

**ANALYSIS OF GRAMMATICAL ERRORS IN DESCRIPTIVE
TEXT WRITTEN BY TENTH GRADE STUDENTS OF MA
WATHONIYAH ISLAMIYAH KEBARONGAN, KEMRANJEN,
BANYUMAS BASED ON SURFACE STRATEGY TAXONOMY**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University of Prof. K.H. Saifuddin Zuhri as a Partial Fulfillment of the
Requirements for Undergraduate Degree of *Sarjana Pendidikan (S.Pd.)* in
English Education**

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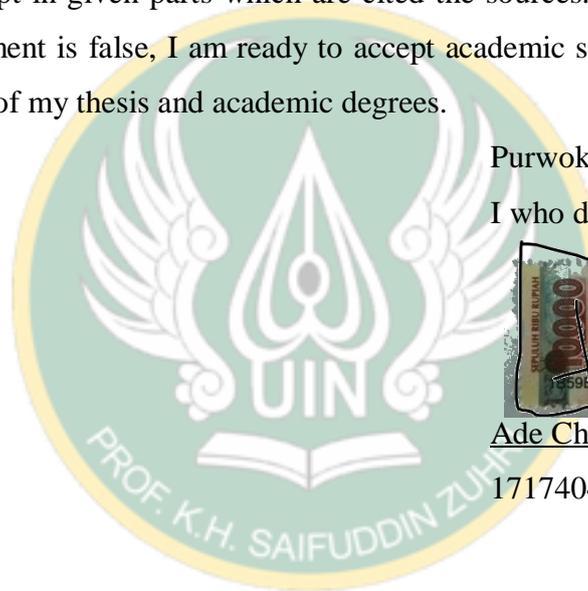
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Assalamu'alaikum Wr. Wb.

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**ANALYSIS OF GRAMMATICAL ERRORS IN DESCRIPTIVE TEXT
WRITTEN BY TENTH GRADE STUDENTS OF MA WI
KEBARONGAN BASED ON SURFACE STRATEGY TAXONOMY**

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TENTH GRADE STUDENTS OF MA WATHONIYAH ISLAMIYAH
KEBARONGAN, KEMRANJEN, BANYUMAS REGENCY BASED ON SURFACE
STRATEGY TAXONOMY**

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MOTTO

“There’s only one way left to go, and that’s up”

-Buster Moon-

From Movie “Sing”



DEDICATION

“I would like to dedicate this thesis to my beloved parents (Mr. Sukri Ahda and Mrs. Suratmi) who have always been sincere in raising me, educating me, accompanying me, praying for me, and supporting me until I can complete this graduating paper, as well as my grandmothers and grandfather, who have always supported me with love, time, energy, and prayers that I will never be able to repay until the end of my life.”



ACKNOWLEDGEMENT

First of all and probably most important, the author expresses gratitude to Allah SWT, the Lord of the World, master and creator of everything in the world, for allowing the author to complete this thesis for a specific reason. It is a valuable thing that the researcher has finally completed this thesis titled “ANALYSIS OF GRAMMATICAL ERRORS IN DESCRIPTIVE TEXT WRITTEN BY TENTH GRADE STUDENTS OF MA WATHONIYAH ISLAMİYAH KEBARONGAN, KEMRANJEN, BANYUMAS BASED ON SURFACE STRATEGY TAXONOMY”.

It is presented to the Tarbiya and Teacher Training Faculty as part of the requirements for the S.Pd. (S-1) degree in English Education. The author is also grateful to all schools that have been very open to becoming the research location for data collection, including the school principal, teachers, and all students that the author observed that we can finish this report because of their good cooperation.

This thesis script has been proposed to Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri, as a partial fulfillment of the requirement for obtaining the Undergraduate Degree of Education (S. Pd.).

This graduation paper could not have been completed without the assistance and direction of an individual and an institution. As a result, the researcher would like to express special gratitude to:

1. Dr. H. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.
2. Dr. H. Suparjo, M.A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.
3. Dr. Subur, M.Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.

4. Dr. Sumiarti, M.Ag., as the III Deputy Dean of Faculty of Faculty Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri.
5. Dr. Mariah Ulpah, M.Si., as the Head of Education Department of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
6. Muflihah, M.Pd., as the Secretary of Education Department in Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
7. Desi Wijayanti Ma'rufah, M.Pd. as the Coordinator of English Department, State Islamic University of Prof. K.H Saifuddin Zuhri Purwokerto.
8. Windhariyati Dyah Kusumawanti, M.A, M.Pd., as the advisor of this thesis who gives so many insights and motivations.
9. Lecturers and administration staff on State Islamic University of Prof. K.H. Saifuddin Zuhri who help in arranging this thesis.
10. MA Wathoniyah Islamiyah Kebarongan, including the school principal, teachers, and all aspects that help to arrange this thesis.
11. My beloved parents, Mr. Sukri and Mrs. Suratmi, who devotes so much motivation and attention to arranging this thesis so that it can be completed
12. My beloved brothers, Azka and Fahri who always bothers me at all times.
13. English Education 17, my beloved classmates, who always provide ideas and information in organizing this thesis.
14. My dear friends who always provide me with motivation and solutions when I am having difficulties organizing this thesis.
15. My lovely cats, cikidut, dudut and odut that always help to cheer me up and always be my moodbooster when I was feeling down.

The writer just wanted to thank you so much for your assistance in completely organizing this thesis for all parties that cannot be named on this page. I hope that this research will broaden our knowledge so that we can learn new things every day and become better developers and academics.

Purwokerto, 24 Mei 2022

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ABSTRACT

ANALYSIS OF GRAMMATICAL ERRORS IN DESCRIPTIVE TEXT WRITTEN BY TENTH GRADE STUDENTS OF MA WI KEBARONGAN BASED ON SURFACE STRATEGY TAXONOMY

ADE CHUSNA SILVIA RAHMI

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The purpose of this study is to discover and identify grammatical errors made by tenth grade students of MA Wathoniyah Islamiyah Kebarongan in writing descriptive text. The goals of this study are as follows; (1) to examine the grammatical errors made by tenth grade students of MA Wathoniyah Islamiyah Kebarongan in writing descriptive text based on Surface Strategy Taxonomy. (2) To investigate the most frequent error that tenth grade students of MA Wathoniyah Islamiyah Kebarongan made in writing descriptive text based on Surface Strategy Taxonomy. This research implemented a qualitative and descriptive approach by using a test as an instrument to collect the required data. The errors were collected, identified, and classified based on the Surface Strategy Taxonomy by Dulay. Surface Strategy Taxonomy was defined by four types of errors: omission, addition, misordering, and misformation. The research findings revealed based on the Surface Strategy Taxonomy analysis, there were four types of errors discovered: errors of omission, errors of misinformation, errors of misordering, and errors of addition. Based on the research findings the total error that the students made are 161 errors and the most frequent errors that student made is omission error 61 errors or 38%. The second most frequent error is misformation 37 errors or 22%. The third most frequent error is misordering error 35 errors or 21%. Then, the last place is addition error with 32 errors or 19% errors in total.

Keyword: *Grammar, Error Analysis, Descriptive Text, Surface Strategy Taxonomy*

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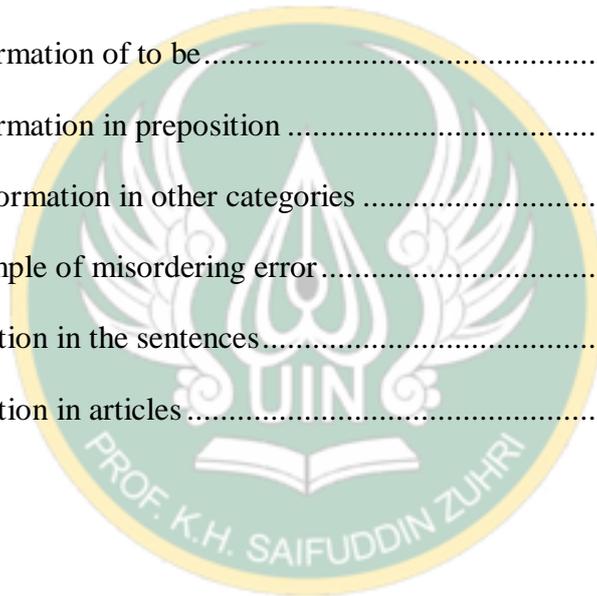
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CHAPTER I

INTRODUCTION

This chapter describes the background of the problems, the statement of the problems, conceptual definitions, research objectives, and structure of the research.

A. Background of study

In Indonesia, English is taught and learned as a foreign language compared to neighboring nations, like as Singapore, Hong Kong, and Malaysia, where English is commonly spoken as a second language. It means that most English learning and teaching takes place in classrooms rather than during daily interactions (Sulistiyo, 2016). English is the first foreign language in Indonesia becomes a compulsory subject. According to the Department of National Education of the Republic of Indonesia, the school-based curriculum, which includes English curriculum, has lately been introduced in the country from elementary to high schools (Sihe, 2014).

In learning English, there are four fundamental skills that students need to acquire; they are: listening, speaking, reading, and writing. Writing skill is categorized as productive skills (Putri, 2017). Students need to use five main components of the writing process when writing: content, form, grammar, style, and mechanics (Ifadah, 2018). Descriptive texts are one of the texts that are related to the learners' lives since they are writing about a person, location, or thing that they enjoy (Potradinata, 2018). In writing descriptive text, students often face difficulties, students occasionally make grammatical errors; in this situation, they are extremely prone to make errors due to their mother tongue's linguistic habit, which is sometimes or completely different from English. Some aspects should be considered when writing a good piece. Therefore, grammar is one of the most crucial things to grasp in order to create well-structured writing (Husna, 2017).

Grammar differences exist between English and Bahasa Indonesia. The distinction indicates that the toughest difficulties in writing English are the

rules and the use of grammar. According to preliminary research that conducted in October 2021, many tenth grade students struggled with grammar. This is confirmed by the outcomes of unstructured interviews conducted by the researcher with the English teacher of MA Wathoniyah Islamiyah. English is taught in the 2013 curriculum based on both major competencies and based competences. Writing instruction in senior high school, according to the K-13, the objective is to enhance students' skills in writing simple texts to much more sophisticated ones in many types, including descriptive text. In reality, however, writing instruction is still heavily dominated by activities that emphasize language patterns at the sentence level (Richards, 2014). Based on this pitfall, the teacher must design and improve their teaching and learning process. In senior high schools, students are exposed to a wide range of text types. Descriptive text is one of the texts that taught in senior high school.

The concept of writing in English or Bahasa Indonesia is similar. However, the rules and grammatical patterns applied in English differ from those used in Indonesian. For example, English contains tenses (time) to represent the time, but Indonesian has no particular grammatical forms to describe time (Arka, 2021). In practice, Indonesian students continue to struggle with writing English, such as applying precise grammar rules. To produce explicit sentences, grammar, punctuation, and spelling rules must be followed. One of the most prevalent issues that students experience while writing is difficulty in appropriately structuring sentences. It is caused by the fact that there is so much to learn. Students are sometimes unable to appropriately utilize a term in a sentence.

It cannot be ignored that many students in Indonesia tend to make mistakes or errors when using English as a foreign language (EFL) (Hasan, 2017). High school students utilize the method of thinking to translate mother language to target language in order to convey their thoughts effectively in English. They must learn how to apply their understanding of grammatical concepts in writing from verbal to target to written language. Some students

struggle to apply grammatical concepts, resulting in errors. According to Kristiana (2021) there are some difficulties that the students found in composing descriptive text include grammatical elements and vocabulary proficiency (linguistics aspect). Students have low motivation and confidence in writing, as they do in psychological challenges. When coping with writing activities, students must construct, coordinate, and convey ideas in the same way that they do when dealing with cognitive difficulties.

Foreign language learners struggle to apply grammar structure of a target language into writing and may make errors. According to Moqimipour & Shahrokhi in Erlangga et.al (2019), that errors can be defined as a lack of understanding of foreign language rules that leads to the creation of undesirable written or vocal linguistic items. Readers may misunderstand the message that the writer wishes to convey to them as a consequence of errors. Teachers must conduct an error analysis in order to characterize the errors made by students and to determine the causes of those errors. More specifically, the descriptive categorization of error analysis is examined by the four most useful and common bases, which are linguistic category, surface strategy, comparison analysis, and communicative affect (Dulay, 1982). The Surface Strategy method will make it easy to identify errors made. As a result of the cognitive process, it holds a specific outcome to conclude the students' knowledge and understanding of sentence reconstruction using English. Moreover the students' most prevalent errors in learning English as a foreign language, particularly in writing, will be discovered.

Errors are unavoidable in the teaching-learning process. When students study a foreign language, they make a variety of errors. Some students are known of, or have thoughts about, what they want to intend to write, but they do not know how to bring their ideas into words. They are unable to construct a good sentence. Many students are unable to communicate their thoughts in writing, even when they are aware of what will be expressed. Despite the teacher's explanation, they are still unable to comprehend or produce a descriptive text. Despite the teacher's explanation, they are still unable to

comprehend or produce a descriptive text. The teacher informed in the preliminary research any remaining grammatical errors or incorrect language usage.

The focus of this study is analyzing the grammatical error in descriptive text written by tenth grade students of MA Wathoniyah Islamiyah Kebarongan based on surface strategy taxonomy. The research will take place in MA Wathoniyah Islamiyah Kebarongan. MA Wathoniyah Islamiyah Kebarongan is chosen as the research place because according to college entrance test institute (*Lembaga Tes Masuk Perguruan Tinggi/ LTMPT*), this school is in the tenth place in the school that gets an average score for the computer-based written exam in Banyumas Regency. This school offers appropriate facilities and also qualified teachers to apply and improve learning strategies. This school is also unique because it applies three curriculums at the same time; they are: Pesantren Curriculum, National Curriculum, and the Ministry of Religion Curriculum.

Based on the explanation above, the researcher is interested in investigating grammatical error in descriptive text. The researcher conducted the thesis entitled **“ANALYSIS OF GRAMMATICAL ERRORS IN DESCRIPTIVE TEXT WRITTEN BY TENTH GRADE STUDENTS OF MA WATHONIYAH ISLAMIYAH KEBARONGAN BASED ON SURFACE STRATEGY TAXONOMY”**

B. Conceptual Framework

The following definitions are provided to make the readers have the same understanding or perception for some terms used in this research. They are also aimed to avoid ambiguity or misunderstanding. There are four key terms, they are:

1. Error

Brown in Irwansyah (2017) state that error is a significant difference from adult grammar or a native speaker showing the learners' interlanguage ability; whereas the mistake is an outcome error which is either a random guess or a ‘slip’, and it is an inability to properly use a recognized system.

2. Error Analysis

Error analysis, according to Dulay in Ahamid (2021), is a list and category of errors found in students' speaking or written samples. Meanwhile, according to Fauziati in Agustina (2016), error analysis is a method for studying second language acquisition where the main focus is on learner errors as well as the proof of how learner errors will provide knowledge of the basic processes of second language acquisition or second language learning.

3. Grammar

According to Lado in Ashar (2017), grammar is a set of principles which are supposed to inform learners what they should or should not say in order to speak the language of a socially educated class.

4. Descriptive Text

According to Gerot and Wignell in Jayanti (2019), descriptive text is a type of writing used to describe how something looks, tastes, feels, behaves, smells, or sounds.

5. Surface Strategy Taxonomy

Dulay et al (1982) explained that surface strategy taxonomy illustrates as the ways surface structures are altered. In surface strategy there are four categories of error there are; omission, addition, misformation, and misordering.

