

**AN ERROR ANALYSIS ON MA DDI BARUGA SECOND  
GRADE STUDENTS DESCRIPTIVE TEXT**



Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan (S.Pd) in English Program of Education  
Teaching Training Department State Islamic Collage of Majene

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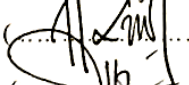
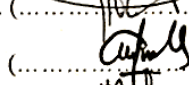
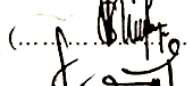
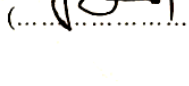
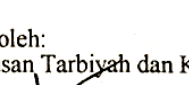
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**PENGESAHAN SKRIPSI**

Skripsi yang berjudul “Peran Guru Pendidikan Agama Islam dalam Pembentukan Karakter Islami Peserta Didik Kelas IX di SMP Negeri 5 Majene” yang disusun oleh **SRI WAHYUNI NIM: 10256117024**, Program Studi Pendidikan Agama Islam Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari selasa, tanggal 15 September 2021, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) pada Program Studi Pendidikan Agama Islam dengan beberapa perbaikan.

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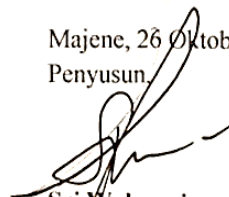
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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika di kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya, batal demi hukum.

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Thank God, Praise and Gratitude we pray to Allah Subhanahu Wata'ala. Only he asked for help. Thank God for all His help, grace, and compassion so that the author can complete the thesis entitled "**An Error Analysis on MA DDI Baruga Second Grade Students Descriptive text**". Greetings and greetings to the Prophet Sallallahu Alaihi Wasallam who has always been the best source of inspiration and example for mankind. which is a requirement to complete studies to take a Bachelor of Education degree in the English Program of Education, Tarbiyah and Teacher Training Departement of STAIN MAJENE.

English is a very important language as an international language. Learning English many are not interested and make learning English difficult to make learning English must be mastered this becomes a problem that should get special attention. The role of teachers becomes important to find ways for students to be interested in learning foreign discussions and know some skills that are important in learning foreign languages.

On this occasion, the researcher would like to express his deepest gratitude to the people whom the researcher respects and loves who have helped directly or indirectly during the writing of this thesis. Especially to my beloved family, my mother **NUR BAETI**, and my father **HASANUDDIN**, who always pray for and give extraordinary

enthusiasm, provide moral, and material support. For my brother **Haeruddin Amd. Kep**, who always gives prayers and encouragement.

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Finally, the writer hopes that the purpose of making this thesis can achieved as expected.

Majene, 15 September 2021  
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## **ABSTRACT**

**Name : SRI WAHYUNI**  
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**Title : An Error Analysis on MA DDI Baruga**  
**Second Grade Students descriptive text.**

In this research, the researcher analyzed the students' writing descriptive text. Researchers used descriptive research methods with a qualitative approach. In addition, the researcher examined 25 student writing numbers, as an instrument to collect data. The researcher uses descriptive text type 2 paragraphs of writing to be the data presented.

The final result that has been obtained is that all students have errors in writing descriptive text. Analyzing student assignments can have a positive influence on students' desire to improve their writing which shows the most errors, namely trivial errors in writing descriptive with the average error falling to three errors, namely Spelling, Meaningless and Punctualities with the highest scores, namely Spelling 66 errors and meaningless 34 and punctuation. 25.

*Keywords: An Error Analysis on MA DDI BARUGA Second Grade Students Descriptive Text.*

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# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the international languages used by many groups of people around the world. Many countries use English as their mother tongue, making English the most used language in the world. Richard (1986) said that Latin was the dominant language in the world five hundred years ago. However, English has become the most widely studied foreign language today.

In some Southeast Asian countries, English is used as a second language and in Indonesia's neighbouring countries such as Malaysia, Singapore and the Philippines. According to Lauder (2008), in countries like Singapore, Malaysia and the Philippines, English plays a vital role as the administrative and business language of the country. However, they have their national language.

However, in Indonesia, English is used as a foreign language. In the current conditions, mastering English supports citizens to develop and grow more by following the new trends of society worldwide, which is global. Therefore, learning English is essential thing in the progress of the country itself. On the other hand, English is not used as an administrative language and is not used in daily life, but it is only learned in schools or institutions. Therefore, Indonesian students have difficulty understanding English because students in Indonesia are limited by study hours at school. Thus, learning English in schools should be maximized.

In English, four essential skills are: listening, speaking, reading, and writing. Writing is one of the skills that is considered difficult because it contains many aspects that students must master. Writing is a skill that, among other things, creates 'language products such as speaking. The language product produced after we can write is that we can convey the intent and purpose in writing, for example, letters, poems, novels, and other language products. Writing skills is a fairly complicated ability because in writing English, we need to pay attention to grammar, word

order, et cetera. The meaning will not reach the reader if you write wrong grammar. It is supported by Heaton (1988). He stated that. "Writing skills are complex and difficult to teach, requiring mastery of grammatical and rhetorical devices and elements and judgments".

The teacher must look for the correct method or approach in teaching writing. Students need to be able to express ideas in written form by paying attention to grammar, vocabulary, and appropriate punctuation. So that what they convey can be well received by the reader.

In October 2020, the researcher conducted the PPL at Madrasah Aliyah DDI Baruga and interviewed the English teacher. From the interview results, the researcher understood that the problem is that most students do not realize the mistakes made when writing English texts. This is caused by the number of students who make mistakes in writing and in terms of paying attention to grammar, as well as problems in writing that are often considered trivial, such as those related to tenses and grammar problems. English grammar regulates the arrangement of words, sentences, phrases, and clauses. In addition to paying attention to grammar, punctuation must be considered. Because if someone puts different punctuation marks, the sentence's meaning is also different. To solve the problem above, the researcher will use error analysis to make students realize their writing mistakes.

The error analysis aims to analyze errors and make students excel in their writing skills. There are three reasons why error analysis is essential:

1. For the teacher, analyzing the errors will tell how far the students' progress is and what remains for them to learn.
2. It means how language is learned or acquired and the strategies or procedures the student uses to discover the language.
3. They are crucial to the learner himself because it can be considered that the making of errors is a device the student uses to learn.

The error occurrence shows the present defect in our teaching methods (Corder, 1976).

In sum, the researcher assumes that error analysis can be done to improve students' writing skills. The students can know their errors and learn from their mistakes to avoid making the same errors in their next writing assignment. Moreover, it can also be an evaluation for the teacher to pay more attention to specific topics in which the students commit errors. Therefore, the researcher decided to conduct a study entitled "An Error Analysis on MA DDI Baruga Second Grade Students' Descriptive Texts."

#### B. The Problem of the Research

Based on the background above, the research formulated two research questions. Those were (1) what errors are found on DDI Baruga Second Grade Students' Descriptive Texts? and (2) what causes the students to make the errors?

#### C. Objective and the Significances of the research

##### 1. The Objective of the Research

From the formulation of the problem above, this research aims to analyze the errors in DDI Baruga Second Grade Students' Descriptive Texts and to find out why the students commit the mistakes.

##### 2. Significance of the Research

This research provides benefits for:

###### 1. Teachers

a) Helping the teachers to find out the student's progress related to the learning goals. How far the students understand the materials and what remains to learn.

b) As an evaluation for the teachers, plan the following better learning process using teaching methods, media, and what topic needs to be taught to the fullest.

###### 2. Students

a) Helping students know the errors to avoid making the same errors in the following writing.

b) Increasing students' enthusiasm in doing English writing assignments which are believed to improve students' abilities in mastering English, especially in writing.

#### D. The Limitation of the Problem

After describing the identification of the problems above, thus, the researcher needs to limit and focus the issues of this research problem on an errors analysis on DDI Baruga Second Grade Students' Descriptive Texts. The errors analysis in tips research was focused on grammatical errors.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents previous related research studies, they are two studies and some important ideas related are as follows:

#### **A. Previous Related Studies**

As mentioned above that mistakes made by learners can be utilized to help learners to type in a way better, Error Analysis (EA) which is the method to analyze learners' " errors methodically have picked up an incredible bargain of interest from many researchers and analysts. There is a couple of past consider the primary is errors that According to Wahyuni (2012) entitled "Error Analysis of Students" Free Writing (A Descriptive Study at the English Department of STKIP Bina Bangsa)". The result of this think about appears that the sort of errors that the students frequently made numerous mistakes in tenses. These Errors happened due to their need for understanding such as tenses. The other minor errors are considered botches since they know the rules, particularly in capitalization, accentuation, and determiners.

The second previous study is conducted by Murad Hassan Mohammed (2013) from Sawalmeh College of Ha'il, Saudi Arabia, entitled "Error Analysis of Written English Essays: The case students of the Preparatory Year Program in Saudi Arabia". The comes about appears that the Arabic speakers in this think about committing ten. common Errors. These mistakes are: (1) verb tense, (2) word arrange, (3) singular/plural frame, (4) subject-verb understanding, (5) twofold negatives, (6) spellings, (7) capitalization, (8) articles (9) sentence parts and (10) words choice. Research is recommended and some academic suggestions can help ESL/EFL instructors with some accommodating proposals and educational procedures that will reduce future problems regarding writing English language papers among Middle Eastern students. In

addition, the similarity of this study is that they both want to correct errors in students' writing.

