleeps in the class*. Students want to convey that her friend always sleeps in school during class hours. So, the sentence is missing a subject or pronoun.

The term "pronoun," comprised of "pro" and "noun," generally denotes a word that stands in for or replaces a noun or a noun phrase.⁴⁵ Pronouns encompass various categories including personal, reflexive,

⁴⁵Richard V Teschner and Eston E. Evans, *Analysing the grammar of English 3rd edition*, 13.

possessive, reciprocal, relative/interrogative, demonstrative, and indefinite, each serving distinct functions.

Personal pronouns are words that replace specific people or things in a sentence. They make our language more efficient by avoiding repetitive use of nouns. The personal pronouns include *I, you, he, she, it, we, and they*.⁴⁶ In the sentence, ... *always sleeps in class*, the personal pronoun *she* is used to refer to a specific female person previously mentioned or known from context. Thus, the correct sentence in the case above was:

She always sleeps in class

Personal pronouns help clarify relationships between characters in a story or text. For instance, in the sentence *She always sleeps in class*, we can infer that the subject is a girl who frequently falls asleep during lessons. The use of the personal pronoun *she* provides information that the subject is female, aiding readers or listeners in forming a mental image of who is being discussed.

Choosing the right personal pronoun also influences the message conveyed by the speaker or writer. In "She always sleeps in class," the use of "she" may indicate that the speaker or writer wants to highlight a particular habit or behaviour of the female subject. Thus, personal pronouns not only facilitate efficient language use but also contribute to the creation of nuances and meanings in communication.

⁴⁶ Richard V Teschner and Eston E. Evans, *Analysing the grammar of English 3rd edition*, 95.

5) Omission of Preposition

In the results of worksheet a student of D, there is also a grammatical error of omission of preposition, namely in the sentence, *Whenever she's bored the class, she always has time for drawing.*

Prepositions play a crucial role in English, aiding in establishing relationships between words within a sentence. In Seth Lindstromberg's book *English Prepositions Explained*, prepositions are described as words typically used to indicate position, direction, or time.⁴⁷ For instance, the preposition *in* signifies location, as seen in the sentence *He was in the room*. Conversely, *on* can denote physical position, as in *The book was on the table*, or time, as in *The meeting was on Monday*.

In the sentence *Whenever she was bored... the class, she always has time for drawing*, the correct preposition is *in*. The use of *in* indicates that the feeling of boredom occurred inside the classroom. Therefore, the correct sentence becomes: *Whenever she was bored in the class, she always has time for drawing*. Employing the appropriate preposition clarifies the sentence's meaning and conveys information more precisely.

6) Omission of Noun

The error in omission of nouns was found in the worksheet students of AB, where the type of descriptive text described a fruit, a watermelon. The student described watermelon, his favorite fruit. The grammatical error in the omission of the noun was in the following sentence: *Watermelon was a good*

⁴⁷ Lindstromberg, Seth. (2008). *English Prepositions Explained*, 214.

fruit for diet, and I go after it because I like its sweet.... In this sentence, the student intended to describe watermelon as good for diet and expressed their liking for it because of its sweet taste. However, there was a missing noun in the description.

Nouns are words in English used to name people, places, things, or ideas. They play a crucial role in sentence construction, conveying information and forming correct sentence structures. There are various types of nouns, each with different characteristics and functions. Examples of nouns include common nouns like; *cat, city, and book*, proper nouns like; *John, Paris, and Gatsby*, as well as abstract nouns like; *love, happiness, and freedom*.

In the sentence *Watermelon is a good fruit for diet, and I go after it because I like its sweet*, the suitable noun to complete the sentence is *flavour*. While *taste* could also be used in the same context, *flavour* carries a broader connotation, referring to a combination of complex taste sensations, including aspects like aroma and texture. When describing the enjoyment of watermelon because of its sweet taste, *flavour* depicts the overall sensory experience, whereas *taste* focuses more on the sensation on the tongue. Therefore, using *flavour* is more appropriate to describe the enjoyment of the fruit's sweetness in its entirety.

In conclusion, nouns are essential components of English that help convey information about various entities and concepts. In the given sentence context, the *flavour* is the more suitable noun choice to complete the sentence,

providing a broader and comprehensive description of the sweet sensation of watermelon.

7) Omission of Conjunction

The omission of conjunction error was found in worksheet students of D, which is a type of descriptive text describing a person. He described his friend. The grammatical error in the omission of conjunction type is like the sentence below:

She is kind, adorable, crazy!

Conjunctions are essential components of grammar that serve to connect words, phrases, or clauses within a sentence. Their primary function is to establish relationships between different parts of a sentence, aiding in the formation of coherent and meaningful expressions. There are various types of conjunctions in English, each serving distinct purposes in connecting linguistic elements.

One prominent type is coordinating conjunctions, such as *and*, *but*, and *or*. These conjunctions link words, phrases, or clauses of equal importance, allowing for the combination of related ideas or elements within a sentence. In the sentence *She is kind, adorable, and crazy*, the coordinating conjunction *and* facilitates the connection between the adjectives describing the subject, reinforcing the overall characterization.

Another type is subordinating conjunctions, including *because*, *although*, *since*, *if*, *when*, *where*, and *while*. Subordinating conjunctions introduce dependent clauses, establishing relationships such as cause and effect, time, condition, or purpose between the main clause and the subordinate clause. Through their usage, subordinating conjunctions

contribute to the complexity and clarity of sentence structures, enabling the expression of nuanced relationships within the narrative or discourse.

Finally, it was discovered that this type of grammatical error erroneously included the omission of an article, morpheme, verb, pronoun, preposition, noun, and conjunction.

b. Addition

The opposite of omission was the addition of errors. The addition resulted in a grammatically incorrect statement due to a missing component. Dulay noted that these errors stem from including elements that should not be present in a well-formed utterance. The researcher investigated students' errors in their writing. Addition errors included articles, morphemes, verbs, pronouns, prepositions, nouns, and conjunctions. They were described as follows:

1) Addition of Article

In this part of the grammatical error, it was found in one of the worksheets students of F where she described a person. The error of the addition of the article was in the sentence *She always has a dreamed of making and designing clothes for people*, where the student intended to convey that her friend always dreams of making and designing clothes for people in the future.

The addition of an article refers to the insertion of a determiner such as *a*, *an*, or *the* before a noun or a noun phrase in a sentence. Articles are used to specify or limit the noun they precede, indicating whether the noun refers to something specific or nonspecific.

In the context of the sentence *She always has a dreamed of making and designing clothes for people*, the addition of the article *a* before *dreamed* is incorrect. This is because *dreamed* is a past participle form of the verb *dream*, and when used in the present perfect tense with the auxiliary verb *has*, it functions as part of the verb phrase. In English grammar, past participles used in verb phrases do not typically require an article before them.

The correct form of the sentence is *she always has dreamed of making and designing clothes for people*, where *dreamed* functions as part of the verb phrase and does not require an article. Therefore, the addition of the article *a* in the original sentence is a grammatical error.

2) Addition of Morpheme

He can cook, playing guitar. Singing and there are still many things he can do.

The error in the sentence was made by a student of K, who was describing his idol. The intended meaning of the sentence is that he has the ability to cook, play the guitar, sing, and there are additional skills or talents he possesses beyond those mentioned.

Addition of morpheme refers to the process of adding the smallest unit of meaning within a word to alter or expand its meaning. Morphemes can be *prefixes*, *suffixes*, or *root words*. In the context of sentences, errors occur when inappropriate morphemes are added or used incorrectly, resulting in ungrammatical sentences.

In the sentence *He can cook, playing guitar. Singing and there are still many things he can do*, there is a grammatical error related to the use of morphemes. The phrases *playing guitar* and *singing* should use the infinitive form or base form of the verbs, rather than the gerund form (a verb form functioning as a noun). Therefore, to correct this error, we need to change *playing* to *play* and *singing* to *sing*. Therefore, the correct sentence becomes: *He can cook, play guitar. Sing and there are still many things he can do*.

3) Addition of Verb

The addition of the article in this sentence is *She likes to scratch me and scratches my sofa*. It implies that the subject, possibly a cat, engages in scratching both the students and the furniture. one of the errors found in worksheet a student of N, which focuses on descriptive texts about thing or animals.

Verbs (or action words) are a type of word that describe actions, states, or conditions in a sentence. Verbs provide information about what the subject is doing, what is happening to the subject, or how the subject exists in a particular context. Examples of verbs include *walk, eat, sleep*, and others. Verbs can occur in various forms depending on tense, aspect, and mood in a sentence. The addition of verb occurs when there is an unnecessary or inappropriate addition of an extra verb in a sentence. This can happen when there is redundancy or an excess of information in the sentence that is already represented by another verb.

In the sentence *She likes to scratch me and scratches my sofa*, *scratches* is considered a grammatical error in the addition of a verb. We can remove *scratches* without changing the meaning of the sentence. The verb *scratches* is not necessary because the previous verb *likes to scratch*, is sufficient to describe the subject's action. Therefore, removing *scratches* would make the sentence more concise and efficient in language. The corrected sentence would be: *She likes to scratch me and my sofa*.

4) Addition of Pronoun

In this part of the grammatical error, it was found in one of the worksheets for student of O, where he described a thing, his favourite fruit. The error of the addition of a pronoun was in the sentence *Lemons it has two main flavours: sour and sweet*. The student intended to convey that while lemons are primarily known for their sour taste, they can also have hints of sweetness, especially when ripe.

Pronouns are words in English used to replace nouns in a sentence. Their use helps avoid repetition of the same noun in a text, making it more concise and easier to understand. Pronouns refer to people, places, or things mentioned earlier in the text or that can be understood from the context of the sentence. Examples include *he, she, it, they, we, you, me, him, her, us, them*, and so on.

The addition of pronouns occurs when there is an unnecessary or inappropriate addition of a pronoun in a sentence. This can happen when

a pronoun, which has already been clearly established in the context, is needlessly repeated. For instance, if a noun has already been mentioned earlier in the sentence, adding a pronoun to refer to it again could be considered an addition of a pronoun.