C. Research Questions

This research is aimed to answer the following questions:

1. What are the types of errors do the tenth-grade students of MA Wathoniyah Islamiyah Kebarongan mostly make in writing descriptive text based on Surface Strategy Taxonomy?
2. What is the most frequent error made by tenth-grade students of MA Wathoniyah Islamiyah Kebarongan in writing descriptive text based on Surface Strategy Taxonomy?

D. Objective and the Significance of the Research

1. The Objective of the Research
 - a. To examine the grammatical error that tenth grade students of MA Wathoniyah Islamiyah Kebarongan made in writing the descriptive text based on Surface Strategy Taxonomy.
 - b. To investigate the most frequent error that tenth grade students of MA Wathoniyah Islamiyah Kebarongan made in writing descriptive text based on Surface Strategy Taxonomy.
2. The Significance of the Research
 - a. Teacher

The research's results can aid the student's development in learning grammar, and they can be used as a guide for the teacher to determine which approach or strategy should be utilized in teaching English to increase the student's abilities in understanding the grammar structure in writing descriptive text.
 - b. Researcher

This research will be helpful to the other researchers who will analyze the grammar error by studying the students. In the present, it will serve as a reference for the researcher to identify the best approach to teach English, particularly the grammar structure in descriptive text.

E. Structure of the Research

To make systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they are explained as follows:

Chapter I is the introduction which consists of a background of study, operational definitions, research questions, objectives and significances of the research, review of relevant studies, literature review, research methods, and structure of the research.

Chapter II is a review and related literature. This chapter consists of previous research and underlying theory, which deals with grammar, concept of error, error analysis, surface strategy taxonomy and descriptive text.

Chapter III is the research method. This chapter consists of research design, data source, the technique of data collection, and the technique of data analysis.

Chapter IV reports the outcomes and discussion of the research, which is divided into two sub-chapters: general description of MA Wathoniyah Islamiyah Kebarongan and the research results itself.

Chapter V is the conclusion and suggestion.



CHAPTER II

THEORETICAL REVIEW

This chapter provides a review of the study's related literature. There is a review of previous research as well as a review of relevant theories.

A. Grammar

The full understanding of the readers will occur from the appropriate the used words grammatically, especially in writing. It will help readers smoothly grasp the writers' ideas from forms of literature, as it is well known that the primary goal of writing is to convey an idea or message. The importance of proper grammar in writing can be seen in many writing formative assessment that take this factor into consideration. It contributes a certain proportion to the evaluation of writing work. In other words, grammar plays a role in producing high-quality writing (Rusmiati, 2019).

Experts have proposed several definitions and explanations of grammar. Harmer in Ardin (2017) defined grammar as the description of the aspects in which words in that language can change structures and be merged into sentences. In accordance with this, Leech, as cited in Ardin (2017), defined grammar as the process by which language works when it is used to interact with other people. According to Yule, as cited in Asni (2018), grammars is a procedure of defining the framework of phrases and sentences all the components of grammar in a language, and specify the language order. It is a system which contains the rules of language. These principles are used to generate clear and accurate sentences. Grammar allows a person to effortlessly comprehend a word or piece of writing. Grammar governs how words are composed.

Grammar, according to Gerot and Wignell (1994), is a concept of a language, of how language is formed together to see how it operates. This component includes a description of grammatical structure and syntactic pattern. A teacher assesses writing skills by testing sensitivity to grammatical structures suited to the writing category.

B. The Concepts of Errors

1. Definition of Error

According to Corder in Waway (2013), humans live in a flawed society, and as a result, errors will occur despite their best efforts. This is something that can happen when learning a language. People frequently make errors in their descriptive text. According to Norrish in Qayyimah (2014), errors are systematic deviations from the recognized system of the target language. Brown in Ramli (2013) defined that error as a notable divergence from a native speaker's adult grammar. James (2013) defined error as language which is inadvertently aberrant and is not self-correctible by its creator.

According to Corder, as cited in Subramianiam (2009), Error has two objects: theoretical and practical. The theoretical goal is to comprehend what and how a learner tries to learn when studying an foreign language. The practical goal is to help the learner learn more effectively by utilizing his linguistic knowledge for pedagogical purposes. Simultaneously, error exploration can serve two main purposes: diagnostic (to diagnose the problem) and prognostic (to develop a strategy for resolving a problem).

2. The Distinction Between Error and Mistake

Error is not the same as a mistake. James (2013) explained a mistake is defined as being either purposefully or unintentionally aberrant or self-correctible. According to Brown in Ramli (2013) mistake is a performance error that is accidental or the result of a slip of the tongue; it is the inability to use a recognized system appropriately. Meanwhile Norrish in Qayyimah (2014) state that mistake is defined as a non-systematic divergence from the recognized system of a language being learnt, and it is typically caused by human limitations such as weariness, anxiety, and lethargy. Therefore mistake is a non-systematic divergence from the recognized system of a language being learnt, and it is typically caused by human limitations such as weariness, anxiety, and lethargy.

Ellis in Erdogan (2005) proposes two methods for differentiating between an error and a mistake. The first is to analyze the consistency of the learner's performances. It is a mistake if he alternates between using the right and incorrect form. However, if he consistently uses it improperly, it is an error. The second approach is to challenge the student to try to rectify his own incorrect utterance. Errors occur when he is unable to do so; mistakes occur when he is successful. James (2013) also explained the differences between error and mistakes. If the learner is inclined and able to correct a fault in their output, it is assumed that the form they selected was not the one that they intended, and we shall say that the fault is a mistake. On the other hand, if the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, then it is an error.

3. The Source of Error

According to Richard in Bagheri (2012), there are two sources of error. First is Interference Errors: faults caused by using components from one language while speaking/writing from another. The second one is interlingual Errors: errors that reflect general principle learning features such as incorrect generalization, inadequate rule implementation, and inability to understand the situations in which rules should apply.

Brown in Irwansyah (2017) classified error sources into four categories. First, there is interlingual transfer, which is the negative effect of the learner's mother tongue. The second type of transfer is intralingual transfer, which is the bad transfer of components within the target language. Third, the learning context, which overlaps both types of transfer, such as the classroom including its teacher and materials in the case of school learning or the social setting in the case of untaught second language learning. Fourth, there are communication strategies. It is self-evident that communication strategy is the deliberate use of spoken processes to communicate a concept when language features are unavailable to the learner for various reasons.

4. Error Classification

Language learners have varying levels of skill in learning English, and they are inevitably involved in different types of error. Dulay, Burt, and Krashen in Sipayung (2018) state that, the linguistic category, surface category, comparative taxonomy, and communicative effects taxonomy is frequently utilized as grounds for the descriptive category of errors.

Corder in Prastikawati (2013) categorizes errors regarding the difference between the learners' utterance and the reconstructed version. Thus, errors are classified into four types: omission of a required element, addition of an unnecessary or incorrect element, selection of an inaccurate element, and misordering of the elements. He also identifies three types of errors based on their systematic. The first one is pre systematic errors occur when the learner is oblivious of a specific principle in the target language. Second Systematic errors occur when the learner has found a rule but it is the incorrect one, and the third is post systematic errors; it is arise when the learners know the right target language rule but uses it imprecisely (Prastikawati, 2013). Thus errors can be classify into descriptive categories, then regarding the difference between the learners' utterance and the reconstructed version and systematize.

C. Error Analysis

1. Definition of Error Analysis

Error analysis is a branch of applied linguistics; it is originated in the 1960s to prove that learner errors were not always due to the learner's native language, but also represented some universal learning strategies. Error analysis, on the other contrary, is concerned with the learners' performance based on the cognitive systems they employ when acknowledging or coding input from the target language (Khatter, 2019). Error analysis refers to the processes that are used to analyze the errors. They are strategies for analyzing errors created by learners when learning a second or foreign language in order to determine mistakes or misuses (Mustafa, 2017).

Multiple researchers have already explained error analysis from various angles. Fauziati in Agustina (2016) explained that error analysis is a method for studying second language acquisition where the main focus is on learner errors as well as the proof of how learner errors will provide knowledge of the basic processes of second language acquisition or second language learning. According to Dulay, as cited in Amalia (2016), error analysis can be described as an effort to register for learners' error. Error analysis can also be used to help a student prepare for an English test by reducing common errors.

According to Richard (2015), error analysis is a study of errors created by second and foreign language learners. Error analysis can be used to (a) determine how well someone understands a language, (b) determine how well someone learns a language, and (c) acquire knowledge on common challenges in language learning as a support in teaching or in the preparation of teaching materials. The functions of error analysis are highlighted in this description. Brown (2000) introduces yet another concept of error analysis. He described error analysis as the process of observing, analyzing, and categorizing deviations from the rules of the second language and then revealing the learner's systems.

2. Steps in Error Analysis

There are four steps in analyzing error analysis; these steps are as follows: First is error identification, the next one is error description, then error explanation, and the last is error evaluation (Ellis, 2010). In error identification, EFL/ESL students' sentences are compared to possible correct/grammatical sentences. Phrases or sections of sentences that differed linguistically from those commonly used in the target language should be deemed to have errors, or at the very least be possibilities for errors. In this stage, we must ensure that the one marked as an error is, in fact, an error. When a learner does the same mistake more than once, it is termed an error in our context. However, it is referred to as a mistake,

which can happen when a person is rushed, preoccupied, weary, or their attention is disrupted (Mustafa, 2017).

Identifying an error is not the same as explaining what an error is. Corder (1981) developed a common approach for detecting faults in L2/FL learners' utterances. He stated that every statement is to be viewed as idiosyncratic unless proven otherwise. According to his approach, this concept distinguishes between what he refers to as 'overt' and 'covert' errors. If a sentence is poorly written according to TL standards, it is considered 'overtly idiosyncratic', whereas a statement that is outwardly well-formed but does not convey what the learner wishes to express be considered 'covertly idiosyncratic'.

There can be no description unless the mistakes are identified. A good explanation of errors requires such a description of FL learners' errors. The description of errors, in particular, aids in three key goals. These goals are summarized as follows: The first goal would be to naturally expound on anything that is unspoken in order to prove an individual's intuition. The second goal could be to serve as a requirement for counting learners' errors. A third goal is to build error categories and subcategories to aid in the development of a comprehensive taxonomy of language learner faults (Al-Khresheh, 2016).

The ultimate goal of error analysis theory is to explain errors. As a result, this stage is regarded as the most critical for error analysis research. According to Sanal in Al-Khresheh (2016), in order to implement efficient corrective procedures, the analyst must be knowledgeable of the process that causes each sort of error. According to Vásquez and Alberto (2008), there are two plausible causes for how English Foreign Language learners make errors. The first type of error is produced by first language interference, which is sometimes known as the interlingual errors. These errors occur when a student attempts to straightforwardly translate a sentence or portion of a sentence into the target language without having to consider how a native speaker of the language would ordinarily write it.

The last one is the explanation leads to what are known as intralingual mistakes. These are errors induced by a lack of information of the target language rules, and they include incorrect generalization, incorrect application of rules, and inability to comprehend the situations under which rules apply (Gass, 2008).

Error evaluation studies emerged in the late 1970s and early 1980s, spurred on by a drive to improve language instruction. In these investigations, assessments were made consisting of three fundamental categories: comprehensibility, seriousness, and naturalness of grammar and lexis (Bagheri, 2012). Judges must remember that there are two types of faults in this process: global and local. Global error impacts overall phrase organization, whereas local error affects single elements in a sentence. According to Ellis (1997), evaluating errors is critical if the error analysis is to discover students' difficulties so that teachers may assist them fix them. Some errors are less serious than the others (Londoño Vásquez, 2008).

D. Surface Strategy Taxonomy

1. Definition of Surface Strategy Taxonomy

Surface strategy taxonomy is one of the categories in error descriptive taxonomies. Dulay et al (1982) explained that surface strategy taxonomy illustrates the ways surface structures are altered: Learners may delete important items or add unnecessary ones; they may misinform or disorder them. It is possible to conclude that the surface strategy taxonomy can explain linguistic errors caused by others. Someone removes or adds components that is unnecessary and do not follow grammar rules. In addition, James (2013) introduces blend error as a surface strategy taxonomy category.

2. Form of Errors in Surface Strategy Taxonomy

In surface strategy taxonomy, there are four forms of errors: omission, addition, selection, and misordering. Omission error occurs when a student omits necessary things that must appear in a well-

performed speech (James, 2013). We know, for example, that morphemes or words can be divided into two categories: content words (e.g. noun, verb, adjective, and adverb) and grammatical words like noun as well as verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am, are, will, can, must, etc.), and prepositions (in, on, at, etc). Grammatical morphemes are far more frequently omitted by language learners than content words (Suhono, 2016). For example: Amy new teacher, he write letter well, and he reading poem.

According to Suhono (2016) addition errors are the inverse of omission errors in that they are distinguished by the addition of elements that should not otherwise exist in a well-performed speech. In most cases, it arises during the learner's second language acquisition. Regularizations, double marks, and simple addition are examples of addition errors that have been studied in both first and second language learners' speech.

According to Dulay et al (1982), selection or misformation error is defined by the employment of the incorrect form of the morpheme or structure. This error frequently arises when the learner fails to select the appropriate words. As an example: You don't know about 'I' (Incorrect sentence). The fault in the above example is in the word 'I'. The term 'I' refer to the subject. However, in the preceding statement, the object 'I' should be replaced with the object 'me'. So the correct sentence is: You don't know about 'me'.

A misordered sentence is one in which the words are not in the correct order. They occur systematically for both first and second language acquisition in obtained structures. For example: He is constantly late. Erdogan in Mustafa (2017) provided numerous examples of misordering: in morphology, for example, 'get upping' for 'getting up', in syntax, 'he is a dear to me friend' rather than 'he is a dear friend to me', and finally in lexicon, for example, 'key car' rather than 'car key'. The former is frequently performed by Indonesians who transfer or directly translate from Bahasa Indonesia.

E. Descriptive Text

1. Definition of Descriptive Text

A descriptive text is one in which the author attempts to visualize what he is describing. A description is often used to describe a specific thing/object, location, or individual (Husna, 2017). The procedure of describing is accomplished by clearly choosing their characteristics, beginning with identifying them, categorizing them, and handling with their attributes, behaviors, functions, and so on, so that the readers or listeners can possibly realize what the writer is writing about as if they could directly see it with their own eyes (Noprianto, 2017).

A descriptive text usually has two main sections: first, identification, which describes how to introduce a person, place, animal, or object. Second, it is about describing something, such as an animal, a thing, a place, or a person, by describing its features, shapes, colors, or anything else relevant to what the writer describes. Descriptive text also includes language characteristics such as adjectives and compound adjectives that are prominent in use, including the use of the simple present tense (Sadiah, 2019).

2. Language Features of Descriptive Text

There are various language features of descriptive text that set it apart from other types of text. The first one is, descriptive text has a specific participant. It means that descriptive text has a certain object, is not common and unique. It could be a place, a person, an animal. The second one is the use of the simple present tense in word arrangement. This tense is used in almost every sentence. It denotes that descriptive text depicts the true subject or thing from the writer's perspective. Its goal is to let the readers imagine the existence of something represented.

Third, the use of an adjective to clarify the nouns by using adjective it can give the object a clear representation of a person, object, or location. This language typically employs adjective phrases to characterize the object at hand (Bruce, 2008). Fourth, the use of noun phrase. Noun phrase

is a group of word which functions as a noun. For the examples ‘the white kitten’, ‘gorgeous man’, etc.

3. Generic Structure of Descriptive Text

There are two types of descriptive paragraph structures. The first is identification. Identification is the part of descriptive text where writers describe the phenomenon to be described. The second is the description. Description part describes the parts, qualities, and features (Fathin, 2021).

