

**AN ERROR ANALYSIS ON WRITING DESCRIPTIVE TEXT MADE
BY THE EIGHTH GRADE STUDENTS OF SMP N 3 KARTASURA
IN 2015/2016 ACADEMIC YEAR**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements
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by

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APPROVAL

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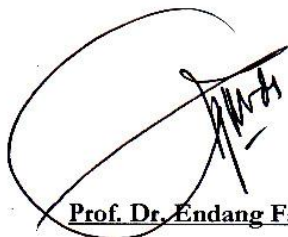
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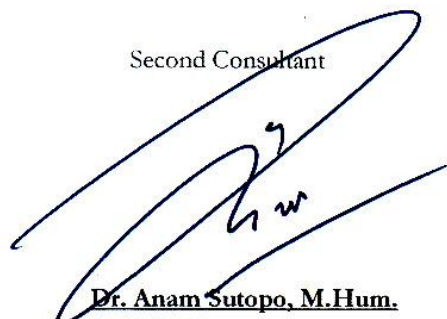
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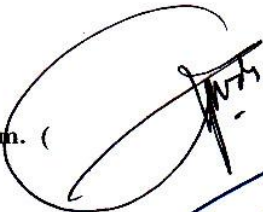
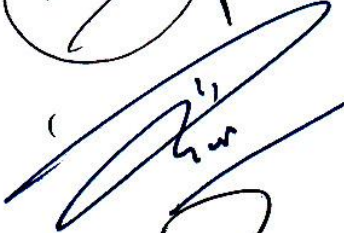

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan jenis kesalahan siswa dalam menulis teks deskriptif yang dibuat oleh siswa kelas delapan di SMP N 3 Kartasura tahun ajaran 2015/2016. Terdapat 5 tujuan penelitian terdiri dari 1) mengklasifikasikan jenis kesalahan morfologi, 2) mengidentifikasi kesalahan sintaktikal, 3) mendeskripsikan jenis kesalahan discourse, 4) mendeskripsikan frekuensi jenis kesalahan, dan 5) menjelaskan sumber kesalahan. Jenis penelitian ini adalah deskriptif kualitatif. Data dalam penelitian ini yaitu kalimat yang salah di dalam teks dan sumber data dari penelitian ini adalah teks deskriptif yang dibuat oleh siswa kelas delapan. Peneliti menggunakan teknik elicitation sebagai teknik untuk mengumpulkan data. Terdapat 4 langkah untuk mengumpulkan data diantaranya; peneliti masuk ke kelas sesuai dengan jadwal pelajaran bahasa Inggris di kelas delapan, peneliti meminta siswa untuk menulis sebuah teks deskriptif dan peneliti menunggu siswa sampai mereka menyelesaikan tulisan mereka, peneliti mengumpulkan data dari tulisan siswa, kemudian membaca dan menandai jenis kesalahan yang terjadi pada tulisan siswa, peneliti mendokumentasikan kesalahan kalimat dan kemudian mengklasifikasikan jenis kesalahan berdasarkan kategori linguistik dan strategi permukaan. Peneliti menggunakan teori dari James untuk mengklasifikasikan kesalahan, peneliti menggunakan teori dari Slamet untuk menghitung frekuensi tiap kesalahan dan peneliti menggunakan teori dari Brown, Corder, dan Richard untuk menemukan sumber kesalahan. Kesimpulan dari penelitian ini menunjukkan bahwa terdapat 170 data yang terdiri dari 3 jenis kesalahan yaitu kesalahan morfologikal, kesalahan sintaktikal, dan kesalahan discourse. Pertama, terdapat 72 data atau 42, 35% di kesalahan morfologikal, kedua, terdapat 93 data atau 54, 70% di kesalahan sintaktikal, ketiga, terdapat 5 data atau 2, 94% di kesalahan discourse, keempat, frekuensi dari jenis kesalahan yang dominan yaitu kesalahan ejaan dengan jumlah kesalahan 52 atau 30, 58%, terakhir, terdapat 2 sumber kesalahan yaitu intralingual transfer dan interlingual transfer. Siswa kelas delapan di SMP N 3 Kartasura, mereka harus lebih mempelajari tentang bagaimana membuat kalimat yang benar dan juga membedakan ejaan bahasa ibu mereka (bahasa Indonesia) dengan ejaan bahasa kedua mereka (bahasa Inggris), karena frekuensi tertinggi atau jenis kesalahan yang dominan yang dibuat siswa yaitu kesalahan ejaan di kesalahan morfologi.