The sentence *Lemons it has two main flavours: sour and sweet*, there is a grammatical error due to the addition of pronouns. The pronoun *it* is unnecessary as it redundantly refers to *lemons*, which is already a clear noun in the sentence. Therefore, the correct sentence is *Lemons have two main flavours: sour and sweet*. Removing *it* makes the sentence more concise and grammatically appropriate.

5) Addition of Preposition

She is one of the women who inspires to me

The sentence error was made by student of E, who described the person, Jennie Kim, as her idol. where the intended meaning of the sentence is Jennie is one of the women who inspire her.

Prepositions are a type of word in the English language used to indicate spatial, temporal, or logical relationships between other words or phrases in a sentence. Prepositions are often used before a noun, pronoun, or gerund (a verb form functioning as a noun) to express the relationship between that word or phrase and other parts of the sentence. Examples of prepositions include *in, on, at, to, for, under, over, between*, and so on.

Addition of preposition occurs when an unnecessary or inappropriate preposition is added in a sentence. This can happen when a preposition that has already been used clearly in context is then repeated unnecessarily. For example, if the relationship between words or phrases is already clearly indicated by a preposition used earlier, repeating the preposition to indicate the same relationship may be considered an addition of preposition.

In the sentence *she is one of the women who inspires to me*, there is an error in the addition of preposition. The word *to* is not needed after the verb *inspires*. The correct sentence is: *She is one of the women who inspires me*. In this correct sentence, there is no need for the preposition *to* because the verb *inspires* is sufficient to express the relationship between the subject and the object. Therefore, removing *to* makes the sentence more grammatically accurate and linguistically efficient.

6) Addition of Adverb

She's very very pretty and she's have a white skin

The sentence error was made by student of W, who described a person, her friend, who meant that his friend is very pretty and has fair skin.

Adverbs are a type of word that adds additional information about how, where, when, or how often an action is performed within a sentence. They modify or alter the meaning of verbs, adjectives, or other adverbs, often providing additional nuances or intensity. For example, in the

sentence *He runs quickly*, the word *quickly* is an adverb that provides information about how he runs.

Grammatical errors in the addition of adverbs occur when adverbs are added to a sentence incorrectly or excessively, disrupting the flow of the sentence or resulting in grammatically incorrect structures. In the sentence *She's very very pretty and she's have a white skin*, there are two grammatical errors in the addition of adverbs. Firstly, the repeated use of *very* twice in succession (*very very*) becomes repetitive and ineffective. This disrupts the flow of the sentence and can reduce the clarity of the message being conveyed. Secondly, there is an error in the verb construction in the form of *she's have*, which should be corrected to *she has* because the use of the verb *have* is incorrect in this construction. Therefore, the correct sentence is: *She's very pretty and she has white skin.*

7) Addition of Conjunction

The error in the addition of the conjunction is found in the worksheet of student of Z, where the type of descriptive text describes a person, her friend. The grammatical error in the addition of conjunction, as in the following sentence; *even there's someone prettier than her, but for me, she's the prettiest*, in this sentence, the student wants to convey that he has a friend and feels that her friend is more beautiful than her.

Grammatical errors in the addition of conjunction occur when a conjunction is added to a sentence incorrectly or excessively, disrupting

the flow of the sentence or resulting in grammatically incorrect structures. Conjunctions should be placed appropriately to ensure cohesion and coherence between sentence parts. In the sentence *even there's someone prettier than her, but for me, she's the prettiest*, there is an error in the use of the conjunction *but*. The conjunction "but" is used to convey contrast or difference between two parts of a sentence. However, in this context, the use of *but* should be replaced with *for* or another more suitable word to convey justification or reason.

The use of *but* in this sentence is inappropriate because there is no direct comparison or contrast being conveyed. Instead, the sentence seems to convey justification or a reason why someone considers the woman in question as the prettiest. Therefore, a more suitable conjunction to use would be *for*, which directs the reader to the reason or justification for why the subject is considered the prettiest according to the speaker.

By using *for* instead of *but*, the sentence becomes more coherent and clear in conveying its meaning. The revised sentence would be: *Even though there's someone prettier than her, for me, she's the prettiest.*

Thus, the error in the addition of the conjunction has been corrected, and the sentence becomes more grammatical and effective in conveying the intended message.

c. Misinformation

Misinformation errors occur when the incorrect form of a morpheme or structure is used. In such errors, learners provide erroneous information.⁴⁸ The researcher identified various types of misinformation in students' worksheets, including errors related to articles, verbs, prepositions, pronouns, adverb and nouns. Each type of misinformation error was elaborated upon as follows:

1) Misinformation of Article

The misinformation of the article in this sentence, *He was the part of the Enhypen group*, is one of the errors found in the worksheet a student of K, which focuses on descriptive texts about a person. The student describes her idol.

In the sentence *He was the part of Enhypen group* contains a grammatical error regarding the use of the definite article *the*. The definite article *the* is typically used to refer to something specific or already known to the speaker and listener. However, in this context, there is no implication that the Enhypen group's membership or the individual's membership within it is previously established or known within the conversation. Therefore, using *the* implies a level of prior understanding about the individual's membership, which may not be accurate.

By changing *the* to *a*, the sentence becomes *He was a part of the Enhypen group*. The use of the indefinite article *a* indicates that the

⁴⁸ Dulay, Burt, and Krashen Two, 159

individual's membership in the Enhypen group is not specific or previously known within the conversation. Thus, the sentence becomes clearer and more accurate in conveying the information that the individual is a member of the Enhypen group without assuming prior knowledge.

Overall, changing *the* to *a* corrects the grammatical error in the original sentence and makes it more appropriate for the context, indicating that the individual's membership in the Enhypen group is not specific or previously known. This underscores the importance of selecting the correct article to convey information clearly and accurately within the intended context.

2) Misinformation of verb

The error in the misinformation of the verb can be found in worksheet student of J, where the type of descriptive text describes a person, her idol. The grammatical error in the misinformation of the verb in the following sentence:

He is from group Boy Story which is shaded by JYP

In this sentence, students want to convey that she has an idol who is managed by JYP. JYP Entertainment is a music management company based in South Korea.

In the sentence *He is from group Boy Story which is shaded by JYP* contains a grammatical error regarding the verb *shaded*. The verb *shade* typically means *to provide shade* or *to shield from sunlight*. However, in this context, there seems to be confusion in the use of this verb. A more

appropriate verb to express the relationship between Boy Story and JYP is *managed*, which means *to oversee* or *to be in charge of*. By using the verb *shaded*, the sentence becomes ambiguous and difficult to understand because it does not clearly depict the relationship between the group and their management.

By changing *shaded* to *managed*, the sentence becomes *He is from the group Boy Story, which is managed by JYP*. The use of the verb *managed* explicitly states that JYP is responsible for overseeing or managing Boy Story. This makes the sentence clearer and easier to understand, as it eliminates the ambiguity present in the previous verb choice.

3) Misinformation of preposition

He was born in 8 May 2006

The sentence error was made by student of A, who described a person, her idola. In this sentence, the students want to convey the birth date of her idol.

There is a grammatical error in the line *He was born on May 8, 2006* because the preposition *in* comes before the date. The preposition *in* is typically used to denote broader periods of time, such as months, seasons, or years. However, when referring to a specific date, the more appropriate preposition is *on*. In this context, *on* is used to indicate the specific point in time when someone was born, namely May 8, 2006.

By changing *in* to *on*, the sentence becomes *He was born on May 8, 2006*. The use of the preposition *on* clearly and accurately denotes the

specific point in time when someone's birth occurred. Consequently, the sentence becomes clearer and adheres to the conventions of English grammar for expressing birth dates.

4) Misinformation of pronoun

The error in the misinformation of the pronoun can be found in worksheet student of B, where the type of descriptive text describes a thing or animal, such as her pet. The grammatical error in the misinformation of the pronoun in the following sentence is:

It name is Pupus. It's not an Anggora cat.

In this sentence, students want to convey that she has a cat named Pupus, and the cat is not of the Persian or Angora breed. In the statement *Its name is Pupus, It's not an Angora cat* has an error in grammar in the usage of the pronoun *it*. *It* is a pronoun that refers to anything without gender or to animals. However, in this case, putting *it* before the word *name* is inappropriate because *name* is a noun with no gender. Instead, use the possessive pronoun *Its* to imply ownership or possession.

In altering *It* to *Its* and *It's* to *It is*, the phrase becomes *Its name is Pupus. It is not an Angora cat*. The pronoun *it* correctly denotes possession of something without gender, in this case the cat's name. Furthermore, *it is* is a more acceptable word to express that the cat is not an Angora cat. Thus, the statement becomes clearer and follows grammatical norms for pronoun usage. Therefore, the correct sentence is: *Its name is Pupus. It is not an Angora cat*.

5) Misinformation of Adverb

My cat is so lazy everyday he usually sleeps almost all the time

The sentence error was made by student of C, who described a animal, her pet. In this sentence, It means that the student's cat is very lazy, as it spends most of its time sleeping every day. In the sentence *My cat is so lazy everyday he usually sleeps almost all the time*, there is a misinformation of adverb. The error lies in the use of the word *everyday* as an adverb to indicate frequency or habitual action that occurs every day. However, the correct term to use is *every day* as a phrase to denote something that happens each day.

Using *everyday* as an adverb is incorrect because it should be used as an adjective, meaning *usually* or *common*, rather than as a time marker or frequency indicator. In the context of the sentence, the correct adverbial phrase *every day* would provide a more accurate meaning to express the cat's habitual behavior of sleeping most of the time. So, the correct sentence is;

My cat is so lazy Every day. he usually sleeps almost all the time

6) Misinformation of noun

My cat has a lover

The sentence error was made by student of Y, who described a animal, her pet. In this sentence, it simply means that their cat has found a partner or companion with whom it engages in mating behavior. It's a straightforward statement indicating that their cat is involved in a mating relationship with another cat.

The grammatical error in the sentence *My cat has a lover* lies in the use of the word *lover* as a noun that does not accurately convey the intended meaning. In this context, *lover* should be replaced with a more appropriate term like *mate* to avoid ambiguity or potential misunderstanding.