F. Review of Relevant Studies

The researcher discusses various previous researches that have association to this research based on several resources relevant to this research. Here are the comparison results between this research and previous research:

First, a research written by Hastri Firharmawan and Ida Komariyah in 2021 entitled “An Error Analysis of Descriptive Writing Based on Surface Strategy Taxonomy Made by the Eight Grade Students of SMP N 6 Kebumen in the Academic Year of 2019 / 2020”. The results of this study are, in the academic year 2019/2020, students in grade viii at SMP N 6 Kebumen made four sorts of errors in their descriptive writings: omission, misformation, addition, and misordering. The most common types of errors are misformation (61%), omission (20%), addition (15%), and misordering (4%). This study aim is to analyze students' errors in descriptive text writing and also to indicate the extent of errors produced by eighth grade students at SMP N 6 Kebumen throughout the 2019/2020 academic year (Komariyah, 2021). The similarities between the current studies and the previous study are both of them focus on error analysis in descriptive text based on surface strategy taxonomy, and they also use qualitative descriptive method. The differences of the two researches are this research uses the eighth grade junior high school student; meanwhile, the researcher used the tenth grade senior high school student as the object of the research. The current research focused on grammatical error based on surface strategy analysis meanwhile the previous research only focused on error in words and sentences.

Second, a research was written by Cicik Nur Hidayasari in 2020 entitled ‘An Error Analysis of Students Grammatical Error in Writing Report Text Based on Surface Strategy Taxonomy at the Fourth Semester of English Education Department State Institute for Islamic Studies (IAIN Salatiga)’. The focus of this research was to explain the types of errors and the origins of the errors in writing report text based on surface approach taxonomy in the fourth semester of English Education Department at IAIN Salatiga. The qualitative research method was applied in both studies. The data were gathered from fourth semester students' writing. Dulay, Burt, and Krashen's (1982) theory became the primary key in data analysis. The researcher utilized comparative analysis to determine the cause of the error (Hidayasari, 2020). The differences between the previous research and the current research are this research focused on error analysis in report text; meanwhile, this study focused on error analysis in descriptive text. The object of this research is the fourth semester English education department students; meanwhile, this research used the tenth grade of senior high school students. The similarities of the two researches are both of them use qualitative method and based on surface strategy taxonomy. The results of this study are there were four types of errors discovered, omission errors, misinformation errors, addition errors, and misordering errors. In terms of the cause of errors, there are four sorts of errors that affect the occurrence of student errors: intralingual errors or developmental errors, unique errors, interlingual errors, and ambiguous errors.

Third, a research written by Ahmad Muzaki in 2021 entitled ‘An Error Analysis of Preposition of Place and Time in Descriptive Text Written by the Seventh Grade Students of MTsN (Madrasah Tsanawiyah Negeri) Susukan Academic Year 2020/2021’. The purpose of this study was to discover and identify errors made by students in applying prepositions of time and place in descriptive texts created by students in the seventh grade at MTsN Susukan. The qualitative research method was applied in this study. This study was carried out by seventh-grade students at MTsN Susukan (Muzaki, 2021). The

differences between the previous study and the current study are: first, this research just focused on error made by students in applying preposition of time and place in descriptive text, meanwhile, the researcher of this study focused on grammatical error that student made in writing descriptive text based on surface strategy taxonomy. Second, the objects of this research were the seventh grade students of junior high school; on the other hand, the researcher used the tenth grade student of senior high school students. The similarity between the two research are both of them use qualitative as their research method. The results of this study are 52% is the average of errors in employing place and time prepositions It consists of errors in the prepositions 'at,' 'in,' 'on,' and 'in front of.'

Fourth, a research written by Dwi Anggraeni in 2019 entitled 'An Analysis of Students' Error in Using Personal Pronouns On Writing Descriptive Text of the Tenth Grade Students of SMK Al-Mina Bandungan in the Academic Year Of 2019/2020'. The objective of this research was to evaluate the errors committed by students in using personal pronouns when writing descriptive text in the tenth grade at SMK Al-Mina Bandungan during the 2019/2020 academic year. This study's participants were 15 students from tenth grade student. The purpose of this study were to identify the sorts of errors produced by students while employing personal pronouns in descriptive text and to determine the root reasons of students' errors in applying personal pronouns in descriptive text (Anggraeni, 2019). The qualitative research method was applied in this study. The similarities of the current and the previous studies are both of them used descriptive text and they used qualitative as their research method. The differences between the two researches are: this research focused on error in using personal pronouns in descriptive text; meanwhile, the researcher focused on grammatical error that students made in descriptive text based on surface strategy taxonomy.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher provides the description of the research methodology. Consist of the method of the research design, data and data source, technique of data collection, technique of data verification and data analysis.

A. Types of the research

The research used descriptive qualitative research to describe errors, which used the descriptive text written by tenth grade of MA Wathoniyah Islamiyah Kebarongan. It means that the research was based on the characteristics of phenomena and the data analyzed using the description not numbers (Best, 1981). The qualitative descriptive method was used as the research methodology. Qualitative research was implemented in this research because the writer analyzed the data descriptively and presented the results in the form of an explanation of words. In addition, the finding was also supported by data presented in the form of a table.

According to Sugiyono (2010) qualitative data is data in the form of sentences, words, or pictures. While, quantitative data is data in the form of numbers, or scoring qualitative data. Meanwhile, according to Harris (2002), qualitative research involves the studies using collection data includes observational, historical, interactional, and visual texts that describe routine and problematic moments. In this research, the researcher described the kinds of grammatical error and the most frequent errors that they made in descriptive text that the tenth grade of MA Wathoniyah Islamiyah Kebarongan wrote based on Surface Strategy Taxonomy.

B. Source of the data

1. The Location of Research

MA Wathoniyah Islamiyah Kebarongan is located on Jl. Buntu - Sumpiuh Km. 02 Kebarongan Village, Kemranjen, Banyumas. Madrasah Aliyah Wathoniyah Islamiyah or MA

Wathoniyah Islamiyah Kebarongan is an Islamic boarding school that was established in 1878 AD, or 1296 H. The accreditation of this school is 'B'. The numbers of the teacher are 55 and the numbers of the students are 576.

MA Wathoniyah Islamiyah Kebarongan has worked to develop a policy in which the curriculum and time allocation for Islamic boarding school and madrasah. This school has undergone a little modification by studying and adapting the developments and policies of the world of education in Indonesia. This school has been integrating and increasing the length of learning process from 6 hours to 9 hours of daily lessons with a combined Curriculum of Islamic Boarding School Curriculum (*Pesantren Curriculum*), Ministry of Religion Affairs Curriculum, and National Curriculum, widely known as the Three in One Curriculum system.

2. Subject of the Research

The subject of this research is the student's of MA Wathoniyah Islamiyah Kebarongan in academic year of 2021/2022. In this school there are two majors, science and social major. This school also divided the class into regular classes and special or *Takhasus* (KH) classes. The difference between the regular and the *Takhasus* class is the regular class is consisting of students that came from the junior high school in the same foundation that is MTs Wathoniyah Islamiyah Kebarongan. On the other hand the special class or *Takhasus* (KH) class is consisting of students that came from other junior high school. The student of 1 *Takhasus* (KH) A is chosen by the researcher as the subject of the research. This class is chosen because 10 KH A students is because they are came from different junior high school background. It means that the students' characters were expected to reflect the results of this study.

3. Object of the Research

The grammatical errors in descriptive texts written by tenth grade students at MA Wathoniyah Islamiyah Kebarongan are the subject of this research.

C. Technique of Data Collection

Data collection techniques are very important as a means to learn several data collection techniques. There are four kinds of technique data collection in qualitative research. Sugiyono states that observation, interviews, and document analysis are the most common data collection techniques utilized in qualitative research (Sugiyono, 2010). He also mentions that, the data collection technique is the first major step in the research because the primary goal of the research is to collect data. In this research test and documentation are used as the technique of data collection.

Test according to Arikunto (2006), is used to measure the capabilities of the study subject. He explained that the test can be separated into two main categories, namely for learning achievements that are often utilized in school. Testing as a data collection method allows the writer to collect data quickly. The researcher assigned the students a test to complete. The steps in data collection in this research are, the researcher would ask the students to write a descriptive text in the given time. They should not write their name on paper and should not open dictionary. The results of the student's written task would be collected and will be analyzed by the researcher.

Document is a list of stories in the past. According to Burns in Alfiyani (2013), documents are a readily available and accessible source of data that helps researchers supplement other observations by constructing a rich and detailed profile of the classroom or the institutional environment for the research. Arikunto in Anggraeni (2019), stated that documentation is a technique for gathering data in the form of notes, transcripts, books, newspaper articles, manuscripts, agendas, and so

on. The information is collected in the students' descriptive text writing. The researcher obtained the document from the students' writing assignment.

D. Techniques of Data Analysis

Data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time-consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted (Ary, 2010). In analyzing the data of this research, error analysis technique was implemented. According to Ellis (1994.), error analysis is conducted in five stages. These stages are as follows: (1) gathering of a sample of learner language, (2) identification of errors, (3) errors classification (4) errors explanation, and 5) error calculation.

1. Gathering the samples of student writing task

The first step in error analysis is determining which samples of language students to utilize in the study and how to collect them (Komariyah, 2021). The writer used the students' writing assignment at this point.

2. Error Identification

Following the collection of data, the errors discovered in the data had to be recognized in order to identify errors made by students. The researcher characterized the different types of errors by highlighting the mistakes committed by the students.

3. Error Classification

The Surface Strategy Taxonomy was employed by the writer to aid the analysis. Errors were defined depending on their classification.

4. Error Explanation

The following step was to determine the frequency of errors in each error category. In each sentence, the calculation was performed. The author investigated the root causes of sentence mistakes.

5. Errors Calculation

The final stage was to evaluate the errors by compiling the errors to determine the proportion of each subcategory. This step determined the frequency of errors and displayed the number of errors in the form of tables. The percentage formula was determined by the equation:

$$P = F/N \times 100\%$$

The explanations are P for Percentage. F for Frequency of error occurred. N is for Number of cases or total frequent (Asni, 2018).

E. The Data's Validity

Data validity is defined as an instrument's ability to measure what it supposed to be measured. According to Sugiyono (2010), qualitative validity refers to the level of correctness between data that occurs in the study object and data that can be presented by the researcher. In this study, the researcher employs a test and documentations as the instrument, and in order to assess the validity of this research instrument, the researcher consulted with an expertise, in this case, a lecturer in the English education department.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains, data display and analysis, and discussion. The Surface Strategy Taxonomy defines four sorts of errors: omission, addition, misformation, and misordering (Dulay, 1982). The researcher would like to provide the research results and analysis of the findings in this chapter.

A. The Data Display and Analysis

The descriptive text was used to gather the data for this analysis. This chapter contains data descriptions as well as data analyses. The researcher has identified the gathered material, which centered on the students' grammatical error in descriptive writing. The writer then discussed the students' incorrect writing, eventually displaying the discussion of the error that the analyst had produced.

The descriptive text writing created by students in the tenth grade at MA Wathoniyah Islamiyah Kebarongan served as the research's data. 10 KH A is consisted of 22 students; but, there were only 19 students that wrote the descriptive text since three students were sick and could not attend the class. After receiving the assignments from the students, the researcher went through each assignment and analyzes the errors committed by each student. The next step was the researcher calculated the number of errors made by students. To make the data easier to analyze, the researcher classified of four main processes in examining the errors detected in students' writing. The process included identifying the error, classifying the error, describing the error, and calculating the error. The results of the students' writing are displayed below.

Table 1 Error on Surface Strategy Taxonomy

No.	Surface Strategy Taxonomy	Frequency
1	Omission	61
2	Addition	32
3	Misformation	37

4	Misordering	36
Total		166

The researcher collected on the student writing test for descriptive text. The Surface Strategy Taxonomy by Dulay (1982) was used to examine students' grammatical errors in descriptive text. According to the theory, errors are classified into four types: omissions, additions, misformations, and misorders. Documentation was implemented by researcher to collect data. The term "document" refers to the transcription of an occurrence. After analyzing the students' writing, it was revealed that there were as many as 166 errors, consisting of 61 omission errors, 32 addition errors, 37 formation errors, and 36 arrangement problems. The data was displayed further below.

Based on the surface strategy taxonomy theory by Dulay et.al, the following are some examples of obvious grammatical errors produced by students when writing descriptive text:

1. Omission

Omission error is the error that a student makes when they omit necessary things in a well-performed sentence (Dulay, 1982). Based on the data analysis, it was discovered that omission was the source of the greatest percentage of student errors in writing. The students made 61 errors out of 166 errors.

From the research data of the students writing test, the common omission error is the omission of 's'. The 's' was used to make a singular nouns into plural nouns. It is also used in most of singular verbs; it is also called as verb inflection. The following were the students' errors examples in this category:

- a) ...The entrance ticket which is quite affordable
make Ancol an entertainment place...
- b) One of the other tour Museum Dirgantara...
- c) ...that is found several sample...

d) In Nusakambangan there are monkey and humans.

e) ...because the security still sleep...

The first sentence (a), the student is missed the verb inflexion or 's' in the end of the word 'make'. In the second sentence (b), the students omitted the 's' for plural noun 'tour'. For the sentences (c), the students also omitted 's' for the plural noun 'sample'. The sentence (d) the student omitted the 's' for the plural word 'monkey'. In the last examples, sentence (e) the students omitted the verb inflexions in the end of verb of 'asleep'. The rest of the data can be seen in the appendix.

The sentences above are in incorrect format and should be provided with certain elements to improve them. Here is each corrected version for the missing items in those examples:

a) ...makes Ancol an entertainment place...

b) ...one of the other tours...

c) ...that is found several samples...

d) ...there are monkeys...

e) ...because the security is still sleepe...

Another example of omission that the students made is the omitted articles. Articles or determiners are used to signal nouns. It is usually used in before nouns. Below are the samples of sentences that omitted the article:

a) ...in Museum Susilo Sudarman...

b) Journey which is take...

c) There is also beach

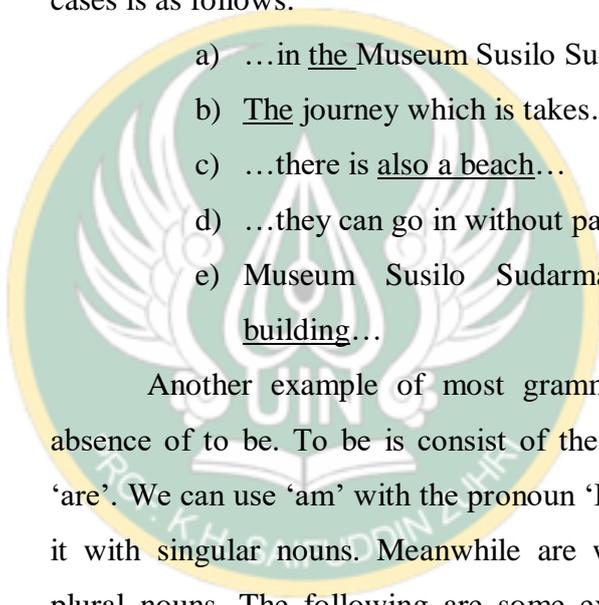
d) ...they can go in without paying for ticket...

e) Museum Susilo Sudarman is historical building

The sentence (a) is incorrect because the student omitted an article before the word 'museum'. The second sentence (b) is incorrect because the student omitted an article

before the word 'journey'. The third sentence (c) is incorrect because the student omitted an article before the word 'beach'. For the fourth sentence (d), is incorrect because the student omitted an article, in this case is 'the' before the word 'ticket'. For the last sentence (e), is incorrect because the student omitted an article before the word 'historical'.