Kata Kunci: analisis kesalahan berbahasa, teks deskriptif, kategori linguistik, sumber kesalahan berbahasa.

Abstract

The purpose of this study is to describe the types of learners' error on writing descriptive text made by the eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. There are five objectives of the study consists of 1) classifying the type of morphological error, 2) identifying the type of syntactical error, 3) describing the type of discourse error, 4) describing the frequency of types of error, and 5) explaining the sources of error. The type of this study is descriptive qualitative research. The data of this study is erroneous sentence in descriptive text and the data source of this study is document of descriptive text made by eighth grade students. The researcher uses elicitation technique as a technique of collecting the data. There are four steps to collect the data; the researcher comes to the class appropriate with the English schedule of eighth grade students, the researcher asks to write a descriptive text and the researcher waits the students until finish their works, the researcher collects the data of students' writing, then reads and marks the type of errors that occurs in students' writing. The researcher identifies the erroneous sentence, and then classifies the types of errors based on linguistic category and surface strategy taxonomy. The researcher uses James's theory to classification of error, the researcher uses Slamet's theory to count the frequency of types of error, and the researcher uses the theory from Brown, Corder, and Richard to find the sources of error. The result of this research shows that 170 data divided into three types of error namely morphological errors, syntactical error, and discourse error. First, there are 72 data or 42, 35% belong to morphological error, second, there are 93 data or 54, 70% belong to syntactical error, and third, there are 5 data or 2, 94% belong to discourse error,

fourth, the frequency of type of error is wrong spelling in morphological error with total number of error 52 or 30, 58%, finally, there are two sources of errors namely intralingual and interlingual transfer. In the eighth grade students of SMP N 3 Kartasura, they have to more learn about how to make the correct sentence and also distinguish between the spelling of word in their mother tongue (Indonesian language) with the spelling of word in their second language (English language), because the high frequency or dominant of types of error made by the student is wrong spelling in morphological error.

Key Words: error analysis, descriptive text, linguistic category, source of error.

1. INTRODUCTION

Language is one of the crucial parts in the process of relationship, because the people use of language to communication. In this globalization era, English language as international language and it is used in many aspects such as social, economic, political, culture and education. English language has four language skills, namely: listening, speaking, reading, and writing skill. Writing is one of the four language skills and it's an important role in language learning, because it gives us the ability to express our ideas clearly in written form.

Writing is one of the acts of writing something by hand. In junior high school enables the students to master some types of English texts. There are several types of English texts namely: descriptive, narrative, recount, report, explanation, procedure and etc. One of the types of text is descriptive text. Descriptive text is a text which used to describe a particular person, place, or thing detail. There are three elements of descriptive text namely social function, generic structure and language feature. In addition, the students also have difficulties to transferring ideas from their native language (i.e. Indonesian) into the target language (i.e. English).

Error is a part of learning. According to Saville-Troike (in Fauziati, 2009: 135), error analysis is the first approach to the study of second language acquisition which includes an internal focus on learners' creative ability to construct language. Errors are typically produced by the learners who do not yet fully command some institutionalized language system; they arise due to the imperfect competence in the target language.

