

**ERROR ANALYSIS ON STUDENTS' WRITING DESCRIPTIVE TEXT
AT THE ELEVENTH GRADE OF PMDS PUTRI
PALOPO**

A THESIS

*Submitted to Partial Fulfillment of Requirements to Obtaining a Bachelor of Education
Degree (S.Pd) to the English Language Education Study Program of Education and
Teacher Training Faculty of the State Islamic Institute of Palopo*



IAIN PALOPO

Submitted By :

Dwi Putri Maharani

Reg. Number: 1902020075

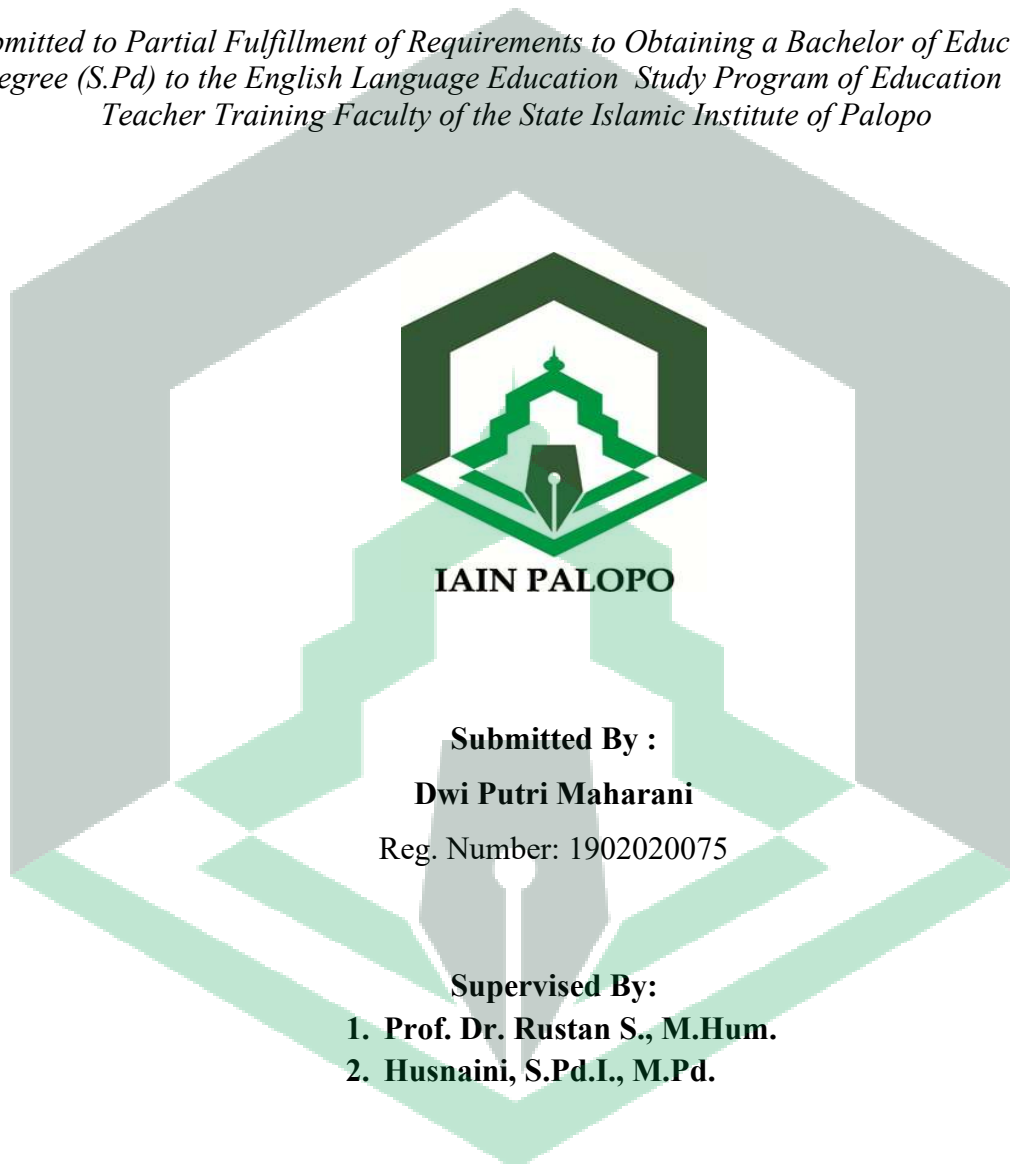
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO**

2023

**ERROR ANALYSIS ON STUDENTS' WRITING DESCRIPTIVE TEXT
AT THE ELEVENTH GRADE OF PMDS PUTRI
PALOPO**

A THESIS

*Submitted to Partial Fulfillment of Requirements to Obtaining a Bachelor of Education
Degree (S.Pd) to the English Language Education Study Program of Education and
Teacher Training Faculty of the State Islamic Institute of Palopo*



IAIN PALOPO

Submitted By :

Dwi Putri Maharani

Reg. Number: 1902020075

Supervised By:

- 1. Prof. Dr. Rustan S., M.Hum.**
- 2. Husnaini, S.Pd.I., M.Pd.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO**






2023

THESIS APPROVAL

This thesis entitled Error Analysis on Students' Writing Descriptive Text at The Eleventh Grade of PMDS Putri Palopo, which is written by Dwi Putri Maharani, Registration Number 1902020075, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Wednesday, 29th August 2023/Shafar 12th 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 29th August 2023

BOARD OF EXAMINERS

1. Husnaini, S.Pd.I., M.Pd.	Chairman	()
2. Dr. Wisran, S.S., M.Pd.	Examiner I	()
3. Rusdiansyah, S.Pd., M.Hum.	Examiner II	()
4. Prof. Dr. H. Rustan S., M.Hum.	Consultant I	()
5. Husnaini, S.Pd.I., M.Pd.	Consultant II	()

Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty



Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP.19670516 200003 1 002

The Head of English Language
Education Study Program



Husnaini, S.Pd.I., M.Pd.
NIP.19840802 200902 2 007

CONSULTANT APPROVAL

Thesis Entitled : **Error Analysis on Students' Writing Descriptive Text at the Eleventh Grade of PMDS Putri Palopo**

Written By :

Name : Dwi Putri Maharani

Reg. Numb : 1902020075

Faculty : Tarbiyah and Teacher Training

Study Program : English Education

It has been corrected and approved to be examined.

Palopo, August 29th 2023

Approved

Consultant I,



Prof. Dr. Rustan S., M. Hum.
NIP 19651231 199203 1 054

Consultant II,



Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

EXAMINER APPROVAL

Thesis Entitled : **Error Analysis on Students' Writing Descriptive Text at The Eleventh Grade of PMDS Putri Palopo.**

Written By :

Name : Dwi Putri Maharani

Reg. Numb : 1902020075

Faculty : Tarbiyah and Teacher Training

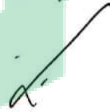
Study Program: English Language Education

Has been corrected and approved to be examined munaqasyah thesis.

Palopo, August 29th 2023

Approved

Examiner I,



Dr. Wisran, S.S., M.Pd.
19720611 200003 1 001

Examiner II,



Rusdjansyah, S.Pd., M.Hum.
19890518 201903 1 002

NOTA DINAS PEMBIMBING

Palopo, August 29th 2023

Lampiran :-

Hal : Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palopo
Di

Palopo

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Dwi Putri Maharani

NIM : 1902020075

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

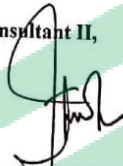
Judul : Error Analysis on Students Writing Descriptive Text at the Eleventh Grade of PMDS Putri Palopo.

Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan. Demikian untuk diproses selanjutnya.

Consultant I,


Prof. Dr. Rusan S., M.Hum.
NIP 19651231 199203 1 054

Consultant II,


Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Dwi Putri Maharani

Reg. Numb : 1902020075

Faculty : Tarbiyah and Teacher Training

Study Program: English Education

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of others that I acknowledge as many own work or through.
2. All parts of this thesis are my own works expect the citation whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions the act, them the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, Sept 29th 2023

Regards



Dwi Putri Maharani
1902020075

ACKNOWLEDGEMENT

All praises and grateful to the almighty God Allah SWT, for his mercies and blessings thereby there the researcher could complete this thesis as the requirement for the degree of S.Pd at the State Islamic Institute of Palopo entitled Error Analysis on Students' Writing Descriptive Text at the Eleventh grade of PMDS Putri Palopo. Shalawat and salam may always be given to our prophet beloved Muhammad SAW, his family, his companion, and his adherence.

The researcher realizes that the existence of this thesis receives much advice, guidance, encouragement, and comments from many people, therefore, the researcher would like to express thanks to:

1. Dr. Abbas Langaji, M.Ag, as the Rector of IAIN Palopo and always supports the researcher during the year of study at IAI Palopo.
2. Prof. Dr. H. Sukirman Nurdjan, S.S., M.Pd, as the Dean of Tarbiyah, has supported the researcher in writing this thesis.
3. Husnaini S.Pd.I., M.Pd, as the head of the English language study program of (IAIN) Palopo and the second consultant who has given corrections, explanations, suggestions, guidance, and some ideas until the thesis is finished.
4. Prof. Dr. Rustan S., M.Hum as the first consultant has given corrections, explanations, suggestions, guidance, and some ideas until this thesis is finished.

5. Dr. Wisran, S.S., M.Pd, as the first examiner and Rusdiansyah, S.Pd., M.Hum as the second examiner for their valuable help, guidance, explanations, corrections, suggestions, and ideas thereby the researcher can finish this thesis.
6. Andi Tenrisanna Syam, S.Pd., M.Pd, as the academic assistant lecture, always give time, suggestions, help, idea, and kindness, during complementing this thesis.
7. All the lectures in IAIN Palopo, especially the English language study program, have given the researcher knowledge, motivation, and attention to learning the language. Moreover, all staff in IAIN Palopo who has given help to the researcher.
8. The headmaster and all teachers, significantly the English teacher at PMDS Palopo, Ms. Rosnaeni S.Pd have helped the researcher during her research in the school.
9. Special thanks to the researcher's beloved family, especially to the researcher's parents, Masrul S.H and A. Kartini Yunus who have given their loving attention and praying for the researcher's success.
10. Special thanks to the researcher and my one and only sister, A. Dian Miranda Eka Putri who have given me suggestions, loving attention, and spirit.
11. Special big thanks to my big family, who have given attention and a loving spirit; thank you for caring and supporting the researcher's success.

12. Special thanks to my beloved brother and sister Maulana Ibrahim & Ichwana Rusdianto, who has always accompanied the researcher. Thank you for giving the researcher supporting and caring.
13. Special thanks to the researcher's friendship (crazy missqueen), Nabylah, Putri Maulidayanti, Sari, and Nurmi Padang who always support, help, and share their happiness with the researcher in every place and situation.
14. All of the researcher friends at KKN desa Tarengge Timur, thanks for the lovely friendship, support, help, and togetherness during my study at IAIN Palopo.
15. All support from the researcher's best friends forces 2019, especially BIG Believable. Special for everybody who has given the researcher spirit, motivation, support, and encouragement until finishing this thesis.

The researcher hopes this thesis can give some value to the English Language Education Study Program students, English Teachers, and Readers. The researcher admits that this thesis is not perfect, so the researcher would accept suggestions from the readers to make it better. The researcher hopes that this thesis will be beneficial to everyone.

Finally, the researcher dedicates this thesis, may Allah SWT, bless us who have helped the researcher, the researcher hopes this thesis can be helpful and give a positive contribution to the readers and others.