The five examples sentences above are in incorrect format and should be filled with certain elements to improve them. Each corrected version for omitted components in those cases is as follows:

- 
- a) ...in the Museum Susilo Sudarman...
 - b) The journey which is takes...
 - c) ...there is also a beach...
 - d) ...they can go in without paying for the ticket...
 - e) Museum Susilo Sudarman is a historical building...

Another example of most grammatical errors is the absence of to be. To be is consist of the word 'am', 'is' and 'are'. We can use 'am' with the pronoun 'I'. For is we can used it with singular nouns. Meanwhile are we can used it with plural nouns. The following are some examples of incorrect sentences based on research data:

- a) ...and the air cool and fresh...
- b) Dufan located...
- c) ...and I very happy...
- d) Many beautiful places in Yogyakarta...
- e) There many along the coast...

The sentence (a) is incorrect because the student omitted 'is' before the word 'cool'. The sentence (b) is incorrect because the student omitted 'is' before the word 'located'. The fourth sentence (c) is incorrect because the

student omitted 'am' after the pronoun 'I'. The fifth sentence (d) is incorrect because the student omitted 'there' and 'are' before the word 'many'. The last sentence (e) is incorrect because the student omitted 'are' after the word 'there'.

The five sentences above are in incorrect format and should be improved by adding necessary elements. In those examples, each revised version for omitted parts is as shown in:

- a) ...and the air is cool and fresh...
- b) Dufan is located...
- c) ...and I am very happy...
- d) There are many beautiful places in Yogyakarta...
- e) There are many along the coast...

Another grammatical error is the missing prepositions. Prepositions are words that show a connection between words to the other words. Most of prepositions are little words such as, at, in and on. The examples of the preposition omission are;

- a) ...we sit in front market...
- b) ...very good surfing...
- c) Widara Payung beach is a beach tourist attraction...
- d) ...especially together family...
- e) ...which always crowded population...

The sentence (a) is incorrect because the student omitted the preposition of after the word front and article the before the word market. The sentence (b) is incorrect because the student missed the preposition for after the word good. The next sentence (c) is incorrect because the student omitted the preposition for before the word tourist. The sentence (d) is incorrect because the student omitted the preposition with

before the word family. The correction of the error sentences above are:

- a) ...we sit in front of the market...
- b) ...very good for surfing...
- c) Widara Payung beach is a beach for tourist attraction...
- d) ...especially together with family...
- e) ...which is always crowded with population...

Furthermore there are also sentences that incorrect because the student omitted multiple elements at once. There are sentences that incorrect because the student omitted an article and object at once. The incorrect sentences are presented below:

- a) Grilling and eating a barbeque.
- b) Distance between to Dufan...
- c) Buy ticket for 15000 rupiah...
- d) ...because located where the event...
- e) ...and I not forget those memories...

The sentence (a) is incorrect because the student omitted the subject of the sentences. The second sentence (b) is incorrect because the student omitted article 'the' before the word 'distance' and a subject after the word 'between'. The third sentence (c) is incorrect because the student omitted the subject of the sentence. The sentence (d) is incorrect because the student omitted the subject and 'is' before the word 'located'. For the last sentence (e) the student omitted the word 'did' before the word 'not'. Therefore the Explanations for the sentences above are:

- a) We grilling and eating barbeque...
- b) The distance between Banyumas to Dufan...
- c) I buy the ticket for 15000 rupiah...
- d) ...because it is located where the event...

e) ...and I did not forget those memories...

2. Misformation

Misformation is the second highest errors that the students made, the total misformation errors are 37 times. Misformation errors included using the incorrect form of the morphemes or structure. It occurs when a student offers details that are wrong (Dulay, 1982). The findings revealed frequent errors in students' writing is the incorrect usage of articles. For the examples:

- a) ...and a water very clear...
- b) ...Yogyakarta city is a extraordinary city...
- c) ...is a island so beautiful in Java...
- d) ...you can see a sunrise...
- e) ...for tourist purpose culture an history...

The first sentence (a) is incorrect because the student used the incorrect article, they used 'a' instead of 'the'. The second sentence (b) incorrect because they used the incorrect article, the student used 'a' instead of 'an'. For the third sentence (c) the article 'a' should be replaced with the article an. In the sentence (d) article 'the' should be used instead of the article 'a'. For the last incorrect sentence (e) the student used the article 'an' instead of 'a'. Here's the corrected version for each of the examples' misformation errors:

- a) ...and the water very clear...
- b) ...Yogyakarta is an extraordinary city...
- c) ...is an island so beautiful...
- d) ...you can see the sunrise...
- e) ...for tourist a cultural history purpose...

Another example of misformation error is in to be category. From the data found that students used wrong format

of to be in the sentence. The following are the examples of the misformation error in to be category:

- a) ...place are so beautiful...
- b) ...there are a water pool...
- c) ...there is also a many place tour...
- d) In Museum Dirgantara there is a corpse planes...
- e) ...Yogyakarta the none locations is beautiful...

The student used wrong to be in the first sentence (a), the student used 'are' instead of 'is'. The sentence (b) the student also used the form 'are' instead of 'is'. The sentences (c) and (d) are incorrect because the students used 'is' instead of 'are'. For the last sentence (e) it is incorrect because the student used 'is' instead of 'are'. The corrections of the sentences above are:

- a) ...place is beautiful...
- b) ...there is a water pool...
- c) ...there are also many place tours...
- d) In Museum Dirgantara there are corpse plane...
- e) ...the locations in Yogyakarta are beautiful...

Other examples of misformation errors are came from preposition category. The students often used the wrong preposition in sentences. The examples of the wrong preposition usage on the students writing are:

- a) ...close with my house...
- b) ...it's located at Banyumas...
- c) ...in addition to offering a beautiful panorama...
- d) ...in Friday morning we go to Widara Payung beach...
- e) ...while looking on the sunset...

The sentence (a) is incorrect because the student used wrong preposition of place, they used 'with' instead of 'to'. On

example (b) the student used preposition 'at' instead of 'in'. for the third example (c) the student used 'to' instead of 'for'. The example (d) the student should be used 'on' instead of 'in'. For the last examples (e) the student should used 'at' instead of 'on'. The correction of the five examples should be:

- a) ...Close to my house...
- b) ...It's located in Banyumas...
- c) ...In addition for offering a beautiful panorama...
- d) ...On Friday morning we go to Widara Payung Beach...
- e) ...While looking at the sunset...

Other misformation errors that were found on the student writing test came from the pronoun usage; students used the incorrect pronoun form on their writing. Next is verb usage and word choice, they made errors in this area because the influenced of their mother tongue in this case is Bahasa. The examples of the incorrect sentences are:

- a) Me and my friends have a plan...
- b) ...by motor bike...
- c) ...we can going to the museum...
- d) I am go to Borobudur ...
- e) Yogyakarta city also know tourism city...

As in sentence (a), the students replaced the object pronoun 'me' for the subject pronoun 'I'. Although the meanings of 'me' and 'I' were the same in Bahasa, but they were used differently. In the sentence (b) student used word 'motor bike' instead of 'motorcycle', they both have the same meaning but in Indonesia it is more common to used 'motorcycle' instead of 'motor bike'. For the sentence (c) and (d) they both have similarity, it was the wrong verb usage. The sentence (c) it should be 'go' instead of 'going', meanwhile sentence (d) should be 'going' instead of 'go'. The last

sentences (e), it was incorrect because the student used 'know' instead of 'known', this sentence also missed preposition 'as'. The corrections of the sentences above should be:

- a) My friends and I have a plan...
- b) ...by motorcycle...
- c) ...we can go to the museum...
- d) I am going to Borobudur...
- e) Yogyakarta city also known as tourism city...

3. Misordering

Misordering errors are distinguished by the improper placement of a morpheme or set of morphemes in an utterance (Dulay et.al, 1982). The percentage of error misordering that the students made are 37 times error. The examples of misordering error in research findings such as:

- a) Museum Dirgantara lies in airbase...
- b) Beach this also caught impact tsunami...
- c) I have visit Ancol time several...
- d) ...is a beach beautiful in Java...
- e) ...which damage infrastructure beach Widara Payung...

The first sentence (a) the student misordered the word 'museum', the word 'museum' should be placed after the word 'Dirgantara'. For the second sentence (b), the word 'this' should be placed before 'beach', and then the word 'impact' should be placed after 'tsunami'. The sentence (c), the student placed the word 'several' after the word 'time' which is incorrect, because they should replaced it before the word 'time'. The student messed up the order in the sentence (d), the word 'beautiful' should be replaced before the word 'beach' not after it. In the last sentence (e) the student placed the words 'infrastructure' and 'beach' incorrectly. The words above are

misplaced in word order and must be in the correct position. Each improved version for the misordered items in those examples is presented below:

- a) Dirgantara Museum lies in airbase...
- b) ...this beach also caught tsunami impact...
- c) I have visit Ancol several times...
- d) ...is a beautiful beach in Java...
- e) ...which damage Widara Payung beach infrastructure..

4. Addition

The lowest of the percentage of the student error was addition. The students commit 32 times from the total error. Addition error is the opposite of omission error. The appearance of an item that must not appear in well-formed sentences is referred to as addition (Dulay et.al, 1982). The examples of addition errors shown here are as follows:

- a) Widara Payung beach beach...
- b) I go to there...
- c) ...where events occurs...
- d) I am visit that temple...
- e) There's was many palm trees...
- f) ...Dufan have a ride many enough...

In the sentence (a) the student wrote the word beach twice, so one of them should be deleted. In example (b) the student should removed the word 'to', to make it into correct sentence. The 's' in the word occur should be removed from the sentence (c), while in sentence (e) the student should remove 's' from the word 'there'. The sentence (d), the student should remove 'am' after 'I' to make this sentence into a good one. For the last examples (f), the student added article 'a' and

word 'enough' in the sentences which is unnecessary. The correct sentences should be:

- a) Widara Payung beach...
- b) I go there...
- c) ...where events occur...
- d) I visit that temple...
- e) There are many palm trees...
- f) Dufan has many rides...

There are other examples of error additions from the research findings was addition of unnecessary article. The student added article in the sentences because they thought it was necessary. To prove this point, the following data are presented as examples of addition errors:

- a) In the Ancol...
- b) ...Also the place the beautiful...
- c) The museum is a quite famous...
- d) ...In the inside a museum...
- e) ...There is also a many...
- f) ...we can see the show the good...

The sentences (a) and (b) students add article 'the' in the sentences which is not required in those sentences. Meanwhile in sentences (c) and (e) the students should remove article 'a' to make correct sentences. For the sentence (d) the student should remove 'in' and 'the' to make proper sentence. The sentence (f), the student should remove article 'the' before the word good. The corrected version is illustrated by the sentences below:

- 1) In Ancol...
- 2) ...also the beautiful place...
- 3) The museum is quite famous...
- 4) ...inside the museum...

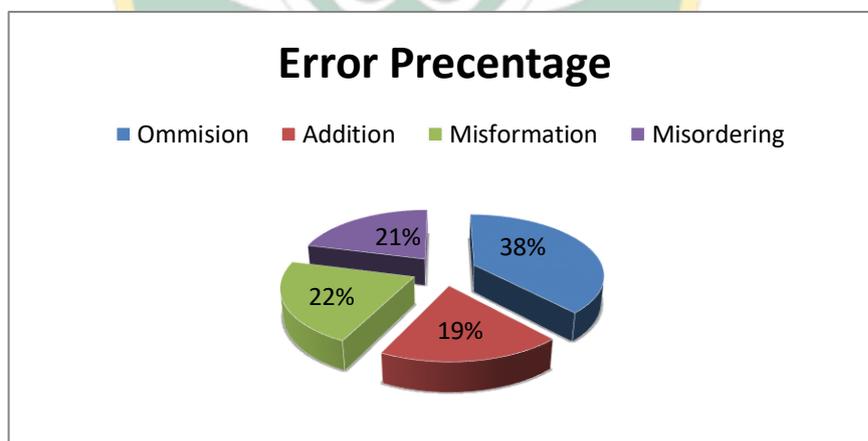
- 5) ...there are also many...
- 6) ...we can see the good show...

B. Discussion

The researcher analyzed 19 data from MA Wathoniyah Islamiyah Kebarongan students in the tenth grade that contained grammatical errors in writing descriptive text after collecting the data from the students. Based on the findings of this study and Dulay's (1982) surface strategy taxonomy theory, it is possible to conclude that the students made four sorts of errors: omission, addition, misformation, and misordering.

After collecting data from the students' assignments, the researcher analyzed and classified the errors using the Surface Strategy Taxonomy. There are four of them: omission, addition, misformation, and misordering. Then, categorize the sorts of errors and calculate their percentage. Displayed on the table 1 it can be calculated into percentage, the percentage is explained bellow.

Figure 1 Errors Distribution



Based on Figure 1 provides that the first place of error that the most students make is 38% of error omission. The second place is misformation error it is found 22%. The third place is misordering it is 21%. The last place is addition it is 19%. These errors described the issue that the students were having with their writing. According to the pie chart data, omission errors contributed for the biggest percentage of students'

writing errors. On the other hands the lowest percentage is from addition errors.

Referring to the findings, the researcher found 166 errors that students produced in total. It consisted of 61 errors of omission (38%), 32 errors of addition (19%), 37 error of misformation (22%), 36 errors of misordering (21%). It showed that the most frequent error in students writing is omission. On the second place is misformation error. The third place is misordering error. While addition errors come in the last place. This finding is in line with the results of Cicik's (2020) research, which examined grammatical errors in report text at the Fourth Semester of English Education Department State Institute for Islamic Studies (IAIN Salatiga). She discovered that omission errors are the most common type of error. Following that are misformation errors, addition errors, and misordering errors. This indicates that the majority of errors occurred in the omission category.

1. Omission

With 38%, omission became the most frequent error committed by students. Omission is a type of error that arises when items in a well-formed form are lost. This blunder is most noticeable when students leave out 's' from plural nouns and singular verbs. They also omitted articles like 'a/an' and 'the' in a sentence they write. They also omitted preposition of time and place this is in line with Muzzaki's research which examined errors made by students in applying prepositions of time and place in descriptive texts created by students in the seventh grade at MTsN Susukan. He discovered that the students made errors in applying preposition 'at' and 'in'.

Table 2. Omission 's' in the sentences

No	Incorrect sentences	Explanations
1.	... <u>Make</u> Ancol an entertainment place...	The word 'make' should be replaced with 'makes'

2.	One of the other <u>tour</u> ...	The word 'tour' should be replaced with 'tours'
3.	...that is found several <u>sample</u> ...	The word 'samples' should be replaced with 'samples'
4.	There are <u>monkey</u> ...	The word 'monkey' should be replaced with 'monkeys'
5.	...because the <u>security</u> <u>still sleep</u> ...	The word 'sleep' should be replaced as 'sleeps'

The sentences above are in incorrect format and should be provided with certain elements to improve them. Here is each corrected version for the missing items in those examples:

1. ...Makes Ancol an entertainment place...
2.One of the other tours...
3. ...That is found several samples...
4. There are monkeys...
5. ...Because the security is still sleeps...