The researcher conducts an error analysis on writing descriptive text made by the eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. There are three examples of error in the students' writing as follows:

- (1)*We very tired
- (2)*We schoolmate
- (3)*I 'am student

Based on the example of error above, the first sentence is error because this form uses simple present tense and the subject of this sentence is "We", so the predicate is "are". The first sentence is "We very tired", so it should be written "We are tired". This error is omission. The second sentence is error, because this form uses simple present tense, the subject of this sentence is "We", so the predicate is "are". The second sentence is "We schoolmate" so, it should be written "We are schoolmate". In this sentence is omission. The third sentence is error, because the sentence is not using article, so the sentence "I 'am student" should be written "I am a student". In this sentence is omission. The correct sentence in three examples of error above should be:

- (1)*We are very tired
- (2)*We are schoolmate
- (3)* I am a student

An error analysis has an important role to present what kinds of error in students writing most do, to know the error, and how the students can learn from their error in writing by themselves. Then, the students

will not make same error repeatedly. Based on the phenomena above, the researcher conducts a study entitled an error analysis on writing descriptive text made by the eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. The researcher hopes that this research can offer solutions to minimize the errors made by the student. Actually for the teachers, they have to explain the students' error and how make the students can be master in writing skill.

The researcher uses linguistic category and surface strategy to describe the error analysis in this research. The linguistic category classification according to James (1998: 105), he state that "carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error". It indicates in which component of language the error is located. Language component are include phonology (e.g. Pronunciation), syntax and morphology, semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents may include elements that comprise each language component.

According to Sari (1989: 78), Morphology is study of word formation. In Morphology, the study of word called morpheme. Morphology divided into inflectional morphology is the study of inflection, and lexical or derivational morphology is the study of word formation. Morphology is the study of morphemes. A Morpheme is the smallest unit which is grammatically pertinent. Morpheme can be classified into three morphemes namely bound, free and zero morphemes.

According to Gleason (in Srijono, 2001: 61), Syntax is study of sentence and the rules governing the ways words are combined to form sentence. Syntax is also arrangement of the construction (words) into larger constructions of various kinds. The syntactic component of grammar is both creative and productive. Then categories of syntax are a relatively small number of classes. The four of syntactic category are noun (N), verb (V), adjective (Adj), preposition (P), the fifth and less studied lexical category is adverb (Adv).

Discourse is the study of language. It is not only about language itself but also how it relates with society, culture, and through. According to James (1998: 161) discourse can be divided into two major, there are coherence (value-as-text) and cohesion (value-as-message).

The surface strategy taxonomy, According to James (in Fauziati 2009: 144) "is a classification system "based on the ways in which the learner's erroneous version is different from the presumed target version". By using surface strategy taxonomy the error classification can give a clear description about cognitive processes that underlie the learner's reconstruction of the new language or language being learned. Errors can be classified into four types: omission, addition, misformation, and misordering (James, 1998: 94-112).

Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others ((James, 1998: 94-112). Omission takes place when the learner omits one of the elements of the correct sentence.

Addition is a type of error which are characterized by the presence of an item, which should otherwise not appear in a well-formed utterance (Dulay, 1975: 156). This kind of error occurs when the students add one or more elements, which should not exist in the correct sentence. The addition can be a morpheme or word.

Misformation errors are those characterized by the use of the wrong of a structure or morpheme. There are three types of Misformation which have been frequently reported in the literature, namely: Regularization, Archi-forms, and Alternating-form (James, in Fauziati, 2009: 145). Misordering is characterized by the incorrect placement or a morpheme or group of morphemes in an utterance.

The objectives of this study are: 1) to describe the type of morphological error written by the eighth grade students of SMP N 3 Kartasura, 2) to describe the type of syntactical error written by the eighth grade

students of SMP N 3 Kartasura, 3) to describe the type of discourse error written by the eighth grade students of SMP N 3 Kartasura, 4) to describe the frequency of type of error written by the eighth grade students of SMP N 3 Kartasura, and 5) to explain the sources of error written by the eighth grade students of SMP N 3 Kartasura.

2. RESEARCH METHOD

In this research, the researcher uses descriptive qualitative research to analyses the errors on writing descriptive text made by the eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. The data of this research are the erroneous sentence on writing descriptive text made by the eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. The data source of this research is document that is descriptive text made by the students.