Palopo, August, 2023

Dwi Putri Maharani

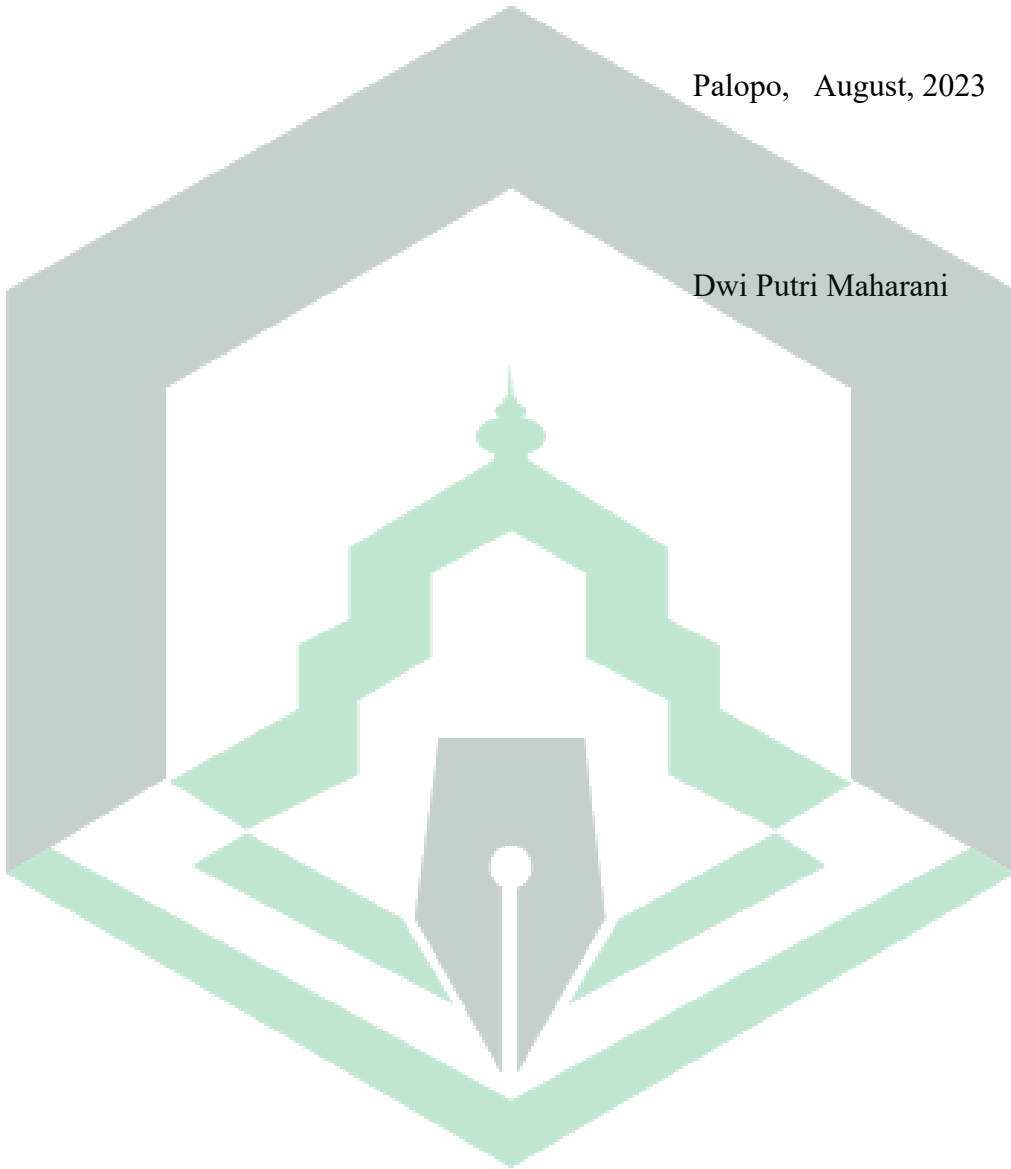


TABLE OF CONTENT

COVER	i
TABLE OF CONTENT	ii
CHAPTER 1 INTRODUCTION	1
A. Background	1
B. Problem Statements	3
C. The Objective of Research	3
D. Significances of the Research	4
E. Scope of the Research	4
F. Operational Definition	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous related research findings	6
B. Error Analysis	7
C. Writing	15
D. Descriptive Text	20
E. Conceptual Framework	23
CHAPTER III RESEARCH METHOD	25
A. Method of the Research	25
B. The subject of the Research	25
C. Instrument of the Research	26
D. The procedure for Collecting Data	26
E. The Technique of Data Analysis	26
CHAPTER IV FINDINGS AND DISCUSSION	32
A. Findings	32
B. Discussion	37
CHAPTER V CONCLUSION AND SUGGESTION	39
A. Conclusion	39
B. Suggestion	40
BIBLIOGRAPHY	41
APPENDICES	

ABSTRACT

Dwi Putri Maharani,(2023) *“Error Analysis on Students’ Writing Descriptive Text of the Eleventh Grade at PMDS Putri Palopo”*. Thesis English Education Study Program at State Islamic Institute (IAIN) Palopo. Supervised by : (1) Dr.Rustan S., M.Hum and (2) Husnaini, S.Pd., M.Pd.

The purpose of this research is to find out the common grammatical errors and dominant errors of students in descriptive text. The modification errors in this study are divided into four categories, namely: omission, addition, missformation, and addition. In this thesis, the researcher used descriptive qualitative analysis. The population of this research is the eleventh grade of students at PMDS Putri Palopo, where the researcher took only one class, namely XI.3. For this research, the researcher analyzed the students’ writing, then found and classified the errors made by the students. There are four types of errors made by students, namely omission, addition, missformation, and misordering. Each type has a percentage, omission consists of 26 errors or 3,35 %, in addition, consists of 10 errors or 1,25 %, the missformation consists of 29 errors or 3,36 %, and the last is misordering consisting of 2 errors or 0.25 %. And the researcher also analyzed error in writing students' capitalization and punctuation, capitalization consists of 6 errors or 0,75 % and punctuation consist of 7 errors or 0, 87 %. From these findings, the researcher found 80 items for grammatical errors, and the dominant errors that accrued were missformation errors with a percentage of 3,36 % in this category.

Key Words: *Descriptive Text, Error Analysis, Writing Skill.*

CHAPTER I

INTRODUCTION

A. Background

English is one of the important languages that is used all over the world and spoken by many people. In Indonesia, English is treated as the first foreign language, considered to be important for developing and applying science and technology, as well as for increasing international relationships and cooperation. Therefore, the government of Indonesia has put English an essential subject to be learned in schools and universities.

Writing is an important skill that must be learned because it is used to communicate. Moreover, students must be able to communicate not only verbally but also in writing. In addition, writing is an effective way to communicate and express our thoughts, feelings, and opinions to others.¹ Writing is a way to express feelings, ideas, arguments, willingness, and thoughts in the form of words in sentences. It means that students should be able to express their idea in written form as a result of their understanding of the text that they read. Because of that, writing is an important skill to be taught to students. Writing is not easy, because it takes studying and practicing to develop this skill.

In composing good writing, students should notice some aspects. Grammar is one of the important aspects that should be mastered. The grammar of a language is the set of rules that govern its structure. States that grammar is a description of the rules for forming sentences, including an account of the

¹ By Tika Sri Rahayu, *An Analysis Of Students' Errors In Writing Descriptive Text At State Vocational High School 5 Pekanbaru 2022*.

meanings that these forms convey². The use of grammar is very important because the students are not only supposed to know the grammar, they can use it well either in spoken or written communication.

A grammar must be written in a clear style and include many examples that are relevant and that have been carefully checked. The grammar should be readily accessible and appropriately presented, thereby enhancing the validity of the work and the authors of this book address in differing but absolutely useful ways.³

Grammar is a set of rules about language based on how people think language should be used. In perspective grammar there is right and wrong language and can be compared with a descriptive grammar, which is a set of rules based on how language is actually used.

In this study, the research analyzes the student's errors in writing a descriptive text. Descriptive text is one of the functional texts which is difficult enough to be learned by the students. Descriptive text is a text that describes the features of someone, something, or a certain place.⁴ The descriptive text consists of an introduction and description. The introduction is part of a paragraph that introduces the character and the description is part of a paragraph that describes the character. The students can use simple present and adjective clauses in descriptive text. The researcher chooses descriptive text because many students do not understand well how to write this text correctly, especially the content of the descriptive text, that is identification and description.

² Thornbury, Scott. 1999. *How To Teach Grammar*. Essex : Pearson Education Limited.

³ Thomas E. Payne, *Perspective on Grammar Writing*, University of Oregon & SIL Internasional, 2009.

⁴ Artono Wardiman, et. Al. *English in focus for grade VII Junior High School (SMP/MTS)*, Jakarta : Pusat Pembukuan, Departemen Pendidikan Nasional, 2008).pg. 115

By considering the explanation above, the writer analyzed the student's errors in writing by asking them to make writing descriptive text. The writer intends to identify what type of errors are most frequently committed by students. The writer observed error analysis of students writing descriptive text based on Surface Strategy Taxonomy. This type of error has an interrelationship with one another. Then the researcher described the errors by following surface taxonomy because it holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. So it is very important to know how many types of errors are in writing to help them understand writing skills well.

The result of the research showed that the students usually get difficulties understanding English, especially in writing and grammar. The researcher concluded that the writing skill in English subject was less, some problems that happen in students' English writing are caused by differences in English and Indonesia structure, and also they do not understand how to make good writing, the researchers intended to conduct research entitled “ Error Analysis on Students' Writing Descriptive Text at the Eleventh Grade of PMDS Putri Palopo ”.

B. Problem Statements

By looking at the background above the problem statement of this research is formulated statement as follows :

1. What types of errors are committed by the students in their errors at the eleventh grade of PMDS Putri Palopo?

2. What are the dominant errors committed by students in their errors at the eleventh grade at PMDS Putri Palopo?

C. The Objective of the Research

Based on the formulation of the problem, the researcher makes the objectives of the research as follows:

1. To know the types of errors committed by the students in their errors at eleventh grade at PMDS Putri Palopo.
2. To find out the dominant types of errors committed by students in their errors at eleventh grade at PMDS Palopo.

D. Significance of the Research

The findings of this research expect to give a significant contribution to :

1. Theoretically

This research, hopefully, the result of the study would anticipate the readers making errors in their writing, can motivate them to make good writing, and also will give some input to the writer, they can identify which parts of the language structure are found difficult in writing, so they that could improve their method and techniques in teaching English.

2. Practically

- a. For English teachers, the teacher can understand the difficulties faced by the students in writing descriptive text. So the teacher can improve the way of teaching that can make the students understand the lesson, especially about the grammar in writing descriptive text.

b. For the students, this research can assist the students in writing descriptive text with the correct grammatical. They can be more aware of errors that they make in every writing test, not only in writing descriptive text but all of the writing activities.

c. For Next Researcher, this research may also serve as a source of knowledge for future research for alternative research.

3. Scope of the Research

The students usually make errors in their writing, especially related to the structure construction. The researcher restricts this research to the senior high school Datok Sulaiman Palopo, the kind of text that will be written by the students is descriptive people in one paragraph which consists of five to seventh sentences and focuses on language use. The researcher used the error analysis based on the surface Taxonomy into four categories, namely: error in omission, error in addition, error in misformation, and error of misordering.

4. Operational Definition

Based on the title is: "Error Analysis on Students' writing descriptive text at the eleventh grade of PMDS Putri Palopo."

The writer defines it as follows:

1. Error analysis is an effort to analyze, and describe errors that appear to make the explanation systematically structural. It requires avoiding the errors of the learners' procedures frequently.
2. Writing is the process of expressing ideas or thoughts in the world that should be done at our leisure.

3. Descriptive text is text that contains the description of an object, which is an animal, place, person, or thing.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

In writing this proposal, the writer finds some writers who are closely related to this research, those are :

Diana wrote the research “An Analysis of Students’ Error in Writing Resumes the Third year English Department Students of IAIN Palopo”. Based on these results, she found the students' errors and showed in the table, it was found that the students made errors in the mathematical categories, consisting of addition, omission, substitution, and order. In his research, she applies case study research which is used to describe the analysis of errors in students’ writing. The sample from her was taken by using a random sampling technique.⁵

Sa’adatunissa wrote research about “ Error Analysis on Students Writing the Short Essay”. The research was conducted in the third-grade language program at MAN 2 Kota Serang. In this research, she analyzed the students writing essays on lexical error, the category of error such as misselection, misformation, and for distortion. The conclusion based on her research, she analyzed students of errors in lexical caused by the lack of knowledge of word types. The common error is misselection.⁶

⁵ Diana, An Analysis of the students’ error in writing resume at the third year English department students of IAIN Palopo, skripsi sarjana pendidikan (palopo, perpustakaan IAIN Palopo 2018).

⁶ Sa'adatunissa. Error analysis on students writing the short essay in the third grade language program at MAN 2 tarakan 2022.