The last previous research by Mohammad Jasim (2018), entitled "Error Analysis of Writing English Compositions: The Case of Learners of Primary University in Bangladesh" the results of this reflection show that Errors are found and categories agree on different linguistic classifications and students make 15 errors : Capitalization, Articles, Subject-Verb Understanding, Irregular Constituents, Nouns, Pronouns, Compounding Words, Modals, Degrees or Descriptive Words, Verbs, Address Tags, Conditionals, Related Matters, Relational Words and Punctuation.

Theory is needed in conducting research and will be a good source of problems for research. A theory can be defined as a set of interrelated statements, principles and propositions that determine the relationship between variables. This theoretical framework, which is presented regularly, this research has a common goal, namely it is hoped that it can provide some clear concepts applied in this study regarding the analysis of thesis abstract writing errors. These concepts will lead to more understanding and analysis of the selected variables because they will help researchers to limit student errors.

## **B. Some Pertinent Ideas**

### **1. Error Analysis**

There are 2 discussions in this chapter, namely as follows:

#### **a. The Definition of Error analysis**

According to Ary (2010) Error analysis is an important source of information for teachers. It provides information about student errors which in turn helps teachers to correct student errors and also increases the effectiveness of their teaching. The error study itself would be misleading, but in contrast to the number of correct responses it gives good pictures of which items are being mastered and which are not.

This study hopes to make teachers aware of students' mistakes so that improvements are needed to teach grammar items or other linguistic features that cause little or no problems for most students in writing.

In relation to the writing of the composition. According to James (1990) proposed five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possessions, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors. (formation of words and words). selection), syntactic errors (coordination/subordination, sentence structure and order), and semantic errors (ambiguous communication and miscommunication).

Error analysis is a process to observe, analyze, and classify errors in the rules of a second language or foreign language and then become a system that is used as a guide by learners. According to Khansir (2002) states that error analysis is a type of linguistic analysis that focuses on errors made by students. It consists of a comparison between the errors made in the target language and the source language itself. with that statement it can be interpreted that, language analysis of learners has become a major need to address several questions and propose solutions regarding different aspects.

However, Corder's definition of error analysis is very close to the context of neighboring countries such as Malaysia: "What has come to be known as error analysis has to do with the investigation of the language of second language learners." In line with the emphasis on examinations in the Malaysian education system, Lim stated: "One of the main objectives of error analysis is to help teachers assess in detail the work that needs improvement for the preparation of students' English as

a Second Language (ESL) English test, students this will be helped to avoid as a common mistake."

Error analysis is a type of linguistic analysis that focuses on errors, whether they are big mistakes or small mistakes made by students. This is evident from the comparison between the errors made in the Target Language (TL) and the TL itself. Pit Corder is the "Father" of Error Analysis (EA with "new look"). With his article entitled "The Significant of Learner Errors" EA takes a new step. Errors were previously called "defects" that need to be eradicated. Corder presents a completely different point of view. He argues that the errors are "important in and of themselves." For the learner himself, mistakes are 'indispensable', because making mistakes can be considered as a tool the learner uses to learn. Therefore, I made the decision to carry out an error analysis, which serves to describe and explain the mistakes made by speakers of other languages to find out the errors that stem from the reasons behind their continuous occurrence from year to year with different groups of students with the same mistakes. We find studies such as Richards' A non-contrastive approach to error analysis, in which he identifies sources of competency errors; L1 transfer generates interference error; incorrect application of language rules (incomplete or too general) results in intralingua errors; False hypothesis construction in L2 results in developmental errors.

Not all researchers agree with the above differences, as Dulay and Burt propose the following three categories of errors: developmental, impaired and unique. Stenson proposed another category, namely induced errors, which result from faulty language instructions. In addition to studies that focus on error categorization and analysis, various studies focus on these three different areas. In other words, research is

carried out not only to understand errors, but to use things learned from error analysis and apply them to improve language competence. Such studies include Kroll and Schafer's "Error-Analysis and the Teaching of Composition," in which the author can demonstrate how error analysis can be used to improve writing skills. They analyzed possible sources of error in non-native-English writers, and attempted to provide a process approach to writing in which error analysis was believed to help achieve better writing skills.

Based on the definition of error analysis that is commonly made above, the researcher concludes that the definition of error analysis is a branch of applied linguistics as a method used to document errors that appear in the language of learners and is related to the compilation, study and analysis of errors commonly made by students who study second language to investigate aspects for the acquisition of proficiency in a second language.

**b. The Definition of Errors**

Making mistakes is an absolute natural thing in the world and it's definitely inherent in humans. But, how important is it. How do we determine what an error is? Different definitions can be derived from the word and as Ellis explains "students make errors in both comprehension and production, the former being somewhat investigated. According to Lennon, errors are "linguistic forms or combinations of forms which are in the same context and under similar production conditions, most likely, will not be produced by a native speaker's partner". In the process of teaching and learning a second language error is always considered as something bad that is done continuously, which must be avoided by the author. However, according to Brown stated that error is a clear deviation from the grammar of native speakers of adults, which reflects the competence

between language learners .Meanwhile, according to Corder (1987) states that the learner's errors provide evidence of the language system that he has learned at a certain point in the course, although it is not yet a system that is right. However, different errors yes with an error. Brown further distinguishes between error and error. He explained that errors refer to frequent performance errors that are random guesses or errors due to failure to properly use the system in use. Everyone makes mistakes, whether in a mother tongue or a second language situation. Native speakers are usually able to recognize and correct such deviations or errors, which are not the result of a parallel deficiency but the result of some kind of temporary breakdown or imperfection in the process of producing the phrase. Errors are a valid fact of native speaker's adult grammar, reflecting the learner's competence ability.

Based on the explanation above, the writer concludes that the mistakes that are commonly made are ways to express learning knowledge about the target language, while errors are temporary obstacles or imperfections of the learner in the process of using the language. Error is a lack of student participation, meaning that students do not know about language knowledge at all because they have not mastered it, so students cannot correct themselves.

This chapter presents previous related research studies. They are two studies, and some critical ideas related are as follows:

#### A. Previous Related Studies

As mentioned above, mistakes made by learners can be utilized to help learners to type in a way better; Error Analysis (EA) which is the method to analyze learners' "errors methodically, has picked up an incredible bargain of interest from many researchers and analysts. There is a couple of past

considerations. The primary errors, According to Wahyuni (2012) entitled "Error Analysis of Students" Free Writing (A Descriptive Study at the English Department of STKIP Bina Bangsa) ". The result of this think about appears that the sort of errors that students frequently make numerous mistakes in tenses. These Errors happened due to their need for understanding, such as tenses. The other minor errors are botches since they know the rules, particularly in capitalization, accentuation, and determiners.

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## B. Some Pertinent Ideas

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However, Corder's definition of error analysis is very close to the context of neighbouring countries such as Malaysia: "What has come to be known as error analysis has to do with the investigation of the language of second language learners." In line with the emphasis on examinations in the Malaysian education system, Lim stated: "One of the main objectives of error analysis is to help teachers assess in detail the work that needs improvement for the preparation of students' English as a Second Language (ESL) English test, students this will be helped to avoid as a common mistake."

Error analysis is a type of linguistic analysis that focuses on errors, whether they are big mistakes or small mistakes made by students. This is evident from the comparison between the errors made in the Target Language (TL) and the TL itself. Pit Corder is the "Father" of Error Analysis (EA with "new look"). With his article entitled "The Significant of Learner Errors", EA takes a new step. Errors were previously

called "defects" that need to be eradicated. Corder presents an entirely different point of view. He argues that the mistakes are "serious in and of themselves." For the learner himself, mistakes are 'indispensable' because making mistakes can be considered a tool the learner uses to learn. Therefore, I decided to carry out an error analysis to describe and explain the mistakes made by speakers of other languages to find out the errors that stem from the reasons behind their continuous occurrence from year to year with different groups of students with the same mistakes. We find studies such as Richards' A non-contrastive approach to error analysis, in which he identifies sources of competency errors; L1 transfer generates interference error; incorrect application of language rules (incomplete or too general) results in intralingual errors; False hypothesis construction in L2 results in developmental mistakes.

Not all researchers agree with the above differences, as Dulay and Burt propose the following three categories of errors: developmental, impaired and unique. Stenson offered another type, induced errors resulting from faulty language instructions. In addition to studies focusing on error categorization and analysis, various studies focus on these three areas. In other words, research is carried out not only to understand errors but to use things learned from error analysis and apply them to improve language competence. Such studies include Kroll and Schafer's "Error-Analysis and the Teaching of Composition," in which the author can demonstrate how error analysis can improve writing skills. They analyzed possible sources of error in non-native English writers. They attempted to provide a process approach to writing in which error analysis was believed to help achieve better writing skills.

Based on the definition of error analysis that is commonly made above, the researcher concludes that the purpose of error analysis is a branch of applied linguistics as a method used to document errors that appear in the language of learners and is related to the compilation, study and analysis of mistakes commonly made by students who study the second language to investigate aspects for the acquisition of proficiency in a second language.

b. The Definition of Errors

Making mistakes is an absolutely natural thing in the world and inherent in humans. But how important is it? How do we determine what an error is? Different definitions can be derived from the word. As Ellis explains, "students make errors in both comprehension and production, the former being somewhat investigated. According to Lennon, errors are "linguistic forms or combinations of forms which are in the same context and under similar production conditions, most likely, will not be produced by a native speaker's partner". In teaching and learning a second language, an error is always considered as something wrong that is done continuously, which must be avoided by the author. However, Brown stated that error is an apparent deviation from the grammar of native speakers of adults, which reflects the competence between language learners.

