AN ANALYSIS ON GRAMMATICAL ERRORS MADE BY THE SECOND
GRADE STUDENTS IN WRITING DESCRIPTIVE TEXT
OF SMP NEGERI 12 KOTA TEGAL IN ACADEMIC YEAR 2019/2020

RESEARCH PROJECT

Submitted as Partial Fulfilment of The Requirements for the
Degree of *Sarjana Pendidikan* in English Education

By :

LA SHARL ANEBA

1614500030

ENGLISH DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

PANCASAKTI UNIVERSITY TEGAL
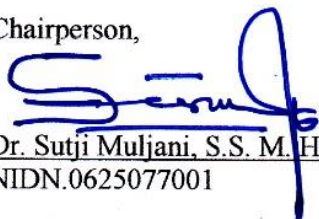
2021

APPROVAL

This Research Project entitled "**AN ANALYSIS ON GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEX MADE BY THE SECOND GRADE STUDENTS OF SMP NEGERI 12 TEGAL IN ACADEMIC YEAR 2019/2020**" has been examined and decided acceptable by the Board of Examiners of English Education Program of Teacher Training and Education Faculty, Pancasakti University Tegal on:

Day   : thursday
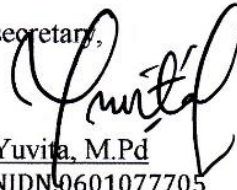
Date : February 2021

The Board of Examiners,

Chairperson,

Dr. Sutji Muljani, S.S. M. Hum
NIDN.0625077001

secretary,

Yuvita, M.Pd
NIDN.0601077705

First Advisor,

Yuvita, M.Pd
NIDN.0601077705

The Board of Examiners,
First Examiner,

Sanday Jamaludin, M.Pd
NIDN.0619097602

Second Advisor,

Nur Aflahatun, M.Pd
NIDN.0606068304

Approved by:
The Dean,

Dr. Suriswo, M.Pd
NIDN.0616036701

ii

AGREEMENT

This research project entitled "An Analysis on Grammatical Error' Made by The Second Grade Students in Writing Descriptive Text of SMP N 12 Kota Tegal in Academic Year of 2019/2020" has been agreed by the advisors to be examined before the Board of Examinations of English Education Program of teacher Training and Education Faculty, Pancasakti University Tegal.

Tegal,   januari 2021

First Advisor

Yuvita, M.Pd
NIPY. 1996171977

Second Advisor

NurAflahatun, M.Pd.
NIPY. 2196661983

STATEMENT OF ORIGINALITY

I state that this research project entitled "An Analysis On Grammatical Errors Made By The Second Grade Students Of Smp Negeri 12 Kota Tegal In Academic Year 2019/2020" is definitely my own work.

In writing this Research Project, I do not make plagiarism or citation which in consistent with scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Other writer's opinions or findings included in this research project are quoted or cited in accordance with the ethical standard.

Tegal, 4 Februari 2021

La Sharl Aneba
NPM 1614500030

MOTTO AND DEDICATION

Motto:

➢ We can't change what already happend, don't waste your time thinking about it. Move on and let it go.

➢ Try to think of things you are thankful for. Gratitude bring happiness. It lets you know you have something to share.

Dedication:

This research project is dedicated to:

❖ Allah SWT, who always gives me the best for everything in my life.

❖ My beloved parents, bapak Hazairin Sikti and Ibu Dewi Aryani. Thank you for your endless prayer and love for me. You are the best gift from Allah.

❖ My brother Hedi Elka and my young sister Kalinda Hana. Thank you for your support and prayer.

❖ My classmates in class B, especially Sisterfillah. You have taught me about togetherness. Thank you for colorin days.

❖ My lecturers in Pancasakti University Tegal, for lessons I ever got.

PREFACE

The writer says all praises to Allah, for finally has finished this research project, entitled "An Analysis On Grammatical Errors Made By The Second Grade Students Of Smp Negeri 12 Kota Tegal In Academic Year 2019/2020. This research project is submitted in partial fulfillment of the requirements to attain the degree of Sarjana Pendidikan of Teacher Training and Education Faculty of Pancasakti University Tegal.

This research project could not be completed without advice, guidance, suggestion, and encouragement from the advisors, the lecturers, and others. Therefore, deep gratitude would be expressed to:

1. Prof. Dr. Fakhrudin, M.Pd. as the Rector of Pancasakti University Tegal.
2. Dr. Suriswo ,M.Pd, as the Dean of Teacher Training and Education Faculty
3. Yuvita, M.Pd, as the Head of English Departement of Teacher Training and Education Faculty of Pancasakti University Tegal.
4. Yuvita , M.Pd the Secretary of English Departement of Teacher Training and Education Faculty of Pancasakti University Tegal.
5. Yuvita, M.Pd, as the first advisor, who has given corrections in the content of composing this research project, and suggestions during the consultation.
6. Nur Aflahatun,M.Pd, as the second advisor, who has given corrections in the grammatical errors of this research project, and suggestions during the consultation.
7. Nur Aeni, S.Pd, as the English teacher from smp negeri 12 tegal who had given permission and helped to collect the data in writing this research project.
8. Agung Setiawan,S.Pd., M.M.Pd. as the English teacher from smp negeri 12 tegal who had given permission and helped to collect the data in writing this research project.
9. My family who support the writer until now
10. All of the second grade students of SMPN 12 Tegal in academic year 2019/2020.

11. All Friends, especially for the B class English Clasess 2014 for all the good time we spent together.

Finally, the writer realizes this research project might still need some improvements. Hopefully, this research project would be useful for the readers. However, suggestion and criticism are necessary for improvement of the shortcomings in the research project.

Tegal,   January 2021

The Writer

ABSTRACT

ANEBA, SHARL. LA.2021. 1614500030. *An Analysis On Grammatical Errors Made By The Second Grade Students Of Smp Negeri 12 Kota Tegal In Academic Year 2019/2020.* Research Project. English Education. Teacher Training and Education Faculty. Pancasakti University Tegal. First Advisor Yuvita M.Pd. and Second Advisor Nur Aflahatun, M.Pd.

Writing is one skill that must be mastered by the students. When mastering it, the students will be able to communicate with other through several kinds of genre-based writing such as descriptive, recount, narrative, procedure and report. They need to consider about the gramatical components of English that differ from Indonesian language. This study was carried out to find out the types of grammatical errors and the source of grammatical errors in descriptive text writing made by the second grade students of SMP Negeri 12 Tegal in academic year 2019/2020. The subject of this research is the second grade students of SMP Negeri 12 Tegal From 30 students as a sample, the researcher only took 20 students' answers. The method used in this study was a case study included as qualitative research. The data was presented in descriptive analysis way and the procedure of Error Analysis used is based on Dulay's theory.

The result of the research which is categorized as less favorite so that there is a desire to know about the English language skills of second grade students in Smp Negeri 12 Tegal. especially their English writing skills. based on the UNBK ranking for Smp Negeri 12 Tegal. The research found 98 errors which are in the students writing descriptive text. It consists of false analogy with the number of errors is 13 or 14.94 %, misanalysis with the number of errors is 25 or 28.73 %, incomplate rule application with the number of errors is 7 or 8.04 %, exploiting redudancy with the number of errors is 11 or 12.64 %, overlooking coocurrence restrictions with the number of errors is 11 or 12.64 %, and overgeneralization with the number of errors is 12 or 13.79 %. Based on the total result types of errors, the researcher found that misanalysis is the highest errors which is made by the students.

ABSTRAK

ANEBA, SHARL. LA. 2021. 1614500030. Analisis Kesalahan Tata Bahasa yang Dilakukan Siswa Kelas II Smp Negeri 12 Kota Tegal Tahun Ajaran 2019/2020. Proyek Penelitian. Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Pancasakti Tegal. Penasihat Pertama Yuvita M.Pd. dan Pembimbing II Nur Aflahatun, M.Pd..

Kata kunci: *menulis*, *Kesalahan , teks deskriptif*

Menulis merupakan salah satu keterampilan yang harus dikuasai oleh siswa. Dengan menguasainya, siswa akan mampu berkomunikasi dengan orang lain melalui beberapa jenis tulisan berbasis genre seperti deskriptif, recount, narrative, procedure dan report. Mereka perlu memperhatikan komponen tata bahasa Inggris yang berbeda dengan bahasa Indonesia. Penelitian ini dilakukan untuk mengetahui jenis-jenis kesalahan tata bahasa dan sumber kesalahan tata bahasa dalam penulisan teks deskriptif yang dilakukan oleh siswa kelas II SMP Negeri 12 Tegal tahun pelajaran 2019/2020. Subjek penelitian ini adalah siswa kelas II SMP Negeri 12 Tegal. Dari 30 siswa sebagai sampel, peneliti hanya mengambil 20 jawaban siswa. Metode yang digunakan dalam penelitian ini adalah studi kasus yang termasuk dalam penelitian kualitatif. Data disajikan dengan cara analisis deskriptif dan prosedur Analisis Kesalahan yang digunakan didasarkan pada teori Dulay.

Hasil penelitian yang dikategorikan kurang favorit sehingga ada keinginan untuk mengetahui kemampuan berbahasa Inggris siswa kelas II di Smp Negeri 12 Tegal. terutama kemampuan menulis bahasa Inggris mereka. berdasarkan pemeringkatan UNBK untuk Smp Negeri 12 Tegal. Dari hasil penelitian ditemukan 98 kesalahan yang terjadi pada siswa dalam menulis teks deskriptif. Ini terdiri dari analogi palsu dengan jumlah kesalahan 13 atau 14,94%, misanalisis dengan jumlah kesalahan 25 atau 28,73%, penerapan aturan tidak lengkap dengan jumlah kesalahan 7 atau 8,04%, memanfaatkan redudancy dengan jumlah kesalahan 11 atau 12,64%, mengabaikan pembatasan mata uang kripto dengan jumlah kesalahan 11 atau 12,64%, dan generalisasi berlebihan dengan jumlah kesalahan 12 atau 13,79%. Berdasarkan jumlah jenis kesalahan hasil, peneliti menemukan bahwa misanalisis merupakan kesalahan tertinggi yang dilakukan oleh siswa.