The researcher uses elicitation technique to collect the data. The researcher gives a test for the students. There are four types of collecting data; 1) the researcher comes to the class appropriate with the English schedule of eighth grade students. 2) The researcher asks to write a descriptive text and the researcher waits the students until finish their works. 3) The researcher collects the data of students' writing, then reads and marks the type of errors that occurs in students' writing. 4) The researcher documented the erroneous sentence and then classifies the types of errors based on linguistic category and surface strategy taxonomy.

In this research, the researcher chooses the English teachers of SMP N 3 Kartasura as expert judgment to examine the validity of data. Moreover, the researcher also wants to show the result of their students' writing. Expert judgment is an expression on one's or grouping opinion for finding solutions and their responses are either based on their experience or knowledge. After data are collected, the researcher analyses the data with four steps as follow: identifying the error, classifying the error, describing the frequency of error, describing the dominant type of error and describing the source of error.

3. RESEARCH FINDING AND DISCUSSION

The researcher finds 170 errors in descriptive text made by the students. The researcher classifies the errors based on linguistic category and surface strategy. There are 5 types of error is used by the researcher in this research finding, namely types of morphological errors, types of syntactical errors, types of discourse error, the frequency of type of error, and the sources of error.

3.1. Type of Morphological Error

According to Sari (1989: 78), morphology is study of word formation. In Morphology, the study of word called morpheme. Morpheme can be classified into three morphemes namely bound, free and zero morphemes. In this research, the researcher finds 72 errors are divided into 3 types of errors namely false friend, code mixing, and wrong spelling. The researcher describes the types each of error are follows:

3.1.1. False Friend

According to Sari (1989: 102), false friend refer to the similar form in two words. It means that there are words in two languages that look or sound similar, but they are different alphabets and meaning. False friend consist of 2 parts. Frist, there are false friend which has similar meaning but different in spelling and use e.g. *arrive, reach and achieve*. Second, false friend has similar pronounce but different in spelling and meaning e.g. *see (for), too (also) and two (number)*.

In similar pronunciation but different spelling and meaning, there is a sentence "*my mother is a beautiful persen*". In Indonesian language, this sentence means "*ibuku adalah orang yang cantik*". For the eighth grade students, the word "*persen*" replace with "*person*", but two of them are different meaning.

3.1.2. Wrong Spelling

According to Sari (1989: 102), Wrong spelling or misspelling refers to the error that occurs because of the students fails to spell a word correctly. Every language certainly has differentiation in their spelling of word. The English language and Indonesian language have different spelling. In Indonesian language, we usually pronounce based on the word spelling of language, but in English language sometime the word spelling and the pronunciations are different.

For example, in the sentence “His heir is *blek* and his skin is *bron*”. In Indonesian language, this sentence means “Rambutnya hitam dan kulitnya coklat”. The student spells “*blek*” into “*black*”, although the pronunciation of “*blek*” and “*black*” are same, but in English language the word “*blek*” has no meaning. The student spells “*bron*” for “*brown*” also incorrect. So, the sentence above should be “His hair is black and his skin is brown”.

3.1.3. Code Mixing

According to Halimah (2014) Code mixing is the use of two or more language by putting inserting linguistic elements in one language into other language consistently. It marked by the relationship between the language role and function. If the speaker mixes his/her code/ language, then it must be asked who speaker is her/his social background, level of education, etc. A speaker who masters many languages will have chance to mix code more than the other speaker who only masters one or two languages.

For example: In the sentence “His bron 10 *Juli* 2013”. In Indonesian language it means “Dia lahir 10 *Juli* 2013”. The word “*Juli*” does not exist in English language, because the word “*Juli*” is Indonesian language. The sentence should be “his bron 10 *July* 2013”.

3.2. Type of Syntactical Error

In the syntactical errors, the researcher finds 93 errors and it divides into 6 types of errors namely be as predicate (omission of be), Preposition (omission of preposition), Article (omission of article of article), conjunction (omission of conjunction), -S in plural marker (omission and addition of –s in plural marker) and –s in possessive pronoun (omission and addition of –s possessive a pronoun). The researcher describes the types of syntactical errors as follows:

3.2.1. Be as Predicate

According to Halimah (2014), Predicate is the part of a sentence that express what is said about the subject. The predicate noun is a single noun that renames the subject of a sentence and follows a form of the verb “to be” or linking verb. The forms of the verb “to be” include: is, am, are, was, has, were, etc. others verbs that may be linking verbs or action verbs include: smell, taste, feel, turn, grow, etc.