Meanwhile, Corder (1987) states that the learner's errors provide evidence of the language system he learned at a certain point in the course, although it is not yet the right system. However, different errors, yes, with an error. Brown further distinguishes between error and error. He explained that errors refer to frequent performance errors that are random guesses or errors due to failure to use the system in use properly. Everyone makes mistakes, whether in a mother

tongue or a second language situation. Native speakers are usually able to recognize and correct such deviations or errors, which are not the result of a parallel deficiency but the result of some temporary breakdown or imperfection in the process of producing the phrase. Errors are a helpful fact of native speakers' adult grammar, reflecting the learner's competence ability.

Based on the explanation above, the writer concludes that the mistakes that are commonly made are ways to express learning knowledge about the target language. At the same time, errors are temporary obstacles or imperfections of the learner in the process of using the language. Error is a lack of student participation, meaning that students do not know about language knowledge because they have not mastered it, so they cannot correct themselves.

**c. Types of Errors**

- a. Types of Error According on Betty Schammfer Azar

*Table 1.2*

**The types of Error based on Betty Schampfer Azar.**

No.	Types of Error	Example
1.	Singular-plural	Incorrect: He <u>have</u> been here for six <b>months</b> . Correct : He <b>has</b> been here for six <b>months</b> .
2.	Word form	Incorrect: I saw <u>beauty</u> picture. Correct: I saw <b>a beautiful</b> picture.
3.	Word choice	Incorrect: she got <u>on</u> the taxi. Correct: She got <b>into</b> the taxi.
4.	Verb tense	Incorrect: He <i>is here</i> since june.

		Correct: He <b>has been here</b> since June.
5.	+Add a word	Incorrect: I want go to zoo. Correct: I want <b>to</b> go to the zoo.
6.	_Omit a word	Incorrect: She entered <u>to</u> the university Correct: She entered the university
7.	Word order	Incorrect: I saw <i>five times that movie</i> . Correct: I saw that movie five times.
8.	Incomplete Sentence	Incorrect: <i>I went to bed. Because I was tired</i> Correct: <b>I went to bed because I was tired.</b>
9.	Spelling	Incorrect: An accident <u>occurred</u> . Correct: An accident <b>occurred</b> .
10.	Punctuation	Incorrect: What did he <u>say</u> . Correct: What did he say.?
11.	Capitalization	Incorrect: I am studying <u>english</u> . Correct: I am studying English.
12.	Article	Incorrect: I had <u>a</u> accident. Correct: I had <b>an</b> accident.
13.	Meaning not Clear	Incorrect: He <u>borrowed</u> some smoke
14.	Run-on Sentence	Incorrect: <i>My roommate was slapping, we didn't want to wake up her up</i> Correct: <b>My roommate was sleeping. We didn't want to wake her up.</b>

There are several types of errors according to some experts as described above. The writer assumes that the use of

error types is based on Betty S. Azar's error classification to measure how many students' writing errors in grammar.

#### b. Type of Error According to Dulay Burt and Kharsen

Errors are divided according to their features by Dulay, Burt and Krashen (1988) into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of incorrect tenses, use of two or more forms interchangeably. In the late 1990s, James proposed five categories of errors which included grammatical errors (adjectives, adverbs, articles, nouns, possessions, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (formation of words and words). selection), syntactic errors (coordination/subordination, sentence structure and order), and semantic errors (ambiguous communication and miscommunication). In another study by Hangwitch errors were analyzed at the sentential level.

All errors can be explained as subject-verb agreement, tenses, parts of speech, participatory phrases, relative clauses, passive voice, parallel structures, punctuation marks, run-ons and fragments. similarly, Runkati categorizes the errors found in his research into two main types. The first type deals with errors on a sentential level with fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The last is errors at the word level, such as articles, prepositions, word choice, nouns and numbers. Since this study only focused on writing errors in English sentences, the analysis of errors found at the sentence level and word level was adopted. Which is about sentential and fragment level errors, subject-verb cooperation, word order, tenses, capitalization and punctuation. Other errors related to word

level are articles, prepositions, word choice, nouns, pronouns and verbs.

However, according to Ellis researching that "classifying errors in this way can help us to diagnose learners' learning problems at each stage of their development and to plan how errors change shape from start to finish." This categorization can be exemplified as follows:

- 1) Negligence: Negligence is something that has been left out or excluded. Morphological Disappearance Example: A strange thing happened to me yesterday. Syntax omission: Must mention the names too?.
- 2) Addition: The act or process of increasing one thing to something else morphological example: The books are here ;In syntax: The London ; In the lexicon: I lived there five years ago.
- 3) Selection: the act of choosing from one of many word choices. Morphological example: My friend is older than me; In syntax: I want him to come here.
- 4) Ordering: the act of putting something to make sense.

#### **d. The Cause of Errors**

Meanwhile, according to Hubburd (1983) researched that the causes of errors were divided into three types, namely Mother Language Interference, Excessive Generalization and Errors driven by teaching materials and methods. This type of category is the same as the Pit Corder but is described in a different way. . Likewise, according to Heydari and Bagheri (2012) explained that interlingua and interlingua interference are two sources of errors made by EFL and ESL learners. Based on the explanation of the errors caused according to the experts, the researchers concluded that there are two main sources of errors that are often made in learning a second language. The first source is the language of the mother

tongue while the second source can be related to intralingua and developmental factors.

The student's mother tongue plays an important role in learning a second language. Errors due to the influence of the mother tongue are called inter-language errors. Interlingual errors are also known as transfer errors or interference. which initially applied that, mother tongue played a largely negative role emphasized in the early forties and fifties by Fries and Lade. Intralingua and developmental errors are caused by second/target language difficulties. Intralingua and developmental factors include:

**e. The Treatment of Errors**

- 1) Simplification: Learners often choose simple forms over more complex ones. An example of simplification might involve using the simple present instead of the present perfect continuous.
- 2) Overgeneralization: This is the use of one form of construction simplification in one context but, extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of corned and goad as past tenses of corne and go and the omission to the third person singular s under the heavy stress of all the other endless forms as in I.e. go. It should be noted that oversimplification and generalization are used by learners to reduce the burden of their linguistic learning.
- 3) Hypercorrection: Sometimes the teacher's zealous attempts at correcting student errors cause students to make errors in the proper form. Stenson calls this type of error "induced error<sup>15</sup>." For example, teachers' insistence that ESL Arabic learners produce phonemes correctly encourages them to always produce where phonemes must be present. So ESL Arabic learners say and Pattie instead of birds and battles.

- 4) Faulty teaching: Sometimes it is common for students to make mistakes caused by the teacher, which is caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to the above hypercorrection. Also, it is interesting to note that some teachers were even influenced by their students' mistakes in the long teaching process.
- 5) Fossilization: Some errors, especially mistakes in pronunciation, persist for a long time and become very difficult to get rid of. Examples of errors that fossilize in Arabic ESL learners are the lack of distinction between and in English and the presumptive insertion of pronouns in the English relative clauses produced by these learners.
- 6) Avoidance: Some forms of syntax are difficult for some learners to produce. As a result, these learners avoid this structure and use a simpler structure. ESL Arabic learners avoid passive sentences while Japanese learners avoid gelatinization in English.
- 7) Incompatible learning: mainly due to ignorance of the rule limits or under differentiation and incomplete learning. An example is the omission of the third-person singular s as in: He wants.
- 8) False concept hypothesis: Many of the learner's errors can be attributed to the false hypothesis formed by this learner about the target language. For example, there are some students who think that it is a marker of the present tense. So, they produce: He talks to the teacher. Similarly, they think it is a past sign it is a past tense signifier. Therefore they said: It happened last night.

## **1. Writing**

### **1. The Nature of Writing Skills**

#### 1) Definition of writing

Writing is a productive and expressive activity Tarigan, (2008) Rahayu (2013) states that writing is a way of communicating a message to a reader for a purpose. Which is an activity to make one of the skills that must be mastered in learning English. Which makes language learning more structured. Writing is the way of the writers formulates their own thoughts, organize them and create a written record of them using the conventions of spelling and grammar Graham (2007).

#### 2) Component of Writing

There are five general components of writing according to Harris (1969) they are content, form(organization), vocabulary (style), language use(grammar) and mechanic.

##### a) Contents

Content becomes very important in a writing because the meaning of writing will be structured when it has content that shows something that matches the title that has been determined.

##### b) Organization

Coherence is like a relationship that connects with from the initial idea to the part that makes the writing structured and directed

##### c) Vocabulary

Vocabulary can be referred to as the beginning in writing because if the selection of vocabulary is appropriate it will be very easy to arrange words into a writing that is easy to understand.

##### d) Language use/ grammar

The use of language will be needed for quality writing and will be very easy to understand if the writing has a good grammar.

e) Mechanics

Mechanic is the use of graphic conventions of the language. It is due to capitalization, punctuation and spelling appropriately. Proper spelling as the source of all session aspects that make the reader understand the purpose and purpose of the writing

3) Writing Approaches

Tompkins in Rahayu (2013) stated that there are two approaches in writing, which have different model in teaching writing. Both approaches in writing are steps that must be considered in writing.

1. Process approach

- a) Focused on the process of writing the student.
- b) Teachers teach the process of writing and various forms of writing.
- c) Students perform error correction for editing and correction of mechanical aspects of writing content for repairs.
- d) Teachers teach about the writing process and provide feedback during the process and editing.
- e) Students complete a writing assignment in one to three week.
- f) Assessment focused on the students' writing process and the end product.
- g) In the form of writing. So, during the act of writing, the teacher gives feedback.