Lukman Hakim wrote research about “ Error Analysis on Students Translation at the fifth-semester Students of English Department IAIN Palopo “Which concluded that the fifth-semester students of IAIN Palopo still make a lot of errors in the translation of Indonesia noun phrases into English noun phrases. From the data analysis, there are four types of errors: a) omission, b) addition, c) misformation, and d) misordering.⁷

Abdi wrote research “Analysing Students’ Error in Writing Thesis Proposal at the fourth year English Students of IAIN Palopo”. Based on these results, he found the grammatical errors made by student 140. In addition, there were several causes of their errors while she was analyzing the thesis background of the proposal such as lack of interest and motivation to write and lack of vocabulary, poor mastery of language, fewer academic words, and carelessness.⁸

Irnawati Israil wrote research about “An Error Analysis on Students Writing the fourth-semester Students of the English Study Program of the Tarbiyah Department at STAIN Palopo”. Based on the result, the researcher finding of students' grammatical errors, shown in the table, it was found that the students committed an error in grammar category, consisted addition, omission, substitution, and ordering. In the research, she applied case study research. It was used to describe an error analysis of students’ writing. The sample of the researcher was taken by using a random sampling technique. Both of the

⁷ Lukman Hakim, *Error Analysis on Students’ Translation at the Fifth Semester Students English Department IAIN Palopo*, Skripsi Sarjana Pendidikan, (Palopo : Perpustakaan IAIN Palopo, 2015)

⁸ Abdi, *Analysing students’ “error in writing thesis proposal at the fourth year English students of IAIN Palopo”*, skripsi sarjana pendidikan, (palopo: perpustakaan IAIN palopo 2018)

researchers above have similar content in their research that is about errors committed by the students mostly in the grammar category.⁹

Based on the previous research above, they have a relationship with this study where the researcher wants to show their error in writing English. In addition, the results of previous studies focused more on writing short essays, resumes, and grammatical. Meanwhile, for this research, the researcher focuses more on writing descriptive and sources of errors committed by students in writing using Daulay's theory. The purpose of the researcher's research is to make the students know their errors in writing descriptive text. So, they can improve their ability to write something in English.

B. Some Pertinent Ideas

1. Error Analysis

a. Definition of Error Analysis

There are some opinions about error analysis. An error can be observed, analyze, and classified, to reveal something of the system operating within the learner, leading to a surge of study of learners, errors, called error analysis.¹⁰ In addition, opinion by Crystal Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.¹¹ Concluding from the definition clarifies that error

⁹ Irnawati Israil, "An Error Analysis on Students' writing At the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo". STAIN Palopo, 2014, p.7

¹⁰ Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching*. Englewood Cliffs, N.J : Prentice-hall, Inc :259

¹¹ Crystal, David. 1987 *The Cambridge Encyclopedia of Language*. New York: Cambridge University Press. 112

analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

According to James, error analysis aims to describe the learner's interlanguage (the learner's version of the target language) independently and objectively. Error analysis's most distinct features are those in which the mother tongue should not be mentioned for comparison. Therefore studies in error analysis are mostly concerned with the linguistic aspects of learners' errors.¹² In addition, Error analysis is a piece of very important information for teachers. The existence of error analysis provides information about students' errors in writing and is also able to increase the effectiveness of their teaching. Learning errors analysis by itself is difficult but differs from several correct answers and gives a good picture of which items are being quasi and which items have not been mastered, hereby a teacher gets enlightened regarding grammar errors and will improve the way of teaching grammar items or other linguistic features.

Error analysis becomes distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from the negative transfer of the native language. Error analysis easily superseded contrastive analysis, as we discovered that only some of the errors a learner make are attributable to the mother tongue, that learner does not make all the errors that contrastive analysis predicted they should, and that learners from

¹² Carl James, errors in language learning and teaching, 7 edition (New Jersey: prentice Hall, inc, Englewood elifts, 1980) 166.

disparate language backgrounds tend to make similar errors in learning one target language. Brown mentions that error analysis is a valuable source of information for teachers.¹³ It includes information on learners' errors which helps teachers to correct them and improves the effectiveness of their teaching and learning. In consequence, errors give marks to teachers and researchers on whether the use process is successful or not.

On the other, Dulay said, "Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance".¹⁴ Teachers and mothers who have waged long and patient battles against their students or children's language errors have come to realize that making errors is an inevitable part of learning people cannot learn a language without first systematically committing errors.

Based on the theories above, the writer can conclude that error analysis is a study of the systematic error that students commit in acquiring a language into the target language and the description and classification of intralinguistic error.

b. The differences between errors and mistakes

When talking about the error it is always connected to a mistake. Some people even think that the terms error and mistakes are the same and commonly cannot see the destination between both of them. It becomes inappropriate treatment and also it gives a negative effect on the students in knowing and ensuring their competence in language learning English. Because of this, a

¹³ Douglas Brown, *principle of language learning and teaching*, (new jersey : prentice hall, inc, englewood cliffs, 1980)p.166

¹⁴ Heidi Dulay, et al, *Language Two*, (New York Oxford University Press, 1982) p. 138.

systematic collaboration of the distinction between error and mistakes is obligatory to have a deep explanation. Error and mistakes are differences. Human learning is a fundamental process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information.¹⁵ This means that making errors and mistakes has happened to the students naturally.

The terms mistakes and errors are often used interchangeably. However, there is a clear difference between the two. Norrish makes a clear distinction between errors and mistakes. He stated errors as a systematic deviation when a learner has not learned something and consistently gets it wrong. He adds also that when a learner of English as a second or foreign language makes an error systematically, it is because he has not learned the correct form. Norrish then defines mistakes as “inconsistent deviation.” When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake.

Error	Mistake
Error is a systematic deviation	The mistake is a random deviation
An error cannot be self-corrected	A mistake can be self-corrected
An error occurs due to incomplete learning	Mistakes occur due to carelessness

¹⁵ Douglas brown, *principles of language learning and teaching*, 4th edition, (new jersey : prentice hall regents, 1994), p.216

c. Procedure in Error Analysis

There are many kinds of procedures in error analysis. One of them was proposed by Grass and Clinker in their book “ second language acquisition” which consists of six steps :

- 1.) Collect data: Although this is typically done with written data, oral data can also serve as a base
- 2.) Identify errors: What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with the plural subject)?
- 3.) Classify errors: Is it an error of agreement? Is it an error in irregular verbs?
- 4.) Quantify errors: How many errors of agreement occur? How many irregular verbs from errors occur?
- 5.) Analyze source: The researcher analyzes the source of errors based on the findings. Why the students made errors?
- 6.) Remediate: Based on the kind and frequency of an error type, pedagogical intervention is carried out.¹⁶

d. Types of Error

Heidy Dulay gave his point of view about the types of error analysis procedures. The analysis counts the errors made by the students.¹⁷

1. Error types based on linguistic category taxonomy

Many error taxonomies have been based on the linguistic item, which is affected by an error, these linguistics category taxonomies classify errors

¹⁶ Susan M. Gass and Larry Selinker, 2008. second language acquestion, An introductory course.(3rded). New york: Routledge.

¹⁷ Carl james, *Error in Language Learning and Use*, (New York : Longman, 1998), p.91-114.

according to either or both the language component and the particular linguistic constituent the error effects.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjective, and so forth.

2. Error based on surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface a structure is altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may misformation items (selection) or misorder them (misordering).

a) Omission

Omission errors are 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 the omission, some types or morphemes are omitted more than others. For example,

Dwi know about South Sulawesi.

This place is most important in the world

It should be:

Dwi knows about South Sulawesi.

This place is the most important in the world

b) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well-formed utterance. For example:

- she was a cute girl and smart girl.
- She does not closes the door.

While the correct sentences above are :

- she was a cute and smart girl.
- She does not close the door.

c) Misformation

Misformation errors are characterized by the use of the wrong form of morphemes or structures. While in omission errors happen unconsciously. On the other hand, misformation errors happen consciously. The students supply something, although it is incorrect. There are three types of misformation namely :

1) Regularization errors

It is that all under the misformation category are those in which a regular marker is used in place of an irregular one. For example: ruined for run or goose for geese.

2) Arch forms

The selection of one number of class forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the students an arch-form. For example, a learner may

select one member of the class of personal pronouns to function for several others in the class, me hungry.

3) Alternating forms

As the student's vocabulary and grammar grow, the use of arch forms often gives way to the fairly free alternation of various members of a class with each other. For example this cat.

4) Misordering

Misordering is the wrong placement of a morpheme or a group of morphemes in an utterance. For example, I don't know what that is. There are three types of miss ordering :

a. Error based on comparative taxonomy

The classification of error in a comparative taxonomy is based on a comparison between the structure of second language errors and certain other types of constructions.

b. Development error

These errors are similar to errors made by the students learning the target language as their first language. For example, Dwi goes to school.

c. Interlingua error

Interlingua errors are similar in structure to a semantically equivalent phrase or sentence in students' native. For example, she has a book blue.

Interlingua errors are divided into two types :

1) Ambiguous Errors

These errors reflect the student's native language is called ambiguous error.

For example, Dwi does not go to school.

2) Other Errors

Other errors are the errors made by the students native using their native language structure on their second language development form, such as “ he does his homework”, where “do” as a verb presents tense must add “s/es” for the subject “he”.

3. Capitalization

Capitalization or capitalization means the use of capital letters or capital letters. Capitalization of place names, surnames, and days of the week are all standard in English.

4. Punctuation

Punctuation is a tool that allows us to organize our thoughts and make it easier to review and share our ideas. The standard English punctuation is as follows: period, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen, ellipsis, colon, and semicolon.

E. Errors based on communicative effect taxonomy

In communicative effect taxonomy, the errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

Daulay categories it as follow:

1. Global error

Global error hides communication; it presents the learners to comprehend some aspects of a message. For example, they have been amused by that film very much.

2. Local error

The local error itself doesn't interfere with understanding at an utterance, usually because there is only a minor violation of one segment of a sentence. "I hungry" will be a local error since the meaning of apparent. The researcher used the classification of errors given by Heidi Dulay. In error based on surface taxonomy, he describes that there are four types of error " omission, addition, misformation, and misordering. These types of errors are used in this research.

F. Sources of Error

In error analysis, the important part is to know the source of errors that are made by students. According to Rod Ellis, the sources of error are.¹⁸

1. Omission

An omission error occurs when a well-structured speech is missing a necessary component. At the same time, although each morpheme and phrase within a phrase has a chance of being eliminated, some morphemes are eliminated more frequently than others. For example, they leave out the article *a* and *the* and leave the-s off plural nouns.

¹⁸ Rod Ellis, *Second Language Acquisition*, (New York, Oxford University Press, Inc, 1997), p.19

2. Overgeneralization

This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. An example is the use of *eated* in place of *ate*.

3. Transfer

A transfer is reflecting learners' attempts to make use of knowledge. For instance, *same-same* refers to *you are welcome*.

2. Concept of Writing

a. The Definition of Writing

Writing is one of the language skills that should be taught besides the other skill. Writing is regarded as a productive skill.¹⁹ It is a method of generating or expressing an idea, feeling, or opinion in words so that students can write about their feelings or experiences. Writing is the process of expressing oneself through handwriting, in which the writer gives form to all he thinks and feels. Writing is difficult since it takes time to learn and practice these skills. Experts have come up with a variety of definitions for writing.

According to Douglas Brown Writing is true of the thinking process.²⁰ In addition, Lindblom in Fatmawaty defines that, writing as studying to focus our mind on important matters and learning about them.²¹ Through this activity, a

¹⁹ Dewi Purwana, Andi Tenrisanna Syam, *Journal*, "Improving students' writing skill on descriptive text by estafet strategy of the Eleventh year students of SMA 4 Palopo".2019, p.1

²⁰ Douglas Brown, *Teaching By Principles*, (San Francisco : California, 2nd Edition, 2000), p.336

²¹ Fatmawaty. 2009. *Increasing the Students' Writing Proficiency through Think-TalkWrite Method*. Skripsi. Makassar: Fakultas Keguruan Dan Ilmu Pendidikan Universitas

person can find the solution to difficult problem, master the fact even by writing, a person can also communicate their mind which cannot be done through other ways.