TABLE OF CONTENT

LIST OF TABLE

LIST OF DIAGRAM

CHAPTER I

INTRODUCTION

This chapter consists of the background of the problem, statement of the problems, conceptual definition, objectives of the study, and significances of the research.

A. Background of the Problems

Language without grammar will disorganize and cause some communication problems like miscommunication because of the message that the speaker or writer talks about does not deliver to listener or reader. That is way learning grammar is one of an important subject for language learners. (Sarifudin, M:2003)

Learning English is a necessity for some people. Learning English cannot be separated from learning grammar. Students sometimes make errors on the use of grammar when they produce an English writing. The students cannot avoid the grammatical errors in their writing. Sometimes, they do not pay attention to the errors they make and they do not know how to correct errors (Prabarini and Dewanti. 2014: 01)

According to (Huddleston: 2005) as cited at (Jannah, M: 2015), although a knowledge of grammar will not on its own create writing skills, there is good reason to think that understanding the structure of sentences helps to increase sensitivity to some of the important factors that distinguish good writing from bad.

In this study, the writer focused on analyzing the grammatical errors in writing descriptive text made by the second grade students in SMP 12 Kota Tegal. The students could probably do grammatical as we know Indonesian as their first language does not have any past form. As a students of English department, the writer pays attention to those problems. The writer wants to present a study of analyzing grammatical errors that the students made in writing descriptive text . Grammar is needed by the English learner. Learning grammar is the first step to write well, because grammar is the basic for good writing. Therefore, the writer is interested in doing a research on grammatical errors in my thesis. Another reason is because the writer wants to know how many errors that second grade students at SMP 12 Kota Tegal in the academic years of 2019/2020 make in their writing by knowing this, the writer is able to know their grammar and writing capability.

For this research, the researcher uses a qualitative method. According to Creswell, qualitative methods rely on text and image data, have unique steps in data analysis, and draw on diverse designs (Creswell, 2014). In this research, the researcher uses

To support this research, the researcher will use three journals. The first is (2016) article entitled 'English Passive Voice in Inferno and Its Translation in Neraka'. All of the articles are related to the topic of this research.

B. **Statement of the Problems**

There are some problems faced by the students in writing descriptive test such as the form of simple past tense, using inappropriate subject, verb-tenses, word choice, spelling, etc. in relation to The Problems above, the writer tries to formulate the research problems as the follows:

1. What kinds of grammatical errors are made by students in making descriptive text?

2. What are the common grammatical errors that the students do in writing descriptive text?

C. **Conceptual Definition**

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also state descriptive text to tell about subject by describing its feature without including personal opinions.

According to Nunan (2003:88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

D. **Objectives of the Study**

Based on the statement problem above, the writer intends to analyze the grammatical errors that occur on students' writing of descriptive text which are made by the second grade students at junior high school in Tegal in the academic year of 2019/2020. Here are the objectives of the study.

1. To find the kinds of grammatical error on students writing descriptive text.

2. To describing the most common type of errors made by the second year students SMP N 12 Kota Tegal.

E.   Significances of the Research

This research is expected to give significant theoretically and practically. based on the objectives of the study above.

Theoritically, the researcher hopes that this reasearch helps other writters to do similar research in deeper, further and better techniques. The result may serve as a guidelines for the future study related to the subject.

Practically, this research will be useful for the teachers by giving them an important contribution in English teaching process which is part of grammar they should to pay attention. For the teachers, this research will be useful in determining what grammar elements needed to emphasized. As the cause of errors has been revealed, teachers should be able to evaluate their recent teaching method, and to find or even create the most suitable grammar teaching method for their students.

For the students, this research will be useful for students by giving valueble input about errors they encounter and how to overcome them. This research may assist students in writting recount text correctly. This research can be a divice which the learner uses in order to learn.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two parts. The researcher will explain about review of previous studies and review of related theories.

A. Review of the Previous Studies

This study is conducted by using the previous studies to guide during the process of writing this research.

Sarifudin (2003) in "*An Error Analysis in Writing Short Story of Narrative Text*". The grammatical errors were classified into five categories, they are error in using be and has/have, errors in the use of preposition he concludes from the result of data analysis that the students made 147 grammatical errors in using verb forms, 110 errors in using be and has/have 49 errors in the use of article, 48 errors in the use of singular and plural form and 40 errors in the use preposition.

Novianti (2013) in "*An Analysis on students' grammatical errors in writing descriptive paragraph*". The result of the error analysis process showed that students commited error into your types: omission, addition, selection, and ordering. From the frequency of each error types, selection was the error which most frequently produced by the students. It took 57.9% of the total errors. Moreover, 29.8% errors fell into error of omission and 7.6% errors fell into addition, for Misordering, it only took 4.7%. to sum up,

it showed that the usage of grammar in writing descriptive paragraph is difficult for students.

There are similarities and differences between this research and those previous studies. The similarities are like to analyse the grammatical errors and use the same type of error which has four categories like omission, addition, misformation and misodering. Beside that, one of the previous study analyses descriptive text which uses simple present tense.

B. Review of Related Theories

This chapter will explain about the review of related theories, which consists of writing english, descriptive writing, Error analysis.

1. Writing

a. Definition of Writing

Writing is a language skill that is very important to be learned as an essential component not only to academic practice but also later in their professional life, not only it writing skill must learn by students in all of level especially in senior high school. In addition Raimes (1983: 3), states writing help our students learn. The first, writing reinforces the grammatical structure, idiom, and vocabulary that we have been teaching our students. Second, they have a chance to be adventurous with language. Third, they necessarily become very involved with the new language the effort to express ideas and constant use of eye, hand, and brain is a unique way to reinforce learning. Writing is something everyone uses to express felling, ide,

and opinion that do through written symbol by organizing the expression based the rule of the language system to convey meaning to reader can understand the write message. According to Harmer (2004: 31) says that writing is a way produce language and express idea, feeling and opinion. In writing students not only write freely on the paper, but to get good writing the learner should be able to construct sentence, knowledge about the content, grammatically, mechanic, etc. According to Yi (2009) writing ability is defined as the ability to respond to a given stimulus. Put another way, it is the ability to adhere to style-guide prescriptions concerning grammar, arrangement and punctuation. In addition Yi (2009) writing ability is the ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse. Based on above explanation can concluded that in writing we not only how to write, but the students be able to think how to construct sentence that coherent and cohesive.

Another linguist, Larson, writes that translation consists of transferring the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. The meaning which is transferred must be held constantly only the form changes. Thus, translation consists of studying the lexicon, grammatical structure, communication situation, and cultural context

of the source language, analyzing it in order to determine its meaning, and then restructuring this same meaning using the lexicon and grammatical structure which are appropriate in the target language and its cultural context (Larson, 1998).

According to Munday, The term translation itself has several meanings: it can refer to the general subject field, the product (the text that has been translated) or the process (the act of producing the translation, otherwise known as translating). The process of translation between two different written languages involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (the target text or TT) in a different verbal language (the target language or TL) (Munday, 2008).

The several also types of writing errors that are found in the students' writing based on Betty Schramp fer Azar (1993). They are as follows:

1) Singular-Plural

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one book. Plural number is a noun denotes more than one object e.g. I have two books. In addition, singular can be identified by putting a or an before noun e.g. I has a bird. Generally, plural nouns can be added by –s (as in friends) or –es (as in classes) after

noun. Moreover, in irregular noun form, plural has various types e.g. child-children, foot-feet, man-men, wife-wives, etc.

Example: *He have been here for six month (incorrect)*

He has been here for six months (correct)

2) Word Form

Word form is the change form of word based on the grammatical rules, for example, beautiful (adjective), beautifully (adverb). The error word form in a sentence e.g. I saw a beauty picture.

Example: *I saw a beauty picture (incorrect)*

I saw a beautiful picture (correct)

3) Word Choice (Diction)

Diction effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable. Word choice is to use the word that suits to the context of utterance, the error in word choice.

Example: *She got on the taxi (incorrect)*

She got into the taxi (correct)

4) Verb Tense

Verb tense is the changing form of verb as symbol which expresses or tells about activity or condition and statement happened in the past, present and future.

Example: He is here since June (incorrect)

He has been here since June (correct)

5) Add a Word

Add a word is the absence of an item of morphemes that must appear in a sentence or utterance.

Example: *I want go to the zoo (incorrect)*

I want to go to the zoo (correct)

6) Omit a Word

Omit a word is the presence of an item that must not appear in correct utterance.

Example: *She entered to the university (incorrect)*

She entered the university (correct)

7) Word Order

In linguistic, word order typology refers to the study of the order of the syntactic constituents of a language, and how different language can employ different orders. It means that word order is to place the word correctly based on the rules, the error in word order.

Example: *I saw five times that movie (incorrect)*

I saw that movie five times (correct)

8) Incomplete Sentence

The Incomplete Sentence happens when a necessary morphemes of words or phrases is missing in a sentence of utterance.

Example: *I went to bed. Because I was tired (incorrect)*

I went to bed because I was tired (correct)

9) Spelling

Spelling rules apply to a relatively small number of word, and unfortunately almost all rules have exceptions. Nevertheless, some of the rules may help you to spell common words especially those words forms with suffixes.