The sentence *My cat has a lover* falls under the category of misinformation of noun. The term *lover* typically refers to a romantic relationship between humans, whereas the sentence applies it to a pet animal, which is usually considered to have a more companion-like or mate-like relationship. So, in this context, the sentence could be considered a misuse of the noun, resulting in the conveyed information being inaccurate. Therefore, the correct sentence is:

My cat has a mate

To summarize, the researcher discovered through students' worksheets various types of errors, including misinformation regarding articles, verbs, prepositions, pronouns, verb and nouns.

d. Misordering

Misordering errors are defined by the incorrect arrangement of morphemes within a statement.⁴⁹ The researcher discovered that students committed misordering errors. The students made four types of errors in misordering: misordering of pronoun, adjective, noun, and clause. Each type of misordering error made by the students in their writing was explained as follows.

⁴⁹ Dulay, Burt, and Krashen, *Language Two*, 162.

1) Misordering of Pronoun

The error in the misordering of pronoun can be found in worksheet student of L, where the type of descriptive text describes a place. The grammatical error in the misordering of the pronoun in the following sentence is:

Me and my family decided to go to the beach

The sentence *Me and my family decided to go to the beach* contains a grammatical error concerning the placement of the pronoun. The error occurs because *Me* is used as the subject of the sentence, whereas the correct pronoun to use is *I*. In standard English, the subject in a sentence like this should use the pronoun *I*.

The reason for using *I* as the subject in this sentence is that *I* is the correct form for first-person singular in English. When referring to oneself as the subject in a sentence, we use *I*. For example, in the sentence *I went to the store*, *I* functions as the subject performing the action.

Although there are other pronouns that could be used in the sentence, such as *me*, *myself*, or *we*, in the context of this sentence, only *I* is grammatically correct. Using the wrong pronoun can make the sentence grammatically incorrect and confusing for the reader. Therefore, in this case, using *I* is the most suitable and appropriate according to the standard grammatical rules of English. Therefore, the correct sentence is:

My family and I decided to go to the beach

2) Misordering of adjective

She is a cat girl

The sentence error was made by student of N, who described a animal, her pet. In this sentence, The student wants to convey that his cat is female.

Misordering of adjectives was a type of grammatical error where adjectives were not placed in the correct order within a sentence. Adjectives in English typically came before the noun they modified and followed a specific order, which helped in conveying clear meaning. This order generally included opinion, size, age, shape, color, origin, material, and purpose. Although not all adjectives had to adhere strictly to this sequence, deviation from it could lead to confusion.

The misordering of adjectives occurred when they were placed in positions that did not align with their usual order or failed to follow the common sequence. For instance, in the sentence *She a cat female*, the adjective *cat* should have preceded *female* since *female* described the type of cat, not other attributes like age or color. Consequently, this incorrect placement of adjectives in the sentence resulted in a grammatical error. the correct sentence would be:

She was a female cat

3) Misordering of Noun

Hoby Farihan is playing video game and reading book

The sentence error was made by student of N, who described a person, his friend. In this sentence, the student wants to convey that his friend enjoys both playing video games and reading books.

The sentence *Hoby Farihan is playing video game and reading book* contains a misordering of noun phrase. The correct structure should be *Farihan's hobbies are playing video games and reading books*. In this corrected version, *Farihan's hobbies* is the subject of the sentence, followed by a verb and two gerunds (*playing* and *reading*), which represent Farihan's activities.

This misordering occurred because the original sentence failed to properly indicate that *playing video games* and *reading books* are hobbies belonging to Farihan. By rearranging the sentence and using the possessive form *Farihan's hobbies*, it becomes clear that these activities are what Farihan enjoys doing in his leisure time. Therefore, the correct sentence is: *Farihan's hobbies are playing video games and reading books*

4) Misordering of Clause

NCT is Neo Culture Tecnology, NCT is boygroup. NCT have 23/ twenty three members

The sentence error was made by student of T, who described a person, her idola. In this sentence, the sentences mean that NCT stands for

Neo Culture Technology, which is a boy group. Additionally, it states that NCT has 23 members.

In the sentence *NCT is Neo Culture Technology, NCT is boygroup. NCT have 23 members/ twenty three*, there were errors encompassing poorly organized clause placement and the use of verbs that did not match the subject. Firstly, both clauses *NCT is Neo Culture Technology* and *NCT is boygroup* were arranged without a clear separator, making the sentence's flow feel disorganized. Ideally, these clauses should be separated with an appropriate conjunction such as *and* to clarify the relationship between them. Furthermore, in the last clause, the verb *have* was used for the singular subject *NCT*, which should have employed the verb *has* to maintain grammatical concordance between the subject and predicate.

In the provided sentence *NCT is a boyband, short for Neo Culture Technology. NCT has 23 members*, there were some issues regarding the organization of clauses and verb-subject agreement. While the separation of the clauses *NCT is a boyband* and *NCT has 23 members* by a period is appropriate, their arrangement lacks cohesion to convey a clear message. To improve clarity, these clauses could be more effectively connected, demonstrating a stronger relationship between them. Additionally, in the second clause, the verb "has" was correctly employed for the singular subject *NCT*, ensuring grammatical accuracy and agreement between the subject and predicate.

Therefore, the correct sentence is: *NCT is a boyband, short for Neo Culture Technology. NCT has 23 members.*

In essence, the researcher discovered in the students' worksheets that errors in misordering were prevalent. These misorderings encompassed the misplacement of pronouns, adjectives, nouns, and clauses.

Table 4.1
Finding Table of Data Analysis for Error Types

	Research Focus	Types of grammatical errors			
		O	A	Mf	Mo
What are the types of grammatical errors in Descriptive text written by eighth graders at SMPN 06 Jember in the Academic Year 2023/2024?	Article	11	6	5	-
	Morpheme	26	7	-	-
	Conjunction	4	2	-	-
	Preposition	4	3	4	-
	Adverb	-	2	7	-
	Verb	9	10	23	-
	Pronoun	8	1	17	4
	Noun	3	2	12	2
	Adjective	-	-	2	2
	Phrase	-	-	-	5
	Clause	-	-	-	4
	TOTAL	65	33	70	17
	Presence	35,13 %	17,84 %	37,84 %	9,19 %

Based on the data above, after analysing the students' grammatical errors, the researcher identified the most common grammatical error. The prevalent grammatical errors discovered among students of class VIII C at SMPN 06 Jember in the descriptive text worksheet assignments are misinformation errors. These errors occurred seventy 70 times, where students made mistakes in word selection within several sentences. The detail were as follows:

The misinformation of articles happened five (5) times, adverbs were misinformed seven (7) times, pronouns were misinformed seventeen (17) times, nouns were misinformed twelve (12) times, verbs were misinformed twenty-three (23) times, prepositions were misinformed four (4) times, and there were two (2) instances of misinformation regarding adjectives.

The second most frequent grammatical errors made by students of Class VIII C at SMPN 06 Jember was omission, which was observed sixty-five (65) times. Students exhibited various forms of omission errors. These included eleven (11) instances of article omission, four (4) instances of preposition omission, eight (8) instances of pronoun omission, four (4) instances of conjunction omission, nine (9) instances of verb omission, three (3) instances of noun omission, and twenty-six (26) instances of morpheme omission.

The third most common grammatical errors made by students was addition, which occurred thirty-three (33) times. Students made various types of addition errors, including one (1) instance of pronoun addition, seven (7)

instances of morpheme addition, two (2) instances of noun omission, ten (10) instances of verb addition, two (2) instances of adverb omission, three (3) instances of preposition addition, two (2) instances of conjunction addition, and six (6) instances of article addition.

The final and least common grammatical mistake made by students of SMPN 6 Jember was misordering, which happened seventeen (17) times. Students also made misordering addition errors in various ways. These included four (4) instances of misordering pronouns, two (2) instances of misordering adjectives, two (2) instances of misordering nouns, four (4) instances of misordering clauses, and two (2) instances of misordering phrases and the last misordering of date format happened three (3) times.

In summary, students' grammatical errors occurred most frequently in the form of misinformation, followed by omission, then addition, with misordering being the least frequent error.

2. Cause of Errors

In this study, the researcher exclusively employed Richards' theory of intralingual error, which encompasses four classifications: over-generalization, ignorance of rule restrictions, incomplete application of rules, and false conceptualization. The causes of students' grammatical errors were analyzed and categorized into these four classifications.

Table 4.2
Finding Table of Data Analysis for error causes

No.	Research Focus	Causes of Error			
		OG	IRR	IAR	FCH
1.	What are the causes of grammatical errors in Descriptive text written by eighth graders of SMPN 06 Jember in the Academic Year 2023/2024?	35	95	68	17

Based on the above, the findings of this error analysis are presented in Appendix V. The examination of the causes behind students' grammatical errors in descriptive text is elucidated as follows:

1. Over-generalization

When examining students' writing, it became evident that the primary reason for their grammatical errors was over-generalization. Over-generalization happens when learners apply a structure from the target language incorrectly by assuming it fits a different context. Essentially, students use a pattern or formula inappropriately, resulting in grammatical mistakes. The data revealed that over-generalization occurred thirty-three (35) times, predominantly manifesting as errors of addition in sentence structure.

The error that occurs in over-generalization, such as in the example sentence *She's very very tall*, happened because the students were excessively

using adverbs, such as *very*. In this case, the excessive use of adverbs was not only unnecessary but also reduced clarity and precision in communication. Students may have acquired a mistaken understanding that adding adverbs excessively would enhance the intensity or strength of what they were conveying. However, in practice, this actually obscured the meaning of the sentence and made it sound unnatural.

Over-generalization is linked to minimizing redundancy.⁵⁰ In the given sentence, the students incorrectly added *-ing* after the verb *can* in the Simple Present Tense. They might have assumed that all action forms should be followed by *-ing*. However, this rule does not apply in this case. In the Simple Present Tense, verbs are followed by their base form without the addition of *-ing*, except when used in the Continuous Tense. The sentence provided illustrates an example of over-generalization in the use of the Simple Present Tense. Over-generalization occurs when students apply simplistic language rules excessively, without considering the context or more specific rules.

In summary, it was discovered that this particular error type occurred less frequently compared to others. However, the most prevalent instance of over-generalization was found in verb usage.

⁵⁰ Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 175.

2. Ignorance of rule restriction

This category of the cause of grammatical error involves neglecting to adhere to the limitations of established structures, such as applying rules in contexts where they are not applicable.⁵¹ The data revealed that this type of error occurred ninety-five (95) times. It encompasses grammatical errors related to misinformation and misordering.

