Error Analysis on Students' Descriptive Writing

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ABSTRACT: Nur Hidayati, 2023. *Error Analysis on Students' Descriptive Writing at Madrasah Aliyah PMU Sanrobone Takalar Regency.* Guided by Syamsiarna Nappu and Erwin Akib.

This research focused on students' errors in writing descriptive text. This study aimed to know the types of error were made by eleventh-grade students at Madrasah Aliyah PMU Sanrobone Takalar Regency academic year 2023/2024 in writing descriptive text and to find out the most students' dominant error in writing descriptive text.

This research was conducted using descriptive quantitative study with case study design as quantitative data used. The population of this research is 18 students. Then the data of the research were collected by using test about writing descriptive text. Based on the data analysis result, students made four types of errors based on surface strategy taxonomy. Those were omission, addition, mis-formation, mis-ordering. Students' highest error frequency is mis-formation error with 219 total number of errors or (36%) total of errors. Omission error with 112 or (19%) total of errors, addition error with 190 or (32%) total of errors. The lowest frequency of error made by the students is mis-ordering error with 80 or (13%) total of errors.

KEYWORD: Error, Text, Descriptive, Writing

1. INTRODUCTION

A. Background

Writing is considered one of the active skills integral to language learning. Through writing, students have the ability to express themselves, convey ideas, and communicate effectively. It is crucial for students to ensure that their writing is straightforward, allowing the reader to comprehend their thoughts and expressions easily. Effendy (2014), writing involves a mental process of determining how to communicate ideas and structuring them into coherent sentences and paragraphs. Mastering writing is perceived as a challenging skill, as it demands more than just a command of vocabulary and grammar; it encompasses various writing abilities, including selecting appropriate structure and content, and preparing a well-organized text (Yuliah, Widiastuti & Meida, 2019).

Pratiwi et al., & Husna (2017), asserted that learning how to write in a new language is not always easy. Students need to comprehend grammatical structures and appropriate language usage to effectively convey their thoughts in writing. Consequently, this challenge occasionally results in concerns, such as students making errors in their written expressions. Ananda, A. Gani, & Sahardin (2014), acknowledge that "some previous studies have demonstrated that a low proficiency in grammar can hinder writers from expressing themselves effectively." Grammar represents another crucial language skill that is taught, as students who struggle with it may encounter difficulties in producing well-written texts.

Mubarak (2022), additionally notes that there has been an increase in the study of students' errors or error analysis. This realization stems from the acknowledgment that students do make errors, and these errors can be observed, analyzed, and categorized to yield information about the functioning of the language system within the students. Error analysis proves to be a useful method for assessing an individual's proficiency in a language and gaining insights into common problems encountered in language learning.

Writing is more complex than other skills; therefore, students often make errors when composing written works. To ensure clarity, students must not only be familiar with grammar rules but also possess a good command of the appropriate terminology for use in their texts. This proficiency is essential for readers to comprehend the writing effectively. As supported by Husna (2017), writing is considered the most challenging skill to acquire, as it necessitates the application of structures, grammar, vocabulary, and other literature-related skills. Crafting well-written pieces requires creativity in selecting the right words and organizing them coherently for easy comprehension. Furthermore, beyond mastering capitalization, punctuation, and spelling, students need the ability to organize their ideas, construct cohesive sentences, and adhere to various language standards.

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Rizqullah & Abdul (2022), explain that errors, defined as deviations from the norms of the language, are committed by students who repetitively make errors without justification. These errors may manifest at various stages of language acquisition. Students often make errors due to their lack of familiarity with grammar rules, appropriate vocabulary, or sentence patterns. The occurrence of writing errors can be attributed to a variety of issues stemming from the students' inability to generate content with the correct structure and cohesive arrangement necessary for reader comprehension.

Based on the preliminary research findings, the research strongly supports the opinion that students have made numerous errors in their writing. This suggests that the students may not be acquiring proper vocabulary and grammar rules effectively. The negative influence of their first language has contributed to the students' errors. Additionally, some errors arise due to carelessness in writing. Another contributing factor is the literal translation of the original language into English by the students.