2. Product Approach

- a) Focus emphasis on the completion of products paper.

- b) Teacher provides teaching, but requires students to write well.
- c) Students required producing a paper that is free from mechanical error.
- d) Teacher gives writing assignments and examines all aspects of students' writing after it is completed.
- e) Students complete a writing assignment within one to two hours of lessons.
- f) Teacher assesses writing after writing a full and complete.

#### 4) Writing Process

Meyer in Magdalena (2001) stated that writing activity generally required some processes namely planning or invention, generating, revising and editing.

##### 1) Planning or invention

Meyer in Magdalena (2001) said that invention process there are many some ways to help researcher to discover a topic. In starting for writing will be very meaningful and useful if the writing is started with a good idea and beginning then the author needs an idea that has been thought of before.

##### 2. Generating

The technique of producing can be resulted from a shortscript that can produce a more interesting written work and liked by the reader. This income will Usually be very useful to provide important meanings.

##### 3. Revising

Revising means improving the writing which of course makes it easier for the author to return to know what is wrong in his writing and revision will be good but should be done after the writing has been completed.

##### 4. Editing

Editing will be done if based on some type such as spelling, grammar, for the accuracy of words that have ambiguity this is intended for the word to be translated and become an unusual word, no word context is lost.

#### 5. Publishing

Comments will be invaluable to make the writing more quality and attract the reader's desire to read it.

#### 5) The Purposes of Writing

Magdalena (2001) categorized purpose of writing into three categories, namely to inform, to persuade and to entertain.

##### a) To Inform

This sometimes makes playing the role of the author how to detail the flow of the content of the writing the researcher usually describes an idea and provision into a fact that will be conveyed to the audience.

##### b) To Persuade

The style of language used can play the role of language that can play the role of the reader's logic to be more interested and understand the reading that makes the reader more enthusiastic to read the writing.

##### c) To Entertain

In this category stage the author will member the section to make the reader smile, fascinate even to play a like emotional game.

#### 6) AssesmentofWriting

Brown (2001) stated that there are six general categories that are often the basic for the evaluation of students writing. They are Content, organization, discourse, syntax, vocabulary and mechanics.

### **3. Descriptive Text**

#### **a. Definition**

Understanding Descriptive Text According to Mukarto (2007), descriptive text is a kind of text that describes something. Descriptive writing means a description of something, a place or someone with the aim of making the reader feel the writing itself. Tompkins (1994) stated that descriptive writing is painting pictures with words. Another expert is Gerot and Wignel (1994) stating that descriptive text aims to describe a particular thing, person or place that shows the reader about the physical appearance of something clearly. In addition, McCarthy (1998) also states that descriptive writing is a writing domain that develops images through the use of appropriate sensory words and phrases, and through devices such as metaphors and sounds of words. Based on the understanding of the description text above, it can be concluded that Descriptive text is a text that can describe people, objects, or places that show and describe the physical and characteristics of the object.

#### **1) General**

The general structure is a must in writing any type of text. This is what distinguishes one text from another. The importance of the generic structure of descriptive text is the identification and description of Djuharie (2007). NS generic structure of descriptive text includes:

#### **2) Identification**

This section is usually the subject of a description to the audience. It gives the audience a brief breakdown of when, where, who or what the subject is. In other words this section states classification of general aspects of objects, animals, public places, plants, dll which will be discussed in detail.

### 3) Description

This section consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this section should describe one of the features of the subject. All paragraphs in this section establish a detailed description of the subject. It may describe physical appearance, qualities, general personality or ideas, and characteristics.

### 4) Conclusion (Optional)

The closing paragraph contains the conclusion of the topic, and signs the end of the text. There are several important parts of generic structure when writing descriptive text, the first is identification, and the second is description. Students can add a concluding paragraph but it is not mandatory.

According to some experts, there are several types of errors, as described above. The writer assumes that the use of error types is based on Betty S. Azar's error classification to measure how many students writing mistakes are in grammar.

### b. Type of Error According to Dulay Burt and Karsen

Errors are divided according to their features by Dulay, Burt and Krashen (1988) into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of incorrect tenses, use of two or more forms interchangeably. In the late 1990s, James proposed five categories of errors, including grammatical errors (adjectives, adverbs, articles, nouns, possessions, pronouns, prepositions and verbs) and substance errors (capitalization, punctuation and spelling). , lexical errors (formation of words and words). Selection), syntactic errors (coordination/subordination, sentence structure and

order), and semantic errors (ambiguous communication and miscommunication). In another study by Hang, witch errors were analyzed at the sentential level.

All errors can be explained as subject-verb agreement, tenses, parts of speech, participatory phrases, relative clauses, passive voice, parallel structures, punctuation marks, run-ons and fragments. Similarly, Runkati categorizes the errors in his research into two main types. The first type deals with errors on a sentential level with chips, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The last is errors at the word level, such as articles, prepositions, word choice, nouns and numbers. Since this study only focused on writing errors in English sentences, the analysis of errors found at the sentence and word levels was adopted, which is about sentential and fragment-level errors, subject-verb cooperation, word order, tenses, capitalization and punctuation. Other errors related to word level are articles, prepositions, word choice, nouns, pronouns and verbs.

However, according to Ellis's research, "classifying errors in this way can help us to diagnose learners' learning problems at each stage of their development and to plan how errors change shape from start to finish." This categorization can be exemplified as follows:

1) Negligence: Negligence has been left out or excluded. Morphological Disappearance Example: A strange thing happened to me yesterday. Syntax omission: Must mention the names too?

2) Addition: The act or Process of increasing one thing to something else morphological example: The books are here; In syntax: The London; In the lexicon: I lived there five years ago.

3) Selection: choosing from one of many word choices. Morphological example: My friend is older than me; In syntax: I want him to come here.

4) Ordering: the act of putting something to make sense.

#### c. The Cause of Errors

Meanwhile, Hubbard (1983) researched that the causes of errors were divided into three types: Mother Language Interference, Excessive Generalization and Errors driven by teaching materials and methods. This category is the same as the Pit Corder but is described differently. Likewise, Heydari and Bagheri (2012) explained that interlingua and interlingua interference are two sources of errors made by EFL and ESL learners. Based on the explanation of the mistakes caused according to the experts, the researchers concluded that two primary sources of errors are often made in learning a second language. The first source is the mother tongue language, while the second can be related to intralingual and developmental factors.

The student's mother tongue plays a vital role in learning a second language. Errors due to the influence of the mother tongue are called inter-language errors. Interlingual errors are also known as transfer errors or interference. Which initially applied that the mother tongue played a largely negative role, emphasized in the early forties and fifties by Fries and Lade. Second/target language difficulties cause Interlingua and developmental errors. Interlingua and developmental factors include:

#### d. The Treatment of Errors

1) Simplification: Learners often choose simple forms over more complex ones. An example of simplification might

involve using the simple present instead of the perfect continuous.

2) Overgeneralization: This is using one form of construction simplification in one context but extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of *corned* and *goad* as past tenses of *and* and *go* and the omission of the third person singular *s* under the heavy stress of all the other endless forms, as in *I, ego*. It should be noted that learners use oversimplification and generalization to reduce the burden of their linguistic learning.

3) Hypercorrection: Sometimes, the teacher's zealous attempts at correcting student errors cause students to make errors in the proper form. Stenson calls this type of error "induced error<sup>15</sup>." For example, teachers' insistence that ESL Arabic learners produce phonemes correctly encourages them always to create where phonemes must be present. So ESL Arabic learners say *Pattie* instead of *birds* and *battles*.

4) Faulty teaching: Sometimes, it is common for students to make mistakes caused by the teacher, which is caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to the above hypercorrection. Also, it is interesting to note that their students' mistakes even influenced some teachers in the long teaching process.

5) Fossilization: Some errors, especially mistakes in pronunciation, persist for a long time and become very difficult to get rid of. Examples of mistakes that fossilize in Arabic ESL learners are the lack of distinction between *and* in English and the presumptive insertion of pronouns in the English relative clauses produced by these learners.

6) Avoidance: Some syntax forms are complex for some learners to produce. As a result, these learners avoid this

structure and use a more straightforward system. ESL Arabic learners avoid passive sentences, while Japanese learners avoid gelatinization in English.

7) Incompatible learning: mainly due to ignorance of the rule limits or under differentiation and incomplete knowledge. An example is the omission of the third-person singular s as in: He wants.

8) False concept hypothesis: Many of the learner's errors can be attributed to the false belief formed by this learner about the target language. For example, some students think it is a present tense marker. So, they produce: He talks to the teacher. Similarly, they believe it is a past sign, a past tense signifier. Therefore they said: It happened last night.

## 1. Writing

### 1. The Nature of Writing Skills

#### 1) Definition of writing

Writing is a productive and expressive activity Tarigan (2008) and Rahayu (2013) state that writing is a way of communicating a message to a reader for a purpose, which is an activity to make one of the skills that must be mastered in learning English, which makes language learning more structured. Writing is how writers formulate their thoughts, organize them and create a written record using spelling and grammar conventions (Graham, 2007).

#### 2) Component of Writing

There are five general components of writing, according to Harris (1969). They are Content, form(organization), vocabulary (style), language use(grammar) and mechanics.