Example: *An accident occured (incorrect)*

An accident occurred (correct)

10) Punctuation

Example: *What did he say. (incorrect)*

What did he say? (correct)

11) Capitalization

Example: *Iam studying English (incorrect)*

I am studying English (correct)

12) Article

The articles are a, an, and the. They modify noun. A and an are indefinite; a car could mean any car. The is indefinite: the car indicates a specific car. The article a precedes nouns that start with a consonant sound (a rocket). The article an precedes noun that start with a vowel sound (an astronaut).

Example: *I had a accident (incorrect)*

I had an accident (correct)

13) Meaning not clear

Meaning not clear happens when a sentence or utterance is not Interpretable.

Example: *He borrowed some smoke (the meaning is not clear)*

14) Run-on sentence

Run-on sentence is two simple sentence joined together without a comma and without a connecting word.

Example: *My rommate was sleeping, we didn't want to wake her up (incorrect)*

My rommate was sleeping. We didn't want to wake her up. (correct)

b. Writing for Junior High School

Junior high school students are expected to reach informational level because they are prepared to university. They are expected to produce knowledge using their own language in this case, the students must be able to create a text using their own words. The text used are narrative, descriptive, recount, etc.

c. Characteristic of Good Writing

Good writing is writing that make by writer through careful thinking and good arrangement of the structure or sentence appropriate with grammatical rule. According to Dean (2004: 27) say that good writing is way more important than perfect grammar. Good writing can also make reader hold the massage from the writing

without arise misses understanding. Good writing is writer can appropriate directly to convey meaning to reader, so the reader can understand with their through. According to Dean (2004: 118) has statement about criteria for good writing as follows:

1) Good writing has a lot of less to do with following grammatical rules than most English teachers would have you believe.

2) Good writing usually does have correct spelling. Unless it's an intentionally bad or odd spelling to make a point.

3) Good writing does not have to have big words, though some of my favorite good writing uses mostly simple English with an occasional and well-placed use of something a little tastier, without becoming overtly erudite or patently pedantic.

4) Good writing is frequently universal.

d. Purpose of Writing

In writing something certainly there are some goal that to get by someone. According to McMahan, et al. (1996: 8) mentions the purposes of writing as follows :

1) To express the writers' feeling

The writer wants to express his feeling and thought through the written form, as in a diary or a love letter. It is what is so called as expressive writing.

2) To entertain the readers

The writer intends to entertain the reader through written form, and usually uses authentic materials. It is called as literary writing.

3) To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

e. **Aspect in Writing**

Skills of writing can observe from some aspects, they are:

1) Punctuation

Punctuation is punctuation mark which is use in writing to separate sentence with phrase. There are some punctuations often using in paragraph or sentence:

2) Full Stop (.)

Full stop is punctuation mark in the last sentence, and punctuation mark.

For example:

a. I read a newspaper.

b. In my life, my mother is a very meritorious person.

3) Comma (,)

Comma is punctuation mark which is use to separate word list, main clause with sub clause before conjunction, and separate tag question sentence.

For example:

a. Bedroom, kitchen, garage, and garden.

b. Susan is diligent, but her brother is lazy.

c. The car is new, isn't it?

4) Capitalization

Capitalization is writing or making capital letters to start word or sentence. They are the using of capitalizations:

a. As first letters in first sentence

Example: She will come tomorrow.

b. As first letters of direct sentence

Example: Riana said, "Close the door!"

c. As first letters in name

Example: Dean is a mechanic.

d. As first letters in name which is explained about name of geography and big day.

Example: Jakarta, Central Java, Christmas, etc.

2. Descriptive Text

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinion.

In addition, according to Pardiyono (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) added that description gives a significant point of view because it transforms our feeling and extends our experiences.It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely.

a. The generic structure of descriptive text.

According to Bamanti and Oktaviani (2011:50) the generic structure of descriptive text is divided into two parts, there are:

1) Identification

It is generic part of paragraph which introduces or identifies the character.

2) Description

It is a part of paragraph which describes the character.

b. Language features of descriptive text

1) Descriptive often uses adjectives, numbering, and, classifying. For example; is really cool, it has very thick fur, etc.

2) Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.

3) Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel).

4) Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

c. The purpose of descriptive text

Fink et al said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting (1983:41) It is allowed by using picture, so that the reader can visualize it.

According to Febriani (2011:17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

3. Error Analysis

a. Definition of Error Analysis

According to Harmer as quoted by Brown, "Errors are part of the students" interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery.

While, according to Dullay, error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance.2 Brown has different opinion. He gives more attention on the

Interlingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the Interlingual competence of the learner.

From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics" system of the target language; it will lead the students to make errors consistently.

Error analysis is a type of linguistic analysis that focuses on the error learners make. The study of learners error is called by the linguist as Error Analysis. It is away of looking at errors made by the learners of the target language. Error analysis is an independent source of valid data. It provides information on student" s error and also improves the effectiveness of their teaching. Apparently, errors give the sign to the teacher and researcher how target learning is successfully achieved.

According to Corder in Heydari (2012), error analysis is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. The purpose of error analysis is to find what the learner knows and does not know.

Crystal in Mamun (2016) states that error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning a language, especially foreign language. According to Carl James in Mamun (2016), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

The writer concludes that the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers, which in turns helps them correct the students" errors, and improves the effectiveness of their teaching.

b. The procedure of Error Analysis

Acoording to Theo Van Els, et al., Hodder & Stoughton in Novianti (2013), there are some procedures in Error Analysis, namely:

1) Identification of Error

The first step in the process of analysis is identification of errors. In this step, teachers recognize the students,, errors from the task given by the teachers.

2) Description of Error

The next step is describing errors; it begins when an identification stage has taken place. The description of students errors involves classification of kinds of errors made by the students.

3) Explanation of Error

The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students,, errors occur.

4) Evaluation of Error

In this step, the teacher gives evaluation from the task done by the students which depends on the task that the teacher will be giving to the students.

5) Preventing/Correcting of errors

The last step is correction of errors, the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students make the same errors later. Moreover, Carl James in his book ―Error in Language Learning and Use: Exploring Error Analysis explains that there are 5 procedures in identification of errors:

a) Error detection

Its a stage which the errors are detected, so the researcher becomes aware of its presence.

b) Locating error

The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

c) Describing error

The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum delicacy of descriptive detail.

d) Classifying error

The errors are classified based on the errors classification.

e) Counting error,

The last stage is counting error that the researcher counts the errors made by learner. In addition, Gass and Selinker state that the great deal of the work on Error Analysis was carried out within the context of classroom. Therefore, there are a number of steps taken to conduct error analysis.

c. The type of Error

Error may be viewed as being either global or local error. These errors are divided into two kinds of error.

1) Global errors

Global errors are errors that affect overall sentence organization which possibly influence the flow of communication. For example the wrong order of major constituents, "English language use many people". The sentence should be, "Many people use English language".

2) Local errors

Local errors are errors that affect one element or constituent in a sentence which usually do not break the flow of communication. These errors include errors in noun and verb inflections, articles, and auxiliaries. For example, "Why you like him?" The listeners of the utterance will still understand the speaker`s message although the sentence does not contain auxiliary. In addition, in classifying the student`s errors in writing descriptive paragraph the writer would like to use Corder theory. He stated five types error which will be explained below. The types of errors are error of omission, error of addition, error of selection, error of ordering.

4. Grammar

a. The understanding of grammar

All languages have their own grammar. Without any grammar, perhaps people can organize the easy communication, for example "me sister" and "you brother" but people cannot form any complex ideas into words. People who speak the same language are able to communicate because they know the grammar system of that language. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed.

Many people feel that grammar is something that they were never taught and feel that therefore. Decapua (2008) said that

grammar is also often linked to both explicit and implicit criticisms of people's use or "misuse" of language, which may have created a sense of resentment or frustration with the notion of grammar.

Grammar is what allows language users to create and understand an unlimited number of new and original sentences. Furthermore, no language has only one grammar, each language has subsets of grammar, which are generally referred to as dialects. These subsets are often considered substandard forms, yet they are also just as rule-governed as the standard variety.

Learning grammar means the study, how words are constructed in sentence well, when the pattern of grammar is used appropriately, and how the sentence will be interpreted correctly. It assumed which is not only how language is put together and how it works but also it tells about the system and pattern in selecting and combining word. It also tells about construction of sentence.

According to Decapua (2008) in her book "Grammar for Teachers" there are two very different conceptions of grammar:

1. Prescriptive grammar

   Prescriptive grammar is prescription of the rules which is used to said or write a language. It guides the learners understand about how to say something, words choice, etc.

2. Descriptive Grammar

Descriptive grammar is a description of the way how native speaker uses their language, what they actually do rather than what they should do.

b. The Grammatical Errors in Writing

The examples of the grammatical errors that are found in the students' writing:

1. Sentence pattern

Subject is the word that tells you who or what performed the action of the verb.41 Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object. Examples:

a) Bird flew

   (S)   (V)

b) The baby cried

   (S)   (V)

c) The student need a pen

   (S)   (V)   (O)

d) My friend enjoyed the party

   (S)   (V)   (O)

Verb is a word or phrase that describes an action, condition or experience.43 Verbs that are not followed by an object are called "intransitive verbs". Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called "transitive verbs". Common transitive verbs: build, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; A student studied. Intransitive; A student studied books. Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asiam information, appearance.

2. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: "When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud "pop!" Even my friends heard it. The teachers called my parents, who came quickly. . . . "

3. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. Personal pronouns are words such as:

a. First person pronouns, example words that represent or include the speaker or writer.