In summary, errors are observed when students write descriptive texts. The foundation for the research problem in this study is derived from previous studies that identified a gap requiring further investigation based on those findings. The preceding research consistently highlighted the occurrence of writing errors among students. The present study was conducted to identify the primary categories of errors in students' descriptive text writing. The anticipation is that if teachers are cognizant of their students' errors, they can effectively correct and assist them in avoiding issues related to sentence construction, thereby fostering the production of quality writing. The purpose of this study is to conduct research on "Error Analysis on Students' Descriptive Writing at Madrasah Aliyah PMU Sanrobone, Takalar Regency."

B. Problem Statements

The problem formulation serves as a fundamental description of the issue that the researcher aims to investigate, constituting the initial step in comprehending and planning a solution to a problem. A well-crafted problem statement should possess adequate characteristics to facilitate the construction of an effective problem-solving framework.

C. Identification of the Problem

Problem Identification is a method to observe or analyze issues that hinder the smooth execution of the Plan or lead to deviations, potentially resulting in unmet Targets and Objectives. The process of problem identification must consider both internal and external aspects.

Based on the problem stated above, the researcher has attempted to identify two interrelated problems as follows:
1. What types of errors are made by the students in writing descriptive text?
2. What are the most students' dominant errors in writing descriptive text?

D. Scope of the Research

Based on the identification of the problems, numerous issues related to errors in writing descriptive text have been identified, but this research focuses on two specific discussions. Firstly, it explores the types of errors made by students in writing descriptive text, in term of omission, addition, mis-formation, mis-ordering. Secondly, it investigates the most students' dominant errors in writing descriptive text. The study's subjects are students of eleventh grade at Madrasah Aliyah PMU Sanrobone, Takalar Regency.

2. PREVIOUS RELATED STUDIES

Pratiwi et al., & Husna (2017), asserted that learning how to write in a new language is not always easy. Students need to comprehend grammatical structures and appropriate language usage to effectively convey their thoughts in writing. Consequently, this challenge occasionally results in concerns, such as students making errors in their written expressions. Ananda, A. Gani, & Sahardin (2014), acknowledge that "some previous studies have demonstrated that a low proficiency in grammar can hinder writers from expressing themselves effectively." Grammar represents another crucial language skill that is taught, as students who struggle with it may encounter difficulties in producing well-written texts.

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Based on the preliminary research findings, the research strongly supports the opinion that students have made numerous errors in their writing. This suggests that the students may not be acquiring proper vocabulary and grammar rules effectively. The negative influence of their first language has contributed to the students' errors. Additionally, some errors arise due to carelessness in writing. Another contributing factor is the literal translation of the original language into English by the students.

2.1 Error Analysis
2.1.1 Definition of Error Analysis

Errors often occur during the learning process for students due to variations in language and learning levels. Consequently, it is possible for students to make errors during this learning journey. The theoretical aspect focuses on understanding the language, while the applied type concentrates on learning it effectively. According to Huwari (2020), errors are not always viewed negatively, as he suggests that learning a second language progresses through different stages, much like learning a first language.

Error Analysis is a variation of Contrastive Analysis (CA) that was developed in an effort to identify the types of errors made by students. It was discovered that Contrastive Analysis was unable to anticipate students' errors, and this flaw gave rise to Error Analysis (EA). Alwan, Bt, & Yusof (2019), note that in this regard, Error Analysis (EA) demonstrates Contrastive Analysis (CA)'s incapacity to forecast a large number of errors because, in Contrastive Analysis, errors are only viewed as the consequence of linguistic interference.

2.1.2 Error and Mistake

The terms "error" and "mistake" are often used interchangeably by students. Despite being synonymous, they are used differently in context, and it is crucial to distinguish between them. Mistakes refer to incorrect statements that can be self-corrected by students when they become aware of them. This is frequently the result of students' carelessness, misinterpretation, and lack of comprehension. It is not the conventions of a foreign language that lead to mistakes. Errors, on the other hand, are a necessary component of learning. Students are often unaware of the errors they make when speaking or writing. As a result, they require an explanation for their mistakes since they are unable to understand why their sentences contain errors, Nell (2017).