Another concept said that “Writing is functional communication, making it learners possible to create imagined worlds of their design.²² It means writing is a way to produce language that comes from our thought. In the writing process, the writer tries to develop their ideas and feelings to produce a good sentence, to inform the other. We can take more time to think and choose words to express our idea, thought, and feeling.

b. Types of Writing

Based on competencies standards and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are :²³

1. Procedure Text

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something, or getting somewhere. Examples of procedure texts include recipe itineraries, instruction manuals, and directions.

Muhammadiyah Makassar.

²² Farid Helmi, *improving students writing recount teks by using personal letters*, (Semarang : walisongo state institute for Islamic Studies, 2012, p. 13

²³ Endang Susilawati, *Improving Writing Ability In Wrting Descriptive Text By Using Clustering Technique At The Second Grade Students Of SMA SMAN 2 Belopa*, (Palopo : STAIN Palopo, 2014), p.17-18

2. Descriptive Text

Descriptive presents the appearance of things that occupy space, whether they are objects, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.

3. Narrative Text

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are the construction of certain characteristics that relate to a tale through an organization of words. These constructions include three describable layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

The narrative text is a type of written text that tells a story of one character or more who face certain situations. Also to present a view of the world that entertains or informs the reader or listener.

c. Purpose of Writing

The specific explanation about the purpose of writing is proposed by :

McMahan stated that written language is used for the following purposes :

1. To express the writer's feelings.
2. To entertain the readers through aesthetical materials.
3. To persuade the readers about the writer's opinions, concepts, and ideas.²⁴

²⁴ McMahan, *Literature And Writing Process*, (New Jersey : Prentice Hall, 1990) pg.8

d. Writing Process

Writing is a process that involves several steps. At least, there are three steps in the writing process mentioned by Karen Blanchard, and Christine Root in their book; *Ready to Write: A First Composition Text*.

Step one: Prewriting

Thinking about your topic and organizing your ideas.

Step two: Writing

Using your ideas to write a first draft.

Step Three: Revising

Improving what you have written.²⁵

If the writers follow the steps and practice writing often, they will find it easier to write paragraphs and improve their writing.

1. Prewriting

Prewriting is the thinking, talking, reading, and writing we do about our topic before we write a first draft. Prewriting is a way of warming up our brain before we write, just as we warm up our body before we exercise.

There are several ways to warm up before starting writing :

a) Brainstorming is a quick way to generate a lot of ideas on a subject. The purpose is to make a list of as many ideas as possible without worrying about how you will use them.

To brainstorm, follow these steps :

1) Begin with a broad topic.

²⁵ Karen Blanchard, and Christine Root, *Ready to Write; A First Composition Text 3ed*, (Longman : Pearson Education, Inc., 2003), p.41

- 2) Write down as many ideas about the topic as you can in five minutes.
- 3) Add more items to your list by answering the questions what, how, when, where, why, and who.
- 4) Group similar items on the list together.
- 5) Cross out items that do not belong.

b. Clustering

Clustering is another prewriting technique. It is a visual way of showing how your ideas are connected using circles and lines. When you cluster, you draw a diagram of your ideas.

This term will be explained in the next section. On the other hand, said that pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. It moves students away from having to face blank pages toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage²⁶

- 1) Group Brainstorming
- 2) Clustering
- 3) Rapid Free Writing
- 4) WH-Question

²⁶ Jack C. Richards and Willy A. Renandya, *Methodology in language teaching. An Anthology of Current Practice*, (New York : Cambridge University Press, 2002) p.31

2. Writing

After we have spent some time thinking about our topic and doing the necessary prewriting, we are ready for the next step in the writing process: writing our paragraph. When we write the first draft of our paragraph, use the ideas we generated from prewriting as a guide.

As you write, remember to :

- a) Begin with a topic sentence that states the main idea.
- b) Include several sentences that support the main idea.
- c) Stick to the topic.
- d) Arrange the sentences so that the order of ideas makes sense.
- e) Use signal words to help the reader understand how the ideas in your paragraph are connected.²⁷

3. Revising

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising.²⁸

When students revise, they review their text based on the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader.

Another source stated that writing is a process that involves the following steps:²⁹

²⁷ Karen Blanchard and Christine Root, *Ready to Write; A First Composition text 3ed*, (Longman : Pearson Education, Inc., 2003), p.43

²⁸ Karen Blanchard and Christine Root, *Ready to Write ; A first composition text 3ed*, p.44

- a) Discovering a point often through prewriting.
- b) Developing solid support for the point often through more prewriting.
- c) Organizing the supporting material and writing it out in a first draft.
- d) Revising and then editing carefully to ensure an effective error-free paper.

3. The Concept of Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. As Barbara fine clouse said in her book, the student writes, “Description adds an important dimension to our lives because it moves our emotions and expands our experience”.³⁰ The description expands our experience by taking us to places we might not otherwise know much about.

Traditionally, descriptions are divided into two categories: objectives and subjective. In the subjective description, you record details without making any personal evaluation or reaction. In Subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded. The goal when we write subjective descriptions is to create vivid mental images. To do that, we will use concrete sensory detail, which consists of specific words that appeal to the sense (sight, sound, taste, smell, touch). So, we can say that descriptive text is the text that describes what kind of person or an object described good shape, properties, number, and others in particular. The

²⁹ John Langan, *English Skills with Reading*: Sixth edition, (New York: MCGraw-Hill Companies, Inc, 2006), p.20

³⁰ Barbara fine clouse, *the student Write*, (McGraw-Hill Companies, Inc., 2004), p.142

goal (purpose) of the descriptive text is clear, namely to explain, describe or disclose a specific individual or object.

b. Kinds of Descriptive Text

There are three kinds of description in text is describing a place, people, and thing. So, it normally takes on three forms, they are :

1) Description of a people

Description of people is a text that describes how people look, such as the face, body, etc. People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, “What’s so-and-like?” you might resort to identification, an impression, or a character sketch, depending on the situation. Let’s examine each.

2) Description of a place

Description of place is a text that describes the place looks, such as the condition, the situation, etc. In describing a place for example a room, what should you describe first? The walls, the floor, unlike a chronologically developed paragraph, there is not necessary, to begin with, one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being

described. And the arrangement of the details in your description depends on your subject and purpose.³¹

3) Description of a Things

A description of a thing is a text that describes the things look, such as the conditions, functions, etc. To describe a thing the writer must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: use proper nouns and effective verbs. In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include some proper nouns, which, as we know, are the names of particular persons, places, and things.

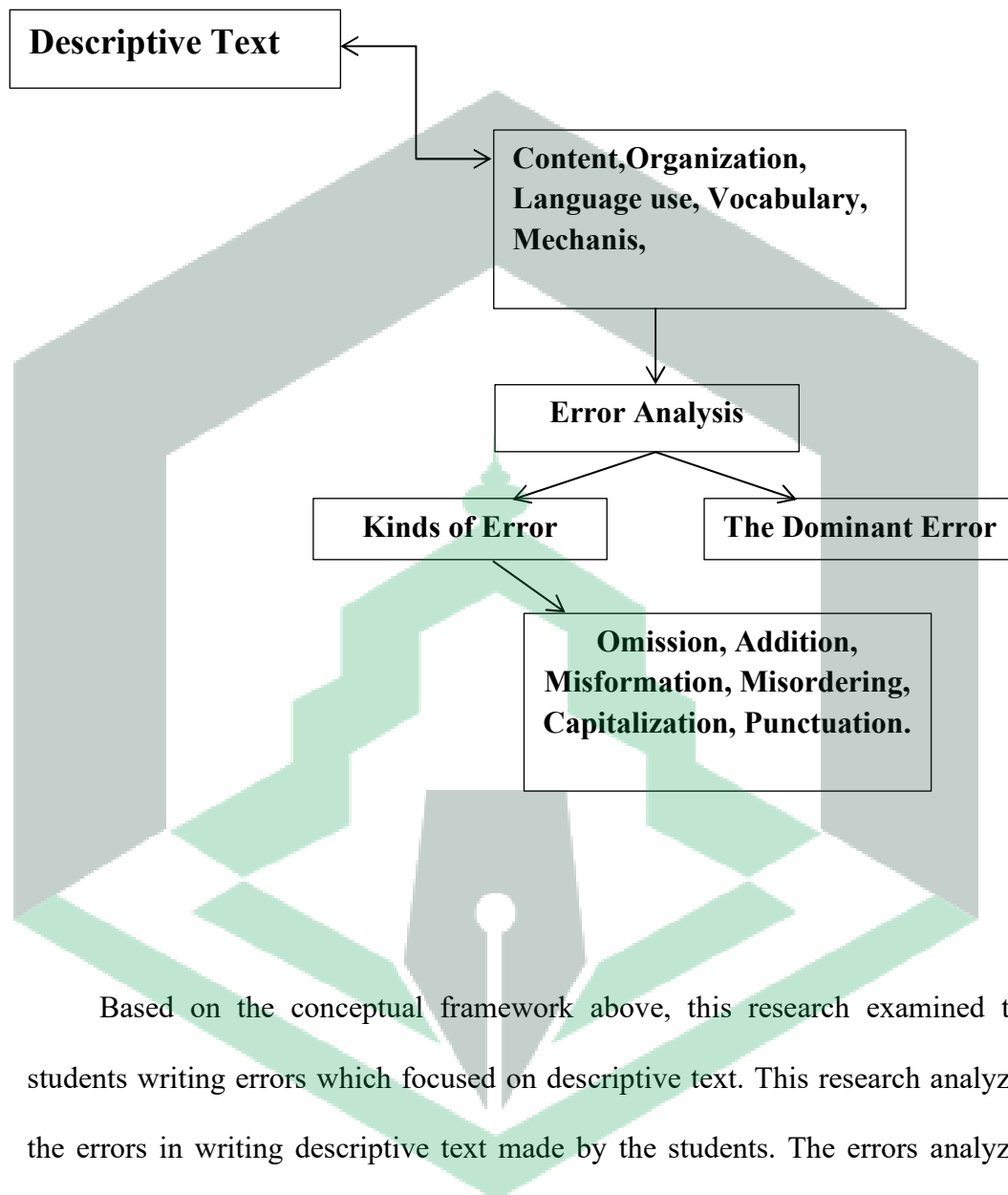
c. Generic Structure of Descriptive Text

There are two components of the generic structure of the descriptive text:

1. Identification: contains the identification of matter / it will be described
2. Description: contains the explanation/description of the thing/person to mention a few properties.

³¹ Regina L. Smalley and Mary K. Rotten. *Refining Composition Skill*, (New York: International Thomposon Publishing Company, 4th Edition), p.69

C. Conceptual Framework



Based on the conceptual framework above, this research examined the students writing errors which focused on descriptive text. This research analyzed the errors in writing descriptive text made by the students. The errors analyzed consisted of kinds of errors into four categories namely: error of omission, error of addition, error of misformation, and errors of misordering, and the dominant error made by the eleventh-grade student of senior high school Datok Sulaiman Palopo.

CHAPTER III

RESEARCH METHOD

This chapter describes the method of the research, population, and sample, instrument of the research, procedure of collecting data, and technique of the data analysis

A. Method of Research

In this study the researcher used descriptive qualitative analysis, using the Grosjean method mixed paradigm. The researcher used the fifth paradigm: exploratory-qualitative – statistics (non-experimental design, qualitative data, statistical analysis). This method is used to examine the analysis of errors in writing the descriptive text of the eleventh grade at PMDS Putri Palopo. The case surveyed in this study is the linguistic mathematical category of errors committed by all students in writing the descriptive text for PMDS Putri Palopo.

B. The Subject of the Research

This research was conducted by the eleventh-grade students of Senior High School PMDS Putri Palopo in the Academic Year 2022/2023. The total number of students was 125. The eleventh-grade students were divided into five classes: A, B, C, D, and E. There were 27 students are the subjects of this research, the subjects are the eleventh-grade students in class C in the academic year 2022/2023.

C. Instrument of the Research

The researcher was collect the data by giving a writing test to students. The researcher was gave a descriptive test to the students in class XI A at PMDS Putri Palopo in the academic year 2022/2023, the researcher give some pictures to the students and asked them to write descriptive text in 30 minutes.