##### a). Contents

Content becomes very important because the meaning of writing will be structured when it has Content that shows something that matches the title that has been determined.

b). Organization

Coherence is like a relationship that connects the initial idea to the part that makes the writing structured and directed

c). Vocabulary

Vocabulary can be referred to as the beginning of writing because if the selection of language is appropriate, it will be straightforward to arrange words into a report that is easy to understand.

d) Language use/ grammar

The use of language will be needed for quality writing and will be very easy to understand if the paper has good grammar.

e) Mechanics

The mechanic is the use of graphic conventions of the language. It is due to capitalization, punctuation and spelling appropriately. Proper spelling is the source of all session aspects that make the reader understand the purpose and purpose of the writing

3) Writing Approaches

Tompkins in Rahayu (2013) stated that there are two approaches to writing, which have different models for teaching writing. Both systems in writing are steps that must be considered in the paper.

a) Process approach

b) Focused on the Process of writing the student.

c) Teachers teach the Process of writing and various forms of writing.

d) Students perform error correction for editing and correcting mechanical aspects of writing Content for repairs.

e) Teachers teach about the writing process and provide feedback during the Process and editing.

f) Students complete a writing assignment in one to three weeks.

g) Assessment focused on the student's writing process and the end product.

h) In the form of writing. So, during the act of writing, the teacher gives feedback.

## 2. Product Approach

a) Focus on completing the product's paper.

b) Teacher provides teaching but requires students to write well.

c) Students are required to produce a paper free from mechanical error.

d) Teacher gives writing assignments and examines all aspects of students' writing after completing them.

e) Students complete a writing assignment within one to two hours of lessons.

f) Teacher assesses writing after writing a complete.

## 4). Writing Process

Meyer in Magdalena (2001) stated that writing activity generally required some processes, namely planning or invention, generating, revising and editing.

### 1). Planning or invention

Meyer in Magdalena (2001) said that invention process, there are many ways to help the researcher to discover a topic. Starting writing will be significant and helpful if the report starts with a good idea and the author needs an idea that has been thought of before.

### b). Generating

The technique of producing can result from a short script that can produce a more interesting written work that the reader likes. This income will Usually be beneficial to provide essential meanings.

### c). Revising

Revising means improving the writing, which of course, makes it easier for the author to return to knowing what is wrong in his writing, and revision will be good but should be done after the report has been completed.

### d). Editing

Editing will be done if based on some type, such as spelling and grammar; for the accuracy of words that have ambiguity, this is intended for the word to be translated and become an unusual word; no word context is lost.

### e). Publishing

Comments will be invaluable to make the writing more quality and attract the reader's desire.

## 5). The Purposes of Writing

Magdalena (2001) categorized the purpose of writing into three categories, namely to inform, to persuade and to entertain.

### a). To Inform

This sometimes makes playing the role of the author how to detail the flow of the Content of the writing. The researcher usually describes an idea and provisions into a fact that will be conveyed to the audience.

### b). To Persuade

The style of language used can play the role of speech that can play the part of the reader's logic to be more interested and understand the reading, making the reader more enthusiastic about reading the writing.

### c). To Entertain

In this category stage, the author will member the section to make the reader smile, fascinate, and even play an emotional game.

## 6) Assessment of Writing

Brown (2001) stated that six general categories are often the basis for the evaluation of students writing. They are Content, organization, discourse, syntax, vocabulary and mechanics.

### 3. Descriptive Text

#### a. Definition

Understanding Descriptive Text According to Mukarto (2007), descriptive text is a kind of text that describes something. Descriptive writing means telling something, a place or someone to make the reader feel the writing. Tompkins (1994) stated that descriptive writing is painting pictures with words. Another expert is Gerot and Wignall (1994), who say that descriptive text aims to describe a particular thing, person or place that clearly shows the reader about the physical appearance of something. In addition, McCarthy (1998) also states that descriptive writing is a writing domain that develops images through appropriate sensory words and phrases and devices such as metaphors and sounds. Based on the understanding of the description text above, it can be concluded that Descriptive text is a text that can describe people, objects, or places that show and describe the object's physical characteristics.

#### 1) General

The general structure is a must in writing any text. This is what distinguishes one text from another. The importance of the generic form of descriptive text is the identification and description of Djuharie (2007). NS generic structure of descriptive text includes:

#### 2). Identification

This section is usually the subject of a description to the audience. It gives the audience a brief breakdown of when, where, who or what the issue is. In other words, this section states the classification of general aspects of objects, animals, public places, and plants, all of which will be discussed in detail.

#### Description

3.) This section consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph in this section should describe one of the features of the subject. All paragraphs in this section establish a detailed description of the issue. It may describe physical appearance, qualities, general personality or ideas, and characteristics.

#### C. Conclusion (Optional)

The closing paragraph contains the topic's conclusion and signs the text's end. There are several essential parts of generic structure when writing descriptive text, the first is identification, and the second is the description. Students can add a concluding paragraph, but it is not mandatory.

#### **b. Characteristics of Descriptive Text**

The characteristics of descriptive text in the first place, that focuses on what is to be described, for example, a place, thing, or person. second, descriptive text uses the simple present tense as a grammatical rule in doing the writing skills themselves. Third, the descriptive text of the title uses noun phrases, for example in describing motorcycles. The title used is not only motorbikes but also with the label or brand. Fourth, usually adjectives are used to describe noun or object in descriptive text. The last is the description of the object written from general to specific, Sudarwati (2007).

### **c. Types of Descriptive Text**

Most posts contain descriptions. Here are some types of writing which relies heavily on the descriptive language of Joyce Armstrong Carrel (2001):

- 1) Descriptions that relate people, places, or things contain sensory details that bring real people, places, and things to life.
- 2) Observations that illustrate an event describe an event that has been witnessed by the author. Often, events take place over a long period of time.
- 3) Travel Brochure contains factual information as well as persuasive language to encourage tourism.
- 4) Character sketches depicting fictional characters-their appearance, personality, hopes and dreams.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The design of the Research is descriptive design with a qualitative approach. descriptive study determines and reports the way things are. Scientific Research describes events, phenomena, or facts systematically dealing with a particular area or population (Gay, 1992). The study was carried out at MA DDI Baruga. The Research focused on discovering the types of errors committed by the second-grade students of MA DDI and the causes of the errors.

#### **B. The subject of the Research**

The researcher conducted the Research at MA DDI Baruga in Majene. The issue of the Research was the second-grade students of MA DDI Baruga. The researcher chose a class that consisted of 25 students. The researcher applied the purposive sampling technique in this study. The course was considered to have the weakest ability in writing, and it was suggested by the teacher to be researched.

#### **C. The Instruments of the Research**

The data in this Research were collected by giving writing tests and interviews.

##### **1. Writing Test**

In this study, the researcher used a writing test to determine the types of errors the students made. The topic was descriptive text, and the trial was to write two paragraphs.

##### **2. Interview**

The interview was given to determine why the students committed errors in their writing tests.

#### D. The Procedures for Collecting data

The data were collected by performing the following steps:

1. The researcher asked the students to write two paragraphs of descriptive text in 60 minutes. The descriptive text was the current material they learned.
2. The researcher checked the students' writing tests, marked and gave the possible correction to the students' writing errors.
3. The researcher analyzed the errors in the students' writing.
4. The researcher returned the students' writing test.
5. The researcher interviewed the students about their writing errors.

#### E. The Technique of data analysis

After collecting the data using the instruments and following the procedures above, the researcher analyzed the data through the model from Miles and Huberman (1994), which consists of three steps, those are:

##### 1. Data Reduction

“Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription”, Miles & Huberman (1994). This Research involved selecting the students' writing test data and classifying the writing error types based on Azar's Theory. The interview data were also transcribed and selected based on the relevancy of the research objective in this step.

##### 2. Data Display

In this step, the data was presented on the tables, described and analyzed qualitatively concerning the types of students' writing errors and the causes of the error's occurrence.

##### 3. Conclusion Drawing or Verification

As the last step, the researcher interpreted and elaborated the data to answer the research questions.

## **BAB IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the research findings and discusses the problems formulated in chapter I.

#### **A. Research Findings**

In the research process, the researcher conducted several stages to check the errors of MA DDI Baruga students in writing text. First, the researcher asked if students had learned descriptive text and what they knew about descriptive text. Then I asked him what was interesting when he was on vacation. And in the next session, the researcher gave the task of writing a 2-paragraph text by 25 students in the class.

The researcher gave 50 minutes to write the text; then, the researcher collected the tasks that students had been working on. In addition, the researcher received many complaints because they were willing to start writing to be made, but the researcher was allowed to see the dictionary on the mobile phone they used to learn English.

After the researcher looked at and corrected the student's errors, they found some errors with the assessment notes and told them the errors. In addition, the researcher found several errors, namely Spelling, Meaning not clear, Capitalization, Punctuation, conjunction, and preposition, with many mistakes from each correction in the writing of the 25 students.

After observing students' writing and seeing students' mistakes, the researcher then conducted interviews with students to obtain information related to the learning process and students' understanding of writing.

The fact that students experience some difficulties in learning English, especially writing descriptive text, can be seen in the following interview transcript

#### **Interview 1:**

Researcher: What causes you to often make mistakes in writing English?

S1: Because not all English vocabulary is memorized how to write it.

Researcher: Why do you make mistakes so often in Spelling?

S1: because I was in a hurry and felt that my vocabulary was good, so I forgot to check the dictionary.

Researcher: Why are there so many mistakes in meaning not clear?

S1: Yes, sometimes I forget one word or vocabulary.

Researcher: Why are there so many mistakes in Punctuation.?