Unlike errors, mistakes are caused by linguistic errors, such as slips or estimate errors. They represent inconsistencies that manifest in students' work. When a student employs an incorrect form but can rectify it upon direction, whether due to irritation, negligence, exhaustion, or enthusiasm, it is categorized as a mistake. According to Sasmiasih (2014), Errors are self-correcting.

2.1.3 Types of Error

Ambar (2015), stated that errors in learning a second language have been classified into different types. Two hypotheses classify different types of errors; these are intralingual/developmental errors and interlingual/transfer errors. Intralingual errors are those caused by the target language, as mentioned by Agbay & Reyes (2019). These errors are created by students and represent overgeneralization based on limited exposure to the target language rather than the structure of the mother tongue. Overgeneralization is defined by the presence of a single deviated structure rather than two standard structures, as exemplified in phrases like '*He can sing,' "We are hoping," and "it is occurs"* Khresheh (2016).

Interlingual/transfer errors are errors caused by the impact of the native language or mother tongue. Khresheh (2016), defines them as "those caused by the influence of the learner's mother tongue on the production of the target language, particularly in areas where languages clearly differ." This type of inaccuracy arises due to language transfer, which could be induced by the learner's native language. Since there are two types of transfer, positive and negative, these errors result from the negative transfer of specific language structures from the first language, as noted by Khresheh (2016). In other words, negative transfer can be linked to a pattern rule in the L1 (first language) that leads to an error in the target language. Consequently, the detrimental impact of the L1 or native language on target language learning is known as interlingual interference or transfer.

The foundation for error classification relies on four useful and commonly used descriptive taxonomies: (1) Linguistic Category Taxonomy; (2) Surface Strategy Taxonomy; (3) Comparative Taxonomy; and (4) Communicative Effect Taxonomy. However, the Surface Strategy Taxonomy will be employed to categorize the errors. Corder (2019), have provided four categories to explain how sentences deviate from correct forms as learners alter the surface structure. These categories include addition, omission, mis-information, and mis-ordering.

1. Omission

Omission errors are a type of error that occurs when students omit or erase parts of a sentence that should have a specific form or grammar, Hikmah (2020). Due to the difficulty of producing certain linguistic forms, learners may opt to omit them. Morphology is also prone to omission, with past tense inflections like -ed, plural markers such as -s, and third-person singular morphemes -s being frequently omitted by learners. For example, a student might say, "*I watch the movie last night,*" instead

of the correct form, "*I watched the movie last night,*" Sholihin & Haris, (2020). Omission encompasses two types of morphemes that are omitted more than others: content and grammatical morphemes.

1) Omission of content morpheme

Although it is possible for morphemes in a sentence to be omitted, some morphemes may be removed more frequently than others, Prianto (2022). his pertains to situations where a content morpheme is intentionally or unintentionally left out of a linguistic expression, potentially impacting the overall meaning of the communication. For example, consider the sentence "*She quickly the book.*" Here, the content morpheme (verb) "reads" appears to be omitted, resulting in an incomplete and unclear expression. The correct sentence would be "*She quickly reads the book.*"

2) The omission of grammatical morpheme

Grammatical or function words are small words that are frequently used to convey a sentence's meaning. These include sentence forms (a, an, the), verb auxiliaries (is, will, may, can, etc.), prepositions (in, on, at, etc.), and noun and verb inflections (-s, -ed, -ing), as explained by Hendrawaty (2018). They contribute to the grammatical morpheme structure and nuances of sentences.

2. Addition

The presence of an "unwanted" item in a sentence indicates an addition. Unwanted items do not belong in a complete sentence and arise when students misuse specific grammatical rules of the target language. Additionally, addition errors manifest in three different types: double marks, regularizations, and simple additions, Yuki (2021). Double marking occurs when a feature is presented at two levels, as seen in the example "*He does not knows my name.*" Regularization involves giving rule exceptions the same rules as those used to establish the usual ones, as illustrated by *"sheeps"* and "*putted.*" A simple addition error is one that does not involve regularization or double marking.