D. The Procedure for Collecting Data

To collect the data, the researcher uses some steps:

1. Collect data: The researcher was gives a writing test (descriptive text) to the students.
2. Identify errors: What is the error omission, addition, misformation, or misordering?
3. Classify errors: Is it an error of omission? Is it an error in addition? Is it an error of misformation? Is it an error of misordering?
4. Quantify errors: How many errors of omission? How many errors of addition? How many errors of misformation? How many errors of misordering?
5. Analyze source: The researcher analyzes the source of errors based on the findings. Why the students made errors?
6. Remediate: Based on the kind and frequency of an error type, pedagogical intervention is carried out.³²

³² Susan M. Gass and Larry Selinker, 2008. second language acquestion, An introductory course.(3rded). New york: Routledge.

E. The Technique of Data Analysis

- a. Categorize kind of the errors in students' written

Types of Error	Description
Omission	Omission errors are 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 the omission, some types or morphemes are omitted more than others.
Addition	Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance.
Misformation	Misformation errors are characterized by the use of the wrong form of the morpheme or structure
Misordering	Misordering errors are characterized by the incorrect placement of a morpheme or group morphemes in an utterance.
Capitalization	Capitalization or capitalization means the use of capital letters or capital letters. Capitalization of place names, surnames, and days of the week are all standard in English.
Punctuation	Punctuation is a tool that allows us to organize our thoughts and make it easier to review and share our ideas. The standard English punctuation is as follows: period, comma, apostrophe, quotation, question, exclamation, brackets, braces,

	parenthesis, dash, hyphen, ellipsis, colon, and semicolon.
--	--

b. Percentage of the students' writing error

Completing the data, the next step of this research was the data, the function of data analysis was determined by the result of this research. The research obtained the percentage error in four categories, namely: omission error, error in addition, error in miss formation, and error in misordering by using the following formula :

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

Where : P = The Percentage of Error.

F = Frequency of error in each item.

N = The total number of errors.³³

³³ Amirul Hadi dan Haryono, *Statistik Pendidikan*, (Jakarta: Rineka Cipta, 1999), h.196

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research. The research findings covered the analysis of students' errors in writing descriptive text and the result of students committing the dominant error.

A. Research Finding

1. Classify of Students' Errors

In this section, the researcher identifies the errors found in the writing of a descriptive text that has been done by PMDS Putri Palopo Students. The researcher presents the identification of errors in the form of the table below.

Table 4.1
Classify of Students' Errors

Students	Addition	Omission	missformation	misordering	capitalization	punctuation	Total (N)
Student 1	-	5	-	-	1	1	7
Student 2	-	-	6	-	1	-	7
Student 3	-	-	1	-	-	-	1
Student 4	-	-	1	1	-	1	3
Student 5	-	-	-	-	1	-	1
Student 6	-	1	1	-	-	2	4
Student 7	4	-	1	-	1	-	6
Student 8	1	-	-	-	-	-	1
Student 9	1	4	1	-	1	-	7
Student 10	2	2	3	-	-	-	7
Student 11	-	3	3	-	-	-	6
Student 12	-	4	3	-	1	-	8
Student 13	1	-	4	-	-	-	5
Student 14	-	5	5	1	-	2	13
Student 15	1	2	-	-	-	1	4
Student 16							
Total	10	26	29	2	6	7	80

2. Quantify Errors

a. Addition : $P = \frac{10}{80} \times 100\% = 1,25\%$

b. Omission : $P = \frac{26}{80} \times 100\% = 3,35\%$

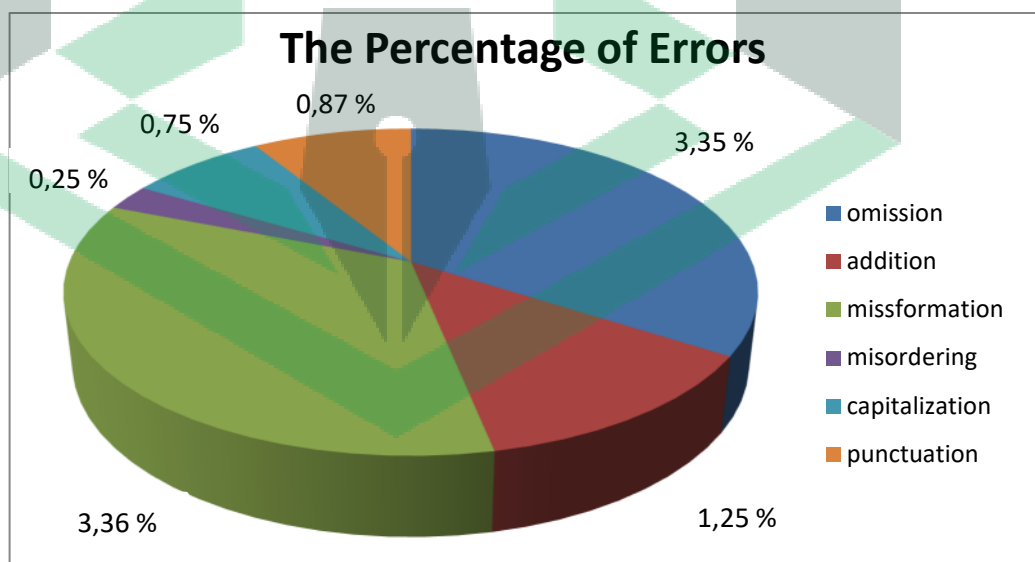
c. Missformation : $P = \frac{29}{80} \times 100\% = 3,36\%$

d. Misordering : $P = \frac{2}{80} \times 100\% = 0,25\%$

e. Capitalization : $P = \frac{6}{80} \times 100\% = 0,75\%$

f. Punctuation : $P = \frac{7}{80} \times 100\% = 0,87\%$

The table above is a recapitulation of the types of errors students made in their writing tests. From the table, the researcher found the percentage of errors that students made in their writing test, as shown in the graph below:



The section above shows a percentage of each error based on the mathematical category by Daulay, this researcher found some errors made by the eleventh-grade students at PMDS Putri Palopo. From the results of this research, the researcher found that the misformation category was the most frequent error made by students in their writing test with 26 of the total errors or 3,36%. The second is omission with 26 of the total errors or 3,35%. The third is addition with 10 of the total errors or 1,25%. The four is misordering with 5 of the total errors or 6,25%. Next is capitalization with 6 of the total errors or 0,75%. And the last is punctuation with 7 of the total errors or 0,87%.

a. Error of Addition

The researcher found 10 errors committed by the students in descriptive writing, for example :

1.) Students likes her*.

It should be: students like her

2.) She is very kind, very beautiful, smart.

It should be: she is very kind, beautiful, and smart.

3.) She is teacher in bahasa indonesia's

It should be: she is bahasa Indonesia teacher

4.) Uniform is a good and tidy

It should be: uniform is good and tidy

5.) The everyone loved challenge

It should be: everyone loves challenge

6.) Not surprised if many students likes her

It should be: not surprised if many students likes her

7.) For helps human healthys

It should be: for helping human healthy

8.) Police he have big responsibility as protected century

It should be: police have big responsibility to protect

9.) And uniform is a good and tidy

It should be: and uniform is good and tidy

10.) And police he have responsibility to pacify society

It should be: and police have responsibility to pacify society

b. Error of Omission

The researcher found 26 errors committed by the students in descriptive writing, for example :

1.) Omission of “-s/-es” Verb Inflection

Doctor have many jobs

It should be: Doctors have many jobs

when her teach in the classroom

it should be: when her teaches is in the classroom

she has many white coat

it should be: she has many white coats

my mom always say that

it should be: my mom always says that

2.) Omission of Article

But, to be doctor

It should be: but, to be a doctor

Doctor has a work

It should be: the doctor has a work

Great to be teacher

It should be: great to be a teacher

c. Error of missformation

The researcher found that 26 errors of missformation made by the students in writing descriptive paragraph. For example :

1.) Missformation of personal pronoun

White clothes and spatula can are him characteristic.

It should be: white clothes and spatula can be his characteristic.

I have a friend and his mom is doctor

It should be: I have a friend and her mom is doctor

And her teach manner

It should be: and she teaches manner

2.) Missformation of misspelling

He is a cook so propeccionality

It should be: he cooks professional

To see someone coock

It should be: to see someone cooking

d. Error of Misordering

The researcher found 2 grammatical error of students' writing descriptive paragraph. For example :

1.) She is bahasa Indonesian teacher

It should be: she is bahasa Indonesia teacher

2.) Not everyone can be chef

It should be: everyone cannot be chef

e. Error of Capitalization

The researcher found 6 error comitted by students' in writing descriptive paragraph. For example :

1.) .and police has a little holiday

It should be : .And police has a little holiday

2.) .because doctor is very important

It should be : .Because doctor is very important

3.) My mom is a doctor her name is ely,

It should be : My mom is a doctor her name is **Ely,**

f. Error of punctuation

The researcher found 7 errors committed by students in writing paragraphs. For example :

1.) Teacher also teach me writing, drawing and than spealing

It should be : teachers also teaches me writing, **drawing, and spealing.**

B. Discussions

In the findings, the researcher calculated the percentage of each kind of error found in the students writing descriptive text. The result of the percentage from each kind of error based on the table, error of addition category had 1,25 %, error of omission had 3,35 %, error of missformation had 3,36 %, missordering had 0,25 %, and the researcher also analyzed error in capitalization and punctuation in writing students' in capitalization had 0,75 % and the punctuation had 0,87 %. It means that the highest error was found in misformation errors with a total of 29 errors out of 15 students. The researcher classified the errors into kinds of errors on Daulay's theory by using surface strategy taxonomy. Based on surface taxonomy, there are four kinds of error, they are Error of Omission, Error of Addition, Error of Missformation, and Error of Misordering.

1. Omission

The researcher found 26 errors of omission in writing descriptive text caused by there being an element committed from each sentence. According to Daulay, omission happens when there is evidence that grammatical morphemes (e.g. noun and verb inflection, articles, prepositions) are omitted more often than content morphemes that carry the meaning. While this research consists of some categories of error of omission. For example:

a. Omission of Article

But, to be doctor

It should be: But, to be a doctor

Great to be teacher

It should be: great to be a teacher

From the sentences above, the students omit a/an. We can put both a/an and the in front of a count noun. When the students use singular nouns (or adjectives) or start with a consonant sound (B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y, Z), the students should be put article “a” before a noun or adjective in the sentences. The students use “an” when the next word adverb, adjective, or noun starts with a vowel sound (A, I, U, E, O).

b. Omission of “-s/-es” verb Inflection

In this research, the researcher found some errors when a verb in the sentence of simple present tense omit “-s/-es”. In the singular form, we can add “verb 1 + s/es” after the singular subject. Almost all singular verbs are formed by adding “s” at the end of verb1. However, when we use verb 1 that ends with “ o, x, ch, th, and sh” it should replace with “es” at the end of the verb. To the verb end “y” after a consonant change ‘y’ to ‘i’ and add ‘es’.

Here are the examples of errors made by the students:

Doctor have many jobs

It should be: doctors have many jobs

When her teach in the classroom

It should be: when she teaches in the classroom

2. Addition

There are 10 errors of addition in writing descriptive text. In the error of addition category, the error happens when there is an extra item present that must not be present in a well-formed utterance. According to Dulay in Yusuf (2015:10), it is a phenomenon in which a certain aspect of language rules is added into a correct order (correct sentences) in order words some elements are presented that should not be presented.

The students made errors of addition in some error categories, they are: addition of to be, addition of preposition, and addition of article. Here are the example errors of addition made by students:

Students likes her

It should be: student likes her

She is very kind, very beautiful, and smart.

It should be: she is very kind, beautiful, and smart.

3. Misformation

In the misformation category, there are 29 errors in writing descriptive text. According to Dulay, errors happen when the sentence did not follow the general structure based on the grammatical form. As stated before that

missformation is the error of using one grammatical form in place of another grammatical form. Here the examples of error in missformation category made by the students' :

a. Missformation of the personal pronoun

In this research, the researcher found that errors in personal pronouns happen when the students did not follow the correct form in their sentences.

White clothes and spatula can be him characteristic.

It should be: white clothes and spatula can be his characteristic.

