



Error Analysis on Student's Grammar in Writing Descriptive Text at Grade VIII of SMP Gajah Mada

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ABSTRACT

The ability to use proper grammar is essential for effective communication, writing and conveying ideas accurately. Therefore, in this research we will apply a student's grammatical writing errors in descriptive text. The research carried out was a class action. The results showed that the most common mistakes more negligence in writing descriptive text, which was related to low motivation and lack of understanding of the text. The discussion concluded that most students still had difficulty writing descriptive texts due to a lack of understanding of grammar and present simple tense. It is recommended that students improve their understanding of English by reading more books, practicing writing, and expanding, their vocabulary

INTRODUCTION

Language is a structured system of communication that consists of grammar and vocabulary. It is the primary means by which humans convey written forms, and may also be conveyed through sign languages. Humans have two languages, The mother tongue/first language (here in after abbreviated as B1) is the child's language when they begin to communicate verbally with their environment, and all of that happens naturally. The target language/second language is the language learned after someone acquires their mother tongue/first language. According to (Sapir, 1921:8) Language is a purely human and non- interactive method of communicating ideas, emotions, and desires using the system of voluntarily produced symbols. When learning a language, mistakes can be made in any area of the language, including writing, reading, and speaking. There may be a few lots of them. It must be fixed because ignoring it now could lead to problems down the road. In the same way, young students continue to find learning a second or foreign language to be challenging, especially in writing English.

Grammar is the structural rules that regulate the composition of clauses, phrases and words in any given natural language. According to Perlin et al. (2020), writing is the most difficult ability to acquire because it necessitates the usage of structures, grammar, vocabulary, and other writing-related skills. So Grammar is what we use as a “guide” or framework when learning a language. That’s why grammar exists in all languages, not just English. We can learn how to speak simply so that other people can understand us by using grammar. The ability to use proper grammar is vital for effective communication, writing and conveying ideas accurately. Grammar errors can impede understanding and hinder the development of critical thinking skills. Therefore, it becomes imperative to address these issues early on during language education.

According to Tarigan (1986:15) explains that writing is an activity of expressing ideas or notions using written language as a medium of delivery. In learning English, the ability to write is an important aspect that students need to master. According to Sapkota (2012, p. 70), writing is the act of recording the graphic symbols that comprise a language in order to convey some meaning to the reader. Writing is an important skill in language education, and plays a role important in academic success. In the context of learning English, students are expected to develop their writing skills, including composing descriptive texts. However, students often face difficulties in using grammar appropriately when writing descriptive texts. This can affect the quality of their writing.

Writing and grammar have a very significant relationship. Grammatical rules ensure that writing is comprehensible to readers and help control how it is written. There are variations in grammar and writing rules among all languages spoken worldwide. It’s crucial to keep in mind that while correct grammar is necessary for writing well, it’s also crucial for speaking clearly. It is impossible to overestimate the significance of writing and grammar. One’s ability to communicate with a larger audience will be severely limited if one forgets standard grammar rules. Even if someone has a great deal of writing talent and

brilliant ideas, others will find it difficult to understand them if they poor grammar.

One of the school in Medan is the Gajah Mada College Foundation. This school teaches English to its students as a formal institution. This school uses the curriculum from 2013. This school offers English as one of its subjects. Students have four hours of teaching in English two times a week. Then, they looked at a descriptive text as one of the texts.

Text that provides a thorough description of an item or object is called descriptive text. Objects are detailed in detail from the author's point of view in descriptive texts so that readers can experience the objects as they are described. According to Pardiono (2007), Descriptive text comes from the Latin word "describere" which means to describe something. Then Pardiono defined it in easy-to-digest language as a form of essay that describes an actual condition or situation through the five senses.

An effective strategy that can benefit both educators and students is error analysis. It is used to identify the different kinds of mistakes students make when writing descriptive texts as well as the causes of those mistakes text. It is beneficial for teachers and students to use error analysis. The instructor is aware of the mistakes made by students and the quantity of errors they make. Students can recognize the errors in their writing and make the necessary corrections.