3. Mis-formation

Mis-formation errors are characterized by the utilization of an incorrect form of a morpheme or structure. In an omission error, an element is absent, whereas in a mis-formation error, the element is present but incorrect, Azep Maulana (2022). As an example, *the chicken was consumed by the dog.* The correct sentence "*the dog consumed the chicken".*

4. Mis-ordering

Mis-ordering errors involve the incorrect placement of a morpheme or a cluster of morphemes within an utterance. These errors manifest when students construct a grammatically incorrect statement by placing specific morphemes in the wrong order within a sentence, as described by Syahdanny (2023). Example: *She fights all the time her brother. (Correction: She fights her brother all the time)*

2.1.4   The Procedure of Error Analysis

The procedures of error analysis are quite essential. Without a proper procedure, analyzing errors will be incorrect and unclear. As a result, learners need to recognize the error analysis technique in order to ensure they know how to write correctly. Some error analysis procedures have been developed by linguistic experts. Ellis, Amiri & Puteh (2017), suggest taking the following actions to examine students' errors. These include collecting a sample of learner language, identifying errors, describing errors, explaining errors, and evaluating errors.

1. Collecting a sample of learner language

The writer collected a sample from the students by conducting a writing test Anjayani, Suprapto, & Hum (2016). The first step in error analysis is identifying which student language samples will be used for error analysis and how these samples will be gathered. In this study, the writer employs descriptive text by administering a test to the students. The writer then selects certain students to collect the data.

2. Identifying Error

After collecting samples, the next step is to identify errors. The concept of error was already mentioned in the previous section of the text by Sasmiasih (2014a). An error is a departure from the rules of the target language. As an example, the sentence "I has animal" is provided, with the correct form in the target language being "I have animal." When comparing the two sentences, it is clear that the learner made a word form error by using "has" instead.

3. Describing Error

Describing errors in learner language involves recognizing and describing the errors produced by language learners. When providing feedback, it is critical to be detailed, constructive, and appropriate to the learner's proficiency level. Azar (2018)

2.2   Writing

2.2.1   Definition of writing

Writing is considered one of the four English language abilities deemed difficult to learn, Asmara (2021). When somebody sits down to write for the first time, they should already have a plan and thoughts about what and how they want to convey. After completing this phase, they should review the work and make the necessary changes. It is the process of organizing and arranging

thoughts to create a well-written document. Processes and activities that do not stand alone in writing may pose significant obstacles for new writers.

Writing is the most challenging language skill for practically all English learners at every level of education, as noted by Khatoony and Nezhadmehr (2020). They focus on writing an appropriate title, selecting a suitable topic sentence, expanding the topic sentence into a whole paragraph, creating grammatically correct sentences, organizing supporting sentences coherently, and using appropriate words or phrases, as well as employing proper writing mechanics. When it comes to writing ability, various factors need consideration. Because writing relies substantially on abilities and skills such as spelling, planning, and editing, most students may not fully comprehend it.

Writing is the art of transmitting ideas, feelings, and experiences to readers. To put it another way, writing can be seen as a form of communication between writers and readers. Additionally, Azep Maulana (2022) believes that writing is an attempt to communicate ideas, making it a skill-based activity that necessitates students to utilize their knowledge, reasoning, and critical thinking skills. Writing is an important ability for students to learn, in addition to speaking, listening, and reading, because it is a vital aspect of communication. Students must possess the ability to communicate both verbally and in writing.

2.2.2 The Purpose of Writing

Purpose refers to the writer's reason, which can be mentioned explicitly or implied. Identifying the aim can assist in staying on track with the draft and selecting tactics to fit concepts. According to May (2021), the main purposes of writing can be thought of as follows:

1. Conveying information, instruction and directions
   These broad goals are frequently combined in a number of ways. Most writing, for example is intended to inform while also reassuring the reader that it is true and reliable, Sasmiasih (2014a).