Table 3. Omission of article in the sentences

No.	Incorrect sentences	Explanations
1.	In <u>Museum</u> Susilo Sudarman...	The word museum should be preceded by the article 'the' in these sentences.
2.	Journey which is take...	The word 'journey' should be preceded by the article 'the' in these sentences.
3.	There is also <u>beach</u> ...	The word 'beach' should be preceded by the article 'a' in these sentences.
4.	...They can go in without paying <u>for ticket</u> ...	The word 'ticket' should be preceded by the article 'the' in these sentences.
5.	Museum Susilo Sudarman <u>is</u> historical building...	The word 'historical' should be preceded by the article 'a' in these sentences.

The five examples sentences above are in incorrect format and should be filled with certain elements to improve

them. Each corrected version for omitted components in those cases is as follows:

- a) ...In the Museum Susilo Sudarman...
- b) The Journey which is take...
- c) ...There is also a beach...
- d) ...They can go in without paying for the ticket...
- e) ...Museum Susilo Sudarman is a historical building...

Table 4. Omission of to be

No.	Incorrect sentences	Explanations
1.	And <u>the</u> air cool and fresh...	'is' should be added before the word 'cool'
2.	Dufan_ <u>located</u> ...	'is' should be added before the word 'located'
3.	...And <u>I</u> very happy...	'am' should be added after pronoun 'I'
4.	Many beautiful places in Yogyakarta	'there' and 'are' should be added before the word 'many'
5.	...there_ <u>many</u> along the coast...	'are' should be added after the word 'there'

The five sentences above are in incorrect format and should be improved by adding necessary elements. In those examples, each revised version for omitted parts is as shown in:

- 1) ...And the air is cool and fresh...
- 2) Dufan is located...
- 3) ...And I am very happy...
- 4) There are many beautiful places in Yogyakarta...
- 5) ...There are many along the coast...

Table 5. Omission of preposition

No.	Incorrect sentences	Explanations
1.	We sit in front <u>market</u> ...	'of' should be added after the word 'front'

2.	...very good_surfing...	'for' should be added after the word 'good'
3.	Widara Payung Beach is a beach_tourist attraction...	'for' should be added before the word 'tourist'
4.	...especially <u>together</u> family...	'with' should be added before the word 'family'
5.	...which always <u>crowded</u> population...	'with' should be added after the word 'crowded'

The five sentences above are still in incorrect format. To correct those sentences preposition must be add into those sentences. The corrections of the error sentences above are:

- 1) ...We sit in front of the market...
- 2) ...Very good for surfing...
- 3) Widara Payung beach is a beach for tourist attraction...
- 4) ...Especially together with family...
- 5) ...Which is always crowded with population...

Table 6. Omission in other categories

No.	Incorrect sentences	Explanations
1.	_Grilling and eating a barbeque	'we' should be added at the beginning of this sentence
2.	Distance between to Dufan..	'the' should be added before the word 'distance'. Word "Banyumas" should be added before the word 'to'
3.	Buy ticket for 15000 rupiah...	'I' should be added at the beginning of this sentence
4.	...because located where the event...	' it' and 'is' should be added before the word 'located'
5.	I not forgot those memories...	'did' should be added after the word 'I'

The five sentences above are in incorrect format and should be improved by adding necessary elements. Therefore the corrections for the sentences above are:

- 1) We grilling and eating barbeque...
- 2) The distance between Banyumas to Dufan...

- 3) I buy the ticket for 15000 rupiah...
- 4) ...Because it is located where the event...
- 5) I did not forget those memories...

2. Misformation

Misformation error is the second most frequency error that students made with 22%. It might be claimed that the students have difficulty applying the word choice that should be included in the sentence based on the appropriate rules. In this situation, the students did not use appropriate choice of words in sentences.

Table 7. Misformation in articles

No.	Incorrect sentences	Explanations
1.	...and a water very clear...	Article 'a' should be replaced with 'the'
2.	Yogyakarta city is a extraordinary city...	Article 'a' should be replaced with 'an'
3.	Is a island so beautiful in Java	Article 'a' should be replaced with article 'an'
4.	You can see a sunrise	Article 'a' should be replaced with 'the'
5.	For tourist purpose culture an history	Article 'an' should be replaced with article 'a'

The five sentences above are in incorrect format and should be improved by replaced the incorrect article from to the correct one. Here are the corrected versions for each of the examples' misformation errors:

- 1) ...And the water is very clear...
- 2) ...Yogyakarta is an extraordinary city...
- 3) ...Is an beautiful island...
- 4) ...You can see the sunrise...
- 5) ...For tourist a cultural history purpose...

Table 8. Misformation in to be

No.	Incorrect sentences	Explanations
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1.	The Place <u>are</u> so beautiful...	'are' should be replaced with 'is'
2.	...There are <u>a</u> waterpool...	'are' should be replaced with 'is'
3.	...there is also <u>a</u> many place tour...	'is' should be replaced with 'are'
4.	In Museum Dirgantara there is <u>a</u> corpse planes...	'is' should be replaced with 'are', article 'a' should be delete
5.	...Yogyakarta the none locations <u>is</u> beautiful...	'is' should be replaced with 'are', word 'none' should be delete

The five sentences above are in incorrect format and should be improved by replaced the incorrect to be form to the correct one.

The corrections of the sentences above are:

- 1) Place is beautiful...
- 2) There is a water pool...
- 3) There are also many place tours...
- 4) In Museum Dirgantara there are corpse planes...
- 5) The locations in Yogyakarta are beautiful...

Table 9. Misformation in preposition

No.	Incorrect sentences	Explanations
1.	...close <u>with</u> my house...	'with' should be replaced with 'to'
2.	...it's located <u>at</u> Banyumas...	'at' should be replaced with 'in'
3.	...in addition <u>to</u> offering a beautiful panorama...	'to' should be replaced with 'for'
4.	<u>In</u> Friday morning we go to Widara Payung beach...	'in' should be replaced with 'on'
5.	...while looking <u>on</u> the sunset...	'on' should be replaced with 'at'

The five sentences above are in incorrect format and should be improved by replaced the incorrect preposition form to the correct one. The corrected version of the five examples should be:

- 1) ...Close to my house...
- 2) ...It's located in Banyumas...

- 3) ...In addition for offering a beautiful panorama...
- 4) On Friday morning we go to Widara Payung Beach...
- 5) ...While looking at the sunset...

Table 10. Misformation in other categories

No.	Incorrect sentences	Explanations
1.	<u>Me</u> and my friends have a plan...	'me' should be replaced with 'I'
2.	...by <u>motorbike</u> ...	'motorbike' should be replaced with 'motorcycle'
3.	...we can <u>going</u> to the Museum...	'going' should be replaced with 'go'
4.	I am <u>go</u> to Borobudur...	'go' should be replaced with 'going'
5.	Yogyakarta city also <u>know</u> tourism city...	'know' should be replaced with 'known as'

The five sentences above are in incorrect format and should be improved by replaced the incorrect from to the correct one. The corrections of the sentences above should be:

- 1) My friends and I have a plan...
- 2) ...By motorcycle...
- 3) We can go to the museum...
- 4) I am going to Borobudur...
- 5) Yogyakarta city also known as tourism city...

3. Misordering

Misordering error is on the third place with 21%. It refers to the improper arrangement of a morpheme or set of morphemes in a sentence. A misordering error is distinguished by the wrong placement of a morpheme, a group morpheme, or a word utterance. In this scenario, the pupils made mistakes because they did not comprehend how to put the item by the proper order.

Table 11. Examples sentences of misordering error

No.	Incorrect sentences	Explanations
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1.	Museum Dirgantara lie in airbase...	'museum' should be placed after the word 'dirgantara'
2.	Beach this also caught impact tsunami...	'this' should be placed before the word beach, and 'tsunami' should be placed before the word 'impact'
3.	I have visit Ancol time several...	'time' should be placed after the word 'several'
4.	...Is a beach beautiful in java...	'beach' should be placed after the word 'beautiful'
5.	...which damage infrastructure beach Widara Payung...	'beach' should be placed after the word 'Widara Payung' and 'infrastructure' should be placed at the end of this sentence

The words above are misplaced in word order and must be in the correct position. Each improved version for the misordered items in those examples is presented below:

- 1) Dirgantara Museum lie in airbase...
- 2) This beach also caught tsunami impact...
- 3) I have visit Ancol several time...
- 4) ..Is a beautiful beach in Java...
- 5) ...Which damage Widara Payung beach
infrastructure...

4. Addition

The final error discovered based on the students' writing is addition errors with 19%. The addition of an item that is not required in well-formed text is referred to as addition. In such cases, learners simply appended articles to the sentences due to a lack of grammar knowledge.

Table 12. Addition in findings

No.	Incorrect sentences	Explanation
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1.	Widara Payung beach beach...	One of the words 'beach' should be deleted from this sentence
2.	I go to there....	'to' should be deleted from this sentence
3.	...where events occurs...	's' in word 'occur' should be deleted from this sentence
4.	...I am visit that temple...	'am' should be deleted from this sentence
5.	... there's was many palm trees...	's' in word 'there' should be deleted, word 'was' should be replaced with 'are'
6.	Dufan have a ride many enough...	Article 'a' and word 'enough' should be deleted from this sentence

The five sentences above are in incorrect format and should be improved by deleting the unnecessary elements. The corrected sentences should be:

- 1) Widara Payung beach...
- 2) I go there....
- 3) ...Where events occur...
- 4) I visit that temple...
- 5) ...There are many palm trees...
- 6) Dufan has many rides...

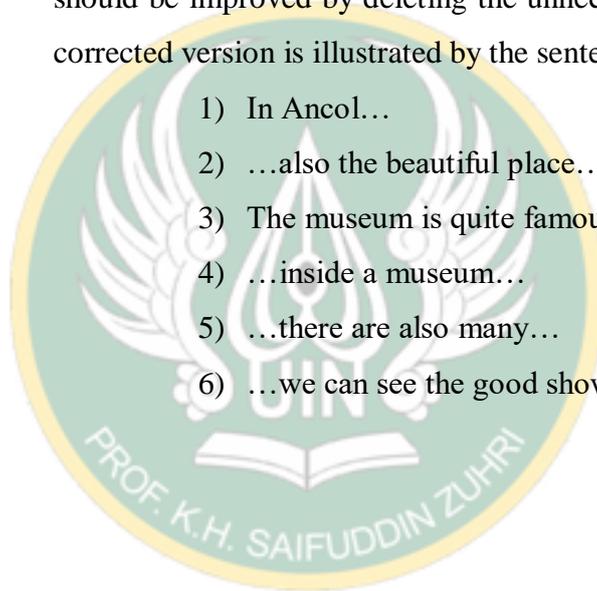
Table 13. Addition in articles

No.	Incorrect sentences	Explanations
1.	...In the Ancol...	Article 'the' should be deleted
2.	...also the place the beautiful...	One of articles 'the' should be deleted, and the word place should be placed after the word 'beautiful'
3.	... the museum is a quite famous...	Article 'a' should be deleted from the sentence

4.	...In the inside a museum...	Article 'a' and word 'in' should be deleted from the sentence
5.	...there is also a many...	Article 'a' should be deleted from the sentence
6.	...we can see the show the good...	One of the articles 'the' should be deleted from the sentences, and the word 'good' should be placed before the word 'show'

The five sentences above are in incorrect format and should be improved by deleting the unnecessary elements. The corrected version is illustrated by the sentences below:

- 1) In Ancol...
- 2) ...also the beautiful place...
- 3) The museum is quite famous...
- 4) ...inside a museum...
- 5) ...there are also many...
- 6) ...we can see the good show...



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections: conclusion and suggestion. The first section gives the researcher's conclusion based on the data gathered. The second section offers suggestions for the teachers, students, and future researchers.

A. Conclusion

The goal of this study is to evaluate the grammatical errors that students made while writing descriptive text using surface strategy taxonomy theory, as well as the most frequent error that they made. After analyzing the data, the researcher concluded the following conclusion:

1. To answer the first research question, it is discovered from the research findings that the total number of errors committed by the student is 166. The types of errors caused by students in writing descriptive text based on surface strategy taxonomy are omission errors are 61 errors it consist of omission 's' (how they must modify plural or singular), omission to be, omissions articles and prepositions omission. 32 errors additions it consist of 's' (how they must modify plural or singular word) addition and articles addition. 37 errors misformation consist of misformation in 'to be', 'articles', 'preposition' and word choice. For the last is 36 errors misordering. Those errors were analyzes based on surface strategy taxonomy theory.
2. To answer the second research question, based on the research findings the most frequent errors made by students in writing descriptive text is omission errors with 61 errors or 38.9% from the total errors. The second is misformation errors with 37 errors or 21.7% from the total errors. The third place is misordering error with 36 errors or 20.9% from the total error. The last place is addition errors with 32 error or 18.5% from the total errors.

B. Suggestion

Based on the findings of this research, several suggestions were suggested to English students and teachers, as well as the following researcher. The suggestions are as follows:

1. For the Teacher

Teachers must pay close attention to their students' grammatical errors when they write descriptive text. They must then understand what students' difficulties in grammar as well as how to increase students' abilities in various forms of grammar. Moreover the teacher should strive to employ some engaging teaching methods and media to get students to pay greater attention to the topic during the teaching and learning process.

2. For the Students

The students must put in more effort to master grammar. They must become used to learning English writing skills in the classroom or at home. Students must start paying more attention to the rules of English grammar. They must also continue to practice descriptive text correctly and consistently.

3. For the Researcher

The findings of this study have been finalized, and it is hoped that they will provide useful information on grammatical errors and other error-related topics. According to the researcher, there are many other phenomena relevant to this subject. The author hopes that the findings of his study will help and inspire other researchers to conduct better research on grammatical errors.