The researcher identified a misordering case exemplified by the sentence *Me and my family decided to go to the beach*. Grammatically, this sentence is incorrect due to the improper arrangement of the subject. The error arises from placing *Me* before *my family*, deviating from the conventional subject order. This suggests that students might not have a complete grasp of subject order or may lack interest in the topic. Consequently, this leads to incorrect subject placement and ultimately results in a grammatically incorrect sentence. The corrected version of the sentence would be; *My family and I decided to go to the beach*

Another example of this case was *Me and my family taking care Molly with our hearts and loves*. This sentence exhibits a misordering error, as *Me* is placed before *my family*, violating the standard subject order. This suggests a lack of understanding or interest in adhering to proper subject placement among students. As a result, the incorrect order of subjects leads to grammatical inaccuracy within the sentence. The corrected version of the

⁵¹ Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 175.

sentence would be: *My family and I take care of Molly with our hearts and love.*

In summary, it was discovered that students neglected the correct arrangement or word order and misunderstood certain verb usage and word classifications.

3. Incomplete application of rules

Incomplete application of rules occurs when a structure deviates from what is required to create acceptable utterances, indicating the level of development of the necessary rules.⁵² Most students were mainly interested in utilizing the target language for communication without delving deeply into the specific rules of the language itself. This tendency led to an incomplete application of English rules in their writing. The study's results indicated that the cause of incomplete rule application emerged sixty-three (68) times.

It was observed that a sentence like *My crush very beautiful* illustrates a failure to include the verb *is* in the sentence, leading to grammatical inaccuracy. While such omissions may be permissible in casual communication where the primary focus is on conveying meaning rather than adhering strictly to grammatical rules, they are considered incorrect in formal or academic writing contexts. This highlights the importance of understanding and applying grammatical rules accurately for effective communication in various contexts.

⁵² Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 177.

In conclusion, students often failed to fully grasp the fundamental rules of grammar, which was the most common cause of errors among them. This incomplete application of rules resulted in sixty-five (65) instances of errors.

4. False concepts hypothesized

This type of error arises from incorrect learning of rules across different levels, resulting from a flawed understanding of distinctions within the target language.⁵³ This cause of error type comprised seventeen (17) times.

The sentence *He is birthday in today* shows a misunderstanding of grammar rules. It seems the writer mistakenly thought that *is* is used for expressing possession or existence, hence used it before *birthday*. Similarly, the confusion with the use of *in today* instead of *today* indicates a lack of understanding of prepositions. This sentence reflects a faulty comprehension of English grammar rules and leads to incorrect sentence formation.

The sentence *Favorite food Akbar is fried rice and hobby Akbar is swimming* indicates several errors in structure and grammar. It appears the writer may have had difficulty expressing ideas clearly and in accordance with language rules. In this instance, the word *is* should not be used after *Favorite food Akbar* and *hobby Akbar*. Instead, we could say *Akbar's favorite food is fried rice, and his hobby is swimming*. This makes the sentence clearer and conforms to proper grammar rules.

⁵³ Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 178.

Grammatical errors can stem from multiple causes. In some cases, they occur repeatedly and are influenced by false concepts hypothesized or over-generalizations. For instance, consider the misuse of subjects or pronouns, such as in the sentence *Me and family were so excited to go the beach tomorrow*. This error isn't limited to just one student; it's been observed in more than three students, indicating a broader issue. As a result, it was included under ignorance of rules restriction and false concept hypothesized since it is apparent that the students misunderstood the notion of topic organisation.

In summary, the cause of error found after analyzing the grammatical error was over-generalization, ignorance of rules restriction, incomplete application of rules, and concepts hypothesized.

B. Discussion

The objective of written language is to communicate information accurately, effectively, and appropriately. Achieving grammatical correctness is essential in written products. However, errors are inevitable in the teaching and learning process. Research indicates persistent challenges in students' writing skills, particularly in grammatical aspects. Many students continue to struggle with writing compositions. Consequently, the discussion of these findings is outlined below;

1. Dulay proposes four categories for classifying errors:⁵⁴ linguistic category, surface strategy taxonomy, comparative taxonomy, and

⁵⁴ Dulay, Burt, and Krashen, *Language Two*, 146.

communicative effect taxonomy. In this study, the surface strategy taxonomy was employed for error classification.

Dulay, Burt, and Krashen identify four types of errors within the surface strategy taxonomy: Misformation, Misordering, Omission, and Addition. This taxonomy delineates how surface elements of language are modified in distinct and consistent patterns where errors consistently occur.⁵⁵

Based on the data provided, the predominant grammatical error among students of class VIII C at SMPN 06 Jember was misinformation error, constituting 37.84% of the errors. The most common type of misinformation involved errors related to verbs. Misinformation errors outnumbered other types of grammatical errors. This finding contrasts with Dulay et al.'s assertion that omission errors are more prevalent during the early stages of L2 acquisition, and other types of errors become more common in later stages.⁵⁶ The least frequent type of grammatical error made by students was misordering.

The findings of the data were consistent with Veronika Nurdalina's study, which indicated that misinformation errors accounted for the highest frequency at 36.26%. This suggests that many students struggle with correctly incorporating certain words into their speech or

⁵⁵ Dulay, Burt, and Krashen, *Language Two*, 154.

⁵⁶ Dulay, Burt, and Krashen, *Language Two*, 154.

writing.⁵⁷ Additionally, Noviati Sola's research supported these results, revealing that misinformation errors constituted 62% of errors in university students' writing. Similarly, Bela Aprilia's study also corroborated these findings, showing that misinformation errors accounted for the largest percentage (47%) out of 197 errors, with misordering being the least common grammatical error.

However the outcomes of this study contradicted the findings presented in Elisabeth's journal. In her research, the most prevalent grammatical error type among students was omission, accounting for 68.31%. Similarly, the study conducted by Novi Hartati Rambe also challenged the results of this study. It revealed that omission errors were the most frequent, comprising 58% of errors, while misordering occurred only once, making it the least common grammatical error type.

In this research, it was found that the lowest of students' grammatical error type was misordering of error. It emerged seventeen (17) times, Nova Hartati, Bela Aprilia, and veronika's journal also supported the same result. Their research presented the lowest of students' grammatical error found was misordering which emerged 4%.

2. Following data analysis, the researcher identified the causes of errors in students' grammatical usage using linguistic analysis. This analysis was based on Richard's intralingual theory, which categorizes the causes into

⁵⁷Mendrofa, Veronika Nurdelima, and Adieli Laoli. 2023. "An Analysis of Grammatical Errors in Writing The Procedure Text of The Ninth Grade of SMP Negeri 5 Botomuzoi in 2022/2023." *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4 (2): 1279–88

four groups. Those were over-generalization, ignorance of rules restriction, incomplete application of rules, and false concepts hypnotized.⁵⁸

The result of this study presented that the highest cause of students' grammatical error was ignorance of rules restriction. It covered ninety five (95) and the lowest number of cause of error type comprised seventeen (17) was false concepts hypothesized. The research shows that students' ignorance or wrong learning of the second language elements leads to error commitments termed. The statement from Richard, suggests that students may develop a false understanding of grammar rules if their perception of those rules is imperfect.⁵⁹ In other words, when students attempt to apply grammar concepts in their writing, they may misunderstand or misinterpret the rules due to incomplete or inaccurate knowledge. This imperfect perception can lead to errors in their writing as they incorrectly apply grammar rules based on their flawed understanding.

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⁵⁸ Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 174

⁵⁹ Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 182.

CHAPTER V

CONCLUSION AND SUGGESTION

Following the analysis and discussion of the findings presented in the preceding chapter, the researcher intends to summarize the outcomes of this study in the current chapter. Additionally, based on these results, the researcher will provide several suggestions for further consideration.

A. Conclusion

1. The types of grammatical errors in descriptive texts written by eighth graders of SMPN 6 Jember in the academic year 2023/2024 were omission, addition, misinformation, and misordering. Grammatical errors found in descriptive texts by students of SMPN 6 Jember in the academic year 2023/2024 reached 185 errors. First, grammatical errors in omission occurred 65 times. In omission, many errors happened in the omission of morphemes. An example of an error made by the students was *she like cook* which omitted the morpheme -s at the end of *like* since *like* was an irregular verb. It should have been *she likes cooking*. Second, addition errors occurred 33 times. The most dominant error made by students was the addition of a verb happened ten (10) times. For example, in the sentence *She likes to scratch me and scratches my sofa*, the corrected sentence would be: *She likes to scratch me and my sofa*. Meanwhile, misinformation happened 70 times. The most frequent error in misinformation was the misinformation of verbs. For instance, *He is from the group Boy Story which is shaded by JYP* should have been *He is from the group Boy Story, which is managed by JYP*. The use of

the verb *managed* explicitly stated that JYP was responsible for overseeing or managing Boy Story. This made the sentence clearer and easier to understand, as it eliminated the ambiguity present in the previous verb choice. Lastly, misordering happened 17 times. The most common errors occurred in the misordering of pronouns and nouns, each happening four (4) times. An example was the sentence *Me and my family decided to go to the beach*, which should have been *My family and I decided to go to the beach*. From this data, it could be inferred that the most common grammatical error in the students' writing was misinformation.

2. The causes of grammatical errors in descriptive texts authored by eighth-grade students of SMPN 6 Jember in the academic year 2023/2024, as determined through the application of intralingual theory, were as follows: over-generalization occurred 35 times. An example is the sentence *He is have four siblings* which should have been *He has four siblings*. Ignorance of rule restrictions occurred 95 times. An example of an erroneous sentence made by students is *NCT is Neo Culture Technology. NCT is a boy group. NCT have 23/twenty-three members* which should have been *NCT is a boyband, short for Neo Culture Technology. NCT has 23 members*. This was a grammatical error due to misordering of clauses. Incomplete application of rules happened 68 times. An example is the sentence *She is kind, adorable, crazy!* which should have added a conjunction, resulting in the correct sentence: *She is kind, adorable, and crazy!* Lastly, false concept hypothesized occurred 17 times. An example of an error made by students is

Favorite food Akbar is fried rice and hobby Akbar is swimming. It should have been *Akbar's favorite food is fried rice, and his hobby is swimming.* From the above analysis, it could be seen that the most common cause of errors made by the students was ignorance of rule restrictions.