LITERATURE REVIEW

The Scope of the Study

This research is restricted to class VIII students from the Gajah Mada Education Foundation based on the background information and problem identification provided above. The study will examine students' grammatical errors in their descriptive test writing.

The Significance of the Study

The results of this study will assist junior high school students in Class VIII in becoming more cognizant of their grammatical mistakes and the reasons behind the issues they face. It is hoped to occur when composing descriptive text. It is hoped that by helping junior high school teachers identify their students' writing errors, the research's findings will encourage them to pay closer attention. Errors made by students as well as the causes of errors in writing. Teachers motivate them to provide more detailed explanations to aid students in correcting their mistakes.

Relevances Studies

Previous research studies have been conducted regarding student's grammar in writing descriptive text. Some of them were used as comparison and reference material in research conducted by 2

1. Aziz Fitriani and Amalinas (2020) about examine the kinds of language mistakes made by students using the concepts of Surface Analysis and Error Analysis. Using the Strategy Taxonomy as a theoretical framework, it can be seen that, overall, 122 (63%) of the 195 cases were classified as errors including negligence. Each learner makes regular mistakes with number markers, verbs, articles, prepositions, subject- verb agreement,

and pronouns. Importantly for the origin of errors, intralingual transfer is found to be the primary cause of errors in students' writing.

2. Lestari (2020) identified in another study that students frequently erred when producing descriptive texts for her research. They used the Simple Present Tense incorrectly numerous times. The most mistakes in disinformation were made by students. For nearly half of the total right answers, the students provided incorrect replies.

It demonstrated that the students' comprehension of the basic present was lacking. Both the author's own experience and earlier research demonstrate how many mistakes students make when writing. The first researcher focuses on descriptive text according to the taxonomy of surface strategies, while the second researcher focuses on errors in using the Simple Present Tense when writing descriptive text. The author therefore looks for a remedy. Error analysis is that. However, the researcher's attention was solely on the grammatical examination of descriptive text written by class VIII students at Gajah Mada Junior High School in Medan, as well as the challenges the students encountered. Other than that, a qualitative descriptive method is employed in this study.

METHODOLOGY

Research Design

The research conducted by the author is descriptive and employs qualitative approaches. The data collected is in the form of words or images, not numbers (Bogdan & Biklen, 2007). To gather the necessary data for the study, the author conducted tests.

Time and Place of Research

In November 2023, this research was conducted in the Gajah Mada Junior High School in Medan, which is located at Jl. H.M Said No.19 East Medan.

The Subject of the Research

Thirty students from SMP Gajah Mada Medan VIII class participated in the research. This study was conducted in just one classroom. This study aimed to determine how well students wrote accurate and well-structured descriptive paragraphs in terms of grammar.

The Instrument of Research

Research instruments are tools used to collect, measure, and analyze data related to a subject, research instruments can be tests, interviews, questionnaires, etc.

In this study, researchers used only test instruments. This research uses tests to evaluate written tests which are carried out by providing a piece of paper containing pictures that must be described so that researchers can obtain results from what has been written in the test.

The Procedure for Collecting Data

Every student will receive one sheet of paper with pictures on it. They will then have to describe the photos. After the test is finished, the researchers will collect the completed paper

The Technique of Data Analysis

According to an expert in research methods John Tukey, data analysis is a technique to interpret the data that is being analyzed. John Tukey also argues, that in data analysis there is a process of collecting research data. Data analysis techniques are used by a researcher to process data into information, and this can be done through observation, survey testing, Interviews, and other means. This activity is carried out to make the data easy to move on to the next step, the data analysis process must be completed.

When using the qualitative descriptive approach, the data analysis is expressed in person, through imagery, or behaviorally instead of numerically or statistically. The researcher in this study examined data about grammatical errors made by students when writing descriptive texts. To collect data, a test containing an image that needed to be described was given. Based on the test results, conclusions were made and the results were presented in the form of tables.