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APPENDICES

Appendix 1: Omission

Documentation Form of the Error Omission

No	Error Sentences	Correct Sentences	Type of Error
1.	Candi Borobudur the beautiful location...	Burobudur temple is a beautiful location...	Omission
2.	Place are so beautiful...	The place are so beautiful...	Omission
3.	A beach tourist atrration...	A beach for tourist attractions...	Omission
4.	...because the security still sleep...	...because the security is still sleeps...	Omission
5.	...make Ancol an entertainment place...	...makes Ancol an entertainment place...	Omission
6.	...contain various game type...	...contain various game types...	Omission
7.	...there beach clean and many tourist...	...there a clean beach and many tourists...	Omission
8.	...and the air cool and fresh...	...and the air is cool and fresh...	Omission
9.	...and many seller yutuk...	...and many yutuk sellers...	Omission
10.	...one of the tourist attraction...	...one of the tourist attractions...	Omission
11.	I not forget those memories...	I did not forget those memories...	Omission
12.	Museum Susilo Sudarman is historical building...	Susilo Sudarman museum is a historical building...	Omission
13.	There are also weapon...	There are also	Omission

		weapons...	
14.	In museum Susilo Sudarman...	In the Susilo Sudarman Museum...	Omission
15.	There found much tour...	There found many tours...	Omission
16.	...one of the other tour...	...one of the other tours...	Omission
17.	...that is found several sample...	...that is found several samples...	Omission
18.	...in smart garden...	...in the smart garden...	Omission
19.	...he in found one thousand temples...	...he in found one thousand temples...	Omission
20.	...there are corpse plane...	...there are corpse plane...	Omission
21.	...because located where event...	...because it is located where event...	Omission
22.	...this museum keep amount...	...this museum keeps amount...	Omission
23.	...there are monkey...	...there are monkeys...	Omission
24.	Journey which is take...	The journey which is takes...	Omission
25.	City Yogyakarta can be called...	The Yogyakarta city can be called...	Omission
26.	...to use train...	...to use trains...	Omission
27.	We can visit as vacation spot...	We can visit as a vacation spots...	Omission
28.	...which always crowded population...	...which is always crowded with population...	Omission
29.	...in Widara Payung many	...many visitors in	Omission

	visitor...	Widara Payung...	
30.	We sit in front market...	We sit in front of market...	Omission
31.	...very good surfing...	...very good for surfing...	Omission
32.	...there many along the coast...	...there are many along the coast	Omission
33.	Reason many tourist...	The reasons many tourists...	Omission
34.	...for tourist purpose...	...for tourist purpose...	Omission
35.	In Borobudur many people...	There are many people in Borobudur	Omission
36.	There many toilet...	There are many toilets...	Omission
37.	There was many palm tree in the side of the beach.	There are many palm trees on the side of the beach.	Omission
38.	Grilling and eating a barbeque...	We can grilling and eating barbeque...	Omission
39.	...with four door enter...	...with four doors to enter...	Omission
40.	...for strange tourist can...	...for foreigner tourists can...	Omission
41.	...and also many coconut tree...	...and also many coconut trees...	Omission
42.	...which damage infrastructure beach Widara Payung...	...which damaged Widara Payung beach infrastructures...	Omission
43.	Dufan is one of ride...	Dufan is has one of the rides...	Omission
44.	Dufan located in...	Dufan is located in...	Omission

45.	Dufan own wide...	Dufan owns wide...	Omission
46.	Distance between to Dufan...	The distance between Banyumas to Dufan	Omission
47.	We can see some animal	We can see some animals	Omission
48.	There is also beach...	There is also a beach...	Omission
49.	...especially together familys...	...especially together with families...	Omission
50.	Buy ticket for 15000 rupiah	I buy the ticket for 15000 rupiah	Omission
51.	...and I very happy	...and I am very happy...	Omission
52.	Widara Payung beach is a beach tourist attraction	Widara Payung is a beach for tourist attraction	Omission
53.	Many places beautiful in Yogyakarta	There are many beautiful places in Yogyakarta	Omission
54.	City Yogyakarta can be called also student city	Yogyakarta city also can be called as the student city	Omission
55.	We can see the show the good...	We can see the good shows...	Omission
56.	They can go in without pay for ticket	They can go in without paying for the ticket	Omission
57.	...that pay a visit to Borobudur temple...	...that pays a visit to Borobudur temple...	Omission
58.	...there are many combat vehicles like tank, war jet...	...there are many combat vehicles like tanks, war jets...	Omission
59.	...also many wahana beautiful...	...there are also many beautiful wahana...	Omission
60.	...Widara Payung beach so	...Widara Payung is so	Omission

	crowded...	crowded...	
61.	Widara Payung beach big waves...	Widara Payung beach has big waves...	Omission



Appendix 2: Addition

Documentation Form of the Error Addition

No.	Error Sentences	Correct Sentences	Type of Error
1.	...in the Ancol...	...in Ancol...	Addition
2.	...in the Jakarta...	...in Jakarta...	Addition
3.	We can see the show the good...	We can see the good show	Addition
4.	This beach the distance from...	This beach distance from...	Addition
5.	Tourists usually goes there by private cars...	Tourists usually go there by private car...	Addition
6.	...grilling and eating a barbeque...	...grilling and eating barbeque...	Addition
7.	Widara Payung beach beach...	Widara Payung beach...	Addition
8.	There is also a many...	There is also many...	Addition
9.	...and also the place the beautiful...	...and also the beautiful place...	Addition
10.	...is a beach beautiful in the Java..	...is a beautiful beach in Java...	Addition
11.	...I go to there....	...I go there...	Addition
12.	...where events occurs...	...where events occur...	Addition
13.	I am visit that temple...	I visit that temple...	Addition
14.	The Museum is a quite famous...	The Museum is quite famous...	Addition
15.	I am the one day...	I am one day...	Addition
16.	Candi Borobudur the beautiful location...	Beautiful location Borobudur temple...	Addition
17.	I am the go to Borobudur...	I am go to Borobudur...	Addition

18.	...is a beach so beautiful...	...is a beautiful beach...	Addition
19.	...located in the Cilacap...	...located in Cilacap...	Addition
20.	I go to there use...	I go there use...	Addition
21.	...if I go to there...	...if I go there...	Addition
22.	...many people comes at...	...many people come at...	Addition
23.	I go to there every time...	I go there every time...	Addition
24.	...there that those famous that Malioboro that is found...	...there those famous Malioboro is found...	Addition
25.	...in the inside a museum...	...inside the museum...	Addition
26.	...is a island so beautiful in Java...	...is a beautiful island in Java...	Addition
27.	...in the morning at 6.00 AM...	At 6.00 in the morning...	Addition
28.	...start from Dufan which contains...	...start from Dufan which contain...	Addition
29.	...located the Cilacap...	...located in Cilacap...	Addition
30.	...there's was many palms trees...	...there are many palm trees...	Addition
31.	...Dufan have a ride many enough...	...Dufan has many rides...	Addition
32.	...many places beautiful who is there...	...there are many beautiful places...	Addition

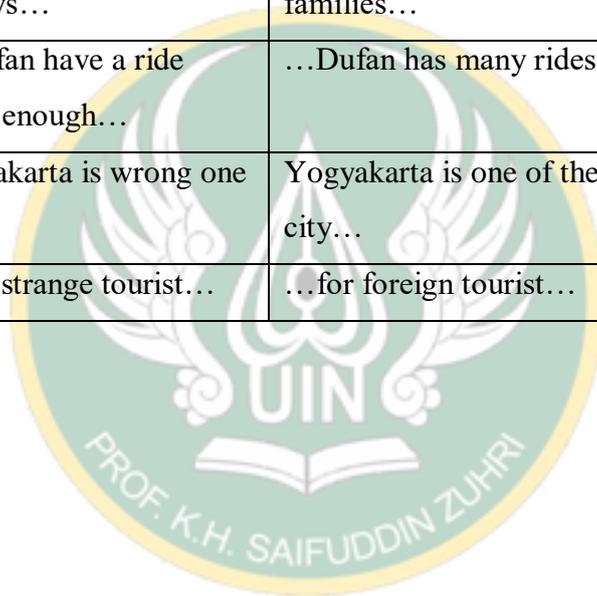
Appendix 3: Misformation

Documentation Form of the Error

No.	Error Sentences	Correct Sentences	Type of Error
1.	...you can see a sun rise at...	You can see the sun rise at...	Misformation
2.	...without pay for ticket...	...without paying for the ticket...	Misformation
3.	...and a water very clear...	...and the water very clear..	Misformation
4.	...many palces beautiful in Yogyakarta...	...many beautiful places in Yogyakarta...	Misformation
5.	...Yogyakarta the no one location are beautiful...	...the location in Yogyakarta is beautiful...	Misformation
6.	I am go to Borobudur...	I am going to Borobudur...	Misformation
7.	...place are so beautiful...	...place is so beautiful...	Misformation
8.	...close with my house...	...close to my house...	Misformation
9.	...we can going to the museum...	...we can go to the museum...	Misformation
10.	...by motorbike...	...by motorcycle...	Misformation
11.	...there are a waterpool...	...there is waterpool...	Misformation
12.	...it is located at Banyumas...	...it is located in Banyumas...	Misformation
13.	...in museum Dirgantara there is corpse planes...	...in museum Dirgantara there are corpse planes...	Misformation
14.	...we welcome with speech all here...	...we welcomed with speech all the way here...	Misformation
15.	...tourist usually go there	...tourist usually goes	Misformation

	by bus or...	there by bus or...	
16.	...tourist located is Widara Payung...	...tourist located in Widara Payung...	Misformation
17.	...apart for on offering beautiful...	...apart from offering beautiful...	Misformation
18.	...there are that pay a visit Borobudur temple...	...there is that pay a visits in Borobudur temple...	Misformation
19.	...me and my friends have...	...my friends and I have...	Misformation
20.	...in Friday morning we go to Widara Payung...	...on Friday morning we go to Widara Payung...	Misformation
21.	...we buying coconut in there...	...we buy coconut in there...	Misformation
22.	Yogyakarta city is a extraordinary city...	Yogyakarta city is an extraordinary city...	Misformation
23.	Yogyakarta city also know tourism city...	Yogyakarta city also known as tourism city...	Misformation
24.	Yogyakarta city is achieved many activity...	Yogyakarta city is achieving many activities...	Misformation
25.	...for tourist purpose culture an history...	...a culture history for tourism purpose...	Misformation
26.	...to go with your family on your vocation...	...to go there with your family on your holiday...	Misformation
27.	...in the side of beach...	...on the side of beach...	Misformation
28.	...to see the sunset on the afternoon...	...to see the sunset in the afternoon...	Misformation
29.	...while looking on the sunset...	...while looking at the sunset...	Misformation
30.	...there is also a many	...there are also many	Misformation

	place tour history...	history place tours...	
31.	...and aesthetic for take a picture...	...and aesthetic for taking a pictures...	Misformation
32.	...which damage infrastructure beach Widara Payung...	...which damaged Widara Payung beach infrastructure...	Misformation
33.	...is a island so beautiful in Java...	...is a beautiful island in Java...	Misformation
34.	...especially together familys...	...especially together with families...	Misformation
35.	...Dufan have a ride many enough...	...Dufan has many rides...	Misformation
36.	Yogyakarta is wrong one city...	Yogyakarta is one of the city...	Misformation
37.	...for strange tourist...	...for foreign tourist...	Misformation



Appendix 4: Misordering

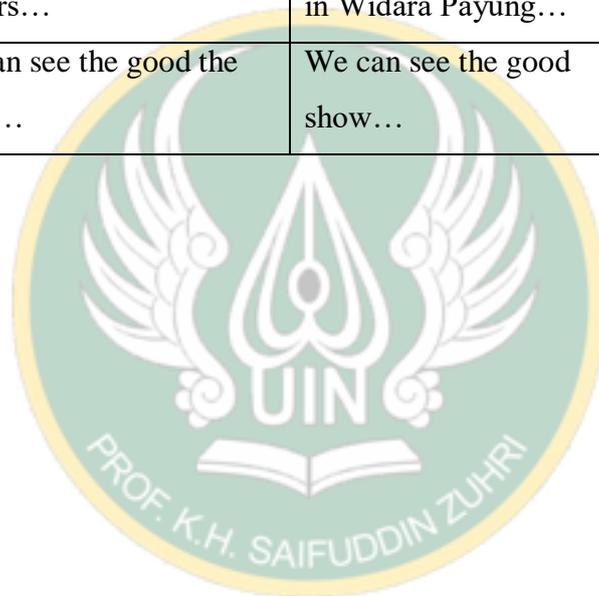
Documentation Form of the Error Misordering

Misordering

No.	Error Sentences	Correct Sentences	Type of Error
1.	...is a beach beautiful...	...is a beautiful beach...	Misordering
2.	...there beach a clean...	...there a clean beach...	Misordering
3.	...many seller yutuk...	...many yutuk seller...	Misordering
4.	...Museum Dirgantara lie in airbase...	...Dirgantara Museum lie in airbase...	Misordering
5.	In Museum Dirgantara...	In Dirgantara Museum...	Misordering
6.	...plane period former that those still eternal...	...former period plane those that still eternal...	Misordering
7.	Museum Susilo Sudarman is...	Susilo Sudarman Museum is...	Misordering
8.	...there are various game of types...	...there are various types of game...	Misordering
9.	I have visit Ancol time several...	I have visit Ancol several time...	Misordering
10.	...to bring it happiness own...	...to bring it own happiness...	Misordering
11.	...many places beautiful in Yogyakarta...	...many beautiful places in Yogyakarta...	Misordering
12.	Museum previously located in Jakarta...	Previously Museum located in Jakarta...	Misordering
13.	...is a beach beautiful in the Java...	...is a beautiful beach in Java...	Misordering
14.	The air cool and clean...	The cool air and clean...	Misordering
15.	...and many seller yutuk...	...and many yutuk sellers...	Misordering

16.	...is a island so beautiful in Java...	...is a beautiful island in Java...	Misordering
17.	Island Nusakambangan is clean...	Nusakambangan island is clear...	Misordering
18.	...so many rocks big...	...so many big rocks...	Misordering
19.	City Yogyakarta can be called also student city...	Yogyakarta city also can be called student city...	Misordering
20.	City Yogyakarta is city the most beautiful...	Yogyakarta city is the most beautiful city...	Misordering
21.	...many places beautiful who is there...	...there are many beautiful places...	Misordering
22.	...and also the place the beautiful to make place photography...	...and also beautiful place to make place photography...	Misordering
23.	Me and my friends...	My friends and I...	Misordering
24.	In the morning at 6.00 AM...	At 6.00 AM in the morning...	Misordering
25.	Tourism Borobudur temple...	Temple Borobudur tourism...	Misordering
26.	...devotion for religion Buddha...	...devotion for Buddha religion...	Misordering
27.	...from beach this...	...from this beach...	Misordering
28.	...from Cilacap direction east...	...from Cilacap east direction...	Misordering
29.	Beach Widara Payung provide...	Widara Payung beach provide...	Misordering
30.	Beach Widara Payung also beautiful and aesthetic...	Widara Payung beach beautiful and also aesthetic...	Misordering
31.	...beach this also once	...this beach also once	Misordering

	caught impact tsunami...	caught tsunami impact...	
32.	...which damage infrastructure beach Widara Payung...	...which damaged Widara Payung beach infrastructure...	Misordering
33.	...there we can playing ride whatever we want...	...we can play ride whatever we want there...	Misordering
34.	...there is also a many place tours history...	...there is also many history tours place...	Misordering
35.	In Widara Payung many visitors...	...there are many visitors in Widara Payung...	Misordering
36.	We can see the good the show...	We can see the good show...	Misordering



Appendix 5: Research Instrument

RESEARCH INSTRUCTION

Subject: English Language

Skill: Writing

Topic: using grammatical rule in description text

Class/Semester: X/1

Time Allocation: 1x30 minutes

Instructions:

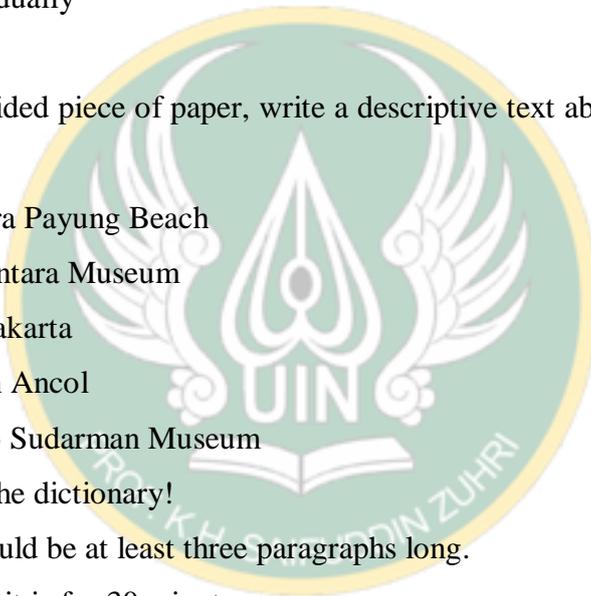
1. Write your name on the paper
2. Work individually

Directions:

1. On the provided piece of paper, write a descriptive text about one of this places bellow:

- Widara Payung Beach
- Dirgantara Museum
- Yogyakarta
- Dufan Ancol
- Susilo Sudarman Museum

2. Do not use the dictionary!
3. The text should be at least three paragraphs long.
4. The time limit is for 30 minutes.



Appendix 6: Data Calculation

Surface Strategy Errors Frequency

NO.	Surface Strategy Taxonomy	Total of errors	Frequency (%)
1.	Omission	61	38%
2.	Addition	32	19%
3.	Misformation	37	22%
4.	Misordering	36	21%
Total		166	100%



Appendix 7: Validation Sheet

VALIDATION SHEET

Title : Analysis of Grammatical Error in Descriptive Text
Written by Tenth Grade Student of MA WI Kebarongan Based on
Surface Strategy Taxonomy

Name : Ade Chusna Silvia Rahmi

Student Number : 1717404001

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Evaluator : Desi Wijayanti Ma'rufah, M.Pd.