B. Suggestion

Following the conclusion, the researcher wishes to offer suggestions to three groups: other researchers interested in similar studies, English lecturers, and students of English Education.

1. To English teachers, given the identified prevalence of misinformation of verbs among students, the researcher advises providing greater attention and emphasis on explaining the intricacies of verb usage in writing. Teachers may consider employing innovative teaching methods or revisiting the importance of selecting appropriate verbs during the writing process.
2. For future researchers interested in conducting similar studies, the researcher suggests employing more advanced techniques and conducting deeper analyses of grammatical errors. It is recommended that subsequent research incorporates comprehensive theories such as Dulay's comparative taxonomy and Politzer and Ramirez's analysis. Moreover, the causes of errors could be explored using Richard's complete theories of error, including interlingual and developmental error. This study can serve as a valuable reference for researchers aiming to delve into error analysis with more thorough analyses and precise outcomes.

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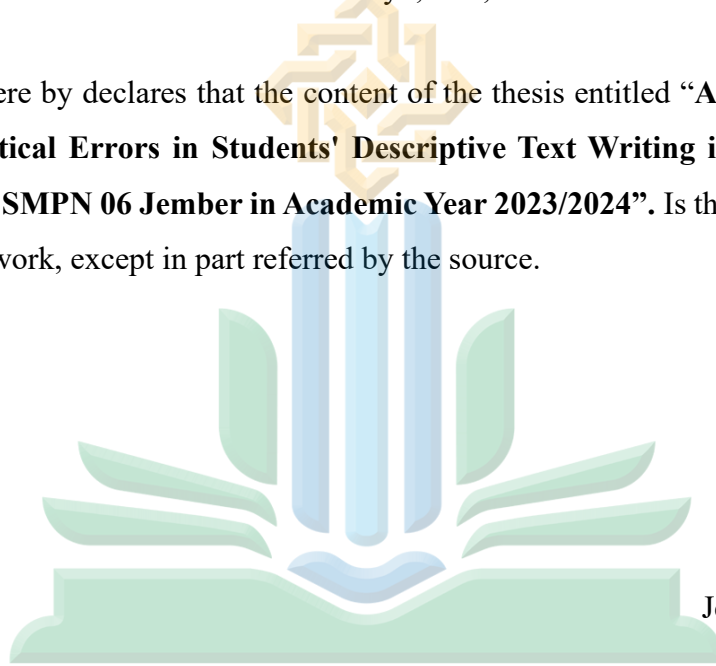
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Here by declares that the content of the thesis entitled “**An Analysis of Grammatical Errors in Students' Descriptive Text Writing in the Eighth Grade of SMPN 06 Jember in Academic Year 2023/2024**”. Is the result of my research/work, except in part referred by the source.



Jember, 28th May 202

Stated by

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Soybeh
202101060026

Appendix I

MATRIX

Title	Variable	Indicator	Research Method	Research Question
An analysis of grammatical errors in students' descriptive text writing in the eight grade of SMPN 06 Jember	An analysis of grammatical	<p>1. types; surface strategy taxonomy:</p> <ul style="list-style-type: none"> a. Omission b. Addition c. Misinformation d. Misordering <p>2. causes of error:</p> <p>Intralingual proposed by Richard;</p> <ul style="list-style-type: none"> a. Over-generalization b. Ignorance rules restriction c. Incomplete application of rules d. False concepts Hypothesized 	<p>1. Research Approach:</p> <p>Qualitative Research</p> <p>Types of research:</p> <p>Content Analysis</p> <p>2. Data and Source of Data:</p> <p>Eight grade Students' worksheet in writing a simple Descriptive Text</p> <p>3. Technique of Data Collection:</p> <p>Document Review</p>	<p>1. What are the types of grammatical error in Descriptive text written by eight grader of SMPN 06 Jember in Academic Year 2023/2024?</p> <p>2. What are the causes of grammatical error in Descriptive text written by eight grader of SMPN 06 Jember in Academic Year 2023/2024?</p>
	1. Descriptive Text	<p>1. Aspects:</p> <ul style="list-style-type: none"> a. Definition 		

		<ul style="list-style-type: none"> b. Language feature c. Generic structure <p>2. type of Descriptive</p> <ul style="list-style-type: none"> a. Object Description b. Location Description c. Character Description d. Event Description e. Process Description. 	<p>4. Data Analysis: Content Analysis Based on Corder's theory with steps adapted from Ellis:</p> <ol style="list-style-type: none"> 1. Identification of error 2. Clafication of error 3. Explanation of error 4. Causes of error <p>5. Data validity: Triangulation; investigator triangulation.</p>	
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Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Soybeh dalam penelitian yang berjudul “*An analysis of grammatical errors in students' descriptive text writing in the eighth grade of SMPN 06 Jember in academic year 2023/2024*”.

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan

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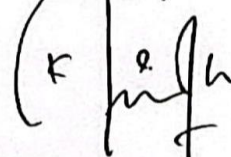
Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Soybeh dalam penelitian yang berjudul “*An analysis of grammatical errors in students' descriptive text writing in the eighth grade of SMPN 06 Jember in academic year 2023/2024*”.

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan

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Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

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Semester : Semester delapan
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untuk mengadakan Penelitian/Riset mengenai "An Analysis of Grammatical Errors in Students' Descriptive Text Writing in the Eight Grade Students' of SMPN 06 Jember in Academic Year 2023/2024" selama 2 (dua) hari di lingkungan lembaga wewenang Bapak/Ibu Rahmat Eko Hariyanto, S.Pd., M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Februari 2024

an. Dekan,

Wakil Dekan Bidang Akademik,



MOTIBUL UMAM

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menerangkan dengan sebenarnya bahwa yang bersangkutan di bawah ini telah mengadakan Penelitian dengan judul "An Analysis of Grammatical Errors in Students' Descriptive Text Writing in the Eight Grade Students' of SMPN 06 Jember in Academic Year 2023/2024.

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Demikian, Surat Keterangan ini dibuat agar dapatnya dipergunakan sebagaimana mestinya.

Jember, 1 April 2024

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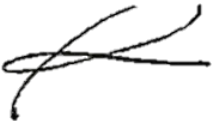



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Appendix II

RESEARCH JOURNAL

No	Time	Activity	Signature
1	21 th of February 2024	<ul style="list-style-type: none"> ➤ The researcher was giving the research permission letter 	
2	22 th of February 2024	<ul style="list-style-type: none"> ➤ The researcher confirmed with the English teacher. ➤ Researchers used class VIII C, At 12:00 - 13:00.am ➤ Student worksheets in the form of descriptive text 	
3	22 th of February 2024	<p>Identification of error</p> <ul style="list-style-type: none"> ➤ Identifying the student's worksheet material that resulted in a mistake or error and labelling each portion of the sentence accordingly. <ul style="list-style-type: none"> • There were 27 student's worksheet 	
4	27 th of February 2024	<p>Clafication of errors</p> <ul style="list-style-type: none"> ➤ classifying and interpreting the students's worksheet material based on the categories of errors. It involved two steps: computing the error frequency of each type and determining the error of each subtype. <ul style="list-style-type: none"> • It involved two steps: computing the error frequency of each type and determining the error of each subtype. 	
5	2 nd of Maret 2024	<p>Explanation of error</p> <ul style="list-style-type: none"> ➤ Explaining the students' grammatical errors based on what was found on the student's worksheet. The 	

		calculation was performed in each sentence	
6	4 th of Maret 2024	<p>cause of error</p> <ul style="list-style-type: none"> ➤ The cause of students' grammatical errors, Each classification of errors was analysed using Richard's theory to find out the possible sources of errors. 	
7	22 th of Maret 2024	<p>Validation of data</p> <ul style="list-style-type: none"> ➤ Checking and Validating the data <ul style="list-style-type: none"> • Two people of English lecture 	
8	31 th of Maret 2024	<p>Conclusion</p> <ul style="list-style-type: none"> ➤ Concluding the data, based on the result of analysis data 	
9.	1 th of April 2024	The researcher ask a letter of research finishing	

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Appendix III

Worksheets students'

Student A

My Idol

I like one soccer player from Philipines. His name is Jax Pena. He was born in 8 May 2006. He is very sweet and cute. He is very handsome and very popular in a world. He is birthday in today. He is have four sibling.

Student B

My Pet

I have a male cat. It name is Pupus. It's not an Anggora cat. It has brown and white fur. Sometimes it likes to be picky about food. For example he does not like eating fish, for me that's very strange.

Student C

My Cat

Hi ! My name is Andrian Rahmat S. I have cat the name is Orange. My cat is so lazy everyday he usually sleep almost all the time. Everynight my cat like sleep beside me. My cat like to eat my fish.

Student D

My Friend

I have a friend, her name is Shaffa. We're both mostly hangout at games! She's wearing glasses. She is sleepy girl. Always sleep in the class. Whenever she's bored at class, she always have time to drawing. Her favorite food is fried rice. She is kind, adorable, crazy!

She love listen to Or3o's (oreo) song, she always have a dream to make and design clothes for people. She always laughing at my joke, and she always listening to my story, whatever that story she always listen on it!

She's very nice to me! I'm very lucky to know her right now! Sometimes she's buy food /drink for me. She always draws out of her imagination her style is cool! We both always have same taste. From style, music, how we think is same.cool,right?, I'm so happy to know her.

Student E

Jennie Kim

I have an idol from Korean. Her name is Jennie Kim from Blackpink. Blackpink is one of the famous girl group idols in Korean and even worldwide. She is very beautiful, like a doll. She is one of the women who inspires to me. I like it very much.

Student F

My Crush

My crush very beautiful. hair is long colour black. favorite food is meatball. She like study she like happy, face is cute. She like cook.

Student G

Mark Lee

Mark Lee is an idol from Korean. He was born in 2 august 1999/ two august one hunderd ninety nine. He's born in Canada , but he's have Korean name, he's name is Lee Donghyuk. Mark Lee is idol from NCT, NCT is Neo Culture Tecnology, NCT is boygroup. NCT have 23/ twenty three member. NCT 4 group. NCT 127, NCT Dream, NCT U and WayV. Mark Lee belongs to all groups except WayV. Mark Lee loving watermelon. Everything about watermelon he's always likes. He is oldest in NCT Dream, his all friends born in 2000. Mark Lee is nice man, he loves his friend and his family.