I have a friend and his mom is doctor

It should be: I have a friend and her mom is doctor

From the sentence above, the students used a subject-verb in the object of the sentence in the possessive form. When a pronoun was the object of the sentence it should use the forms him, her, or his.

b. Missformation of misspelling

He is a cook so propeccionaly

It should be: he cooks professional

To see someone cock

It should be: to see someone cooking

4. Missordering

In misordering category, there are 2 errors found in writing descriptive text. Dulay states that misordering happens when there is a sentence in which the order is incorrect place, the sentence can be right in presented elements but wrongly sequenced. Here are examples of errors made by the students :

She is bahasa Indonesian teacher

It should be: she is bahasa Indonesian teacher

Not everyone can be chef

It should be: everyone cannot be chef

This finding is in line with Yusuf³⁴ who found that errors in the missformation category consist of 34,4 %, errors of omission there is 27,9 %, errors in missordering category there are 24,6 % and the last error of addition there are 13, 1 % error. In this thesis, he concluded that missformation is the dominant error in students' writing made by the second-grade students' of Muhammadiyah Limbung. This means that error of missformation is one of the types of error which frequently exist in students' writing, then the error of omission is the highest percentage in the error category.

The researcher concluded that the error missformation was the most dominant error made by the students because there are many students who did

³⁴ Yusuf. 2015. *An Error Analysis in Descriptive Writing Through Visual Picture Technique at the Second Grade Students of Muhammadiyah Limbung*, Makassar: Muhammadiyah University of Makassar

not understand well the correct form to make the sentence. In this research, the researcher found errors of missformation into three types: missformation of personal Pronouns, missformation of the article, and missformation of misspelling.

In general, an error made by students in writing descriptive text is because English is not the first language of students, their first language is Indonesian or their respective regional languages. It is very normal when a language learner makes mistakes in using the language, especially in writing. Their knowledge of the structure of English words is also still not sufficient so it is still possible to emerge errors in their pronunciation and writing.

The majority of students who participated in this study were able to speak more than one language, namely Indonesian, and their respective regional languages. In this case, students rarely use English unless they are in a situation where they are taking part in English-based learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main purpose of this research is to find out the types of students' errors in writing descriptive text and the dominant errors committed by students when writing descriptive text. Based on the data analysis and discussion in previous chapters. The researcher found that the total number of errors committed by students was 80 from the types of addition, omission, missformation, misordering, capitalization, and last punctuation errors made by the eleventh grade of PMDS Putri Palopo. Sources of errors experienced by students are omission and overgeneralization.

The dominant errors committed by the eleventh-grade students' of PMDS Putri Palopo were missformation with a percentage of 3,36 %. Then follow the error of omission with a percentage of 3,35 %. Then addition category with a percentage of 1,25 %. Furthermore, misordering with a percentage of 0,25%, capitalization 0,75 % and the last is punctuation 0,87 %.

B. Suggestion

After conducting this researcher has some suggestions for teachers and students :

The first is the researcher suggests the teacher to give much motivation and care to the students in doing writing, so the students can limit their error in writing. And also the teacher should make a good method or creative ways to interest them in writing and they will train their selves in writing. They should discuss with their students how to identify and correct their errors in writing descriptive paragraphs. Furthermore, they need more techniques in teaching writing to give exercise or practice in the classroom or outside of the classroom.

The second is for the students themselves, they have to learn more about English to develop their understanding of writing descriptive texts or other texts later. The students should more focus on and practice English learning, especially in writing. They also have to read a lot of books, develop an understanding of grammatical structures, and develop their vocabulary. Not only that, where students must also dare to express their own opinions in writing English, and more writing exercises to get better and great winning in writing skills. And the last is for the next research can identify the cause of errors written by the students.

BIBLIOGRAPHY

- Ariani Amin, "Ria, *An Analysis Of Grammatical Errors In Writing Descriptive Text Made By Tenth Graders Of Sman 2 Tarakan*". Thesis English Department Faculty Of Teacher Training And Education Borneo University Of Tarakan, 2022.
- Amirul Hadi dan Haryono, *Statistik Pendidikan*, Jakarta: Rineka Cipta, 1999.
- Artono Wardiman, et. Al. *English in focus for grade VII Junior High School SMP/MTS*, Jakarta : Pusat Pembukuan, Departemen Pendidikan Nasional, 2008.
- Barbara fine clouse, *the student Write*, McGraw-Hill Companies, Inc., 2004.
- Brown, H. Douglas. 1987. *Principles of language and teaching*. Englewood Cliffs, N.J: Prentice-hall, Inc.
- Carl James, *Error in Language Learning and Use*, New York: Longman, 1998.
- Crystal, David. 1987. *The Cambridge Encyclopedia of Language*. New York: Cambridge University Press.
- Diana, *An Analysis of the students' error in writing resume at the third year English department students of IAIN Palopo*, skripsi sarjana pendidikan, palopo, perpustakaan IAIN Palopo 2018.
- Douglas Brown, *the principle of language learning and teaching*, new jersey: prentice Hall, inc, englewood cliffs, 1980.
- Douglas Brown, *principles of language learning and Teaching*, 4th edition, new jersey: prentice hall regents, 1994.
- Douglas Brown, *Teaching By Principles*, San Francisco: California, 2nd Edition, 2000.
- Endang Susilawati, *Improving Writing Ability In Writing Descriptive Text By Using Clustering Technique At The Second Grade Students Of SMA SMAN 2 Belopa*, Palopo: STAIN Palopo, 2014.
- Farid Helmi, *improving students writing recount teks by using personal letters*, Semarang: walisonogo state institute for Islamic Studies.
- Fuji Astuti, *Improving Students Ability In Writing Recount Text Through Picture Sequence*, Jakarta: State Islamic University, 2011.

- Giyanto, *Improving Students Writing Recount Teks Using Questioning Technique And Facebook Media*, Surakarta: Sebelas Maret University.
- Hamer, Jeremy. 1991. *The practice of English language Teaching*. New Edition. London: Longman
- Heidi Dulay, et al, *Language Two*, (New York Oxford University Press, 1982.
- Irnawati Israil, "An Error Analysis on Students' Writing At the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo". STAIN Palopo, 2014,
- Jack C. Richards and Willy A. Renandya, *Methodology in language teaching*. An Anthology of Current Practice, New York: Cambridge University Press, 2002.
- John Langan, *English Skills with Reading*: Sixth edition, New York: MCGraw-Hill Companies, Inc, 2006.
- Karen Blanchard, and Christine Root, *Ready to Write; A First Composition Text 3ed*, Longman: Pearson Education, Inc., 2003.
- Karen Blanchard and Christine Root, *Ready to Write; A First Composition text 3ed*, Longman: Pearson Education, Inc., 2003.
- Karen Blanchard and Christine Root, *Ready to Write; A first Composition text 3 ed*, Longman: Peaeson Education, Inc., 2003.
- Lukman Hakim, *Error Analysis on Students' Translation at the Fifth Semester Students English Department IAIN Palopo*, Skripsi Sarjana Pendidikan, Palopo : Perpustakaan IAIN Palopo, 2015.
- McMahan, *Literature And Writing Process*, New Jersey: Prentice Hall, 1990.
- Pooneh Heyday and Mohammad S. Baghery, *Error Analysis: Sources of L2 Learners' Errors*, Academy Publisher, 2012.
- Ramli, D. 2013. *An Analysis on Students' Error in Writing Recount text*, Unpublished Script: Universitas Tanjungpura Pontianak.
- Regina L. Smalley and Mary K. Rotten. *Refining Composition Skill*, New York: International Thompson Publishing Company, 4th Edition.
- Rod Ellis, *Second Language Acquisition*, New York, Oxford University Press, Inc, 1997.
- Sa'adatunissa. *Error analysis on students writing the short essay in the third-grade language program at MAN 2 Tarakan 2022*.

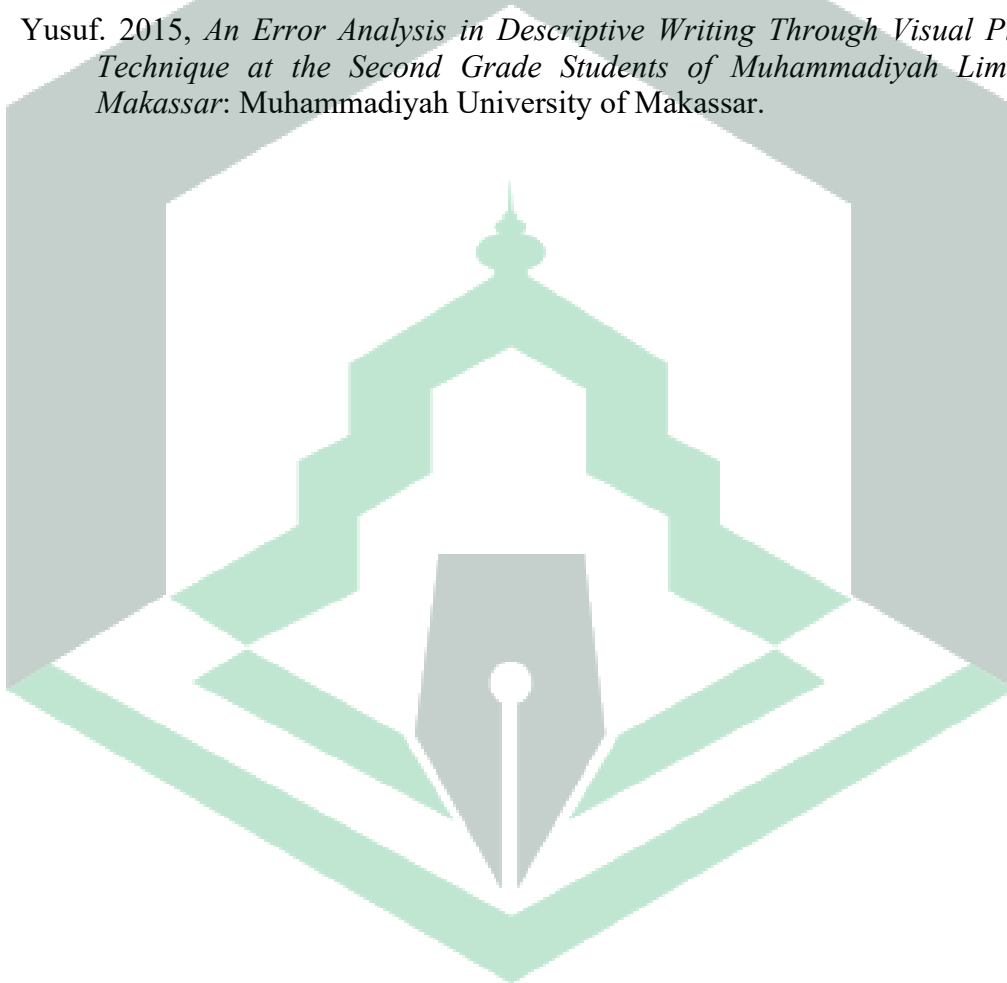
Susan M. Gass and Larry Selinker, second language acquisition, An introductory course. New York, 2008.