RESULTS AND DISCUSSION

Results

Before starting data analysis, researchers taught 30 class VIII students how to write descriptive text using good and appropriate language. Researchers conducted two written exams on class VIII students at SMP Gajah Mada to assess their ability to write descriptive text. On November 29, 2023, researchers gave the first test to 30 students. The first task is to write about themselves. Before proceeding to the next stage, researchers conducted a second test using visual materials given to each student and instructing them to describe the images given. Tests 1 and 2 were carried out to compare their ability to utilize grammar when writing descriptive texts, thereby allowing researchers to conclude the use of grammar in descriptive texts.

In the first self-description test, the researcher discovered numerous inaccuracies in the descriptive text written. Dulay, Burt, and Krashen (1982:154) define an omission as the absence of an item from a sentence that is required to make a proper sentence. Several of the 30 descriptive texts submitted by pupils featured writing faults. After further investigation, various sorts of omissions in this lecture were discovered. The specific types of errors include the omission of to be, the omission of s/es for subject and verb agreement, the omission in writing English sentences, the Omission of Simple Present Tense, and the omission of s for plural forms. The number of grammatical errors produced by SMP Gajah Mada Medan class VIII students when writing descriptive texts is listed below.

Table 1. Students Errors in Test I and Test II

NO	Name	Error on Test I	Error on Test II
1	S1	2	1
2	S2	3	5

3	S3	4	6
4	S4	4	9
5	S5	2	13
6	S6	11	1
7	S7	1	-
8	S8	7	11
9	S9	Not suitable	8
10	S10	3	4
11	S11	Not suitable	5
12	S12	3	-
13	S13	5	13
14	S14	15	14
15	S15	5	11
16	S16	6	5
17	S17	7	9
18	S18	12	Not suitable
19	S19	Not suitable	1
20	S20	5	-
21	S21	Not suitable	Not Suitable
22	S22	2	15
23	S23	2	8
24	S24	8	4
25	S25	7	3
26	S26	2	1
27	S27	12	5
28	S28	7	Not Present
29	S29	Not Present	Not Present
30	S30	5	Not Present

Here the researcher shows several students' mistakes in writing descriptive text.

Error Analysis in Test 1

Student Number 1:

(1)My name Aqillah.(2)I have two brother and one litle sister.(3)I have long hair and Tan skin I lazy study.(4) I was born in medan 1st -7-2010.(5)I study at Gajah

Mada Junior high school.⁽⁶⁾I live at jalan keadilan lorong I baru barat.⁽⁷⁾I thirteen years old.⁽⁸⁾I have six cat and four hamster.⁽⁹⁾I play games with tanes everyday and play football with my friend everyday.⁽¹⁰⁾I have house far form school.⁽¹¹⁾My hobby is play game and my ambition is esport.

1) Omission of to be

False :My name * Aqillah (sentence 1)

True :My name is Aqillah (sentence 1)

(Students do not write to be in the first sentence)

2) Omission of s for plural

False :I have two Brother* and one litle* sister (sentence 2)

True :I have two Brotherss and one litle* sister (sentence 2)

False :I have six Cat* and four Hamster* (sentence 8)

True :I have six Catss and four Hamsterss (sentence 8)

(For every noun that has more than one, the letter s/es is added after the word, while students do not add it to sentence 8.)

3) Omission in writing English sentence

False :I have two brother and one litle* sister (sentence 2)

True :I have two brother and one little sister (sentence 2)

False :I have house far form* school (sentence 10)

True :I have house far from school (sentence 10)

(In sentence 2 the students are not able to spell the word "litle" properly "little", sentence 10 for each possessive sentence there must be additional possessive pronouns such as my, yours, and its, while students do not add possessive pronouns in front of ownership and the spelling of "form" is wrong and the correct word is "from")

4) Omission in article a/an

False :I have * house far form school (sentence 10)

True :I have a house far from school (sentence 10)

(When we want to mention a singular noun we have to use a/an)

Student Number 2:

⁽¹⁾My name is Tanes Raj, ⁽²⁾ I have one sister. ⁽³⁾I have long hair and Brown skin.