2. Expressing feelings
   Creative writing is one important genre that enables writers to express their thought and feeling while coming up with original ideas. Writing creatively has become an important part of teaching English as a second/foreign language, Saaty (2023).

3. Convince
   Another type of writing, whose primary goal is to persuade others to agree with the point of view, can also be informative. The degree of persuasion differs. It varies depending on the situation, meaning, audience, and tone of voice, Sasmiasih (2014b)

4. Giving and gaining aesthetic pleasure
   Since the focus of teacher writing has largely been on its reflective component, there has been less attention placed on its craftsmanship, or the value of writing aesthetically, as a performative act," through which teachers can acquire greater subtlety and skill in self-expression, Yoo (2014). This is surprising considering the frequent references to teachers as artists who display a keen sense of aesthetic awareness on a daily basis. The current article seeks to explore this gap by depicting teacher writing not only as a reflective act, but as creative and aesthetic means of self-expression, all of which are vital qualities for teacher practice.

2.3.3 Writing Process

In the writing process, there are several stages. Those are prewriting, writing the first draft, revising, and editing. They are explained below, Langan (2006).

a. Prewriting

When a writer begins to write, they may encounter difficulty in expressing the notion they intend to convey. Uncertain about what supporting ideas should follow, the writer faces a challenge. To overcome these difficulties, several prewriting approaches can be employed. The methods are as follows: (1) freewriting, (2) questioning, (3) making a list, (4) diagramming, and (5) preparing a scratch outline, Masrks (2009).

1. Freewriting

Freewriting is a technique in which the writer communicates their ideas quickly and repeatedly without regards for syntax, style, or even form. a writer does not have to be concerned about making errors, Yuk & Yunus, (2021). Correcting spelling and punctuation, removing errors, organizing documents, and picking appropriate terms are some examples. Instead, write down everything that comes to mind while thinking about a concept. If the writer gets stuck while writing, keep going until finds the words. He will be able to focus on what he wants to say about the issue without worrying about making mistakes. After he writes them down in the text, the original idea will become more evident and may lead to more ideas.

2. Questioning

The writer can help identify and create their concepts in writing by asking questions Herayati (2020). One prewriting strategy that can aid in idea exploration and mental focus for writers is the questioning technique. By asking question, the writer can assist identify and develop their thoughts in writing. The questions such as *Why? When? Who?* And *How?* Inquire many questions as they come to mind.

3. **Making a List**

    Listing is a pre-writing technique for distinguishing and organizing the core idea from supporting ideas, Aluemalai & Maniam (2020). Arrange the concept in a random sequence, without attempting to judge one is more significant than the others. The goal is to write down anything that comes to mind about the subject.

4. **Clustering**

    "Clustering is a visual network of ideas and relations which writer constructs the relations between ideas and clustering, and concentrates only on invention" Inal (2014). Clustering begins with a keyword, which may be the most relevant term in the issue. This method is useful for students who enjoy visualizing their jobs.

5. **Preparation a Scratch Outline**

    One may refer to the first version of a piece of writing as a draft. A number of drafts may be produced on the way to the final version. A scratch outline is typically used after freewriting, questioning, developing a list, or diagramming; it can appear gradually in half of these processes. Making a scratch outline is a fantastic approach to determine whether additional prewriting is required. In a scratch outline, a writer carefully evaluates the concept that presenting, the supporting facts, and the sequence in which those elements should be placed, Sasmiasih (2014b).

b. **Writing the First Draft**

    Prepare to compose additional ideas and supporting details not present during prewriting while writing the first draft. If a writer gets stuck, leave a space or write "Do later" and keep working on the text. The writer does not need to worry about grammar, punctuation, or spelling. He does not have to spend time fixing sentences because he can do it later. Instead, explicitly state the main idea and expand on the supporting details, Laksmi (2006).