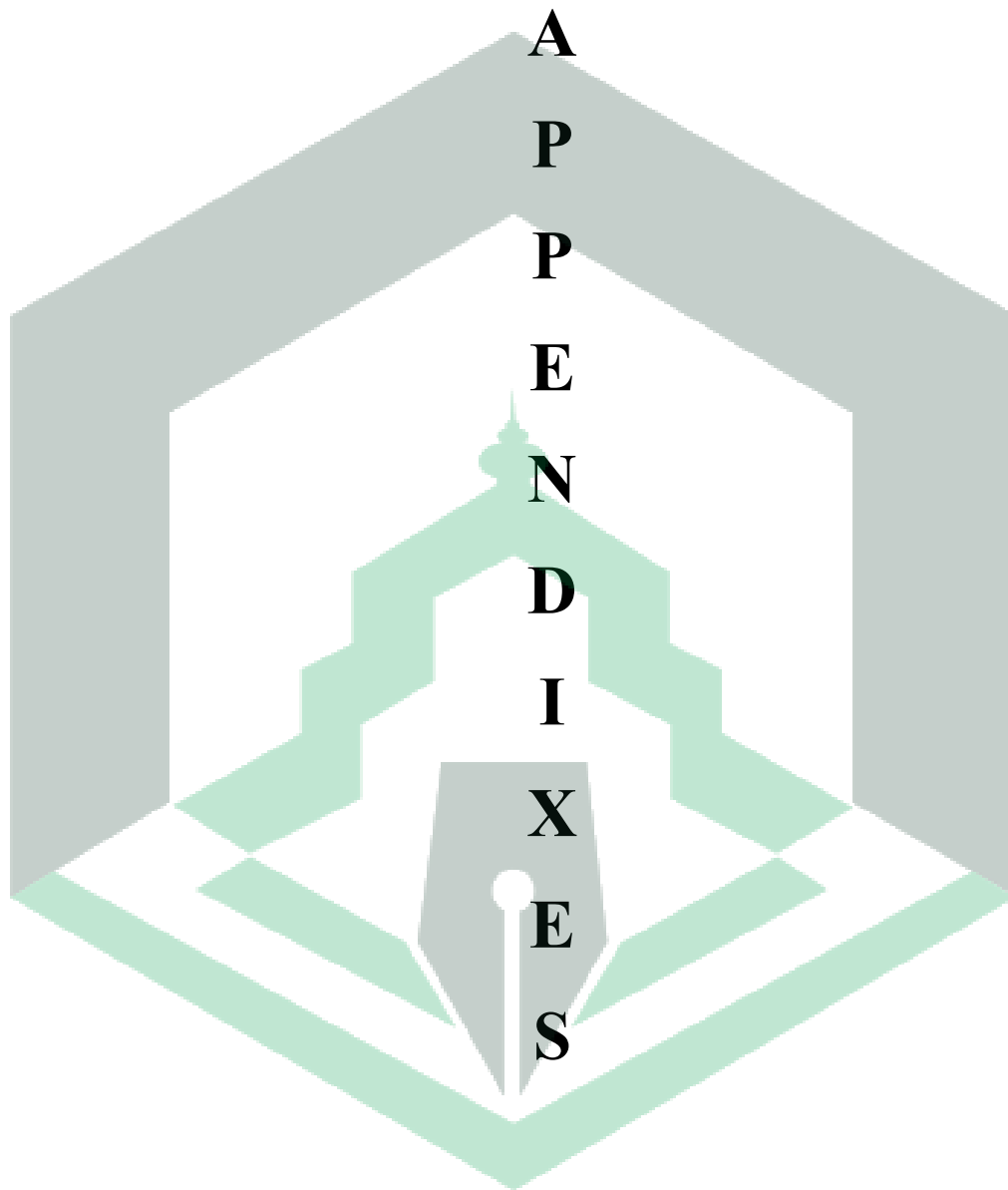
Tika Sri Rahayu, An Analysis Of Students' Errors In Writing Descriptive Text At State Vocational High School 5 Pekanbaru

Thornbury, Scott. 1999. *How to Teach Grammar*. Essex: Pearson Education Limited.

Thomas E. Payne, Perspective on Grammar Writing, University of Oregon & SIL Internasional, 2009.

Yusuf. 2015, *An Error Analysis in Descriptive Writing Through Visual Picture Technique at the Second Grade Students of Muhammadiyah Limbung, Makassar*: Muhammadiyah University of Makassar.





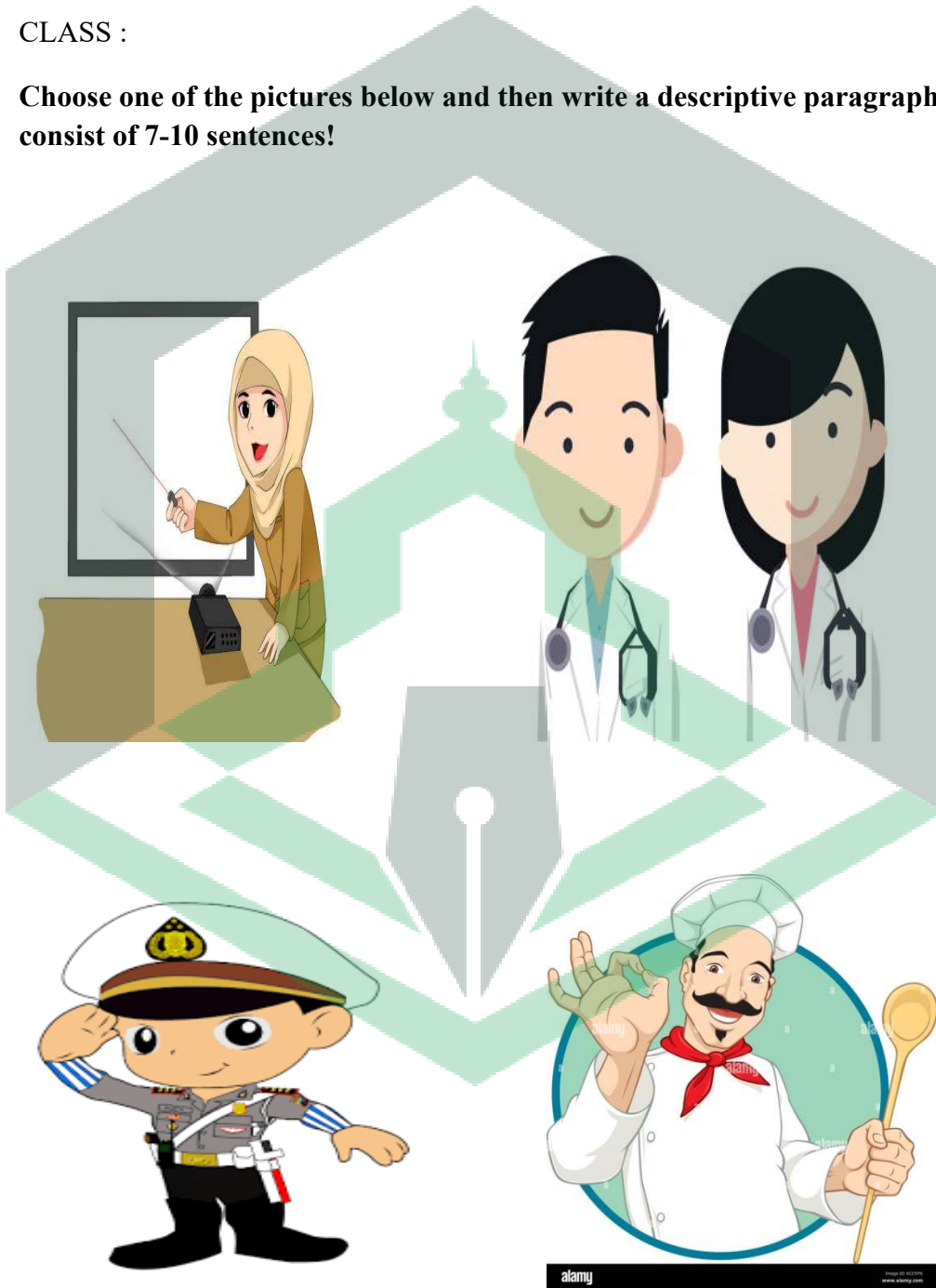
APPENDIX 1

LEMBAR TES UNTUK SISWA

NAME :

CLASS :

Choose one of the pictures below and then write a descriptive paragraph consist of 7-10 sentences!



Write your Descriptive Text Here!



APPENDIX II

Students Errors in Writing

Students Errors	Errors	Students Sentence	Correct Sentence
Student 1	Omission	Doctor is very kind, For people in hospital Doctor always stay smile	A doctor is very kind For people in the hospital Doctors always stay smile
	Addition	-	-
	Missformation	-	-
	Misordering	-	-
Student 2	Omission	-	-
	Addition	-	-
	Missformation	I have a friend and his mom is doctor.	I have a friend and her mom is doctor
	Missordering	-	-
	Capitalization	But everyone loved that job. because doctor	But everyone loved that job. Because doctor
Student 3	Missformation	She is hero without sign. He has very pantient .	She is hero without sign. She is very pantient.
	Omission	-	-
	Addition	-	-
	Misordering	-	-
Student 4	Omission	I like look chef when he's cook.	I like to look chef when he's cooking.

		He's cook so professionality	He cooks professional
	missformation	Can be him characteristic. And sure im hoping I'm not good on cooking	Can be his characteristic. And sure I'm hoping. I'm not good in cooking.
	Punctuation	But honestly I'm not good	But honestly, I'm not good
	Missordering	With white clothes and spatula.	White clothes and spatula.
Student 5	Capitalization	But, not with me. i want to be a doctor	But, not with me. I want to be a doctor
	Omission	-	-
	Addition	-	-
	Missformation	-	-
Student 6	Omission	Great to be teacher	Great to be a teacher
	Missformation	Good so hard science math	I am so good on math
	Punctuation	Teach me writing, drawing and than spelaing	Teach me writing, drawing, and spelling
Student 7	Capitalization	Protected century. and police	Protected century. And police
	Missformation	And police he have responsibility	And police have responsibility
	Omission	-	-
	Addition	-	-

Student 8	Addition	She is very kind, very beautiful, smart.	She is very kind, beautiful, and smart.
	Omission	-	-
	Missformation	-	-
	Missordering	-	-
Student 9	Capitalization	Her name is ely	Her name is Ely,
	Omission	She has many white coat for her job.	She has many white coats for her job.
		Doctor has a work hard	A Doctor is a hard workes
	Missformation	If my mom after helps human	If my mom helps human
	Addition	-	-
Student 10	Missformation	She is so beautiful and her a goodgirl	She is so beautiful and she a goodgirl
	Addition	Not surprised if may student's likes her	Not surprised if many students likes her
	Omission	And her teach manner	And she teaches manner
	Misordering	-	-
Student 11	Omission	Doctor have many jobs to help their patients.	Doctor's have many jobs to help their patients.
		But to be doctor is very difficult.	But to be a doctor is vary difficult.
	Missformation	Use their uniform white colour.	Use their white uniform.
Addition	-	-	

	Misordering	-	-
Student 12	Missformation	Police have task to pecify sociaty	Police have task to pacify society
	Capitalization	People. and than police	People. And than police
	Omission		
	Addition		
Student 13	Addition	Uniform is a good and tidy, The everyone loved challange	Uniform is good and tidy everyone loves challange
	missformation	For save a saary Police always worting	To save a scary Police always works
Student 14	Missformation	Cool at the jaz doctor	Cool at the doctor coat.
	Punctuation	I don't like matematic	I don't like mathematic.
	Omission	-	-
	Addition	-	-
Student 15	Addition	She is bahasa indonesia's teacher	She is bahasa Indonesia teacher
	Misordering	She is bahasa indoensia teacher	She is teacher in bahasa Indonesia
	Punctuation	In Islamic boording school datok sulaiman	In datok sulaiman Islamic boording school.
	Omission	-	-

APPENDIX III DOCUMENTATION

Write your Descriptive Text Here!

Chef

I like ^{down to earth} look chef when he's cook. ^{omission} ^{profession}
he's cook so professional. ^{omission} ^{profession}
^{omission} ^{profession} white clothe and spatula can ^{omission} ^{profession} Professional.
^{omission} ^{profession} be him characteristic. usually I look ^{omission} ^{profession} Professional.
^{omission} ^{profession} they are so Pretty and handsome. ^{omission} ^{profession} Professional.
^{omission} ^{profession} (He's) more over chef in magazine famous. ^{omission} ^{profession} Professional.
^{omission} ^{profession} and sure I'm hoping I can meet again.
^{omission} ^{profession} with one of famous chef. even I ^{omission} ^{profession} Professional.
^{omission} ^{profession} love to see someone cook. but honestly ^{omission} ^{profession} Professional.
^{omission} ^{profession} I'm not good on cooking. ^{omission} ^{profession} Professional.

Write your Descriptive Text Here!

Police

Police is a job ^{omission} ^{profession} the everyone loved challenge and addition.
have a big responsibility. uniform is good.
and tidy. Police also have weapons that is so ^{omission} ^{profession} Professional.
could use weapons are used for cases an every ^{omission} ^{profession} Professional.
Police always works all day, all night, for cases ^{omission} ^{profession} Professional.
People: ^{omission} ^{profession} Professional.

Write your Descriptive Text Here!

Teacher.