⁽⁴⁾I lazy study. ⁽⁵⁾I was Born im medan on my 16 2010. ⁽⁶⁾May Hobby is play football. ⁽⁷⁾May pet fishk,and chikken.⁽⁸⁾I life in jalan sidodame gang keluarga. ⁽⁹⁾I play games with akila.⁽¹⁰⁾I play football my eferiday wit Akila,Lizaru,Faisal and William.⁽¹¹⁾I alwes play football eferiday.

1) Omission in writing English sentence

False:I was born im* Medan on my* 16* 2010 (sentence 5)

True:I was born in Medan on May 16th 2010 (sentence 5)

False:may* hobby is play* football (sentence 6)

True:my hobby is playing football (sentence 6)

False:may pet fishk* and chikken* (sentence 7)

True:my pet fish and chicken (sentence 7)

False:I life* in jalan sidodame gang keluarga (sentence 8)

True:I live at jalan Sidodame gang Keluarga (sentence 8)

False:I play football my eferiday* wit* Akila, Lizaru, Faisal and William (sentence 10)

True: I play football **everyday with** Akila, Lizaru, Faisal and William (sentence 10)

False: I alwes* play football (sentence 11)

True: I **always** play football (sentence 11)

(Students still make mistakes in writing or spelling English sentences such as "may" should be "my", "fishk" should be "fish", "eferiday" should be "everyday" and etc and in sentence 8 students do not understand the use of the preposition of place in writing more specific addresses)

Student Number 3:

(¹)Hi! My name is Tasya. (²)My full name is Anastasya Simbolon. (³)Usually my friends call me aca and my mom and my dad too. (⁴)I have long hair and black hair. (⁵)My weight is 150 cm. (⁶)I'm the second child of three siblings. (⁷)I love sweet food like candy, chocolate and others. (⁸)I have sister and little sister, they are so beautiful. (⁹)My aunty say I look like my mom when I was baby and then I look like my dad now. (¹⁰)My hobby is driving bisycle. (¹¹)My ambition is to be a psychology or CEO.

1) Omission in writing English sentence

False : My weight* is 150 cm (sentence 5)

True : My **height** is 150 cm (sentence 5)

(Students want to write height not weight, so students should use the word height)

Student Number 4:

(¹)My full name is Faisal Wardhana. (²)I livid at jalan karya Setia no.31. (³)My hobby is pley football. (⁴)I want to be a soldier (⁵)I was born in Medan on 16th November 2010 (⁶)I have short hair and black hair (⁷)I have brown skin (⁸)my favorite food is fried rice (⁹)I'm 13 years old Thank you, just about me

1) Omission in writing English sentence

False : I livid* at jalan Karya Setia no 31 (sentence 2)

True : I **live** at jalan Karya Setia no 31 (sentence 2)

False : My hobby is pley* football (sentence 3)

True : My hobby is **play** football (sentence 3)

(The spelling of writing is also still visible in sentence 2 and in sentence 3, this activity often takes place, students should use the present participle, namely v-ing, in sentence 3)

Student Number 5:

(¹)My name is Debora. (²)My full name is Debora Mandela. (³)I have short hair and black hair and big eyes with black eyes. (⁴)I tall and my favorite food is apple. (⁵)My hobby is reading. (⁶)I was born in Medan on January 12th 2010. (⁷)My ambition is to be a doctor and my favorite animal is dog.

1) Omission of to be
False: I* tall (sentence 4)
True: I **am** tall (sentence 4)
(Students do not write to be in the 4th sentence because in the simple present nominal formula, namely S+TO BE(IS/ AM/ ARE)+C after the subject must use to be in a sentence)

Error Analysis in Test 2

Student Number 1:

(1)Restorand

(2)Restorand is place selling food and drink.(3)A suitable place to gather.(4)The place is very clean and the servie is frindly.(5)Food is the naish.