   Singular : I, me, my, mine

   Plural :   we, us, our, ours

b. Second person pronouns, example words that represent the person or people who is/are being addressed.

   Singular : you, your, yours

   Plural :   you, your, yours

c. Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

   Singular : he, him, his, she, her, it, its

   Plural :   they, them, their, theirs.

4. Preposition

   Preposition have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns

following them and one of the basic sentence element: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

The following list illustrates the use of prepositional phrases to convey specific kinds of information.

a. Place, position: *across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on , on top of, opposite, outside, over, to, under, underneath.*

b. Direction: *across, at, by way of, down, into, out of, to through, toward, up upon.*

c. Time: *about, after, around, at before, by, during, from ... to, from ... until, in.*

d. Purpose, reason: *for*

e. Possession *of*

f. Manner, instrument*: by, in, like, with*

g. Identification : *at, by, in, on, with*

h. Distance: *for*

i. Agent: *by*

j. Material : *with*

k. Quantity: *by*

5. Punctuation and spelling

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc.

Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well. Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

a. Full stops

The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

b. Commas

A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese.

c. Apostrophe

The punctuation mark (ˋ) that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc.

For example:

1) It's a fine day today. (short for 'it is')

2) The dog bit its tail. (showing ownership)

d. Capitalization

Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters. Using capital letter for the first letter of a word has a specific meaning for most readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

1) Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions.

2) Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase.

3) Do not capitalize words to emphasize them in academic writing.

Incorrect sentence: "Rachel is very smart, she began reading when she was three years old."

1) Incorrect : "Every girl must bring their own lunch."

2) Correct : "Every girl must bring her own lunch."

Pronoun errors are common in modern English, as writers try to avoid awkward phrasing or the implication of sexist language. Although this is an admirable goal, it is still important to learn the correct grammar and use it in more formal situation

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains about the research method. The points in this chapter are about approach and design of the research, subject of the research, role of the research, type of data, data collecting technique, instrument of research, procedures of analyzing data and technique of reporting data.

A. Approach and Design of the Research

According to Jauhari (2010) choosing a method in the research is very important step because a method can determine true or false a process of research. In other hand, the use of method in the research must be done because a result of the reseach belongs to scientific writing and can be written uses basic language systematicly.

Every research can use different method based on the subject, object and the purpose of research. Here, the researcher needs a focus to choose a method because a research cannot be done if we use wrong method and make we cannot get a result of the research.

In this research, the researcher used the qualitative research. According to Bogdan an Biklen as cited at Sugiyono (2011), one of the qualitative research characteristics is descriptive. It means that the data collected is in the form of words or pictures rather than number. Accordingly, this study belonged to descriptive design with qualitative

approach. It was to describe students' error in using grammatical items in writing descriptive text.

B.   Subject of the Research

The subject of this research is the students at class VIII A of SMP N 12 Tegal in academic year 2019/2020. It consists of 20 students.

C.   Role of The Researcher

The role of the researcher in this research as an collector, analyst and reporter. Firstly, the researcher is a collector, because the researcher collected the data in form of qualitative data. The data sources is the students' writing of the second grade of SMP N 12 Tegal. After collecting the data, the researcher will become an analyst and the data will be analysed. The last role is a reporter. The researcher reported the data of what the researcher had already analysed.

D.   Type of Data

Type of data was analyzed in this research is a qualitative data. The data were the descriptive text writing that were made by students in order to make easier in reporting the data. Moreover, the researcher also presents the students' error result in descriptive text writing.

E.   Data Collecting Technique

In this research, making descriptive text is used to test the students. First the students have been asked to make descriptive text. The topics are their own topic. Next the researcher gave time around 30-45 minutes to

write a descriptive text. After testing the students, the researcher analyzed the students' grammatical errors in writing descriptive text.

F. Instrument of Research

In this research, the researcher used a test as the instrument to collect the data. The test type which is used in this research is the students' descriptive text writing. The researcher took 20 students of the second grade as the sample to collect the data of sources of errors, the researcher used a test for the students to make a descriptive text as instrument for collecting the data. According to Sugiyono (2016: 147) The descriptive analysis method is: "The statistical method is used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations". The descriptive method used by researchers here is to describe the writing descriptive text.

The object of this research is something that is of concern in a study, the object of this research is the target in research to get answers or solutions to problems that occur. According to Sogiyono (2014: 144). The objects of research are: 58 "Scientific targets are to obtain data with specific purposes and uses regarding an objective, valid, and reliable thing about a right (certain variables)".

The aim of the researchers chose junior high school in smp n 12 tegal is junior high school which is categorized as less favorite so that there is a desire to know about the English language skills of second grade students in Smp Negri 12 Tegal. especially their English writing skills. Based on the

UNBK ranking for junior high school 12 to junior high school is less favorite because it is ranked 39.

G. **Procedures of Analyzing Data**

according to arikunto (2013 p. 172) the data source in the study is the subject from which the data was obtained. "If the researcher uses student work in data collection, the data source is called the respondent, namely the person who responds to or answers written or oral questions.

The step after the data was collected is analyzing. The following steps to analyze the data were:

1. Analyzing The Problems

This study focused on grammatical error analysis. The processing of this analysis, I took the steps proposed by Barkhuizen (2005):

a. Submitting the students' task.

b. Reading the students' task to identify the grammatical errors.

c. Identify the grammatical error in the students' descripptive text by using a table for classifying the errors grammatical aspects.

d. Classifying errors of sentence aspect into some categories. For classifying the error, the researcher used number as the code of error. 1. pronon 2. Punctuation 3. Plural 4. Preposition 5. Spelling 6. capital Letter 7. Tenses 8. Word order, 9. word choice, 10. sentence fragments. Finding out the frequency of each error.

e. Finding out the frequency of each errors.

f. Finally the researcher calculated the grammar errors and explained it using descriptive analysis and drew up in the table of percentage which the formula as follows:

$$P = \frac{F}{N} \text{ X } 100\%$$

P : Type of errors

F : Student's errors on each category

N : Student's errors

H. Technique of Reporting Data

In this research used the test result of the students in data collecting technique. To make the readers be able to understand the information of the data easier, table used for reporting the data.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents, data description, research result, and discussion.

A. Data Description

The data in this research were collected from 20 students' test of second-grade students at SMP Negri 12 Tegal. The student's test result was identified and classified to find the errors in writing descriptive text. This research was analyzed based on Dulay all theory, which concerns spelling, tenses, pronoun, punctuation, preposition, plural, word choice, capital letter, word order, and sentence fragments. The research gave limitation for this study only to find out the common errors and how many errors on grammatical components, the researcher documented the student's writing. After that, the researcher counted the percentage of each category of errors in their writing. The last step was counting the percentage of each type of errors.

B.   Research Result

Here is the analysis of writing descriptive text as follows:

Table 4.1 Table of students errors.

NO.	STUDENTS CODE	INCORRECT FORM	CORRECT FORM	SUB CATEGORY OF GRAMMAR
1.	1	Justin Timberlake (born is Memphis, Tennessee, January 31, 1981.	Justin Timberlake **was** born **in** Memphis, Tennesee **on** January 31, 1981	Lack of Subject-verb agreement
2.	1	Timberlake started his brilliant career by following the events star search and the new mickey mouse club.	Timberlake started his brilliant career by following the events "**star search** and **the new mickey mouse club".**	Missing quatiation marks
3.	1	In 2002 Timberlake started his solo career by releashing his first album justified.	**In 2002,** Timberlake started his solo career by releashing his first album **"justified".**	Missing comma Quotation marks
4.	1	2013, Timberlake released his third album the 20/20 experience with his hits "suit &	**In** 2013, Timberlake released his third album "**The 20/20 experience"** with his **hits**, "suit &	Preposition, quotation mark Unnecesarry comma

		tie" and "mirrors".	tie" and "mirrors".	
5.	2	Iam 8a grade.	Iam grade 8a	Word order
6.	2	I have a grup idol band called Sheila on 7 I have long ad mired the band's grub.	I have **an idol group** band called Sheila on 7 I have long ad mired **the group band.**.	Word order Word order and spelling
7.	2	Favorite song that I always sing titled "saat aku lanjut usia" usually I sing the song with my friend.	**My favorite sung** that I always sing titled "saat aku lanjut usia" **usually** I sing the song with my friend.	Possessive adjective Spelling
8.	2	My friends who plays guitar and me who sings.	My friends who **play** guitar and <u>I</u> sing the song.	Subject-verb agreement
9.	2	This grub band comes from Jogjakarta.	This **group** band comes from Jogjakarta.	Spelling
10.	2	The vocalist mamet duta.	**The vocalist name is** duta.	Sentence fragment
11.	2	In my opinion, all the song performed by the grub band are very interisting.	In my opinion, all the song performed by the **group** band are very **interesting.**	Spelling
12.	3	She was never tired and never angry.	She **is** never tired and never angry.	Lack of subject agreement
13.	3	In my life my mother is a very meritorious	**In my life,** my mother is a very meritorious	Missing comma Missing full

		person	person.	stop
14.	3	My mother is a women who is willing to sacrifice her life for the family willing	My mother is a **woman** willing to sacrifice her life for the family.	Mixing up plural
15.	3	to wake up early and sleep at the end of his life.	**she always wake** up early and sleep at the end of his life.	Sentence frag,emts
16.	3	My mother you are my inspiration.	**My mother,** you are my inspiration.	Missing comma
17.	3	I really really love you mom	**I am** really love you, mom.	Sentence fragments
18.	4	My name is ahmad setiabudi here I will tell a littel about my idol, namely Detective Conan.	My name is ahmad setiabudi here I will tell a **little** about my idol, Detective Conan.	Spelling
19.	4	Detective conan or sinchi kudo, a 17 year old high school detective who usually helps the police solve cases.	Detective conan or sinchi kudo, a 17 **years** old high school detective who usually helps the police solve cases.	Mixing up plurals
20.	4	the syndicate members do not know that it is kudo, they leave him.	**The** syndicate members do not know that it is kudo, they leave him.	Capital letter
21.	4	he disguised his name to be conan edogawa	he **disguises** his name to be conan edogawa and	Incorrect tenses