I have a teacher, her name is ^{miss} Darniati
 she always teach me Social science when her taem
 She always to understand me. ^{miss form}
 She is hero without sign. ~~he~~ ^{she} has ~~to~~ very patient when teach me
 I always fighting when miss Darniati teach me about social science.
 She ~~teach~~ teach me without known tired.
 miss Darniati also teach me, writing, drawing, and then speaking.
 One moment ~~she~~ me shall its sign.

Write your Descriptive Text Here!

Doctors

Doctor is a good job. They're so cool with stethoscope on their necks and white smeli. Doctors are always stay at hospital and helps human keep healthy. And then, Doctor ~~is~~ is the work challenge. They must always ready to emergency situation in every single time.

Many peeples are dreaming to be a doctor in their future. But, not ~~at~~ with me. I ~~wasn't~~ won't to be a doctor.

Write your Descriptive Text Here!

TEACHER.

I have a teacher, her name is Hamdani Paman.
 She is my teacher when I was at elementary school.
 She is very kind, very beautiful, smart.
 and she ^{addition} always teach me all subject
 She has very patient when she teach me.
 I know, become teacher, thats not easy job
 And my teacher is strong woman, because
 she can handle naughty children.
 Actually she is my MOM :)
 so she is not my teacher just at school,
 but my teacher at home too. (?)

Write your Descriptive Text Here!

TEACHER

I have a teacher, her name is Niema and than kind beautiful and more doing well her responsibility or what her job, and than her teacher phenomenon and her

TEACHER

She's kind, pretty, and friendly teacher. She's doing her job well or what is used to. She's boboro ~~Tuvalu~~ teacher in Islamic boarding school of Jatak Sula-wan addition. Punctuation

Write your Descriptive Text Here!

POLICE

Police have big responsibility to protect society and police have responsibility to protect society. The work police may maybe hard but do with patient, and than police working at night, and morning non stop, and police has a little holiday, and police is a job without wearing a sign, and uniform is a good and body.

Bungaranı Kaurıyah
XI IPS 2.

Write your Descriptive Text Here!

Doctor

Doctor have ~~many~~ many jobs to ^(help) their patients. They are always use their Uniform ~~is~~ white ^{ommission (s)} colour. Doctor work at hospital. ^{misspormation (color)} Usually Hospital open everyday ~~to~~. Many people want to be the great doctor. But, ^{ommission (a)} to be doctor is very difficult. Although difficult, still many ~~someone~~ want to be a doctor. In Singapore ^{misspormation (Por)} famous about medical. Indonesian go to Singapore to have treatment. Cause in Singapore is better than Indonesia and cheapest than Indonesia. Can say ~~that~~ Doctors and hospital in Singapore better than Indonesia.

^{misspormation (in?)}

Write your Descriptive Text Here!

Police

Police have ^{ommission (pacis)} task to ^{ommission} peery society. He also have ^{ommission} task to catch who people doing criminal, police have respon- ^{ommission} sibility for his job. and he always stay at office ^{ommission} for serve people. and than police always stay at office ^{ommission} for takecare, with orderly clothes. ^{misspormation (in?)}

Write your Descriptive Text Here!

Doctor

I have a doctor, his name is dr. wawan
 He is work in hospital maramba
 Doctor is always helps people sick
 He is someone like sanite
 He is so very cool at the Jazz doctor
 I want to be like dr. wawan
 because I think that so very cool and have many money
 but maybe it's impossible to reach cause i'm a student
 social class and i don't like matematik :
 ↳ puchuk

Write your Descriptive Text Here!

Teacher

I have a teacher, his name is ~~muhammad amir~~
He is very kind.

Teacher

Doctor

I have a friend and his mom is doctor.
And she say his mom always stay in hospital.
His mom always use white clothes, and his use stetoscope too. in his neck.
Doctor have high responsibility because his always helps keep human healthy. doctor is so very important in life because doctor is hero.
And then doctor is the work challenge. And in my mind doctor is hero.
Doctor save many people. But, doctor have a little holiday, but everyone loved that job. because doctor is very important job and doctor like a hero.

information

hospital

Write your Descriptive Text Here!

~~Teacher~~ Teacher.

I have a teacher ^{she} ~~her~~ is so beautiful and ^{her} ~~she's~~ a good girl ^{→ misordering (she).}
 when she's teach ^{she's} ~~she's~~ very calm to face her students
 so, not ~~surprised~~ surprised if many students like her, because ^{addition (-s)} her ^{→ misordering (she).}
 always kind when ^{they} ~~she's~~ teach in the classroom, and ^{ommission (es)} ~~she's~~
 her ^{missordering (s)} ~~teach~~ manner was very easy to understand for
^{the students} ~~the students~~ ^{→ ommission (es)} ~~the students~~
^{addition} ~~the students~~ ^{→ addition} ~~the students~~
 missordering (she).

Write your Descriptive Text Here!

DOCTOR

Dr / the.
-ommission.

→ Iambic pentameter the
-ommission.

DOCTOR is very very kind. his hero for people in hospital
S. a DOCTOR always stay smile to people sick. DOCTOR always
stay in hospital because in there they are work.
they work everyday. Doctor is hero they always gift
a medicine for being well. always patient for the patient.
I wanna say I like they doctor because they hero for me
and people.

The researcher explains the test for students



Students do the test given by the researcher



The researcher explained the correct answers from students writing errors



SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Andi TenriSanna Syam, S.Pd., M.Pd
 Jabatan/Pekerjaan : Dosen
 Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

Error Analysis on Students' Writing Descriptive Text at the Eleventh grade of PMDS Putri Palopo

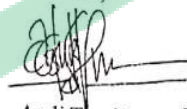
dari mahasiswa:

Nama : Dwi Putri Maharani
 Program Studi : Pendidikan Bahasa Inggris
 NIM : 19 0202 0075

(sudah siap/belum siap) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo,
 Validator,



Andi TenriSanna Syam, S.Pd.,M.Pd.

NIP.19860423 201503 2 005

*coret yang tidak perlu



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

ASLI

IZIN PENELITIAN
NOMOR : 572/IP/DPMPTSP/IV/2023

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelogiasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama : DWI PUTRI MAHARANI
Jenis Kelamin : Perempuan
Alamat : Rampoang Kota Palopo
Pekerjaan : Mahasiswa
NIM : 19 0202 0075

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**ERROR ANALYSIS ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF PMDS
PUTRI PALOPO**

Lokasi Penelitian : PESANTREN MODERN DATOK SULAIMAN (PMDS) PUTRI PALOPO
Lamanya Penelitian : 16 Mei 2023 s.d. 16 Juni 2023

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal, 17 Mei 2023
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP



ERICK K. SIGA, S.Sos
Pangkat: Penata Tk.I
NIP : 19830414 200701 1 005

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapelres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMAS DATOK SULAIMAN PALOPO**



Jln. Dr. Ratulangi Telp. (0471) 21476 Email: smapmidspalopo@gmail.com Kota Palopo kode pos 91914

Akreditasi A

SURAT KETERANGAN

Nomor : 0496/UPT SMAS-DS/PLP/ VII /2023

Yang bertanda tangan dibawah ini :

N a m a : Hijaz Thaha, S.Pd.
NIP : 19710623 199702 1 002
Jabatan : Kepala Sekolah

Menerangkan bahwa :

N a m a : Dwi Putri Maharani
NIM : 19 0202 0075
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Palopo

Adalah benar telah melaksanakan penelitian di UPT SMAS Datok Sulaiman Palopo sesuai dengan surat izin penelitian dari Pemerintah Kota Palopo Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor : 572/IP/DPMPSTSP/V/2023 tanggal : 17 Mei 2023, lama penelitian tanggal 16 Mei 2023 s/d 16 Juni 2023 di UPT SMAS Datok Sulaiman Palopo untuk kepentingan Penulisan Skripsi dengan judul *"ERROR ANALYSIS ON STUDENTS' WRITING DESCRIPTIVE TEXT AT THE ELEVENTH GRADE OF PMDS PUTRI PALOPO"*.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 29 Juli 2023
Kepala Sekolah
SMAS
DATOK SULAIMAN
Hijaz Thaha, S.Pd.
NIP.19710623 199702 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Jl. Agatis Kel. Balandai Kec. Bara 91914 Kota Palopo
 Email: pbi@iainpalopo.ac.id

SURAT KETERANGAN

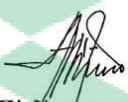
Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan


Nama : Dwi Putri Maharani
 NIM : 1902020075
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Desa SalujaMBU Kec Lamasi Kab Luwu
 No. Telpon/HP : 081 243 741 295
 Email : dwiputrimaharani82@gmail.com

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

a.n. Dekan
 Wakil dekan III
 Fakultas Tarbiyah dan Ilmu Keguruan

Palopo, 2023
 Ketua Program Studi


Dra. Hj. Nursvamsi, M.Pd.I
 NIP. 19630710 199503 2 001


Amalia Yahya, S.E., M.Hum
 NIP. 19771013 200501 2006



Lancar Mengaji



Bisa mengaji, tapi belum lancar



IAIN PALOPO

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 0356 TAHUN 2022**

**TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI
MAHASISWA PROGRAM S1**

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang** : a. bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan Penulisan Skripsi;
- b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
- Mengingat** : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1
- Kesatu** : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
- Kedua** : Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah: membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo;
- Ketiga** : Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi;
- Keempat** : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2022;
- Kelima** : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
pada Tanggal : 23 Maret 2022



Tembusan :

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0356 TAHUN 2022
TANGGAL : 23 MARET 2022
TENTANG : PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1

- I Nama Mahasiswa : Dwi Putri Maharani
NIM : 1902020075
Program Studi : Pendidikan Bahasa Inggris
- II Judul Skripsi : **An Analysis of Students Structure in Writing Descriptive Text Based on Surface Taxonomy Strategy at Senior High School of Datok Sulaiman Palopo**
- III Tim Dosen Pembimbing :
- A. Pembimbing Utama (I) : Dr. Rustan S., M.Hum
B. Pembantu Pembimbing (II) : Husnaini, S.Pd.I., M.Pd.





IAIN PALOPO
SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0793 TAHUN 2023
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
 DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang** : a. bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
 b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
 c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
- Mengingat** : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
 2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
 5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1**
- Kesatu** : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Ketua Sidang, Dosen Pembimbing dan Dosen Penguji Skripsi;
- Kedua** : 1. Tugas Ketua Sidang adalah memimpin sidang dan mewakili Pimpinan Fakultas untuk melakukan Yudisium;
 2. Tugas Tim Dosen Penguji Skripsi adalah: mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
- Ketiga** : Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
- Keempat** : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2023;
- Kelima** : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 7 Agustus 2023

Dekan,

Sukirman



Tembusan :

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN PALOPO
NOMOR : 0749 TAHUN 2023
TANGGAL : 7 AGUSTUS 2023
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

- I. Nama Mahasiswa : Dwi Putri Maharani
NIM : 1902020075
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : **Error Analysis on Students' Writing Descriptive Text at the Eleventh Grade of PMDS Putri Palopo**
- III. Tim Dosen Penguji :
- | | |
|-----------------|------------------------------|
| Ketua Sidang | : Husnaini, S.Pd.I., M.Pd. |
| Penguji (I) | : Wisran, S.S., M.Pd. |
| Penguji (II) | : Rusdiansyah, S.Pd., M.Hum. |
| Pembimbing (I) | : Dr. H. Rustan S., M.Hum. |
| Pembimbing (II) | : Husnaini, S.Pd.I., M.Pd. |



Dekan,

[Signature]
Sukirman

BIOGRAPHY



Dwi Putri Maharani, was born in Watampone on the 3th of october 2001. She is the second child of the couple Masrul S.H and A. Kartini Yunus. And now the researcher 21 years old. When she was seven years old, she started studying in elementary school at SDN 108 Salujambu and graduated in 2012. After that, she continued studying in junior high school

Islamic Boording School Datok Sulaiman Palopo (PMDS); she graduated in 2015. Then she continued her study in Islamic Boording School Datok Sulaiman Palopo, she is school at there until six Years. She continued again for her degree (S1) in the state Institute For Islamic Studies (IAIN) of Palopo. She Took English Education Study Program in Tarbiyah and Teacher Training Department. She wrote her thesis with the title “ *Error Analysis on Students’ Writing Descriptive Text at the eleventh grade of PMDS Putri Palopo* “.