1) Omission of article "a"

False:* Restorand is * place selling food and drink (sentence 2)

True:**A** Restaurant is **a** place to selling food and drink(sentence 2)

(Students do not add article "a")

2) Omission in writing English sentence

False:Restorand* is place selling food and drink (sentence 2)

True:**Restaurant** is place to selling food (sentence 2)

False:The place is very clean and the servie* is frindly* (sentence 3)

True:The place is very clean and the **service** is **friendly** (sentence 3)

False:food is the naish* (sentence 4)

True:food is the **nice** (sentence 4)

(Students still make mistakes in writing or spelling English sentences such as "Restaurant" should be "Restauran", "servie" should be "service", "frindly" should be "friendly" and "naish" should be "nice")

Student number 2:

(1)Chef

(2)This is koki/chef

(3)Koki have black hair and long hair

(4)Koki have tsirt white and white skin

(5)Koki have beutiful face

(6)Koki have a cooking

1) Omission of article "a"

False: This is * koki/ chef (sentence 2)

True: This is **a** chef (sentence 2)

False: Koki have * tshirt white and white skin (sentence 4)

True: Chef has **a** T-shirt white and white skin (sentence 4)

False : Koki have * beutiful face (sentence 5)

True: Chef has **a** beautiful face (sentence 5)

(Students do not add article "a")

2) Omission of subject and verb

False: Koki* have* black hair and long hair (sentence 2)

True: **Chef has** black hair and long hair (sentence 2)

False: Koki* have* tshirt white and white skin (sentence 4)

True: **Chef has** a T-shirt white and white skin (sentence 4)

False: Koki* have* beutiful face (sentence 5)

True: **Chef has** a beautiful face (sentence 5)

(The spelling of the word "Chef" is still wrong and to write possession for the third person singular in a sentence it is better to use has rather than have)

3) Omission in writing English sentence

False: Koki have beautiful* face (sentence 5)

True: Chef has a **beautiful** face (sentence 5)

(Students still make mistakes in writing or spelling English sentences such as "beutiful" should be "beautiful")

Student number 3:

(1) A lion

(2) This is a lion. (3) This lion has a large and dashing body. (4) He has has thick and long hair. (5) He has a beautiful tail. (6) He also has sharp teth and big teth. (7) He live in the forest and looking for food in the forest.

1) Omission of writing subject

False: he* has thick and long hair (sentence 3)

True: **It** has thick and long hair (sentence 3)

False: he* has a beautiful tail (sentence 4)

True: **It** has a beautiful tail (sentence 4)

False: he* also has sharp teth (sentence 5)

True: **It** also has sharp teeth (sentence 5)

False: he* live in the forest and looking for food in the forest. (sentence 6)

True: **It** lives in the forest and looking for food in the forest. (sentence 6)

(Because Lion is an animal and animals use it subject)

2) Omission of s/es for subject and verb

False: he live* in the forest and looking for food in the forest. (sentence 6)

True: **It lives** in the forest and looking for food in the forest. (sentence 6)

(When using the Simple Present Tense third person singular (she, he, it) add s/es to the verb used. Because Lion is an animal and is included in the third person singular, namely It, you should add s to the word live)

3) Omission of verb

False: He live in the forest and looking* for food in the forest (sentence 6)

True: It live in the forest and **looks** for food in the forest (sentence 6)

(The subject of a third person sentence uses the ending "s" on the verb "look")

Student Number 4

(1) My School

(2) School is a place to look for learning. (3) A school is an institution designad to teach students or pupils under the supervision of educators or teachers. (4) Most countries have a formal education system which is generally mandatory in an effort to create students who experience progress after experiencing the learning process.

1) Omission sentence deletion

-In an effort

(Because there are excess words in the sentence/they don't need to be written in the text)

Student number 5:

(1)Rabbit

(2)It is a Rabbit. (3)Rabbit has a long ears. (4)The rabbit has blue eyes. (5)The rabbit also has brown and white hair. (6)Rabbit like to eat many vegetables like carrot or other. (7)Rabbit like to jump for change places. (8)Rabbit also has small tail.