		and lived with his childhood griend ran mouri, whose father, kagoro mouri, was a private detective.	**lives with childhood** griend ran mouri, whose father, kagoro mouri, was a private detective.	Incorrect tenses
22.	4	Usually, he solves these cases by imitating kagoro mouri's voice with a tool created by his neighbor professor agasa.	Usually, he solves these cases by imitating kagoro mouri's voice with a tool created by his **neighbor,** professor agasa.	Missing comma
23.	4	However, then he was not surprised because he was happy because of his increased fame.	However, then he **is** not surprised because he **is** happy because of his increased fame.	Incorret tenses Incorrect tenses
24.	5	Khabib was born to an arab family on 20 september 1988, to village of si/di – Rusian.	Khabib was born **in** an arab family on 20 september 1988, to village of si/di – Rusian.	Preposition
25.	5	In his childhood the second of three children.	**In his childhood, the second child of** three siblings.	Word Order
26.	5	Khabib interest in martial arts begun when watching students training at the gym.	Khabib interest in martial arts begun when **he is** watching students training at the gym.	Sentence fragments

27.	5	He trained in wresling from the age of 12, judo from the age of is.	He trained in wresling from the age of 12, judo from the age of is	Unnecessary full stop
28.	5	He has named the EAGLE.	**He is named EAGLE**	Passive voice
29.	5	He is the most followed Rusian celebrity on instagram.	He is the most followed **Russian** celebrity on instagram.	Spelling
30.	6	In 1975 together with his friend paul allen, he founded microsoft, which become the largest pc software company in the world.	In 1975 together with his **friend,** paul allen, he founded microsoft which become the largest pc software company in the world.	Unnecessary comma
31.	6	Bill gates on they as his nick name was born on October 28, 1995 bin seattle, Washington USA in 2009 he was 64 years old.	Bill gates on they as his nick name was born on October 28, 1995 bin seattle, **Washington**, USA in, 2009 he was 64 years old.	Missing comma
32.	6	Hair and eye color are the same, namely light bworn.	**His hair and eye** color are the same, namely light bworn	Possessive pronoun
33.	6	Bill gates weighs 64 kilograms with a hight of 177	**Bill gates' weight is** 64 kilograms with a **height** 177 centimeters.	Missing apostrophe Sentence

		centimeters.		fragments
				Spelling
				Unnecessary preposition
34.	7	Mark Elliot zuckerberg is a computer programer and American internet enterprener.	Mark Elliot zuckerberg is a computer **programmer** and American internet enterprener.	Spelling
35.	7	He is one of the list of the 100 richest social media facebook.	He is one of the list of the 100 richest social media **"facebook".**	Missing quotation mark
36.	7	Talking about his physical aperance, mark's body is 170 centimeters tall and weigh 76 kilograms.	Talking about his physical <u>apperance,</u> mark's body is 170 centimeters tall and **weight** 76 kilograms.	Spelling Spelling
37.	7	His hair color is red while his eyes are blue.	**His color hair** is red **while his eyes** <u>is</u> blue.	Word order Lack of subject-verb agrrement
38.	8	My Idol is denzel Washington he is an acadey aword wining actor.	My Idol is denzel Washington he is an acadey **award winning** actor.	Spelling
39.		Danzel who is multitalen aslo a	Danzel who is <u>multitalent</u> <u>also</u> a	

	8	family man.	family man.	Spelling
40.	8	he lover his family so much and taking care of them.	**He** loves his family so much and taking care of them	Capital letter
41.	8	he is a person who is carig to others.	**He** is a person who is carig to others.	Capital letter
42.	9	he is a motor bike recer.	**He** is a motor bike recer.	Capital letter
43.	9	he comes from italy.	**He** comes from **Italy.**	Capital letter
44.	9	I like he because he always wins in tournaments.	**I like him** because he always wins in tournaments.	Objective pronoun
45.	9	Besides being good at driving a motorbike he also good at masterry the track before the race.	**Besides being good at driving a motorbike,** he also good at **mastery** the track before the race.	Missing comma Spelling
46.	9	He was very good at twists but also good at the straight. I always wat him whe he races even if it's only on tv.	**He is not only** good at twists but also good at the straight. I always **watch** him **when** he races even if it's only on tv.	Conjuncition Spelling
47.	10	he is a singer in the grub band noah.	**He** is a singer in the **group** band noah.	Capital letter Spelling
48.		His name is	His name is	Capital letter

	10	ariel.	**Ariel.**	
49.	10	His real name is muhamad azril irham.	His real name is **Muhamad** Azril Irham.	Capital letter
50.	10	Besides having a handsome face, he is also good at singging.	Besides having a handsome face, he is also good at **singing.**	Spelling
51.	10	At the time the name grub was peterpan.	**At the time,** the **group's** name peterpan.	Missing comma Noun phrase
52.	10	Besides the lyric are good the music is also easy to play.	Besides the lyric are **good,** the music is also easy to play.	Missing comma
53.	10	haji Rhoma Irama used to have a career as a pop singer and was the best pop singerin southeast asia (1st place) to fortify western musical influences	**Haji** Rhoma Irama used to have a career as a pop singer and was the best pop singerin southeast asia (1st place) to fortify western musical **influences.**	Capital letter Missing full stop
54.	11	H Rhoma Irama is a true dangdut fighter.	H Rhoma Irama is a **truely** dangdut fighter.	Word choice
55.	11	From being insulted to acceptance in all cornecs of the Indonesia hameland.	From being insulted to acceptance in all **concerts** of the Indonesia hameland.	Spelling

56.	11	I loved Prili, Prili is beautiful, she is also good at cooking, not arogants and friendly, her brown eyes, tiny nose, and shout heir, small body make prili look beautifull yet classy.	I loved Prili, Prili is beautiful, she is also good at cooking, not arogants and friendly, her brown eyes, tiny nose, and **short hair**, her small body make prili look **beautiful** yet classy.	Spelling
57.	12	I really idol him with some of the song he delivered.	**I really like him** with some of the song he delivered.	Word choice
58.	13	When I listen to the song I always feel happy.	**When I listen to the song,** I always feel happy.	Missing comma
59.	13	Justin is a hondsome and accomplished man.	Justin is a **handsome** and accomplished man.	Spelling
60.	13	She very is beautiful and smart she make me fall in love with her since first I saw her at tv.	**She is very** beautiful and smart she **makes** me fall in love with her since first I saw her at tv.	Word order Subject verb agreement
61.	14	She play movies and also becaume a singer.	She **plays** movies and also **become** a singer.	Subject verb agreement Spelling
62.	14	Sungkar one off my idols.	Sungkar **is** one **of** my idols.	Sentence fragments
63.		Now he already has 3 children	Now **she** already has 3 children	Pronoun

	15	namely his first child named teuku adam al faith, his second child named cut hawwa medina al faith, and his third child named cut shafiyyah mecca alfatih	namely his first child named teuku adam al faith, **her** second child named cut hawwa medina al faith, and his third child named cut shafiyyah mecca alfatih	
64.	15	Her moter is a chef, her grandmother is also a chef and restaurant owner.	Her mother is a chef, her **grandmother** is also a chef and restaurant owner.	Spelling
65.	16	He got the knowledge of front of house and the world of the kitchen until he finally became a professional cheft today.	He got the knowledge of front of house and the world of the kitchen until he finally became a professional **chef** today.	Spelling
66.	16	She is a singger her voice is so wonderfull, and she also be one of cooking in a singging contest, that is the voice Indonesia.	She is a **singer** her voice is so wonderfull, and she also be one of cooking in a **singing** contest, that is the voice Indonesia.	Spelling
67.	17	Agnes mo is singer that have go international.	Agnes mo is singer that have **gone** international.	Verb tense
68.		My mom is very beautiful	My mom is very	Plural noun

	17	women.	beautiful **woman.**	
69.	18	She allways keep her home clean and healthy.	She **always** keep her home clean and healthy.	Spelling
70.	18	I loved food made by her.	I **love** food made by her.	Incorrect tenses
71.	18	Espicially her fried chicken.	**Especially** her fried chicken.	Spelling
72.	18	Andi irfan (know as erpan 1140 is a youtube gaming from Balikpapan.	Andi irfan (know as erpan 1140 is a youtube **gamer** from Balikpapan.	Noun phrase
73.	19	He strat playing the game minecraft which made him one of the youtubers with fantastic incommend become an internet celebrity.	He **starts** playing the game minecraft which made him one of the youtubers with fantastic incommend become an internet celebrity.	Spelling
74.	19	He attend vocational high school at Airlangga Balikpapan high school, majoring in technology.	He **attends** vocational high school at Airlangga Balikpapan high school, majoring in technology.	Subject-verb agreement
75.	20	He is a vocalist in the syubbanul muslimin prayer grup from the Nurul Qodim Kalijabar	He is a vocalist in the syubbanul muslimin prayer **group** from the Nurul Qodim Kalijabar Islamic	Spelling

		Islamic Boarding school, probolinggo.	Boarding school, probolinggo.	
76.	20	The song plus the voice of gus azmi made the listeners very happy and fans of this cute figure.	The song plus the voice of gus azmi **make** the listeners very happy and fans of this cute figure.	Present tense
77.	20	Gus Azmi has a cute face, is handsome.	Gus Azmi has a cute face, **and** handsome.	Sentence fragments

After analyzing the data, the researcher found the result is as follows:

Table 4.2 Grammatical Errors Produced by the Students.