Student H

My Cat

I have a cat, and the name is Jordi, my cat is graddy when I give him food. Everyday he usally sleep almost all the time. My cat lik to meet other cat. My cat hair is verry fluffy.

Student I

My friend

HI ! my name is Gabriel zefa ardello, you can call me Gabriel. I have two friend, the names is jeje and rian. Jeje have weak hair the hair didn't change appearance ever got blow by the wind and the eyebrow is small. Jeje body is thin and the birth mark on the left arm. And my other friend Rian have a fot body and the skin is black. He have a straight hair and the have a small nose. Rian like to eat jambu and he favorite food is meathall.

Student J

Yu Zeyu Boy Story

I have an idol name Yu Zeyu he comes from China. He is from group Boy Story which is shaded by JYP. He is the vocal in the group. Yu Zeyu comes from the city of Tianjin China. This year is Yu Zeyu's this 19 th birthday he was born on December 24 2005. Yu Zeyu is the first child of 3 siblings, he has 2 younger brothers. He is very afroid of snakes.

Student K

My idol

I like one K-Pop idol. His name is Park Jong Seong. He was born in 20 April 2002. He was the part of Enhypen group. He can cook, playing guitar. Singing and there are still many thing he can do. He's my type. He is very sweet, kind and handsome. My type is mature man. He is so perfect like Andra and the Backbone song entitled "Sempurna".

Student L

Vacation to The Beach

Hello my name is Jeje. Me and my family decided to go to the beach. The place has a very beautifull scene, beautifull sound of waves and shing sand. It also have a good view of the mountain, the terrain is very good to see sunrise and

sunset, it was also the most popular beach in my place. Me and family were so excited to go the beach tomorrow.

Student M
My Friend

I have a friend, she's Risma. She's completed name Risma Alamiyah. Has a mini or small body she is very beautiful, cute, sweet and kind. But she can't be advised and likes to eat but she doesn't like food. He has a guy who is kind and understanding. I Love You Risma.

Student N
My Cat

I have a cat named Molly. My cat is a mixed color, namely white, chocolate, and cream. My cat's fur is very thick and long. She is very fat. She is a cat girl. She likes to scratch me and scratches my sofa. She is an angora cat breed. She very cute. She slept in the same bed with me. And I want her to always be with me. When ever guest comes, Molly always approaching them. Me and my family taking care Molly with our hearts and loves.

Student O
Lemon

This is my favorite fruit, this fruit can be used as a flavor enhance, this fruit can also be used a juice, and this fruit too is lot of vitamin, lemon it has 2 main flavor sour and sweet.

Student P
My Doll

I have a pink pig doll. My pig doll is very cute. He has a ribbon on his head. My pig doll is very small and fat. He is usually my bed partner. I give him the name pinky.

Student Q
Farihan

Farihan is my best friend. He is very good. He is short and very handsome. Hoby Farihan is playing video game and reading book. Farihan very smart and diligent.

Student R
Akbar

Akbar is my best friend. He is very good. He is tall and thin. He like playing a video game. Favorite food Akbar is fried rice and hoby Akbar is swimming. Akbar is very helpful.

Student S
Banana

Banana is my favorite fruit, like it because has a sweet flavour and banana is a good fruit for diet and after it because I like the sweet. The banana colour is yellow. The shape of the banana is curved. Banana is very good for our heate.

Student T
Huang Renjun

Hi! I have an idol named Huang Renjun. He was born in China on March 23, 2000. He has very white skin and has a good body. He really likes fox dolls. He worked as a boy band in Sourth Korean called NCT which was founded by SM Entertainment.

Student U
Grape

This is my favorit fruit, this is fruit can be used, fruid for diet it has 2 main flaiver sour and sweet and laf ten eat it beacause I like the sweetnes.

Student V
Monkey

Monkeys are clever mammals that can solve problems and hold thing in their hands. They live in groups called troops monkey pot plants, bird' eggs, small animals, and insects. Most of them live in the forest.

Student W
My Friend

I have a friend. She's name is Kiara. She's completed name is Kiara Dahayu Nathania. She's very very a tall. She's very very pretty and she's have a white skin. She has a kind nature, loving, friendly, and not sting or royal woman. But she likes to get angry and is difficult to control.

Student X
My Cat

I have a cat, it's name Miky. My cat's fur colour it's gray and white. My cat eats a lot. My cat have it's long tail and it's fur is thick. My cat loves playing. With me or any people at the house. Once Miky almost died, but luckily me and my family are fast enough to take care Miky right away so Miky could survive.

Student Y
My Cat

I have a pet cat. I gave her the name Mimi. My cat is gray mixed with white. My cat has a lover. I named him oyen and oyen has 4 children. I gave them the names Jiko, Mumu, Ciming and Putih.

Student Z
My Friend

I have a friend, her name is Callysta. She's my only friend I have at school and the closest one too! She's the prettiest the girl that I know, even there's someone pretties than her, but for me, she's prettiest.

She's such a sweet girl, but also crazy one.our both energy can matched whenever we hanging out, like one time she screamed into her mic when we played a teamwork game, she's like really putting rage on a single teamwork game!

I've been to go her house muttiple times, whenever I go to her house, she always let her down and she wears shorts. She also have a cat, it's name ninus, her cat is very cute that almost everyday I catch her cat and always petting it.

Callysta is great girl, she's hype whenever she talks about her boyfriend or an event coming up. She might be introvert, but once you get to know her, she's such a crazy and extrovert person! Glad I really meet her a year ago, that makes me atleast having my very own first friend.

Student AB
Watermelon

Watermelon is my favorite fruit, I like it because has a sweet flavour and watermelon is good fruit for diet and I after it because I like the sweet. The watermelon colour is red. The shape watermelon is round. Watermelon is very good for our healt.



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Appendix IV

Table of errors, correction, and types of error

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
1.	A	I like one soccer player from Philippines	I like a soccer player from the Philippines	✓		✓	
		He was born in 8 May 2006	He was born on May 8, 2006			✓	✓
		He is very handsome and very popular in a world	He is very handsome and very popular in the world			✓	
		He is birthday in today	Today is his birthday			✓	✓
		He is have four sibling	He has four siblings	✓	✓	✓	
2.	B	It name is Pupus. It's not an anggora cat.	Its name is Pupus. It is not an Angora cat.			✓	
						✓	
3.	C	I have cat the name is Orange	I have a cat named Orange	✓	✓	✓	
					✓		
		My cat is so lazy everyday he usually sleep almost all the time	My cat is so lazy Every day . he usually sleeps almost all the time	✓		✓	
		Everynight my cat like sleep beside me.	Every night , my cat likes to sleep beside me	✓		✓	
				✓			
		My cat like to eat my fish	My cat likes to eat my fish	✓			
4.	D	We're both mostly hangout at games	We are both mostly hang out at games			✓	
		She is sleepy girl	She is a sleepy girl	✓			

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
		Always sleep in the class	She always sleeps in the class	✓ ✓			
		Whenever she's bored the class, she always have time to drawing	Whenever she's bored in the class, she always has time for drawing	✓		✓ ✓	
		She is kind, adorable, crazy!	She is kind, adorable, and crazy!	✓			
		She love listen to Or3o's (oreo) song,	She loves listening to Or3o's (Oreo) songs	✓ ✓ ✓			
		she always have a dreamed to making and designing clothes for people.	She always has dreamed of making and designing clothes for people		✓	✓	
		She always laughing at my joke , and she always listening to my story , whatever that story she always listen on it!	She is always laughing at my jokes , and she always listens to my stories , whatever the story is , she always listens to it!	✓ ✓ ✓		✓ ✓ ✓	
		Sometimes she's buy food /drink for me	Sometimes she buys food /drink for me	✓	✓		
		We both always have same taste	We both always have the same taste.	✓			
		From style, music , how we think is same	From style to music , how we think is the same	✓ ✓			
5.	E	She is one of the women who inspires to me	She is one of the women who inspires me		✓		
	F	My crush very beautiful	My crush is very beautiful	✓			

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
6.		hair is long colour black	Her hair is long and black	✓	✓		
		favorite food is meatball	Her favorite food is a meatball	✓			
		She like study she like happy	She likes to study, and she likes to be happy	✓			✓
		face is cute	her face is cute	✓			
		She like cook	She likes cooking	✓			
7.	G	Mark Lee is an idol from Korean	Mark Lee is an idol from Korea			✓	
		He was born in 2 august 1999	He was born on August 2nd, 1999			✓	✓
		He's born in Canada, but he's have Korean name, he's name is Lee Donghyuk	He's born in Canada, but he has a Korean name. His name is Lee Donghyuk	✓	✓	✓	
		Mark Lee is idol from NCT	Mark Lee is an idol from NCT	✓			
		NCT is Neo Culture Tecnology, NCT is boygroup. NCT have 23/ twenty three members.	NCT is a boyband, short for Neo Culture Technology. NCT has 23 members.			✓	✓
		NCT 4 group. NCT 127, NCT Dream, NCT U and WayV.	NCT has 4 group. NCT 127, NCT Dream, NCT U and WayV.	✓			
		Mark Lee loving watermelon. Everything about watermelon he's always likes.	Mark Lee loves watermelon. Everything about watermelon he likes.		✓	✓	

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
		He is oldest in NCT Dream, his all friends born in 2000.	He is the oldest in NCT Dream, all his friends were born in 2000.	✓ ✓			✓
		Mark Lee is nice man, he loves his friend and his family.	Mark Lee is a nice man who loves his friends and his family.	✓		✓	
8.	H	I have a cat, and the name is Jordi, my cat is graddy when I give him food	I have a cat, and its name is Jordi. My cat gets graddy when I give him food			✓ ✓	
		Everyday he usally sleep almost all the time. My cat lik to meet other cat. My cat hair is verry fluffy.	Every day he usually sleeps almost all the time. My cat likes to meet other cats. My cat's hair is very fluffy.	✓ ✓		✓ ✓	
9.	I	I have two friend, the names is jeje and rian.	I have two friends, their names are Jeje and Rian.	✓		✓	
		Jeje have weak hair the hair didn't change appearance ever got blow by the wind and the eyebrown is small.	Jeje has weak hair that doesn't change appearance even when blown by the wind, and his eyebrows are small.		✓	✓ ✓ ✓	
		Jeje body is thin and the birth mark on the left arm.	Jeje's body is thin, and he has a birthmark on his left arm.			✓ ✓	
		And my other friend Rian have a fot body and the skin is black.	My other friend, Rian has a fit body, and his skin is black.		✓	✓ ✓ ✓	
		He have a straight hair and the have a small nose.	He has straight hair and a small nose.		✓ ✓ ✓	✓	