In the sentence, *be* is used to the predicate to show the verb of subject in a sentence. In this case the students omit “*be*” in their sentence. Moreover, we have to add *be* to make the correct sentence. For example: “*She [] my friend*”, in this sentence, we have to add of be “*is*” after noun. So, the sentence should be “*she is my friend*”.

3.2.2. Preposition

The preposition is one of the most important parts of a sentence, because the preposition can be regarded as a locator not only of place, but also of time. According to Junaida (2007: 217), Preposition is defined as connecting word showing the relation of a noun substitute to some other word in the sentence. The kinds of preposition such as *at, in, on, for, as, under, by, into, beside*, etc.

The preposition of time “*at*” is used to indicate a specific time (example: at 10:30 am), the preposition “*in*” is used for unspecific times during a year a season, (example: in 1974), and the preposition “*on*” is used to state the date or the day (example: on June 26). The preposition of place “*at*” is used to state a specific

address (example: at block 23- Dahlia street, Angeles City), the preposition “in” used for names of country, cities, towns, village, etc. (example: in Indonesia), and the preposition “on” is used to indicate the street (example: I am on Gajahmada street now).

Preposition is used to express a number of relation including time, location, purpose or etc. In this case, the student doesn’t write preposition in their sentences. Some students directly write time or place without preposition in front of it.

For example, in the sentence “*Leonel messy wes born [] 24 Juni 1982*”. In this sentence, the student does not add the preposition “on” to express time, it makes the sentence is not completely. So, the sentence should be “*Leonel messy wes born on 24 Juni 1982*”.

3.2.3. Article

According to Junaida (2007: 127), an article is a word that is used with a noun it can indicate whether the noun refer to a specific one. Articles standing alone have little meaning. There are two types of article namely definite article (*the*) and the indefinite article (*a* and *an*). “*the*” is called the definite article because it is used to indicate something specific. “*a* and *an*” are called the indefinite articles because they are used to indicates something unspecific.

In this case, the students doesn’t use article in their sentences. Some students usually consider that article is not important in the sentence. For example, in the sentence “*I hope that I can to be [] atlet Silat*”. In this sentence, the student omits of article “an”. So, the sentence should be “I hope that I can to be *an* atlet Silat”.

3.2.4. Conjunction

According to Junaida (2007: 241), conjunction has an important role in a sentence. A conjunction is the part of speech or word class that serve to connect words, phrases, clause, or sentences. E.g. *because, but, for, and*, etc. For example, the student omit of cumulative conjunction, it merely add one statement to another (such as *and, both, not only.. but also*, etc). in the sentence “Putri wrote the letters [] Siska posted them”. It should be “Putri wrote the letters *and* Siska posted them”

3.2.5. -s in Plural Marker

According to Halimah (2014), plural is the form of noun that expresses for more than one of person, thing by the addition of –s/es to noun if it’s more than one. In this research, the researcher finds 4 data that is omission of –s in plural marker. The researcher finds omission of –s in plural marker. It occurs because the student does not understand the function of –s in the plural marker. The –s/es ending is added when the noun is more than one and it is as plural sign that the noun is more than one. The researcher finds 4 data that are omission of –s in plural marker.

For example, in the sentence “*There are many room in my house*”. The word “*many room*” express that the rooms is more than one, so we have to add –s in plural marker. The sentence should be “*There are many rooms in my house*”.

3.2.6. –s in Possessive Pronoun

According to Azar (1989: 202), the -s in possessive pronoun is a pronoun that can take the place of a noun and it presents of possession. To show possession, add an apostrophe (’) and (-s) has function as a sign of the owner of something in singular noun. If a singular noun ends in (-s), there are two possible forms: (1) Add an apostrophe and –s: Nimas’s book. (2) Add only an apostrophe: Nimas’ book. For example, in the sentence “*Saras’s brother was named Iwan*”. “Saras’s brother” indicates that Iwan.