S1: Because I am used to using lowercase letters.

### **Interview 2**

Researcher: What causes you to often make mistakes in writing English?

S2: because the teacher rarely gives assignments to write English texts.

Researcher: Why do you make mistakes in Spelling so often?

S2: because I am confused about the writing and pronunciation of different English vocabulary.

Researcher: Why are there so many mistakes in meaning not clear?

S2: because I write what I remember so, sometimes I don't look at the dictionary.

Researcher: What causes there are still many punctuation errors.?

S2: because I don't pay attention to punctuation.

### **Interview 3**

Researcher: Why do you make many mistakes in writing English text?

S3: I am confused and do not understand writing in English.

Researcher: Why do you make mistakes in Spelling so often?

S3: I'm not used to it although looking at the dictionary sometimes I get confused.

Researcher: Why are there so many mistakes in meaning not clear?

S3: because yesterday, I only wrote what I remember a lot of vocabulary that I didn't understand.

Researcher: What causes there are still many errors in punctuation error.?

S3: I forgot to put punctuation marks in my writing.

Based on the findings regarding the results of student corrections and the effects of assessments obtained by researchers, there are some of the most common errors in use. This is supported by the opinion of experts

based on Betty. S Azar. Classification of errors to measure the effectiveness of student writing according to good grammar. Here is a table overview of 4.1 of the mistakes of 25 students.

*1. Table 4 I* List of students' Types Errors

*Table 4 1*

Name	Spelling	Preposition	Conjunction	Capitalization	Punctuation	Meaning not clear	Score Errors
A 1	4	0	1	0	0	0	5
A 2	4	0	0	0	1	2	7
A 3	5	0	0	0	0	1	6
A 4	1	0	0	1	1	2	7
A 5	3	1	0	0	2	1	7
A 6	5	0	0	2	2	1	10
A 7	3	0	0	2	0	1	6
A 8	6	0	0	2	0	2	10
A 9	2	0	0	3	2	2	9
A 10	2	0	0	1	1	1	5
A 11	1	0	0	1	2	2	6
A 12	2	1	0	1	2	2	8
A 13	0	0	0	1	3	0	4
A 14	0	0	0	0	0	2	2
A 15	1	1	0	0	1	2	5
A 16	3	1	0	0	1	1	6
A 17	1	1	0	1	1	2	6
A 18	5	0	0	0	1	1	7
A 19	3	0	0	0	0	0	3
A 20	1	0	0	0	0	2	3
A 21	2	0	1	1	1	1	6
A 22	2	0	0	0	0	1	3
A 23	4	0	0	1	1	0	6
A 24	5	0	0	2	3	2	12
A 25	1	0	0	0	0	3	4
<b>Total</b>	66	5	2	16	25	34	148

Based on the table above, there are 6 mistakes that students make when writing, namely spelling, meaning not clear, capitalization, punctuation, conjunction, prepositions. The error that is most often made by students is spelling which occupies the highest level. Almost all of the students' writings have spelling errors, this is because students are less careful in writing vocabulary in English and are often underestimated by writers. Meaning not clear the second aspect of errors made by students with a total of 34 errors from 25 students, this is caused by many students who make mistakes in sentences that have no meaning even words that have no meaning.

The third error is Punctuation, with a total error of 25 out of 25 students. This is caused by the use of dots and commas and even irregular spaces in student writing. The fourth error is Capitalization, with a total error of 16 out of 25 students. This is caused by place names, such as city names which often use lowercase letters at the beginning of words. And the fewest errors are prepositions and conjunctions, with a total error of 6 out of 25 students. This is because the sentences in students' writings are sometimes used and inappropriate, but only a few papers make these mistakes. Conjunction became the last aspect, with the number of errors in 2 out of 25 students. This is because in writing descriptive text, the use of it is unnecessary. After all, students' writing only includes two paragraphs with simple sentences. So based on the table above, the total of all errors is 148 of the six errors found in the student's writing.

Based on the table above, students make six writing mistakes: spelling, meaning not clear, Capitalization, Punctuation, conjunction, and prepositions. The error that students most often make is spelling which occupies the highest level. Almost all of the students' writings have spelling errors; this is because students are less careful in writing vocabulary in English and are often underestimated by writers. Meaning not clear the second aspect of mistakes made by students with a total of 34

errors from 25 students; this is caused by many students who make mistakes in sentences that have no meaning, even words that have no sense.

The research of the study can be seen based on the table 1 below:

**Table 4 2**

**2. Table 4.2 List of students' Errors and their frequency of Occurrence**

1. Student's A1

1	A1	Errors	Possible correction
	Spelling	1. Montan 2. hing 3. yow 4. towev	1. Mountain 2. high 3. you 4. tower
2.	Conjunction	1. I am holiday with family but friend	1. I am holiday with family and friend

2. Student's

1	A2	Errors	Possible correction
	Spelling	1. beah 2. touridst 3. wit 4. hing	1. beach 2. tourist 3. with 4. high
2.	Punctuation	1. Besides. That	1. Besides that,
3.	Meaning less	1. to entaeceas parses 2. eraweded in the arternoon	-

### 3. Student's 3

1	A3	Errors	Possible corrections
	Spelling	1. beautikul 2. hing 3. wakter 4. hig 5. interestin	1. beautiful 2. high 3. water 4. high 5. interesting
2	Conjunction	1. I am holiday with family but friend	1. I am holiday with family <u>and</u> friend
3.	Meaning less	1. also a place too and and not derep	-

### 4. Student's 4

1	A4	Errors	Possible corrections
	Spelling	1. called	1.colled
4.	Punctuation	Mandar river is a historical river	Mandar river is a historical river.
5.	Capitalization	Besides	Besides
6.	Meaning less	1. I enough mang heave polluted this by throwng gar in evev 2. Errosing it and there are still mangresidrest who bathe in the river	-

5. Student's 5

1	A5	Errors	Possible corrections
	Spelling	1. stoner 2. spen 3. gren	1. stone 2. spend 3. green
2	Preposition	1. over of	-
3.	Punctuation	1. This beach famous fuss it is white sand and beautiful big stoner 2. Dato beach is at tourist	1. This beach famous fuss it is white sand and beautiful big stoner. 2. Dato beach is at tourist.
4.	Meaning less	1. This beach makes this beach more beautifull	-

6. Student's 6

1	A6	Errors	Possible corrections
	Spelling	1. Prom 2. hing 3. mas 4. place 5. poy	1. from 2. high 3. must 4. place 5. pay
2.	Punctuation	1. This beach famous fuss it is white sand and beautiful big stoner. 2. Dato beach is at tourist.	1. This beach famous fuss it is white sand and beautiful big stoner. 2. Dato beach is at tourist.

3.	Capitalization	1. There 2. baruga	1. <u>there</u> 2. <u>Baruga</u>
4.	Meaning less	1. when you want to go tousnt spot	-

7. Student's 7

1	A7	Errors	Possible corrections
	Spelling	1.mounth 2. thousan 3. end	1. mountain 2. thousand 3. and
2.	Capitalization	1. mount 2. baruga	1. Mounth 2. Baruga
3.	Meaning less	1. we can wal as we can in	-

8. Student's 8

1	A8	Errors	Possible corrections
	Spelling	1.waterpal 2. ok 3. plaice 4. prow 5. uty 6. pisit	1. Waterfall 2. of 3. place 4. from 5. city 6. Visit
2.	Capitalization	1. even 2. the	1.Even 2. The
3.	Meaning less	1. foo bathangfoor local resident	-

		2. Large stornes	
--	--	------------------	--

9. Student's 9

1	A9	Errors	Possible Corrections
	Spelling	1. mount 2. Baniga	1. Mountain 2. Baruga
2.	Punctuation	1. for urban areas, 2. Over space -	-
3.	Capitalization	1. mount 2. although 3. but	<u>1.Mount</u> <u>2.Altough</u> <u>3. But</u>
4.	Meaning less	1. here ever visited 2. seeyeng and city at Majene	-

10. Student's 10

1	A10	Errors	Possible corrections
	Spelling	1. tourist 2. wahrenfal	1. tourist 2. waterfall
2.	Capitalization	1. over space	-
3.	Meaning less	1. spah that laktoh visit	

		becarsik it is close to home like mint plass because of the clam dimaper	
--	--	---	--

#### 11. Student's 11

1	A11	Errors	Possible corrections
	Spelling	1. Beautical	1. tourist 2. waterfall
2.	Capitalization	1. munu 2. over space	1. Munu
3.	Meaning less	1. staus to go down in the best sndhuru are also small huls 2. susted by family ucco I bus presi	

#### 12. Student's 12

1	A12	Errors	Possible corrections
	Spelling	1. ha 2. okten	1. have 2. often
2	Preposition	1. over <u>of</u>	-
3.	Punctuation	1. Dato beach is the most beautiful beach 2. Even more beautiful	1. Dato beach is the most beautiful beach. 2. Even more beautiful.