No Errors Found : Students understand how to write descriptive text

The study discovered that neglect was the most common error made by students when working on descriptive texts. Negligence is the most prevalent error committed by student. Specific types of errors include omitting to be, omitting s/es for subject and verb agreement, difficulties constructing English sentences, and omitting s for plural forms. The most common error is the omission of writing English phrases, whereas the least common error is the omission of "to be."

This study included an analysis of the causes of errors. The goal is to figure out why kids make mistakes. Following examination, it was shown that there were numerous factors for students' blunders. The causes are negligence, first-language intrusion, and translation. However, some students are able to learn the content in writing descriptive text, leading them to believe that it is easy.

The primary source of error is carelessness. Carelessness is linked to low motivation in students. Students are not motivated enough to learn more about anything. This could be due to a lack of interest in the content or discomfort with the teacher's approach. After studying the causes of errors, the findings revealed that carelessness was responsible for the addition, spelling, and faults in creating the article "a/an". The results of the study revealed that 30 students' descriptive paragraphs had mistakes. Generated by carelessness and a lack of understanding of the text's descriptive content.

According to the results presented in this study, students' lack of knowledge about writing descriptive texts and simple present tense indicates that they are unmotivated to learn English, and when researchers asked them if they liked descriptive texts, some students said they thought they were complicated. Some student dislike learning English, therefore they have little knowledge of grammar or tenses.

Discussions

Before completing this research, the researcher observed students learning in class VIII at Gajah Mada Middle School to assess their talents and knowledge of the content, as well as their ability to write descriptive texts. The students were then assessed twice on different days to ascertain their descriptive knowledge of the text. According to the findings of this study, the majority of students continue to struggle with descriptive writing since they rarely know and memorize multiple English terms. As a result, if a student wishes to increase their grammatical skills, they must master more languages and grammar. To expand their understanding, students should read more English, books, and learn new vocabulary. They must also practice more and frequently write down or recall new languages that they encounter. This will improve students' ability to master grammar when writing descriptive text. According to the findings of this study,

most students continue to struggle with descriptive writing since they do not know and memorize much English terminology. As a result, if a student wishes to increase their grammatical skills, they must learn more languages and grammar. To extend their comprehension, student should read more English novels and learn new a language. They must also practice more and frequently write down or memorize the new language they learn. This will produce improved student outcomes.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Researchers got many conclusions from this study based on the results of tests performed on students:

1. According to written assessments given to students, most students still struggle with analyzing grammar while writing descriptive text. Only 13 students on test 1 had fewer than 5 errors when describing themselves, and 11 students had fewer than 5 errors while using image media on the test.
2. Researchers also found that students still struggled to write phrases or words when writing descriptive text, but there were some students who truly grasped writing descriptive text, as seen by test results after the research was completed.
3. Students struggle to write descriptive material due to a lack of English vocabulary knowledge.
4. The researcher also discovered from the study's test findings that many students still did not comprehend how to create descriptive text, and some students did not understand writing descriptive text at all.

Recommendations

The researcher will make the following recommendations after the investigation:

- a. Teachers in English classrooms are expected to pay attention to students' assignments and notes, particularly students' writing approaches for accurately expressing a word or sentence.
- b. When learning English in class, students should participate by actively listening to and writing words or sentences in English.
- c. Students should read more English literature to increase their vocabulary and grammar knowledge.
- d. Students are expected to boost their enthusiasm in studying English or to learn English more deeply by watching YouTube learning videos, utilizing dictionaries, listening to music, or engaging in other social media activities.

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This thesis is named "Error analysis on student's grammar in writing descriptive text at grade VIII in SMP Gajah Mada". One of the requisites for earning a Bachelor of Education degree is to prepare this thesis.

The research discovered when writing this thesis that there were still errors in comprehension and writing. For this reason, scholars anticipate helpful criticism and comment to help make this thesis even better.

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