3.3. Type of Discourse Error

Discourse is the study of language. It involves the study of language in use. Discourse consists of more than one sentence and sentences combine to form a meaningful whole, so that is complete message. Discourse refers to the piece of communication in context. Furthermore, context is an important concept in discourse, context refers to the situation giving rise to the discourse, and within which the discourse is embedded. According to James (1998: 161), there are two major linguistic elements in discourse namely cohesion (value-as-message) and coherence (value-as-text). Discourse gives more focus to the context. Discourse is the study of language. It is not only about language itself but also how it relates with society, culture, and through. (Nunan, 1993: 5)

3.3.1. Reference

Referential cohesion occurs if a single sentence is taken out of context and presented in isolation. It is likely to contain elements that are difficult and if not impossible to interpret. For example: “*he* always going to school, but *he* never came on time. *He* looks so lazy man”. In this sentence, the item “*he*” is uninterpretable. We have a question about this mysterious figure on the sentence above. However, if we have access to the context in which the sentence appears, the question is quite straightforward.

The other example, in the sentence “I have a brother, *Her* name is Tirtayasa, and *her* nick name is Tirta”. In this sentence the word “brother” means that “man”, the word “her” to interpret the possessive of the subject is not correct and it make the sentence is not understandable. So, the correct sentence is “I have a brother, *His* name is Tirtayasa and *his* nick name is Tirta”.

3.4. The Frequency of Type of Error

In this section, the researcher calculates the frequency of each error in order to know the percentages types of errors. The researcher finds 170 errors which are consists of three types of errors namely morphological errors (42, 35%), syntactical error (54, 70%), and discourse’s error (2, 94%).

First, the morphological errors have the total number of error are 72 data or 42, 35%. It divides into 3 types of error such as false friend (14 data or 8, 23%), wrong spelling (52 data or 30, 58%), and code mixing (6 data or 3, 52%). Second, the syntactical errors have the total number of error are 93 data or 54, 70%. It divides into 6 types of errors are omission of be as predicate (48 data or 28, 23%), omission of preposition (13 data or 7, 64%), omission of article (9 data or 5, 29%), omission of conjunction (7 data or 4, 11%), omission of -s in plural marker (4 data or 2, 35% errors), omission of -s in possessive pronoun (12 data or 7, 05%). Third, the discourse errors have the total number of error are 5 data or 2, 94%. It divides into one type of error namely reference. The percentage of each error can be reported as follow:

Table 1
Type and Frequency of Type of Error

Linguistic Category			
No	Type of Error	Number of Error	Frequency of Error
1.	Type of Morphological Error		
	A. False Friend	14	8.23%
	B. Wrong Spelling	52	30,58%
	C. Code Mixing	6	3,52%
		72	42.35%
2.	Type of Syntactical Error		
	A. BE as Predicate		

	1. Omission of BE	48	28.23%
	B. Preposition		
	1. Omission of Preposition	13	7.64%
	C. Article		
	1. Omission of Article	9	5.29%
	D. Conjunction		
	1. Omission of Conjunction	7	4.11%
	E. -s in plural Marker		
	1. Omission of -s in Plural Marker	4	2.35%
	F. -s in Possessive Pronoun		
	1. Omission of -s in Possessive Pronoun	12	7.05%
		93	54.70%
3	Type of Discourse Error		
	A. Reference	5	2.94%
		5	2.94%
	Total	170	100%

Based on the table above, the researcher concludes that the highest frequency of type of error is wrong spelling with total number of error 52 or 30, 58%.

3.5. Sources of Error

In this research, the researcher finds two sources of error namely interlingual and intralingual transfer. The researcher describes the sources of error as follows:

3.5.1. Interlingual Transfer

Interlingual transfer occurs when the students' mother tongue has influence in the student's second language. According to Brown, (2000: 224) the beginning stages of learning second language particularly influenced by the native language or interference. Interlingual transfer is the negative influence from the learner's mother tongue. Interlingual transfer is the interference of the learner's mother tongue causes the interlingual transfer.