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
		Rian like to eat jambu and he favorite food is meatball.	Rian likes to eat guava, and his favorite food is meatball.	✓		✓	
10.	J	I have an idol name Yu Zeyu he comes from China.	I have an idol named Yu Zeyu. He comes from China.			✓	
		He is from group Boy Story which is shaded by JYP	He is from the group Boy Story, which is managed by JYP			✓	
		This year is Yu Zeyu's this 19th birthday he was bom on December 24 2005	This year is Yu Zeyu's 19th birthday. He was born on December 24, 2005		✓		
		Yu Zeyu is the first child of 3 siblings, he has 2 younger brothers	Yu Zeyu is the first child of 3 siblings and has 2 younger brothers	✓			
		He is very afroid of snakes	He is very afraid of snakes			✓	
11.	K	I like one K-Pop idol	I like a K-Pop idol			✓	
		He was born in 20 April 2002.	He was born on April 20, 2002			✓	✓
		He was the part of Enhypen group	He was a part of the Enhypen group			✓	
		He can cook, playing guitar. Singing and there are still many thing he can do	He can cook, play guitar, sing , and there are still many things he can do	✓	✓		
		My type is mature man	My type is a mature man	✓			
		He is so perfect like Andra and the Backbone song entitled "Sempurna"	He is as perfect as Andra, and the Backbone song entitled "Sempurna"			✓	✓

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
12.	L	Me and my family decided to go to the beach	My family and I decided to go to the beach			✓	✓
		The place has a very beautiful scene, beautiful sound of waves and shing sand	The place has a very beautiful scene, beautiful sound of waves, and shining sand.			✓	
		It also have a good view of the mountain, the terrain is very good to see sunrise and sunset, and it was also the most popular beach in my place	It also has a good view of the mountain. The terrain is very good for seeing the sunrise and sunset, and it is also the most popular beach in my area .			✓ ✓ ✓ ✓	
		Me and family were so excited to go the beach tomorrow	My family and I are so excited to go to the beach tomorrow.			✓	✓
13	M	She's completed name Risma Alamiyah	Her complete name is Risma Alamiyah	✓	✓	✓	
		Dia has a mini or small body she is very beautiful, cute, sweet and kind. But she can't be advised and likes to eat but she doesn't like food.	She has a mini or small body. she is very beautiful, cute, sweet, and kind. Though she likes to eat, she doesn't like food, and she can't be advised.			✓	✓
		He has a guy who is kind and understanding.	There's a guy who is kind and understanding			✓	
14.	N	She is a cat girl	She is a female cat			✓	✓
		She likes to scratch me and scratches my sofa	She likes to scratch me and my sofa		✓		
		Whenever guest comes , Molly always approaches them	Whenever guests come , Molly always approaches them	✓	✓		

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
		Me and my family taking care Molly with our hearts and loves	My family and I take care of Molly with our hearts and love		✓	✓	✓
15.	O	this fruit can be used as a flavor enhance, this fruit can also be used a juice, and this fruit too is lot of vitamin	It can be used as a flavor enhancer and also as a juice. This fruit is rich in vitamins				✓ ✓ ✓
		lemons it has 2 main flaiser sour and sweet.	Lemons have two main flavours: sour and sweet.	✓	✓	✓ ✓	
16.	P	-	-				
17.	Q	Hoby Farihan is playing video game and reading book.	Farihan's hobbies are playing video games and reading books	✓ ✓			✓
		Farihan very smart and diligent	Farihan is very smart and diligent	✓			
18.	R	He like playing a video game	He likes playing a video game	✓			
		Favorite food Akbar is fied rice and hoby Akbar is swimming	Akbar's favorite food is fried rice, and his hobby is swimming			✓	✓
19.	S	like it because has a sweet flavour	I like it because it has a sweet flavor	✓ ✓			
		banana is a good fruit for diet and after it because I like the sweet	Banana is a good fruit for diet, and I like it because it's sweet			✓	✓
		Banana is very good for our heate	Banana is very good for our health			✓	

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
20.	T	He has very white skin and has a good body	He has very white skin and a good body		✓		
		He worked as a boyband in Sourth Korean called NCT which was founded by SM Entertainment	He worked as a member of a boyband in South Korea called NCT, which was founded by SM Entertainment	✓			
21.	U	this is fruit can be used, fruid for diet	This fruit can be used for diet		✓		
		And I laf ten eat it beacause I like the sweetnes	and I often eat it because I like the sweetness	✓		✓	
22.	V	Monkeys are clever mammals that can solve problems and hold thing in their hands	Monkeys are clever mammal that can solve problems and hold things in their hands	✓	✓		
22.		They live in groups called troops monkey pot plants, birds' eggs, small animals, and insects	They live in groups called troops. Monkeys eat pot plants, bird eggs, small animals, and insects	✓			
		She's name is Kiara. She's completed name is Kiara Dahayu Nathania.	Her name is Kiara. Her full name is Kiara Dahayu Nathania			✓	
23.	W	She's very very a tall	She's very tall		✓		
		She's very very pretty and she's have a white skin	She's very pretty and she has white skin		✓	✓	
		She has a kind nature , loving, friendly , and not sting or royal woman	She has a kind , loving, and friendly nature , and she is not a stingy or arrogant woman			✓	✓

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
	X	it's name Miky	its name is Miky	✓		✓	
24.	Y	My cat have it's long tail and it's fur is thick	My cat has it's long tail and its fur is thick			✓	
		My cat has a lover	My cat has a mate			✓	
25.		I named him oyen and oyen has 4 children	I named him Oyen, and he has 4 children			✓	
26.	Z	She's the prettiest the girl that I know	She's the prettiest girl that I know		✓		
		even there's someone pretties than her, but for me , she's prettiest.	even though there's someone prettier than her, for me , she's prettiest.	✓	✓	✓	
		She's such a sweet girl, but also crazy one	She's such a sweet girl, but also a crazy one	✓			
		Our both energy can matched whenever we hanging out	Our energies can be matched whenever we hang out .	✓	✓	✓	
		I've been to go her house multiple times	I've been to gone her house multiple times			✓	
		She always let her down and she wears shorts	She always lets her hair down and wears shorts	✓			
		Callysta is great girl	Callysta is a great girl	✓			
	AB	I like it because has a sweet flavour	I like it because it has a sweet flavour	✓			

No.	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				O	A	Mf	Mo
27.		Watermelon is good fruit for diet and I after it because I like the sweet	Watermelon is a good fruit for diet, and I go after it because I like its sweet flavour .	✓		✓	
		Watermelon is very good for our healt	Watermelon is very good for our health			✓	

Note:

- stands for *omission*
- *A* stands for *addition*
- *Mf* stands for *misformation*
- *Mo* stands for *misordering*



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Appendix V

Guide to analyze the cause of errors

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
1.	A	I like one soccer player from Philippines	I like a soccer player from the Philippines		✓	✓	
		He was born in 8 May 2006	He was born on May 8, 2006		✓✓		
		He is very handsome and very popular in a world	He is very handsome and very popular in the world		✓		
		He is birthday in today	Today is his birthday		✓✓		✓
		He is have four sibling	He has four siblings	✓	✓	✓	
2.	B	It name is Pupus. It's not an anggora cat.	Its name is Pupus. It is not an Angora cat.		✓✓		
3.	C	I have cat the name is Orange	I have a cat named Orange	✓ ✓	✓	✓	
		My cat is so lazy everyday he usually sleep almost all the time	My cat is so lazy Every day . he usually sleeps almost all the time		✓	✓	
		Everynight my cat like sleep beside me.	Every night , my cat likes to sleep beside me		✓	✓ ✓	
		My cat like to eat my fish	My cat likes to eat my fish			✓	
4.	D	We're both mostly hangout at games	We are both mostly hang out at games		✓		

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
		She is sleepy girl	She is a sleepy girl			✓	
		Always sleep in the class	She always sleeps in the class			✓	
		Whenever she's bored at class, she always have time to drawing	Whenever she's bored in the class, she always has time for drawing		✓✓	✓	
		She is kind, adorable, crazy!	She is kind, adorable, and crazy!			✓	
		She love listen to Or3o's (oreo) song,	She loves listening to Or3o's (Oreo) songs			✓✓ ✓	
		she always have a dreamed to making and designing clothes for people.	She always has dreamed of making and designing clothes for people	✓	✓		
		She always laughing at my joke, and she always listening to my story, whatever that story she always listen on it!	She is always laughing at my jokes, and she always listens to my stories, whatever story it is, she always listens to it!		✓✓ ✓	✓✓ ✓	
		Sometimes she's buy food /drink for me	Sometimes she buys food /drink for me	✓		✓	
		We both always have same taste	We both always have the same taste.			✓	
		From style, music, how we think is same	From style to music, how we think is the same			✓✓	✓

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
5.	E	She is one of the women who inspires to me	She is one of the women who inspires me	✓			
6.	F	My crush very beautiful	My crush is very beautiful			✓	
		hair is long colour black	Her hair is long and black	✓		✓	
		favorite food is meatball	Her favorite food is a meatball			✓	
		She like study she like happy	She likes to study, and she likes to be happy		✓		✓
		face is cute	her face is cute			✓	
		She like cook	She likes cooking			✓	
7.	G	Mark Lee is an idol from Korean	Mark Lee is an idol from Korea			✓	
		He was born in 2 august 1999	He was born on August 2nd, 1999		✓✓		
		He's born in Canada, but he's have Korean name, he's name is Lee Donghyuk	He was born in Canada, but he has a Korean name. His name is Lee Donghyuk	✓	✓✓	✓	✓
		Mark Lee is idol from NCT	Mark Lee is an idol from NCT			✓	