c. **Revising**

    Students' ways for improving their essays using the textual correctly feedback provided is still to be thoroughly understood. Students revised their second language essays using four different procedures, according to a study by Sommers namely deletion, substitution, addition and reordering. Razali (2015). On the same point, students were discovered to make adjustments that were unrelated to the written correctly feedback offered by the teacher, hence the term "unrelated". The purpose of revising is to ensure that the paragraphs are well-organized and that the concepts are expressed logically and clearly, Apsari (2019). After rewriting, writers should seek comments from a second reader. It can be obtained from a teacher, a students' or someone of equal standing to the writers. Peer feedback or peer review is a method of revising input from someone who has comparable information or knowledge.

d. **Editing**

    Editing is the process of checking for spelling, punctuation, and grammatical errors, Aspian (2019). Furthermore, writer should examine the flow of their ideas. Writers can read their work aloud to help identify errors and sections or parts. More proficient writer's priority general meaning and overall structure above specific aspects such as individual words and grammatical precision.

2.4 Descriptive Text

2.4.1 Understanding Descriptive Text

Gerot and Wignell stated that descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, and so on, It means that we can use descriptive prose to convey how something looks, smells, feels, acts, tastes, sounds to someone. Essentially, it provides detailed information about people, places, and objects. The specific information is utilized to assist the reader in forming a mental image. In summary, descriptive text emphasizes words to communicate anything specific, Aluemalai & Maniam (2020).

2.4.2 Generic Structure of Descriptive Text

The descriptive text's generic structure differs from that of other texts. The general structure of descriptive text consists of two major components. These are identification and description, Husna (2017).

a) Identification. It introduces the subject or thing which will be described, Yoandita (2019). In identification is typically presented in the first paragraph to introduce the reader to the issue that will be discussed in the next paragraph. The writer describes the subject in detail in the description. It serves as identification support.

Description. The term description is referring to the factual and practical description of many circumstances and things encountered, including sounds, colors, forms, smells, touch, including vision, hearing, smell, taste, and touch, Hsu & Chan (2021)

3. RESEACH METHOD

A. Research Design

The researcher conducted this investigation using a descriptive quantitative approach with the aim of identifying and describing existing conditions in the field. The study involves only one variable. According to Creswell (2021), quantitative research is defined as the statistical analysis of data in numerical form.

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The researcher conducted a writing test and analyzed data using Dulay's Surface strategy taxonomy to identify types of errors in descriptive writing. Omission, addition, mis-ordering and mis-formation are present. To gain percentages of the most students' common error in writing descriptive text by using Sudjono's formula.

B. Subject of the Research

The subject of this research were 18 students at eleventh grade Madrasah Aliyah PMU Sanrobone Takalar Regency in academic year 2023/2024 and The object of this research was students' errors in writing descriptive text.

C. Research Instruments

The researcher uses a test to collect data by instructing students' eleventh grades Madrasah Aliyah PMU Sanrobone Takalar Regency to write a descriptive text. The writing test was utilized as a research instrument. Students were presented with a topic about time efficiency. Students completed writing tasks based on subjects provided by the researcher on the topic *"describe your family"* Error types were identified by means of the test.

4. FINDINGS AND DISCUSSION

A. Findings

Corder's (1982) classification of four types of faults in descriptive text was used to describe students' writing outcomes. There are four categories of errors: omission errors, addition errors, mis-formation errors, and mis-ordering errors.

1. Types of Errors

An error in writing descriptive text, the researcher uses Corder's (1982) theory in classification errors into four types: omission, addition, mis-ordering, mis-formation. The findings of the analysis were described in the table below:

Table 4.1. Data Analysis About the Percentage of Error

No	Types of Errors	Number of Errors	Percentage of Error
1	Errors of omission	112	19%
2	Errors of addition	190	32%
3	Errors of mis-formation	219	36%
4	Errors of mis-ordering	80	13%
	Total Number of Errors	601 (N)	100%