A. Instruction

Put a checklist (✓) in the assessment column that represents your choices.

No.	Question	Yes	No	Comment
1.	The suitability of the instrument with the aim of the research			
2.	Using instruction and direction clearly			
3.	The limitation of making the text is appropriate			
4.	The instruction are related to the subject of the research which has been taught			

Purwokerto, 2 December 2021

Evaluator

Desi Wijayanti Ma'rufah, M.Pd.

APPENDIX 8: STUDENTS WORKSHEET

Figure 1: Student's worksheet 1

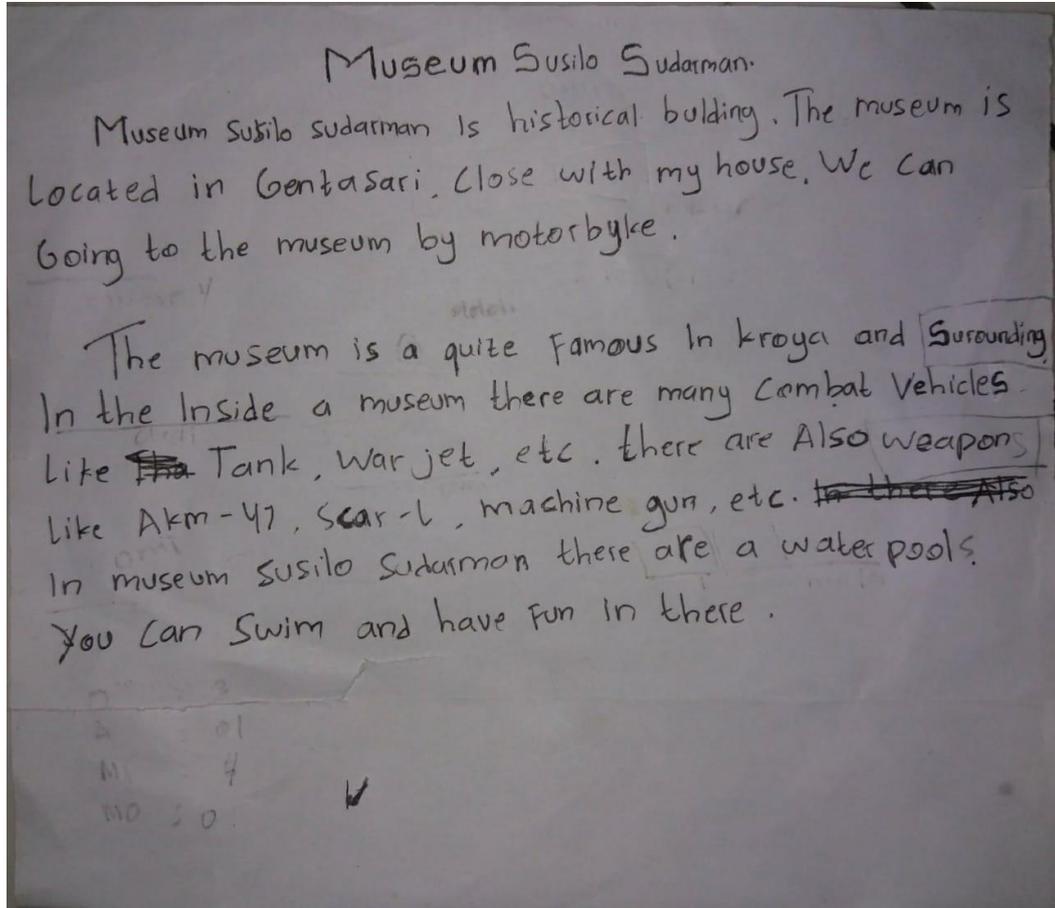
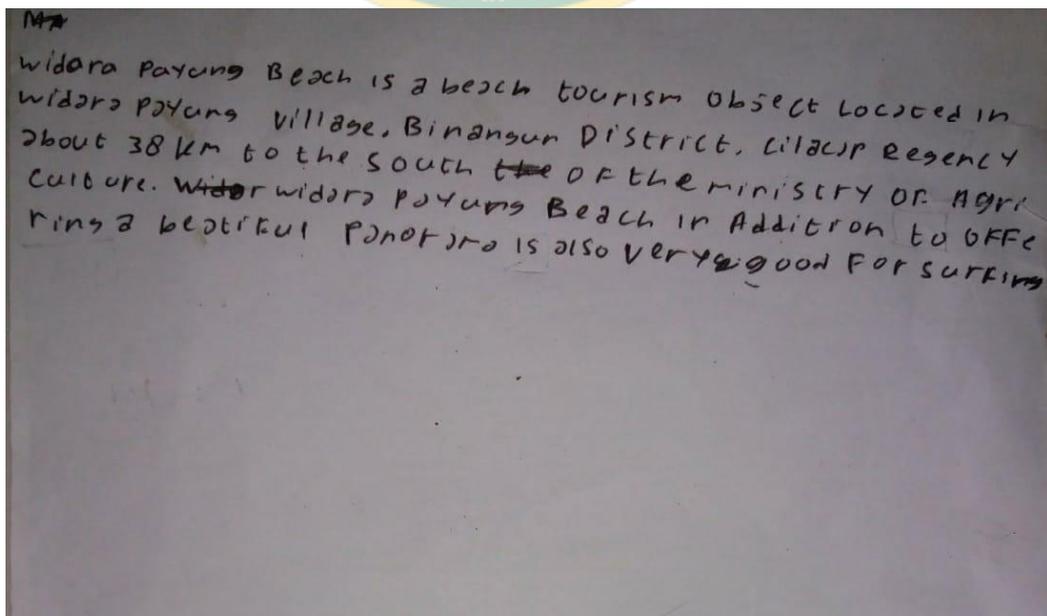


Figure 2: Student's Worksheet 2



Figures 3: Student's Worksheet 3

Dufan

Dufan is one of ride which exist in the Ancol. Dufan located in the Jakarta. Dufan own wide big enough, wide dufan 21 hektar, distance between to dufan from Jawa Tengah to Jakarta 457,7 km / 7 hours seven o'clock.

Dufan have a ride many enough, there we can playing ride whatever we want like a roller coaster, bianglala, kora-kora and others. There is also a water ride like a Niagara-gara, arung jerum, see age, and others. We can see the show the good like a mermaid show, dolphins and others. There is also a zoo, we can see some animal. There is also beach. We can see a beautiful beach.

Figures 4: Student's Worksheet 4

M

Widarapayung beach.

Widarapayung beach located in Cilacap. This beach is a beautiful place. Me & my friends have a plan to go to widarapayung beach and we agree. To go to widarapayung beach on Friday. In Friday morning. We go to widarapayung.

In widarapayung many visitor, we sit in ^{front} market. We buying coconut in there. Coconut is a fresh drink. We relaxed on there.

Figures 5: Student's worksheet 5

Widara payung Beach 144-A

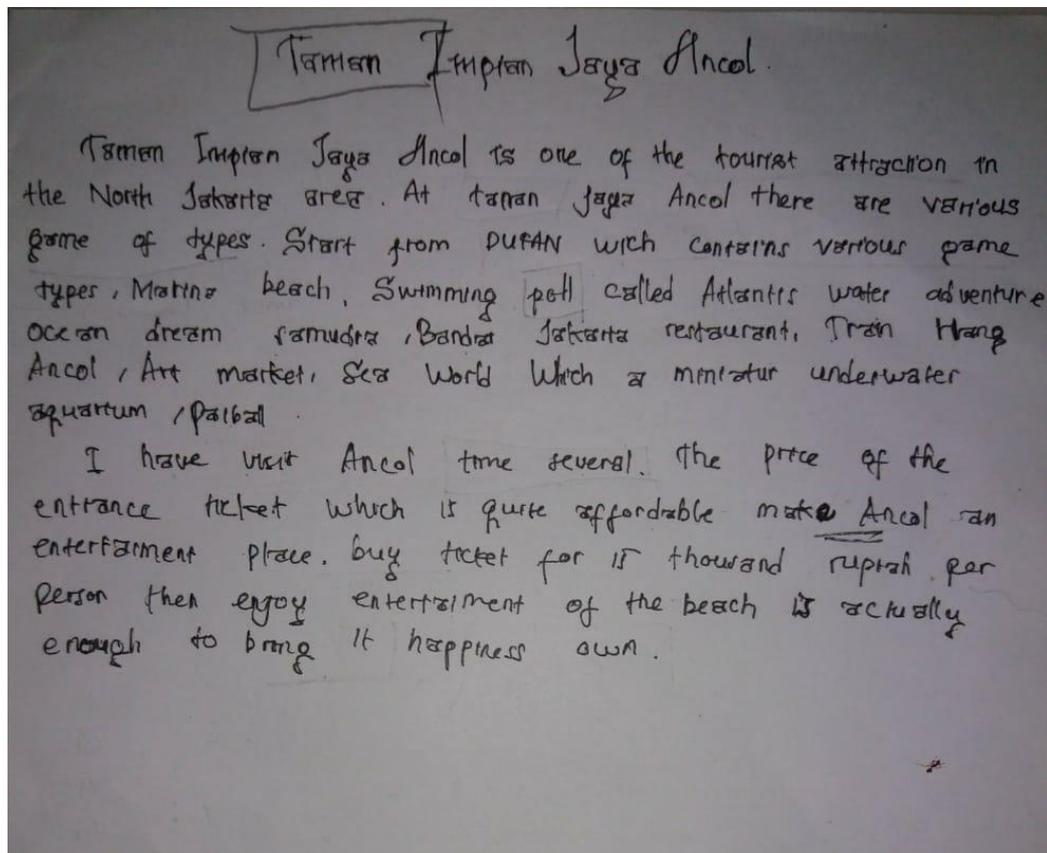
Widara payung Beach is a tourist located in
Widara payung, Cilacap & Central Java. location is
about 30 km the east Cilacap. apart from offering
beautiful. Very good ~~for~~ surfing.
widara payung beach big waves.
there many along the coast.

Figures 6: Student's worksheet 6

Widara Payung Beach

Widara Payung is a beautiful beach, its located at Banjarnegara
Central Java, Indonesia. Every place at Widara Payung had a
good ~~with~~ view. You can see a Sun Rise at 4:52 AM.
Many people comes at that time because the security
still sleep & they can go in without pay for ticket.
in my opinion, this beach is perfect.

Figures 7: Student's worksheet 7



Figures 8: Student's worksheet 8

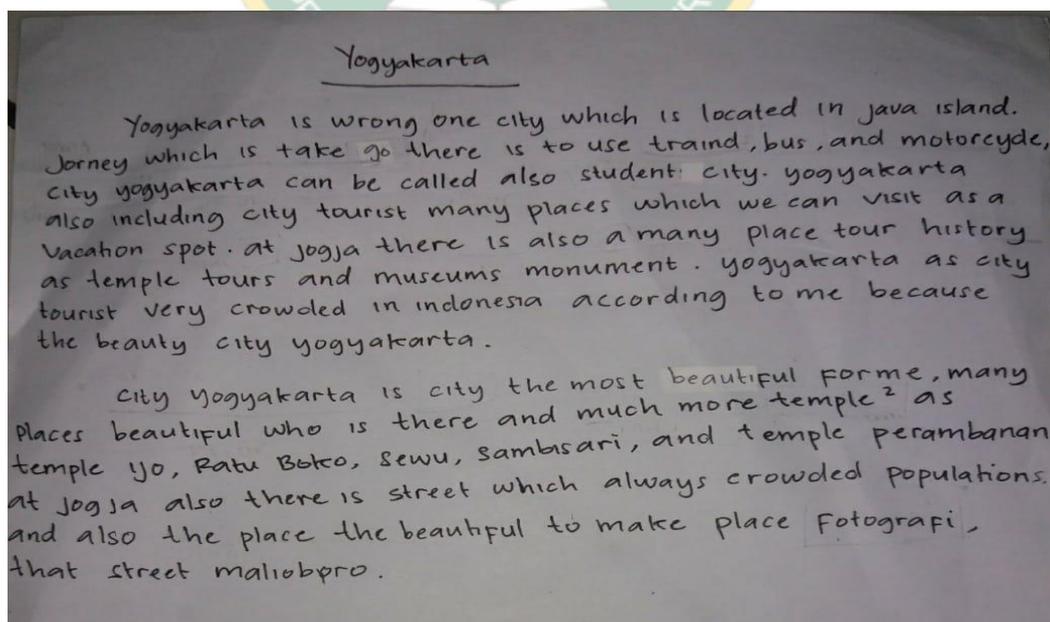


Figure 9: Student's worksheet 9

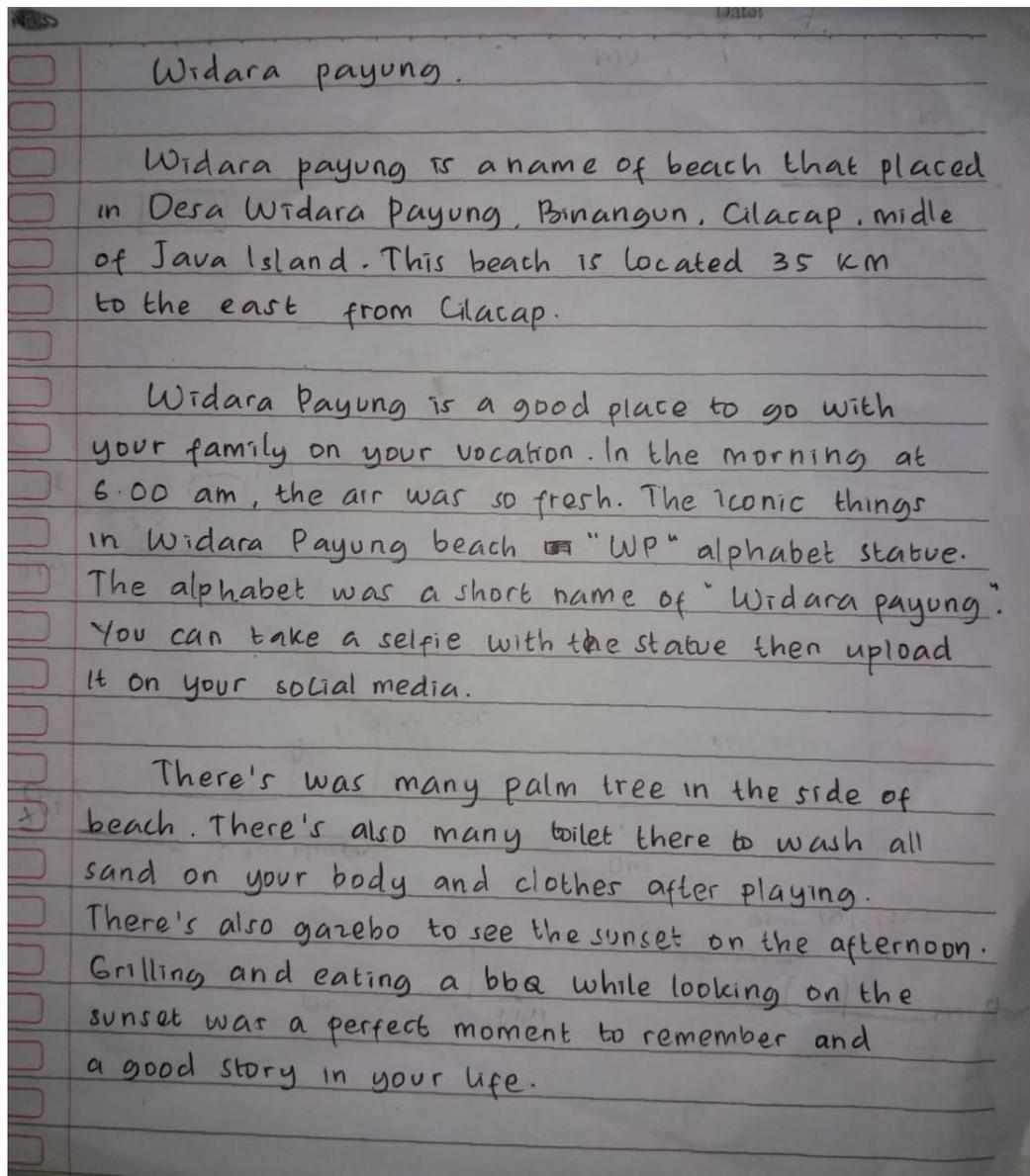


Figure 10: Student's worksheet 10

a beach widara Payung

- is a beach so beautiful in the Java, located in the Cilacap and from this distance to there, approx 6 km. and usually I go to there use motorbike, and I go to everytime a morning
- there beach a clean, and many tourist. and many seller yutuk yutuk is a seafood sort of lobster, and the air cool and fresh, and a water very clear and clean ~~to~~ From trash
- and I very happy if I go to there, especially together family, and I not forget those memories.