The example of error in interlingual transfer is the sentence "*I hungry*". In Indonesian language, this sentence means that "*Saya lapar*". Based on the Indonesian language this sentence is correct, but for English language, this sentence is incorrect sentence, because in this sentence the student omit of *be*. The sentence should be "*I am hungry*".

3.5.2. Intralingual Transfer

According to Brown (2000: 224) Intralingual transfer is the negative transfer of item within the target language or put another way, the incorrect generalization of rules within the target language. In intralingual transfer, the item produced by the students does not reflect to the structure of mother tongue. In this research, the researcher finds the sources of errors namely ignorance of rules restriction. The ignorance of rule restriction means that in a language especially morphological item has some rule and restrictions to be used with adjacent morphological items. The ignorance of rules restriction occurs in the grammatical structure.

The example of error in intralingual transfer is in the sentence "*She have two brothers*". The student uses of verb present "*have*" in the subject "*she*". The subject "*she*" should use verb "*has*"; it appropriates with the English grammar. So, the sentence above should be "*she has two brothers*".

The researcher finds five previous findings. First, compared with Kismonos' finding, the highest frequency of error is omission of –s or –es in the simple present tense. He also finds 2 dominant sources of error, namely interlingual and intralingual transfer. The current finding is the highest percentage of error is wrong spelling. The current finding and previous finding, they have similar source of error.

Second, compared with Mufidah's finding, the dominant type of error are TO BE errors and verb error. He also finds 2 dominant sources of error, namely interlingual and intralingual transfer. The current finding is the highest percentage of error is wrong spelling. The current finding and previous finding, they have similar source of error.

Third, compared with Amalia's finding, misformation error is the highest percentage of error. She concludes that the error occurred due to an interaction of interlingual and intralingual transfer. The current finding and previous finding, they have similar source of error. The dominant type of error in previous finding is misformation error and the dominant error of current finding is wrong spelling.

Fourth, compared with Effendy's finding, the current finding and previous finding, they have similar in dominant type of error and source of error namely interlingual and intralingual. The dominant type of error is wrong spelling, but they have different percentage.

Fifth, compared with Lestianis's finding, the current researcher and the previous finding, they have different finding of dominant error. In previous finding, the dominant error is misformation and the dominant of error in current finding is wrong spelling.

4. CONCLUSION

The researcher finds 170 errors on writing descriptive text made by the eighth grade students of SMP N 3 Kartasura in 2015/2016 academic year. In general, the result of the research shows that they are grouped into three types of error namely morphological, syntactical, and discourse error.

For specific, the researcher may find that *first* the types of morphological error consist of 72 data or 42, 35%, and it divides into three types of errors namely false friend (14 data or 8, 23%), wrong spelling (52 data or 30, 58%), and code mixing (6 data or 3.52%). *Second*, the types of syntactical errors, the researcher finds 93 data or 54, 70% errors, and it divides into six types of errors namely omission of be as predicate with (48 data or 28, 23%), omission of preposition (13 data or 7, 64%), omission of article (9 data or 5, 29%), omission of conjunction (7 data or 4, 11%), omission of –s in plural marker (4 data or 2, 35%), omission of –s in possessive pronoun (12 data or 7, 05%). *Third*, the types of discourse error, the researcher finds one type of error namely reference (5 data or 2, 94%). *Fourth*, the frequency of type of error is wrong spelling in morphological errors with total number of error 52 or 30, 58%. Syntactical error is omission of BE with total number of error 48 or 28, 23%. Discourse error is reference error with total number of error 5 or 2, 94%. So, the researcher concludes that highest frequency is wrong spelling in morphological error with total number of error 52 or 30, 58%. *Fifth*, there are two sources of error namely interlingual and intralingual transfer. The two majors in the sources of error are interference in interlingual transfer and ignorance of rule restriction in intralingual transfer.

DEDICATION

This research paper is wholly dedicated to her beloved grand mother, mother, father, and sister.

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