According to table 4.1 they are (112) errors in omission or 19% from the total number of errors, errors in addition (190) or 32% from the total number of errors, errors in Mis-formation (219) or 36% from the total number of errors, and mis-ordering (80) or 13% from the total number of errors. It calculated by the formulation The percentage represents the frequency of errors divided by the total number of errors. The percentages of students' grammatical errors are explained below:

a. Errors of omission : $\frac{112}{601} \times 100\% = 19\%$

b. Errors of addition : $\frac{190}{601} \times 100\% = 32\%$

c. Errors of mis-formation : $\frac{219}{601} \times 100\% = 36\%$

d. Errors of mis-ordering : $\frac{80}{601} \times 100\% = 13\%$

Based on the percentage of error, it can be noted that error of mis-formation is the highest percentage (36%), follow by error of addition (32%), error of omission (19%), while the lowest percentage of error produced by the eleventh grades students is error of mis-ordering with the percentage (13%).

2. The Dominant Types of Error

The table and graphic below show the most common and least common types of errors, as well as their respective percentages.

Table 4.2. Percentage of Errors

No	Types of Errors	Frequency of Error	Percentage
1	Errors of omission	112	19%

2	Errors of addition	190	32%
3	Errors of mis-formation	219	36%
4	Errors of mis-ordering	80	13%
Total		601	100%

2.1 The Percentage of Grammar Error
Table 4.3 . The students' Errors of Addition

The student's errors of addition 190 number of errors or 32% in writing descriptive text. Below are some sentences in which students produced errors of addition:

No	Types of Error	Students' Errors	Error Correction
1		*Me don't have brother*	*don't have brother*
2	Addition	*My hair is black color*	*My hair is black*
3		*My brother to get champion in the class always*	*My brother always get champion in the class*
4		*I very love and miss father and mother*	*ove and miss father ʻd mother*

First sentence, students write with the second verb (me) which should not appear in the form of good speech. sentence (2), is grammatically correct, but semantically the word black already has the meaning of color. So, it would be wrong to put the word color after black. Therefore, this error is categorized as addition. In sentence (3), the same as the first sentence using the second verb, the sentence is grammatically incorrect because the student added a word (to be) which should not appear in a good form of speech. Then in sentence (4) students add the preposition (to) which cannot appear in well-formed speech. Meanwhile, in sentence (5) students write frequency information (very). All of these errors occur due to the use of words in sentences where students also use words in their sentences.

2.2. Error of Omission

An error of omission is the absence of an item that must appear in a well-formed utterance (Klassen, 1991). In writing descriptive text, students at eleventh grade made 19% or 112 number of errors. There are several types of errors made by students in writing descriptive text. The error is as follows:

Table 4.4. The students' Errors of Omission

No	Types of Error	Students' Errors	Error Correction
1		*My ambition is engineering*	*y ambition is an engineering*
2	Omission	*My name Aslam*	*My name is Aslam*
3		*She beautiful*	*She is beautiful*
4		*I have two sister*	*ıave two sisters*
5		*I was born at Takalar*	*vas born in Takalar*

The sentence shows that students omission errors in writing descriptive text, sentence (1) shows that students omitted article (a). The student's sentences (2) and (3) are omitted to become (is, are). Apart from that, in sentence (4) students omit the prepositions (in), sentence (5) students removed the plural marker which indicates there is pluralization in the sentence.

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2.3 Error of mis formation

The student's errors of mis formation are 219 number of errors or 36 % in writing descriptive text. Below are some sentences in which students produced errors of mis-formation:

Table 4.5. The students' Errors of Mis-formation

No	Types of Error	Students' Errors	Error Correction
1		*He hobby is drawing*	*m hobby is drawing*
2		*Us parent is a hero.*	*ur parent's is a hero*
3	Mis-formation	*My hobby are playing basketball*	*y hobby is playing Basketball*
4		*I have my brother*	*ave a brother*
5		*She goes to school use bike*	*e goes to school by bike*

The student's first sentence uses the third person singular pronoun (him) instead of he, the same as sentence in number (2), the student uses the subject (we) incorrectly and instead uses the subject pronoun (us). Apart from that, in sentence (3), students also made mistakes in using to be (are) and not (is). Then in sentence (4) students misuse the use of possessive adjectives (my) instead of using articles (a) and sentence (5) students made a mistake in using the verb (use) compared to using the preposition (by). thus, these five sentences all fall under mis-formation errors