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
		NCT is Neo Culture Tecnology NCT is boygroup. NCT have 23/ twenty three members.	NCT is a boyband, short for Neo Culture Technology. NCT has 23 members.		✓✓		✓
		NCT 4 group. NCT 127, NCT Dream, NCT U and WayV.	NCT has 4 group. NCT 127, NCT Dream, NCT U and WayV.			✓	
		Mark Lee loving watermelon. Everything about watermelon he's always likes.	Mark Lee loves watermelon. Everything about watermelon he likes.	✓ ✓	✓		
		He is oldest in NCT Dream, his all friends born in 2000.	He is the oldest in NCT Dream, all his friends were born in 2000.		✓	✓✓	
		Mark Lee is nice man, he loves his friend and his family.	Mark Lee is a nice man who loves his friends and his family.	✓	✓		
8.	H	I have a cat, and the name is Jordi, my cat is graddy when I give him food	I have a cat, and its name is Jordi. My cat gets graddy when I give him food		✓✓		
		Everyday he usally sleep almost all the time. My cat lik to meet other cat. My cat hair is very fluffy.	Every day he usually sleeps almost all the time. My cat likes to meet other cats. My cat's hair is very fluffy.		✓✓	✓ ✓	

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
9.	I	I have two friend, the names is jeje and rian.	I have two friends, their names are Jeje and Rian.		✓	✓	
		Jeje have weak hair the hair didn't change appearance ever got blow by the wind and the eyebrown is small.	Jeje has weak hair that doesn't change appearance even when blown by the wind , and his eyebrows are small.	✓	✓✓ ✓		✓
		Jeje body is thin and the birth mark on the left arm.	Jeje's body is thin, and he has a birthmark on his left arm.		✓✓		
		And my other friend Rian have a fot body and the skin is black.	My other friend, Rian, has a fit body , and his skin is black.	✓	✓✓ ✓		✓
		He have a straight hair and the have a small nose.	He has straight hair and a small nose.	✓ ✓ ✓	✓		
		Rian like to eat jambu and he favorite food is meatball.	Rian likes to eat guava , and his favorite food is meatball.		✓✓	✓	
10.	J	I have an idol name Yu Zeyu he comes from China.	I have an idol named Yu Zeyu. He comes from China.		✓		
		He is from group Boy Story which is shaded by JYP	He is from the group Boy Story, which is managed by JYP		✓		

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
		This year is Yu Zeyu's this 19 th birthday he was bom on December 24 2005	This year is Yu Zeyu's 19th birthday. He was born on December 24, 2005	✓			
		Yu Zeyu is the first child of 3 siblings, he has 2 younger brothers	Yu Zeyu is the first child of 3 siblings and has 2 younger brothers			✓	
		He is very afroid of snakes	He is very afraid of snakes		✓		
11.	K	I like one K-Pop idol	I like a K-Pop idol		✓		
		He was born in 20 April 2002.	He was born on April 20, 2002		✓✓		
		He was the part of Enhypen group	He was a part of the Enhypen group		✓		
		He can cook, playing guitar. Singing and there are still many thing he can do	He can cook, play guitar, sing , and there are still many things he can do	✓ ✓		✓	
		My type is mature man	My type is a mature man			✓	
		He is so perfect like Andra and the Backbone song entitled "Sempurna"	He is as perfect as Andra, and the Backbone song entitled "Sempurna"		✓✓		
12.	L	Me and my family decided to go to the beach	My family and I decided to go to the beach		✓✓		

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
		The place has a very beautiful scene, beautiful sound of waves and shing sand	The place has a very beautiful scene, beautiful sound of waves, and shining sand.		✓		
		It also have a good view of the mountain, the terrain is very good to see sunrise and sunset, and it was also the most popular beach in my place	It also has a good view of the mountain. The terrain is very good for seeing the sunrise and sunset, and it is also the most popular beach in my area .		✓✓ ✓✓		
		Me and family were so excited to go the beach tomorrow	My family and I are so excited to go to the beach tomorrow.		✓✓		
13	M	She's completed name Risma Alamiyah	Her complete name is Risma Alamiyah	✓	✓	✓	✓
		Dia has a mini or small body she is very beautiful, cute, sweet and kind. But she can't be advised and likes to eat but she doesn't like food.	She has a mini or small body. she is very beautiful, cute, sweet, and kind. Though she likes to eat, she doesn't like food, and she can't be advised.		✓✓		✓
		He has a guy who is kind and understanding.	There's a guy who is kind and understanding.		✓		

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
14.	N	She is a cat girl	She is a female cat		✓✓		
		She likes to scratch me and scratches my sofa	She likes to scratch me and my sofa	✓			
		Whenever guest comes , Molly always approaches them	Whenever guests come , Molly always approaches them	✓		✓	
		Me and my family taking care Molly with our hearts and loves	My family and I take care of Molly with our hearts and love	✓	✓✓		
15.	O	this fruit can be used as a flavor enhance, this fruit can also be used a juice, and this fruit too is lot of vitamin	It can be used as a flavor enhancer and also as a juice . This fruit is rich in vitamins		✓✓ ✓		✓
		lemons it has 2 main flaiver sour and sweet.	Lemons have two main flavours : sour and sweet.	✓	✓✓	✓	
16.	P						
17.	Q	Hoby Farihan is playing video game and reading book .	Farihan's hobbies is playing video games and reading books		✓	✓✓	
		Farihan very smart and diligent	Farihan is very smart and diligent			✓	
	R	He like playing a video game	He likes playing a video game			✓	

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
18.		Favorite food Akbar is fied rice and hoby Akbar is swimming	Akbar's favorite food is fried rice, and his hobby is swimming		✓✓		✓
19.	S	like it because has a sweet flavour	I like it because it has a sweet flavour			✓✓	
		banana is a good fruit for diet and after it because I like the sweet	Banana is a good fruit for diet, and I like it because it's sweet		✓		✓
		Banana is very good for our heate	Banana is very good for our health		✓		
20.	T	He has very white skin and has a good body	He has very white skin and a good body	✓			
		He worked as a boyband in Sourth Korean called NCT which was founded by SM Entertainment	He worked as a member of a boy band in South Korea called NCT, which was founded by SM Entertainment			✓	
21.	U	this is fruit can be used, fruid for diet	This fruit can be used for diet	✓ ✓			
		And I laf ten eat it beacause I like the sweetnes	and I often eat it because I like the sweetness		✓	✓	
22.	V	Monkeys are clever mammals that can solve problems and hold thing in their hands	Monkeys are clever mammal that can solve problems and hold things in their hands	✓		✓	

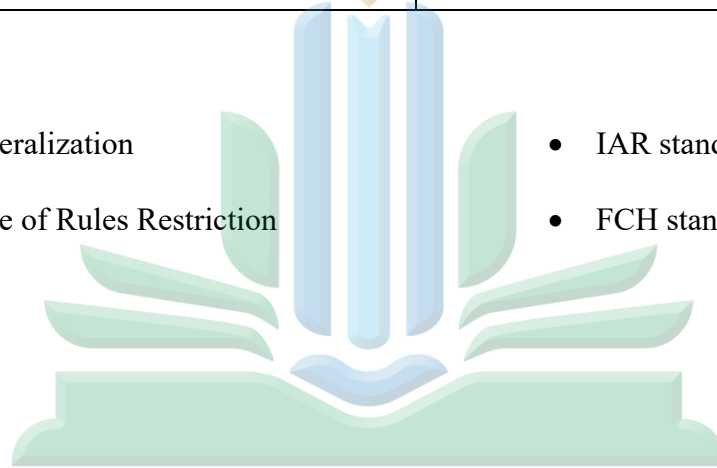
No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
		They live in groups called troops monkey pot plants, birds' eggs, small animals, and insects	They live in groups called troops. Monkeys eat pot plants, bird eggs, small animals, and insects			✓✓	
		She's name is Kiara. She's completed name is Kiara Dahayu Nathania."	Her name is Kiara. Her full name is Kiara Dahayu Nathania		✓✓ ✓		✓
23.	W	She's very very a tall	She's very tall	✓ ✓			
		She's very very pretty and she's have a white skin	She's very pretty and she has white skin	✓ ✓	✓		
		She has a kind nature , loving, friendly , and not sting or royal woman	She has a kind , loving, and friendly nature , and she is not a stingy or arrogant woman		✓✓		✓
		it's name Miky	its name is Miky		✓	✓	
24.	X	My cat have it's long tail and it's fur is thick	My cat has it's long tail and its fur is thick		✓✓		
		My cat has a lover	My cat has a mate		✓		
25.	Y	I named him oyen and oyen has 4 children	I named him Oyen, and he has 4 children		✓		

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
26.	Z	She's the prettiest the girl that I know	She's the prettiest girl that I know	✓			
		even there's someone pretties than her, but for me , she's prettiest.	even though there's someone prettier than her, for me , she's prettiest.	✓	✓	✓	✓
		She's such a sweet girl, but also crazy one	She's such a sweet girl, but also a crazy one			✓	
		Our both energy can matched whenever we hanging out	Our energies can be matched whenever we hang out .	✓	✓	✓	✓
		I've been to go her house multiple times	I've been to gone her house multiple times		✓		
		She always let her down and she wears shorts	She always lets her hair down and wears shorts			✓✓	✓
		Callysta is great girl	Callysta is a great girl			✓	
27.	AB	I like it because has a sweet flavour	I like it because it has a sweet flavour			✓	
		Watermelon is good fruit for diet and I after it because I like the sweet	Watermelon is a good fruit for a diet , and I go after it because I like its sweet taste .		✓	✓✓ ✓	

No	Students' initial	Erroneous sentences	Corrected sentences	Types of errors			
				OG	IRR	IAR	FCH
.		Watermelon is very good for our healt	Watermelon is very good for our health		✓		

Note:

- OG stands for Over-generalization
- IRR stands for Ignorance of Rules Restriction
- IAR stands for Incomplete Application of Rules
- FCH stands for False Concepts Hypothesis



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Appendix VI: Bibliography of Research

Researcher's bibliography



Personal information:

- Ful Name : Soybeh
- NIM : 202101060026
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- Place, Date of Birth : Jember, May 04th 2000
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2008 – 2014 : SDN Sidomulyo 06

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