No.	Type of errors	Number of errors	Percentage
1.	Pronoun	4	3,33%
2.	Punctuation	21	17,5%
3.	Plural	8	6,667%
4.	Preposition	2	1,667%
5.	Spelling	33	27,5%
6.	Capital letter	10	8,33%
7.	Tenses	7	5,83%
8.	Word order	5	4,167%

9.	Word choice	2	1,667%
10.	Sentence fragments	6	5%
	TOTAL	98	68,333%

Table 4.2. Table of Reporting data.

After classifying each type of error made by students in writing descriptive text, the researcher calculated the percentage of data used

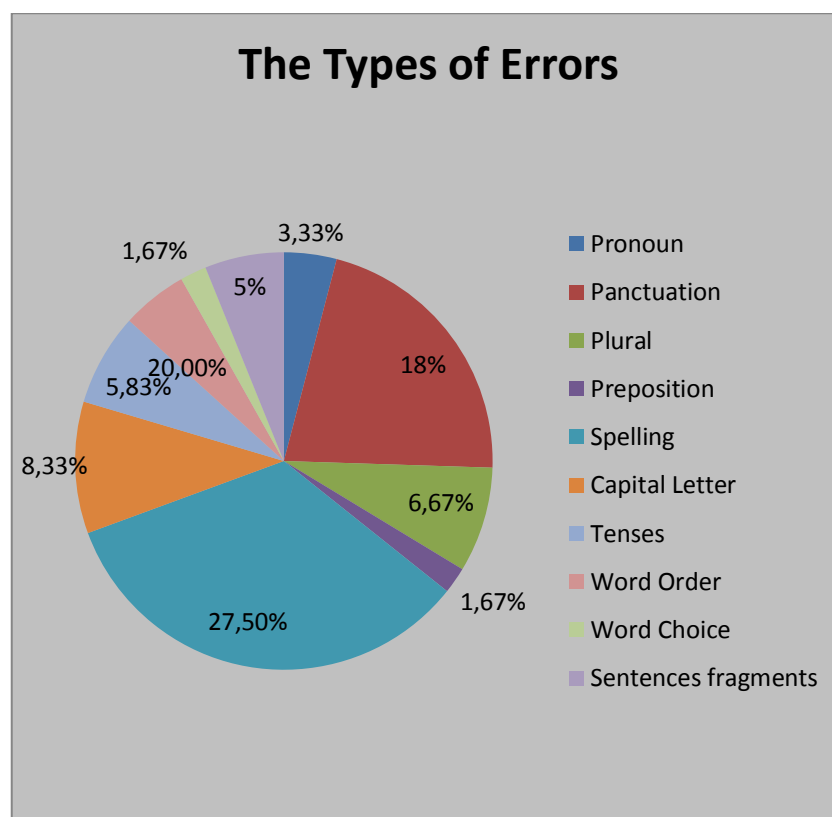Formula: $P = \dfrac{F}{N} \text{ x } 100\%$

Diagram 4.1 Figure Types of Errors

The table and diagram above is about amount of utterances and the percentage of each types of grammatical errors in writing descriptive text. The research describes the percentages of each grammatical errors of the teacher instruction in writing descriptive text as follows:

a. Percentage of grammatical errors

The research describes the percentages of each grammatical errors of the teacher instruction in writing descriptive text as follows:

1. Pronoun

    The table above shows that there are 4 pronoun errors from 98 grammatical errors. The percentage of pronoun is 3,33%. The example of pronoun *is Now **she** already has 3 children namely his first child named teuku adam al faith, **her** second child named cut hawwa medina al faith, and his third child named cut shafiyyah mecca alfatih*

b. Punctuation

    Based on the table above, there are 21 punctuation errors. The percentage of punctuation is 17,5%. The example of punctuation is *Besides being good at driving a motorbike, he also good at mastery the track before the race.*

c. Plural

    The table above shows that there are 8 plural errors from 98 grammatical errors. The percentage of plural is 6,67%. The example of plural is *She plays movies and also become a singer.*

d. Preposition

Based on the table above, there are 2 preposition errors. The percentage of punctuation is 1,6,7%. The example of preposition is Khabib was born **in** an arab family on 20 september 1988, to village of si/di – Rusian.

e. Spelling

The table above shows that there are 33 spelling errors from 98 grammatical errors. The percentage of spelling is 27,5%. The example of spelling is *My name is ahmad setiabudi here I will tell a **little** about my idol, Detective Conan.*

6) Capital letter

Based on the table above, there are 10 capital letter errors. The percentage of punctuation is 8,33%. The example of capital letter is ***He** loves his family so much and taking care of them.*

7) tenses

The table above shows that there are 7 tenses errors from 98 grammatical errors. The percentage of spelling is 5,87%. The example of tenses *is he disguises his name to be conan edogawa and lives with childhood griend ran mouri, whose father, kagoro mouri, was a private detective.*

8) Word order

Based on the table above, there are 5 word order errors. The percentage of punctuation is 4,167%. The example of word order is ***In his childhood, the second child of*** *three siblings.*

9) Word choice

The table above shows that there are 2 word choice errors from 98 grammatical errors. The percentage of spelling is 1,667%. The example of word choice is *H rhoma irama is a **truely** dangdut fighter.*

10) Sentence fragments

Based on the table above, there are 6 sentence fragments errors. The percentage of punctuation is 5%. The example of sentence fragments is *Sungkar **is one of** my idols.*

C. Discussion

In this part, the researcher discussed the data that had been found in the student's writing the descriptive text. The researcher found many errors which were made by the second grade students of SMP N 12 Tegal in academic year 2019/2020. Based on the classification of sentence aspects and error categories, the researcher categorized tenth types of grammatical error aspects.

Based on the result, analysis of grammatical errors were the most common problems in grammatical error occurred when the students writing descriptive text.

f. The categories of grammar that had already analyzed in this research were pronoun, punctuation, preposition, plural, spelling, word order, tenses, capital letter, word choice, and sentence fragments.

a. The researcher found the highest grammatical error is in spelling with 33 of errors. The most common errors in spelling. For example: *"This grub band comes from Jogjakarta."* (see a table of student's errors no 2). Correct spelling for the English word is "group" so *"This group band comes from jogjakarta"*

The other example in spelling is:

"My name is ahmad setiabudi here I will tell a littel about my idol, namely Detective Conan." (see a table of student's errors no 4) Correct spelling for the English word is "little". So *"My name is ahmad setiabudi here I will tell a little about my idol, namely Detective Conan."*

The other example in spelling is:

"He is the most followed Rusian celebrity on instagram." (see a table of student's errors no 5) Correct spelling for the English word is "russian" so *"He is the most followed **Russian** celebrity on instagram"*

The other example spelling is:

"Mark Elliot zuckerberg is a computer programer and American internet enterprener" (see a table of student's errors

no 7) Correct spelling for the English word is "programmer". so *Mark Elliot zuckerberg is a computer programmer and American internet enterprener.*"

b. The researcher found the lowest grammatical error is in word choice with 2 of errors. The most common errors in word choice.

For example: *"H rhoma irama is a true dangdut fighter".* (see on table number 11). The correct sentence is "*H rhoma irama is a truly dangdut fighter*". The English adverb truly is obviously composed of the adjective true and the suffix –ly.

Other example is *"I really idol him with some of the song he delivered" (*see on table number 13). The correct sentence is *"I really like him with some of the song he delivered.* "like" is as adverb. The verb like means to like something or to like to do something.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains about conclusion and suggestion.

A. **Conclusion**

Based on the result and discussions in the chapter IV, the researcher drew the following conclusions:

1.   The reseach found problems in grammatical errors that consisted of tenth sub categories. Those were tenses, plural, pronoun, preposition, punctuation, spelling, capital letter, word choice, word order and sentence fragments. The most common errors made by the second grade students of SMP N 12 Tegal in the level grammar were punctuation, capital letter, tenses, plural, and spelling. First, the frequency of pronoun had 4 or 3,33% errors. Second, the total error of punctuation is 21 or 17,5% errors, third, the frequency of plural is 8 or 6,66% errors, fourth, the frequency of preposition is 2 or 1,667%, fifth, the frequency of spelling is 33 or 27,5%, sixth, the frequency of capital letter is 10 or 8,3%, seventh, the frequency of tenses is 7 or 5,87%, eighth, the frequency of word order is 5 or 4,167%, ninth, the frequency of word choice is 2 or 1,667%, tenth, the frequency of sentence fragments is 6 or 5%

2. From the data analysis, it showed that there were 33 (27,5%) problems were dominant by spelling problems. The total of grammar problems

3. were 98. Meanwhile, the lowest category was on word choice which appeared only 1,667%.

B. Suggestion

Based on the results of this research, the researcher would like to present the suggestions were as follows:

1. To the students

The students should learnt grammar as aspects of writing that consisted of the form of grammar based on each pronoun, punctuation, preposition, plural, tenses, capital letter, word order, spelling, word choice and sentence fragments, It was necessary for them to have good writing, so it can be used approppriately by the students according to the writing material. It was also necessary for the students to have more practice in using grammar, so that it will improve their writing skill.