4.	Capitalization	1. this	1. This
5.	Meaning less	1. Dato beach also has with sand 2. beach also often used ds d prewedding photo	-

13. Student's 13

1.	A13	Errors	Possible corrections
1.	Punctuation	1. In addition 2. different levels of water 3. your family vocation	1. In addition, 2. different levels of water, 3. your family vocation,
2.	Capitalization	1. water	1. Water

14. Student's 14

1.	A14	Errors	Possible corrections
1.	Meaning less	1. bane discasesas the at the bod chactied 2. how that haveyhacetosaymanitaludecange	

15. Student's 15

1.	A15	Errors	Possible corrections
	Spelling	1. belive	1. believe
2	Preposition	1. I have visited several times because in place is beautiful	1. I have visited for several times because in place is beautiful

3.	Punctuation	1.a tourist spot in Baruga	1.a tourist spot in Baruga.
4.	Meaning less	1. in this place in this place 2. to have fish if want to fish	-

#### 16. Student's 16

1.	A16	Errors	Possible corrections
	Spelling	1.moonth 2.ment 3.hav	1. month 2. month 3. have
2.	Punctuation	1.a tourist spot in Baruga	1.a tourist spot in Baruga.
3.	Meaning less	1. are shop seners who stodguardthrrk	-

#### 17. Student's 17

1.	A17	Errors	Possible corrections
	Spelling	1.Locared	1. Located
2.	Punctuation	1.a tourist spot in Baruga	1.a tourist spot in Baruga.
3.	Capitalization	But	But
4.	Meaning less	1.Alanga is ran ponbabuhurentpoik spat	-

		is rarponuabanurent place to viat 2. pragraf 2 meaning less	
--	--	--	--

18. Student's 18

1.	A18	Errors	Possible corrections
	Spelling	1. bech 2. Historic 3. whi 4. end 5. in	1. beach 2. Historical 3. why 4. and 5. is
2.	Punctuation	1. beach in Majene	1. beach in Majene <sub>2</sub>
3.	Meaning less	1. Wio always be my end my family's faanta	-

19. Student's 19

1.	A19	Errors	Possible corrections
	Spelling	1. tough 2. plue 3. small	1. tourist 2. place 3. small
2.	Capitalization	1. play	<u>1. Play</u>

20. Student's 20

1.	A20	Errors	Possible corrections
	Spelling	1. unly	1. Only
2.	Meaning less	1. beacah is very bedikel with sand making view	-

		beatiful 2. as berithadcd and eat	
--	--	--------------------------------------	--

21. Student's 21

1.	A21	Errors	Possible corrections
	Spelling	1.tausam 2. beautical	1. tourist 2. beautiful
2.	Conjunction	<u>Of</u>	-
3.	Punctuation	Is stone	Is stone <sub>2</sub>
4.	Capitalization	Majene	<u>Majene</u>
5.	Meaning less	1. whos vas expanso is stone	-

22. Student's 22

1.	A22	Errors	Possible corrections
	Spelling	1.beautiol 2. bougl	1. Beautiful 2. Though
2.	Meaning less	1. ypu wand to snimtahtis why hulu to swim there the vogoman to panter	-

23. Student's 23

1.	A23	Errors	Possible correction
	Spelling	1. whit 2. salk 3. beautikol 4. because	1. White 2. sand 3. beautiful 4. because

2.	Punctuation	1. beaty of this beach	1. beaty of this beach
3.	Capitalization	1.dato	<u>1. Dato</u>
4.	Meaning less	1. this tour famous for being very beatha with bridge 2. famany vocation put on bridge weekend treat adeh to beauty of this beach 3.behind the rony on dato beach rename it very beauty	-

24. Student's 24

1.	A24	Errors	Possible corrections
	Spelling	1.whit 2.salk 3. beautikol 4. because 5. crowdad	1. White 2. Sand 3.beautiful 4. because 5.Crowdid
2.	Punctuation	1. in this place. 2. in their place 3. to the pool	1. in this place_ 2. in their place_ 3. to the pool_
3.	Capitalization	1. Their 2. water	<u>1. their</u> <u>2. Water</u>
4.	Meaning less	1. Chil even to adults to apply swan in the plap 2. slides sallinwaterfoton the top theto at the pool	-

25. Student's 25

1.	A25	Errors	Possible corrections
	Spelling	1. believed	1. believe
2.	Meaning less	1. The body and udned he body roseldn 2. rockandfooshasaraer 3. bathing in this place	-

Table 4.2 shows the error made by 25 students, with each writing having a mistake based on six errors, namely Spelling, Meaning not clear, Punctuation, Capitalization, preposition and conjunction.

1. Spelling

Spelling is the highest error due to errors in writing the alphabet that is not considered in writing words that have no meaning in English, for example, student 18 (writing history should write historical).

2. Meaning not clear

The meaning of undefined error is a mistake that quite a lot of students make in preparing words that are not precise. Even words that have no sense in English make researchers confused about checking student errors, for example, in student 24 (1. Chil even to adults to apply swan in the play)

3. Punctuation

Punctuation errors and the use of punctuation in writing are errors that the author does not glance at even though the use of semicolons and spaces is an error that is considered easy for students to do; for example, student 12 (Dato beach is the most beautiful beach.)

4. Capitalization

Capitalization is an error that is the most frequent mistake in writing place names, for example, the name of a city or tourist spot. For example, student 21 (major = Majene,)

#### 5. Prepositions

Errors in prepositions become errors in writing, which are relatively small in student writing, but errors are made because of the use of in-act. In excessive for example, in student 5 (Dato beach is a tourist that is in great demand a teenager to spend vocation)

#### 6. Conjunctions

Errors in conjunction are the fewest errors because students do not use a lot of junctions and only students have errors like student 1 (I am on holiday with family but friends).

**Table 4 3 Students' Sample Errors.**

NO	Student Sentence	Possible Correction	Type of Error
1.	Parang parang is <u>Montan</u>	Parang parang is Mountain	Spelling
2.	I have visited several times because in place is beautiful	I have visited <u>for</u> several times because in place is beautiful	Preposition
3.	Holiday with family <u>but</u> friends also join with as.	Holiday with family <u>and</u> friends also join with as.	Conjunction
4.	<u>barane</u> beach is tourist spot in <u>inmajene</u>	Barane beach is tourist spot in <u>Majene</u>	Capitalization
5.	a tourist spot in Baruga	A tourist spot in Baruga <sub>,</sub>	Punctuation
6.	1. this tour famous for being very beatha with bridge 2. famany vocation put	No sentence meaning	Meaning less

<p>on bridge weekend treat  adeh to beauty of this  beach  3.behind the rony on  dato beach rename it  very beauty</p>		
--	--	--

Based on table 4.3 is an example of the errors that exist in 25 students in MA DDI Baruga from the results based on the examples in this paper based on Spelling, Preposition, Conjunction, Capitalization, Punctuation, and Meaning not clear. It was found that all students' writings had errors in spelling and even capitalization. Spelling is the most common error that occupies the error in this table, students should be aware that the wrong use of the alphabet, it can make students' writing intentions also have different meanings, making writing lose its meaning. Was it still wrong as in the example above "Barane beach is a tourist spot in Majene" The use of wrong capital letters in place names for writing should not be visible on students who have occupied the second grade of high school.

So, it can be concluded that the errors in the table are the result of errors from 148 errors that are the choice of errors, which is the table that is considered the most prominent from other errors. With this example of error, the error Analysis of student errors in the table above is a simple example in the table.

*Table 4 1*

**The Top three Students“ Most Common Errors”**

No	Type of Error	Number of frequencies
1.	Spelling	66
2.	Meaning less	34
3.	Punctuation	25

Based on table 4.4, the results of the frequency of errors that occupy the most errors and the most that are made by students are 3, namely Spelling, Meaning not clear, and Punctuation. What students do when writing so we can pay attention to the student's mistakes regarding these 3 errors will be a role model for students so that when writing students can pay attention to their writing well so that mistakes when writing are not ignored. Based on table 4.4, it is found that the results of errors that are wrong and the most committed by students are 3, namely, Spelling, Meaning not clear, and Punctuation. What students do when writing so that we can pay attention to students' mistakes regarding these 3, mistakes will be a role model for students so that when writing students can pay attention to their writing well so that mistakes when writing are not ignored.

## **B. Discussion**

The researcher assumes, In the discussion section, this research will discuss the findings from data collection, some theories, and interpretation of the results. Next, the researcher introduces a description of the data obtained from the results of observation. After that, the researcher then gave the task of writing a descriptive text and checking and analyzing the writing.

In Indonesia, English is a foreign language that is different from other countries that have made English a second language. Therefore, mastery of English is very important. Checking student errors is very much needed to correct previous student mistakes, especially in English writing. Therefore, in this research, the researcher analyses students' errors in writing descriptive texts. In addition, several studies show that students' writing analysis can see the mistakes made by students. In this research, the researcher analyses and corrected students' writing on descriptive texts similar to some previous studies by analyzing students' errors in writing.

The researcher assumes that by analyses student errors such as analyzing errors that are considered fatal in writing English texts will correct students' mistakes. As for related research, it is assumed that by examining writing students can learn from mistakes. This is supported by According to Mohammed (2013) in his research, he believes that by correcting and analyzing errors, it will be better for the learning process, especially for mastery of foreign languages. It's thinking about committing ten. Common mistakes helping ESL/EFL instructors with several studies that are almost the same assumes that correcting students' writing is very important for students in writing their writings, especially English writing, students.

The researcher of this thought emerged that Errors were found and categories agreed on different linguistic classifications and students made 15 errors: Capitalization, Articles, Subject-Verb Understanding, Irregular Constituents, Objects, Pronouns, and the conclusion that was obtained by correcting the writing based on Mistakes that are often made in writing can make students more active in learning and find out mistakes and learn the same as this study. This research also found 6 mistakes made by students, namely Spelling, Meaning not clear, Punctuation, Capitalization, Preposition and conjunction.