2.4 Error of mis-ordering

The students produced 80 number of errors or 13% errors of mis-ordering in writing descriptive text. There were some kinds of mis-ordering errors produced by the students in writing descriptive text. The sentences were as follows:

Table 4.6. The students' Errors of Mis-ordering

No	Types of Error	Students' Errors	Error Correction
1		*I have friends the most*	*I have the most friends*
2	Mis-ordering	*My favorite food is chicken fried*	*y favorite food is fried hicken*
3		*My color favorite is black*	*y favorite color is black*
4		*He is child very nice*	*e is very nice child*

Sentences are a type of sequence error that students make in writing descriptive text, sentence (1), students write the noun (friend) that comes before the comparative adverb (the most handsome). These sentences are in the wrong order. Likewise, in sentences (2) and (3) students incorrectly used adjective modifiers (fried chicken and favorite color). Meanwhile, in sentence (4), the sentence order is also wrong, because the adjective modifier (Very Good) comes after the noun (child).

B. Discussion

The study utilized Corder's (1982) error classification to assess students' descriptive text writing, organizing errors into categories of omission, addition, mis-formation, and mis-ordering. The presented findings in Tables 4.1 and 4.2 offer a thorough overview of error distribution and frequency within these categories.

The analysis unveiled that mis-formation errors comprised the highest percentage succeeded by addition errors, omission errors, and mis-ordering errors which the low percentage. Specific examples were examined to elucidate the nature of each grammatical error made by the students.

a. Dominant Types of Error:

1. Mis-formation Errors: Students demonstrated mis-formation errors in constructing sentences, including the misuse of pronouns, subjects, and possessive adjectives.
2. Addition Errors: Students habitually introduced unnecessary words, prepositions, and verbs, resulting in grammatically incorrect sentences. Corrective examples were presented for clarity.
3. Omission Errors: Instances of omission errors were identified when crucial elements such as articles, prepositions, and verbs were absent. Specific examples were discussed, accompanied by suggested corrections.
4. Mis-ordering Errors: Observations of sequencing errors in sentence structure were noted, where the arrangement of words and modifiers was inappropriate. Examples were provided, along with proposed corrections.

b. Implications:

The prevalence of mis-formation errors underscores the necessity for targeted interventions to enhance students' grasp of proper sentence structure, pronoun usage, and possessive adjectives. Additionally, addressing common challenges like addition and omission errors is vital for an overall enhancement of descriptive text writing skills.

c. Recommendations for Intervention:
1. Focused Grammar Instruction: Implement tailored lessons on sentence construction, emphasizing the correct usage of pronouns, subjects, and possessive adjectives to mitigate mis-formation errors.
2. Editing Workshops: Conduct workshops to enhance students' self-editing skills, enabling them to identify and rectify common addition and omission errors.
3. Sequencing Exercises: Integrate exercises requiring students to arrange sentences accurately, aiding in the reduction of mis-ordering errors and overall improvement in sentence coherence.

5. CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the result and discussion in the previous chapter the following conclusion are explain:
1. Four types of errors produced by the eleventh-grade students were errors of omission, addition, mis-formation and mis-ordering. Mis-formation is the highest number of errors produced by the students, the second number is addition error, the third number is omission error, and the lowest number is mis-ordering error.
2. Based on the percentages of each error, the second conclusion can be drawn that error of mis-formation is the most dominantly types of errors produced by the eleventh-grade students of Madrasah Aliyah PMU Sanrobone Takalar Regency in writing descriptive text.

B. Suggestions

After conducting the research, the researcher offers suggestions based on the results. Hopefully, it can be simply utilized in teaching and learning activities to reduce errors. With 219 number of errors, or 36% of all errors, mis-formation is the most dominant and highest error committed by students. They include spelling, verb, and article errors, among other things. Therefore, when teaching students to write descriptive texts, teachers should go into greater detail on verbs, spelling, and articles. They should also use certain methods and techniques to prevent students from making mistakes in their writing.

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