2. To the teachers

Teachers should give clear explanations about grammar as aspects of writing and give an impressing teaching which can catch the students' attention toward English writing activity. It was important for them to use language that can be understood easily by the students. Besides that, teachers should give correct explanations about the context of the material so that the students were able to use correct grammar in the right context of the content. It was also necessary for teacher to give enough exercises to improve the students' writing skill

in using grammar. And the last, the teacher should give feedback toward the students' writing and communicating their progress in writing.

BIBLIOGRAPHY

Alfaki, Ibrahim Muhammed., S.S 2015. *University Students' English Writing Problems.*

Azzar, Betty Schrampher. 1993. *Understanding and Using English Grammar*, Jakarta: Bina Rupa Aksara.

Davis, UC. 2006. *Students WorkBook Writing Conventions.* The University of California.

Decapua, Andrea. 2008. *Grammar for Teachers.* New York: Springer Science Business media, LLC.

Ellis, R., & Barkhuizen, G. (2005). Analysing accuracy, complexity, and fluency Analysing learner language (pp.140) : Oxford University Press.

Fiona, Richardson. 2006. *Letter Writing* . JCS Programme Support Service Curriculum Development Unit.

Hamzah, S.S 2012. *An Analysis of The Written Grammatical Errors Produced by Freshment Students' in English Writing*. Universitas Negeri Padang.

Harmer, Jeremy. 2004. How to Teach Writing. England, PEARSON Longman.

Heidi Dulay, Et Al., *Language Two,* (New York: Oxford University Press, 1982).

Jauhari, Heri. 2010. *Panduan Penulisan skripsi Teori dan Aplikasi*. Bandung: Cv Pustaka Setia.

J. Michael O" Malley and Lorraine Valdez Pierce, Authentic Assessment for English Language Learners (London: Longman, 1996) p.137-138.

Meyers, A. 2005. Gateway to Academic Writing. New York: Pearson Education.

Moore, Andrew. 2000. *Structure of English.* Online. Nurgiantoro, Burhan. 2010. Teori Pengkajian Fiksi. Yogyakarta: Gajah Mada Univeristy press.

Sugiyono. 2011. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta Bandung.

Spevey, L. Becky. 2006. *What Is The Writing Process?*. Greenville: Super Duper Publication.

Wilkinson, George and Dony Hariyanto. 2004. Complete English Grammar: *Special Edition*. Pustaka Indonesia.

①

WRITING DESCRIPTIVE TEXT

NAME : Nur Fitri Hidayati
CLASS : 8 a
SUBJECT : Bhs. Inggris

Write about your favoUrite idol.

MY IDOL
Justin Timberlake

① Justin Timberlake (born (15) Memphis, Tennessee, January 31, 1981.
Timberlake started his brilliant career by following ③
the events ② "Star" Search and "The New Mickey Mouse Club".
with Britney Spears and Christina Aguilera. (In 2002) ④
Timberlake started his solo career by releashing his
first album ⑤ "Justified" 2013, Timberlake released his
third album "The 20/20 Experience" with his hits ⑧ unnecessary
comma
⑦ ⑧
" Suit A Tie " and "Mirrors".

Incorrect	Correct	Category
1	Justin timberlake was born in Memphis, Tennessee on January 31, 1981.	Lack of subject-verb agreement
2		missing Quotation mark
3		missing Quotation mark
4		missing Comma
5		Quotation marks
6 7		Preposition

(2)

WRITING DESCRIPTIVE TEXT.

NAME   : AULIA SIS NAWATI
CLASS   : 8 A
SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL   NP = an idol band group

My name is Aulia Sis Nawati . Iam 15 years old.
Iam 8 B grade. Ihave a grub Idol band called Sheila on 7
I have long ad mired the band's grub favorite song
that I always sing titled " saat aku lanjut usia
Ussualy I sing the song with my friend.
My friends who plays guitar and me who smgk
This grub band comes from Jogjakarta. the vocalig named duta.
In My Opinion , all the song perfomed by the grub band are
very Interisting. the song is so touching . I really want
to watchit live, especially with My friends.

(3)

WRITING DESCRIPTIVE TEXT.

NAME : Ahmad Badrodin
CLASS : 8A
SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

My Mom is my Idol ① Is → Present Tense

My mom is the greatest person in my life. She was never tired ③ and never angry. In my life, my mother is a very meritorious person. My mother who understand the most. and always provides motivation that can raise thespirit that has never been lost in my life. ④

My mother is a women who is willing to sacrifice her life for the family willing to wake up early and sleep at the end of his life. She is ⑤

⑥ My mother, you are my inspiration. But now that you are gone you are calm in heaven. only prayer that I always sa-for you.

I really really love you mom.
am   ✗

(4)

WRITING DESCRIPTIVE TEXT.

NAME : AHMAD SETIABUDI

CLASS : 8A

SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

DETEKTIF CONAN

My name is Ahmad Setiabudi. Here I will tell a (1) (Littel) about my idol, namely Detective Conan.

Detective Conan or Sinichi Kudo, a 17 (2) Plural (Years) old high school detective who usually helps the police solve cases. is attacked by 2 members of a mysterious syndicate while overseeing an extortion. He is then given a mysterious drink that has just been developed to kill him.

However, due to a rare side effect that the syndicate does not know about, the poison causes his body to shrink like a child aged seven years. (3) the syndicate members do not know that it is kudo, they leave him. To find traces of the syndicate, he (4) Present → disguises (disguised) his name to be Conan Edogawa and (5) liver → Present tense (lived) with his childhood friend Ran Mouri, whose father, Kagoro Mouri, was a private detective. Even though his body is shrinking, he still solves cases. Usually, he solves these cases by imitating Kagoro Mouri's voice with a tool created (6) by his neighbor, Professor Agasa. Kagoro Mouri's a rather silly detective, is initially confused by his sudden increase in case-solving skills. However, then he (7) is — present (was) not surprised because he (8) is — Present Tense. (was) happy because of his increased fame.

That is all and Thank you.

⑤

WRITING DESCRIPTIVE TEXT.

NAME : Wildon proburs
CLASS : 8 A
SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

Khabib Nurmagomedov

Khabib was born (to) on Avar family on
20 september 1988, in village of silidi - Rusian.
In his childhood the second of three children,
he has an older brother magomed and younger
sister Amina.

Khabib Interest in martial arts began when (he) is
watching students training at the gym. He
trained in wresling from the age of 12, judo
from the age of 15 and focussing his attention
on mixed martial arts. He (has) named the
EAGLE. is ⑤

Khabib is the first muslim to win a
UFC (ultimate fighting championship)
title. He is a two time win in combat sambo
world champion. He is the most followed (Rusian) ⑥
celebrity on instagram.

(6)

WRITING DESCRIPTIVE TEXT.

NAME : Aji Putra
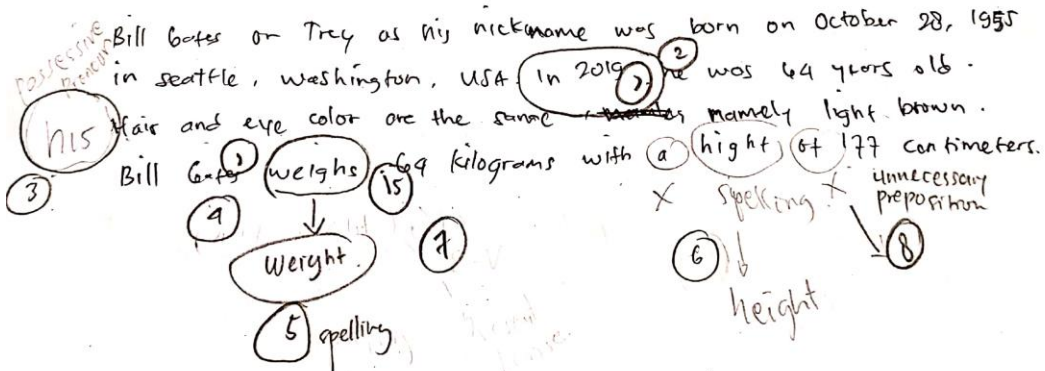CLASS : 8A
SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

My Idol Bill Gates

William Henry "Bill" Gates III is one of the richa & most influental people in the world. In 1975 together with his friend, Paul Allen, *unnecessary comma* he founded Microsoft(1) which became the largest PC software company in the world. that is why his mome is on the list of the richest people in the world by Forber.

possessive pronoun Bill Gates or Trey as his nickname was born on October 28, 1955 in seattle, Washington, USA In 2019 (2) he was 64 years old. his (3) Hair and eye color are the same namely light brown. Bill Gates (4) weighs (15) 69 kilograms with a (hight) of 177 centimeters.

X Spelling X *unnecessary preposition*

Weyght (5) spelling (7) (6) (8)

height

sari's book.

Bill gates' weyght

(7)

WRITING DESCRIPTIVE TEXT.

NAME   : Ahmad Gozhali
CLASS   : 8A
SUBJECT   : Bahasa Inggris

Write about your favourite idol.

MY IDOL

Mark Zuckerberg

Mark Elliot Zuckerberg is a computer (programer) and American internet entrepreneur. He is one of the founder of the famous social media "Facebook" today. His name is on the list of the 100 richest and most influental people since 2010 by Time Magazine.

Talking about his physical (aperance), mark's body is 170 centimeters tall and (weight) 76 kilograms. His (hair color) red while his eyes are blue. Mark Zuckerberg was born on May 19, 1984 in New York, USA. Because this, he was 35 years old in 2019. Mark Zuckerberg was married to Priscilla chan. They have one daughter named Maxima Chan Zucker

ncorrect	Correct	Category.
1.	programmer	Spelling. ✓
2.	"facebook"	missing quotation mark ✓
3.	appereance	Spelling. ✓
4.	Weight weight	Spelling: ✓
5.	his color hair	noun phrase / word order

(8)

WRITING DESCRIPTIVE TEXT.