Figure 11: Student's worksheet 11

Yogyakarta

Separate region to inhabit a very high tree Java (I am / once) visit to Yogyakarta. There found much tour. One of the other tour museum Dirgantara he to lie in air base Adi Subjpto. As to place expense famous central in Magelang. Expect place the as to place tour smart garden he that these located in Benteng Vredeburg. And as to place tour he that those famous he one I am visit that temple Borobudur.

In Museum Dirgantara the is are corpse plane. corpse plane located plane period former he that those still enternal to now. As to center expense he that those famous that Malioboro that in found several sample. In centre expense located found several sample needs from food to dress also the is. In Yogyakarta also tour smart garden those in full with knowledge. In smart garden when we are first time enter we welcome with speech all here period former. As to temple Borobudur that he in found one thousand temple that temple to religion Budha

Figure 12: Student's worksheet 12

Pantai Widara Payung #
Widara Payung Beach is a beach
tourist attraction located in Widara Payung
village, Binangun District, Cilacap Regency,
Central Java, Indonesia.
The location is about 35 km to the
east of Cilacap Widara Payung Beach,
apart from like a beautiful How to,
The Holiday about look is in your town
In the past, is also very good
for surfing.

Figure 13: Student's worksheet 13

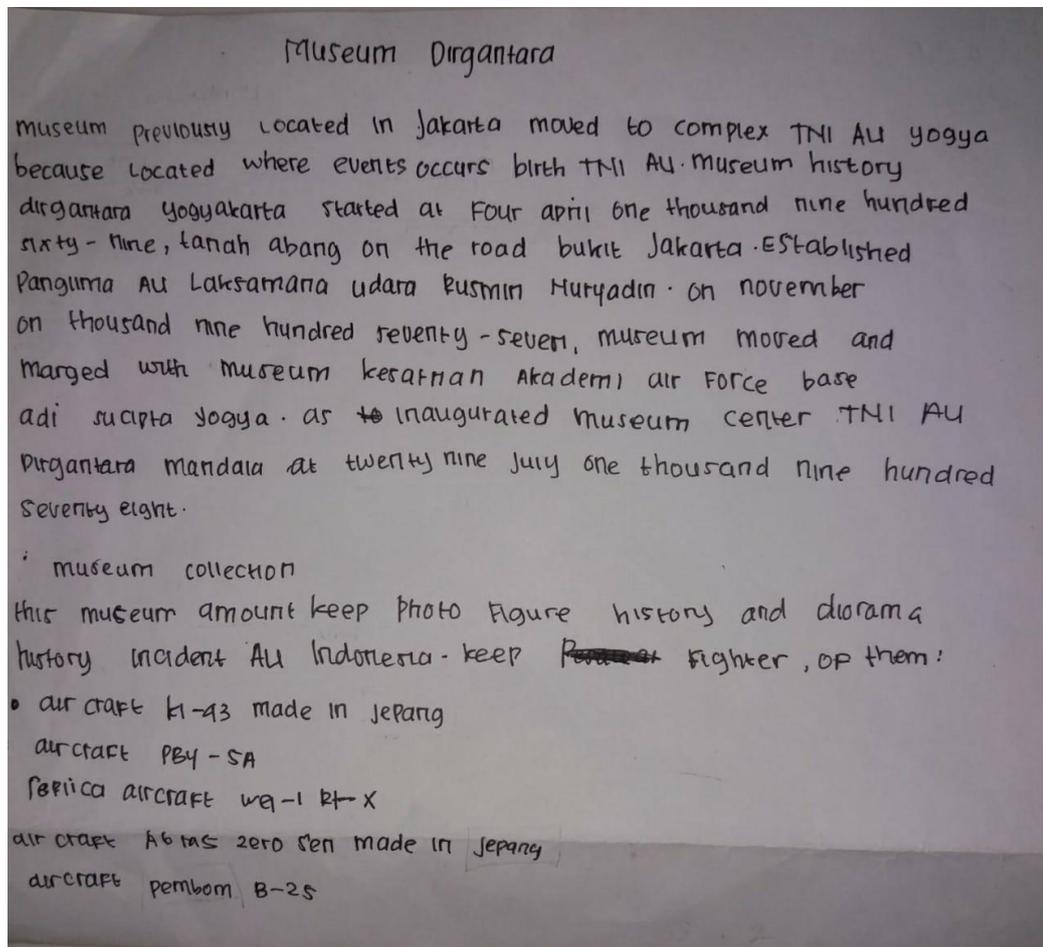


Figure 14: Student's worksheet 14

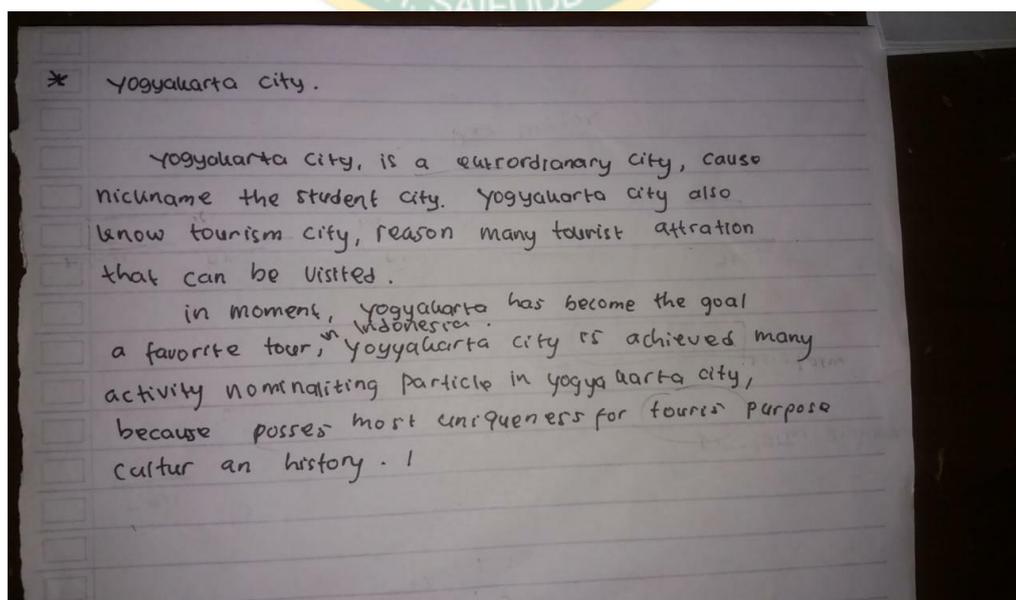


Figure 15: Student's worksheet 15

YOGYAKARTA.

I am the one day go to Candi Borobudur with my friends.
Candi who location in Yogyakarta, who location in Central Java,
many Palcer Beautiful in Yogyakarta.
Candi Borobudur the Beautiful location.
In borobudur many ~~people~~ Peoples.
Yogyakarta the no one location are Beautiful.
~~Be~~ I am the go to Borobudur
I am so happiness and my friends
Place ~~is~~ are so Beautiful.
~~is~~ and in Yogyakarta also many wahana beautiful.
so happiness.

Figure 16: Student's worksheet 16

No. _____
Date: _____

Widara Payung

- is a beach beautiful in the Java. Located at the Cilacap and from this distance, approx 41 km and to go there use motorbike. ~~is~~
- there beach a clean and many Seller Yufuk. Yufuk is a seafood widara payung, and the air cool and clean from trash

Figure 17: Student's worksheet 17

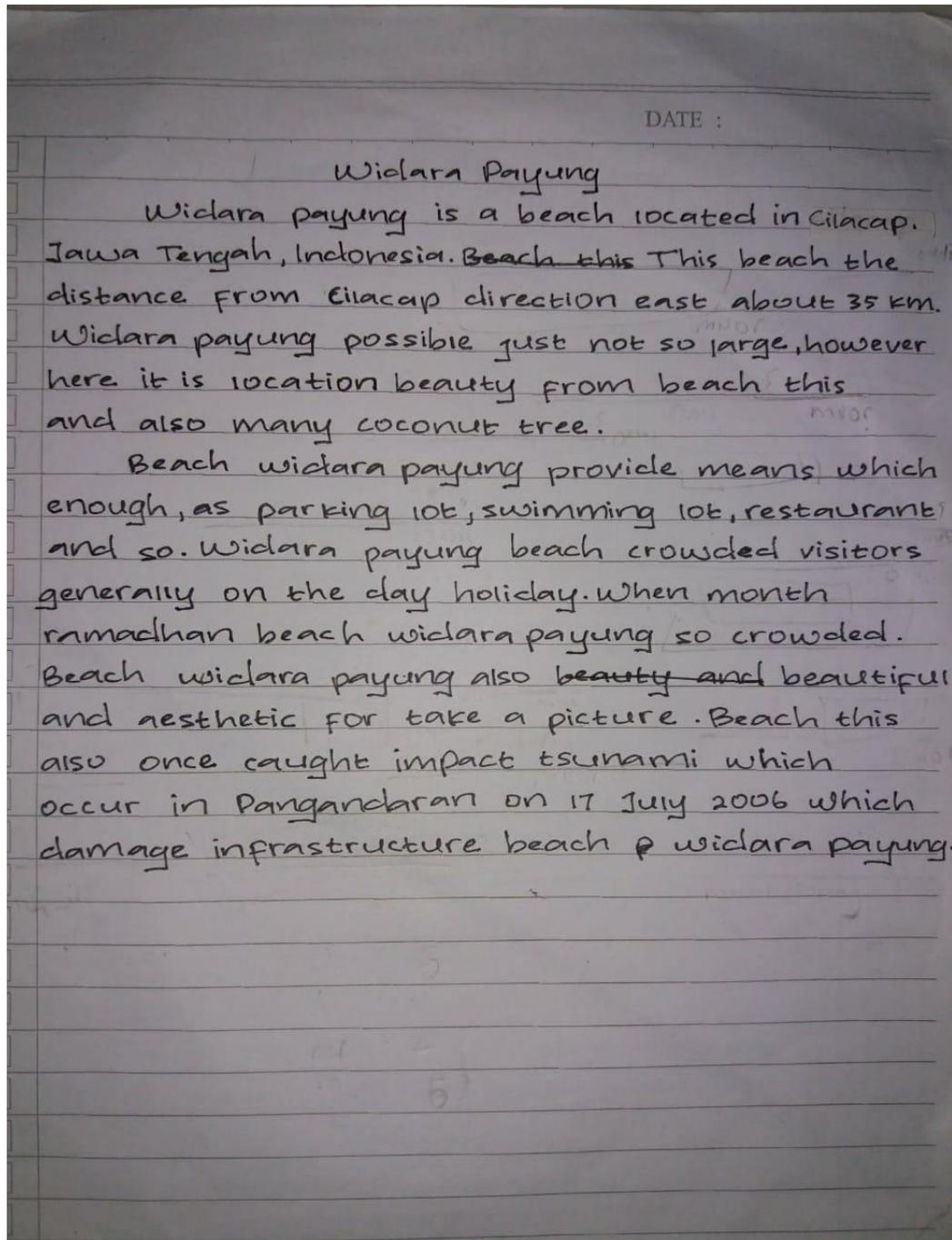


Figure 18: Student's worksheet 18

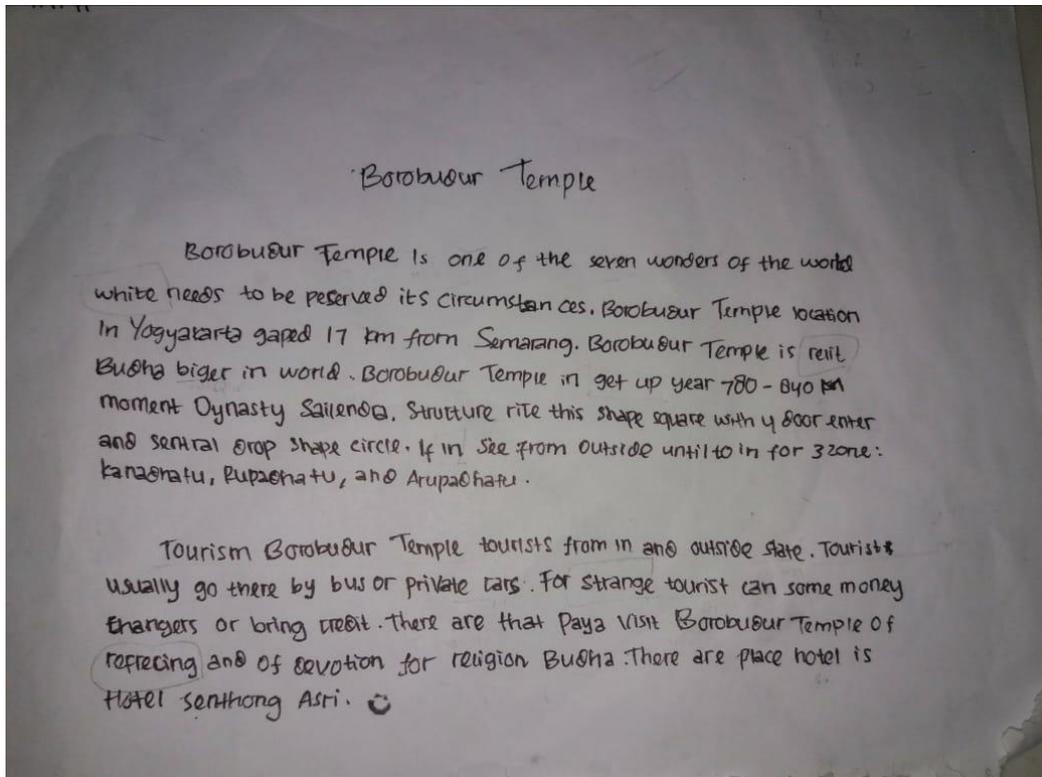


Figure 19: Student's worksheet 19