NAME   : Andi Purnamo
CLASS   : 8A
SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

My Idol is Denzal Washington. he is an Academy (Aword) (wining) actor. He plays in many films such as Flight, The Book of Eli, Crimson Tide and Unstopable. Denzel was born in Mount Vernon, New York on Desember 28, 1959. (3) He is a tall guy with a great worm smile. Denzel who is (multitalent) (4) (aslo) a family man. (he) lover his family so much and taking care of them. Being famous is not his goal. (he) is a person who is caring to others.

Incorrect	Correct	Category
1	award	Spelling ✓
2	winning	spelling ✓
3	Multitalent	Spelling ✓
4	also	spelling ✓
5	He loves	Capital letter
6	He is	Capital letter

(9)

WRITING DESCRIPTIVE TEXT.

NAME : IRFAN HAKIM

CLASS : 8A

SUBJECT : Bahara inggris

Write about your favourite idol.

MY IDOL

My name is irfan habAm, I'M in 8th grade. I have an idol. his name is Valentino rossi. he is a motor bike racer. he comes from Italy. I like his because he always wins in tournaments, Besides being good at driving a motorbike, he is also good at mastery the track before the race. I really like him when he is on the winding track he was very good at twists but also good at the straight. I always wat him when he races even if it's only on tv.

69

(IV)

WRITING DESCRIPTIVE TEXT.

NAME   : Bayu Sulistyo

CLASS   : 8a

SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

① Capital

My name is bayu sulistyo. I have an idol. he is a singer in the ②(gms) group band noah. his name is ③ arief. His real name is ④ muhamad hazril ⑤ ilham. Besides having a handsome face, he is also good at ⑤ singing. I have admired ⑥ it since I was 10 years old. ⑥ at that time, the name gms was peterpan. I often sing the song with friends ⑦. ⑦ my favourite song is said Besides the lyrics are good, the music is also easy to play ⑧.

Almost all the songs I have on the cassette. I often play it at night before bed. I think that's All I can tell.

I guess that is enough to describe my idol.

(11)

WRITING DESCRIPTIVE TEXT.

NAME : M. Ridwan
CLASS : 8a
SUBJECT : B. Inggris

Write about your favourite idol.

MY IDOL

The legend of the world's dangdut King

Maestro haji Rhoma irama was born in ~~lake~~ December 11,1946 have a ①
soldier named Burdah anggawiya, his mother named tuti juariyah. haji
Rhoma irama used to have a career as a pop singer and was the best
pop singer ② in southeast asia (1st prce) to fortify western musical
influences. H. Rhoma irama formed a malay orchestra called soneta. according
to Indonesia music observer, Bens Leo, H Rhoma irama is the figure of the best
musician or songwriter and 7 of the world's best guitarists. H. Rhoma irama ④
is a (true) ③ dangdut fighter. from being insulted to acceptance in all (corners)
of the Indonesia homeland.   concerts
     vocab → truly

That's all
wassalam

	Incorrect	Correct	Category
	1	Haji Rhoma Irama ...	Capital letter.
	2	was the Gest influences.	missing full shop
	3	truly dangdut fighter	Mixing up adverb and adjective
	4	in all concerts ----	Spelling ✓

(12)

WRITING DESCRIPTIVE TEXT.

NAME : Nur Khaqiqi Zamani
CLASS : 8A
SUBJECT : B. Inggris

Write about your favourite idol.

MY IDOL

Prili Latuconsina

Prili Latuconsina (born in city Tangerang), 15th October 1996 ; the age of 24 years. ~~is a~~ she is a actress, a presenter, personaliti, televisions, and Indonesion singer national. I loved Prili, ~~is~~ Prili is, ~~beautiful~~ beautiful, She is also good at cooking, not arrogant and friendly, ~~But~~ her brown eyes, tiny nose, and (shout) (Heir) small body make Prili look (beautifull) yet classy.

Spelling

Spelling

Spelling

(13)

WRITING DESCRIPTIVE TEXT.

NAME : Putri Vidya

CLASS : 8A

SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

My Idol Justin Beiber

Justin Beiber is my favorite singer. I really (idol) him with some

of the song he delivered. When i listen to the song, I always feel happy

Therefore, when i'm sad I will hear one of Justins songs.

Justin is a handsome and accomplished man with blond hair, thick

eyebrows, and a sharp nose that adds to my admiration for him.

Besides, his performance in the music world is also very good. This was

-proven by the first time I heard him sing the song 'Baby' in a beautiful

voice that made me wonder at him. Besides singing and having

a handsome face, he can also play all kind of instruments that

i like, such as : guitar and piano.

vocab

love/like

(14)

WRITING DESCRIPTIVE TEXT.

NAME : IFRA MIKAYLA MAFAZA
CLASS : 8A
SUBJECT : BHS · INGGRIS

Write about your favourite idol.

MY IDOL

Descriptive . Text About Artist Favorite . maudy Ayunda
Maudy Ayunda is my favorite artist . she Very is [1]
beautiful and smart she make [2] me fall in Love with
her since first I saw her at Tv. my first time see
her is when she promote a beauty product on a
Tv's advertisement . since then . she play [3] movies and
also becaume [4] a singer . her voice is also wonderful.
I Like the song since the first time I heard it.
maudy is also an artist that care about her educat
I hear now she is studying somewhere at Foreign
University. I hope she will make new movies
and songs soon

⑮

WRITING DESCRIPTIVE TEXT.

NAME : Vitria Putri
CLASS : 8.a
SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL ①

Shireen Sungkar

I Loved Shiren Sungkar, Shireen Sungkar ~~one~~ off my idols, she is
very elegant with her hijab, shireen emigrated after marrying
with tenglu wisnu. they are both very romantic. they once
Played in a film namely cinta fitri. Now he already has 3
children namely his first child named Teuku Adam al Fatih, his
second child named cut hawwa medina alfatih, and his third
child named cut Shafiyyah mecca alfatih.

(16)

WRITING DESCRIPTIVE TEXT.

NAME   : Ziyann Maulida
CLASS   : 8A
SUBJECT   : Bhs. Inggris

Write about your favourite idol.

MY IDOL

CHEF ARNOLD

Arnold Poernomo or better know as chef Arnold was born in Surabaya. August 18, 1980. Chef Arnold was born into a family who loves cooking. Her mother is a chef, her (grandmoter) is also a chef and restaurant owner.

This family background is what makes him have love and talent in the same field until now. When he started his career, he worked in several restaurants in Sydney as a dishwasher until he was introduced to various cooking techniques. Not only that, he got the knowledge of Front of House and the world of the kitchen until he finally became a profesional (cheft) today.

(17)

WRITING DESCRIPTIVE TEXT.

NAME : Ida Kumala F

CLASS : 8 A

SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

(1)

Spelling

My Idol Agnes Monica

she is an actrist , she is beautiful idol. she is singer

her voice is so wonder full. and she also be one of coaching

Spelling → singing

in a singgirg contes , that is the voice Indonesia - and

acnes mo is singer that have go international.

(3) gone

present perfect tense

(18)

WRITING DESCRIPTIVE TEXT.

NAME : Kalinda Hana
CLASS : 8 A
SUBJECT : Bahasa Inggris

Write about your favourite idol.

MY IDOL

My mom

(1)

My mom is a very beautiful (women). Her tall
is 145 cm. and her weight is about 50 kg. She has
a black hair and shiny curly hair. She also has
a pointed nose and dimple that makes her beautiful.
her eyes are brown like my eyes.

Spelling — alway

My mom really loves cloonliness. She (all ways) keep
her home clean and healthy. besides, being a good mo
, She is the greatest chef who ever existed. I (loved)
food made by her. (espicially) her fried chicken.

(2)

(3)

Spelling (4)
↓
especially

WRITING DESCRIPTIVE TEXT.

NAME : Hedi Elisa
CLASS : 8.2
SUBJECT : B. Inggris

Write about your favourite idol.

MY IDOL

Erpan 1140   ① noun phrase

Andi Irfan (known as Erpan 1140) is (a Youtube gaming) from balik papan.
Who (Strat) playing the game mine craft which made him one of the
Youtubers with fantastic income and become an internet celebrity. (He attend
vocational high school at airlangga Balik papan High school, majoring in
technology.

incorrect	Correct	Category.
1	Is a Youtube gamer	noun phrase
2	He starts playing the game	spelling ✓
3	He attends ...	Subject - verb agreement

(2)

WRITING DESCRIPTIVE TEXT.

NAME : Rohmatun Nazilah

CLASS : 8 A

SUBJECT : Bhs. Inggris

Write about your favourite idol.

MY IDOL

GUS AZMI

Gus Azmi or Muhammad Ulul Azmi Askandar al-Abshor, was born in Probolinggo on April 23, 2004. He is a vocalist in the Syubbanul Muslimin prayer grup *spelling* from the Nurul Qodim Kalijakar Islamic Boarding school, Probolinggo.

Gus Azmi has a cute face is handsome and has a melodious voice. Of course, Gus Azmi is very prominent in the Syubbanul Muslimin group. It is fortunate that the parents of Gus Azmi's figure, Gus Azmi's parents have children who have performed well since childhood.

Some of the prayer songs that made Gus Azmi's name famous they include : Ya Asyiqhal Musthafa, Cinta Dalam Istikharah. Ibu Aku Rindu, Al Fatihah Untuk Mu, Annabi shallu Alaih, etc. The songs plus the voice of Gus Azmi made the listeners very happy and fans of this cute figure.

Present tense → make

Some of the prayer songs that is sung by Azmi, they include :