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Punctuation, and Meaning not clear. It was found that all students' writings had spelling and even capitalization errors. Spelling is the most common error that occupies error in this table; students should be aware that the wrong use of the alphabet, it can make students' writing intentions also have different meanings, making writing lose its Meaning. Was it still bad? As in the example above, "Barane beach is a tourist spot in Majene" The use of wrong capital letters in place names for writing should not be visible to students who have occupied the second grade of high school.

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## A. Conclusion

The researcher concluded that by analyzing the writing assignment, students proved to find a lot of errors that were not realized by students, errors that were considered trivial. This study aims to make students correct their mistakes in writing. The result of the correction is that most errors six errors are Spelling, Meaning not clear, and Punctuation, Capitalization, Preposition and conjunctions.

Of the six errors made by students when writing and the most mistakes were Spelling, Meaning Not Clear and Punctuation from the interview results, errors in spelling were caused because most students thought that they were careless and did not double-check what they got from the dictionary even though, they not sure whether the student's writing is correct or not. Just like errors in Meaning are not clear, sometimes write what they think and forget another vocabulary, causing errors in sentences that have no meaning. And punctuation errors often occur because students ignore punctuation. So writing English texts according to them is complex, and errors such as tenses, capitalization, and punctuation are errors that are considered trivial by students even though these errors are fatal.

This research analyses students' mistakes in writing descriptive texts by trying to reduce the mistakes students often make when writing. Based on six components of errors often considered trivial by students in writing texts. And several are also several errors that are very much in the form of Spelling, Meaning not clear and capitalization. Researchers assume that mistakes that are sometimes considered trivial affect the desire and ability of students in writing.

## B. Suggestion

Based on what has been examined by researchers are as follows:

1. Teachers should often give assignments to write texts. Teachers should always encourage but don't forget to provide warnings for mistakes made, such as when learning errors, in the form of assignments given to

provide more understanding for students so that students are more motivated to learn from mistakes made when studying continuously.

2. For researchers experiencing difficulties when the division between class teachers and schedules into classes and class divisions and programs, in addition to giving treatment, researchers do not experience problems with students who will be taught a foreign language, and it is hoped that future researchers will make more use of the time so that can research to the fullest. Therefore, researchers are expected to take the time and pay attention to the schedule and time that the school will give to maximize their research.

3. For the location where the researcher is like a school; hopefully, it will always provide the opportunity for researchers to take samples at school.

4. For students it is hoped that students will be more careful when writing English text. Besides, Hopefully, it will always help researchers to harmonize their research to participate in learning, especially foreign language learning.

## CHAPTER V

### A. Conclusion

Researcher concluded that by analyses the writing assignment, students proved to find a lot of errors that were not realized by students, errors that were considered trivial and this study aims to make students correct their mistakes in writing. The result of the correction is that most errors 6 errors are Spelling, Meaning not clear, Punctuation, Capitalization, Preposition and Conjunction.

Of the 6 errors made by students when writing and the most mistakes were Spelling, Meaning Not Clear and Punctuation from the interview results, errors in spelling were caused because most students thought that they were careless and did not double-check what they got from the dictionary even though, they not sure whether the student's writing is correct or not. Just like errors in Meaning are not clear, sometimes write what they think and forget another vocabulary, causing errors in sentences that have no meaning. And punctuation errors often occur because students do not pay attention to punctuation. So writing English texts according to them is difficult, and errors such as tenses, capitalization, punctuation are errors that are considered trivial by students even though these errors are fatal.

This research is to analyze students' mistakes in writing descriptive texts by trying to reduce the mistakes that students often make when writing. Based on 6 components of errors that are often considered trivial by students in writing texts. And several are also several errors that are very much in the form of Spelling, Meaning not clear and capitalization. Researchers assume that mistakes that are sometimes considered trivial affect the desire and ability of students in writing.

## **B. Suggestion**

Based on what has been examined by researchers are as follows:

1. Teachers should often give assignments to write texts. Teachers should always give encourage but don't forget to give warnings for mistakes made such as mistakes When in learning mistakes in the form of assignments given provide more understanding for students so that students are more motivated to always learn from mistakes made when studying.
2. For researchers, experiencing difficulties when the division between class teachers and schedules into classes and class divisions and schedules, in addition to giving treatment, researchers do not experience difficulties with students who will be taught a foreign language, and it is hoped that future researchers will make more use of the time so that can research to the fullest. Therefore, researchers are expected to take the time and pay attention to the schedule and time that will be given by the school to maximize their research.
3. For the location where the researcher is like a school, hopefully it will always provide the opportunity for researchers to take samples at school.
4. For students, it is hoped that students will be more careful when writing English text. Besides, Hopefully it will always help researchers to harmonize their research to participate in learning, especially foreign language learning.

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**3. The third meeting of interview**



Melati

Nama: Andi Ade Rizki

1

Parang-Parang ~~mountain~~ <sup>mountain</sup>  
~~spell~~ ~~mountain~~

Parang-Parang is (mountain) located (in) Majene with a very beautiful view and (growing) is widely uses ds of grass on this mountain. This mountain (P10) (OF) discussion for groups (OF) students who want to (see) dad find a new inspiration there. I am holiday with family (but) friend also join.

Besides that, (maethotes) die also commonly used (as) a place to play kites because the wind is quite strong there. Beside that, Parang-Parang is not to (king) to climb when (you) want to flower (you) (mountain) and for camping. It is very suitable.

2	Spelling	Vocabulary	15
1	Preposition	grammar	10
1	Conjunction	Organization	25
1	Capitalization	<del>Spelling</del>	10
3	Punctuation	<del>Vocabulary</del>	15
2	Tenses	Commission word	15
10	Grammar	Word choice	5
			20 +
			75

2 3

~~Indra~~ - Dina Ayu  
Date  
Borane Beach - Indra

Borane (beach) is tourist spot in Majene city. This beach is beautiful beach with embankments and scenery on (the) place making that beach (even) more beautiful.  
This beach is accepted for swimming and because the waves are not to (high) and are considered safe enough (for) swimming area. In Borane beach also has a (thing) (toy) which is good for photo spot. Besides that, (do) online cars, horses, (used) this place is (crowded) (in) the afternoon.

57	Vocabulary	25
	grammar	10
	Organization	25
	Center	19
	Measures	10
		89

2

Putri Salsabilah

No. AMIRA  
Date

### Salupajaan

Salupajaan is verivery (beattiful) vocation spot because there the place has a very wide and very beutiful (Gard) SawpaJaan also has a photo booth and (also a place too)

Besides that, is Sawepajaan there are also trees and (rers) that are suitable for bathing because the (water) is cool and not (ter) besides Salupajaan this water it becomes is very (interestin) object to take pictures so wir

75

Vocabulary	: 10
grammar	: 15
Organization	: 20
Content	: 10
Mechanics	: 20

60

23

13

KENKO® 30 Lines, 6 mm

4

A.

No.  
Date

### Mandar River

Mandar River is a historical river This river is called the mandar river because it is a symbol in mandar land even though many have polluted this river by throwing garbage in the river

The mandar river is unique because crossing it and there are still many residents who bathe in the river. Besides that there are still many activities that are carried out on this river such as being occupied for washing clothes by residents

74

grammar	10
organization	15
Vocabulary	25
grammar	5
Mechanics	10
25	

KENKO® 30 Lines, 6 mm

AMIRA 5 Putri Salsabilah

No  
Date

### Dato beach

Dato beach is a beach in majene. This beach famous for (1st) white sand and beautiful big stones (the beach makes this beach more beautiful)

Dato beach is a tourist that is (in) great demand among teenagers to (spen) d vacation. This beach also has beautiful photo spot and perfect for cartung (momobus) with family. (beach) is the distinctive color (of) this beach (because) the offices and buildings there are green. Even though this beach is a tourist place that is very much visited (this beach still maintains cleanliness and visit tho this beach always maintain security.)

~~80~~

65

Vocabulary : 20  
Grammar : 15  
Organization : 15  
Content : 20  
Mechanics : 10

~~80~~

KENKO 30 Lines, 6 mm

6 Fajris

No  
Date

### mount baruga

(Mount) Baruga is historical place there are many stories (from) heroes who (doe) said to (have) a part there besides that mounten is also very beautiful and (high) enough to go up to this mountain (may) be careful.

Besides that there is a (place) for beautiful photo spots (when) you want to go this tourist spot

There are also good vendors available besides that

When you want to enter this place you only (pay) 3 thousand.

~~80~~

40

~~80~~

Vocabulary : 15  
Grammar : 10  
Organization : 10  
Content : 20  
Mechanics : 10

65

Andi  
No. ....  
Date .....

70      moant Baruga

many ~~the~~ mount Baruga is beautiful view. So many history in this place. The on mountain there are many photo destination for people vocation here.

mount Baruga only pay five thousand for a tour to this mountain and we can see as we can in this historical place. Its really facig beautiful in this place (havasama) interesting photo spots and history.

70

1: spelling	←	Vocabulary	: 20
7: preposition	←	grammar	: 15
2: conjunction		Organization	: 15
1: Capitalization		Vocabulary	: 15
2: punctuation		Mechanics	: 5
3: Tenses			: 70
15		omission word	10
		word choice	10
			20

70

Andi  
No. ....  
Date .....

8      water fall baruga

Baruga water fall is one of the beautiful and interesting tourist attractions to visit even though the place is far from the city. The place is favorite for batihang for local residents.

This water fall has fairly wide river with water that is not deep and the surrounding scenery. The water fall also has beautiful large stones which are beautiful very good for taking pictures. To enter the waterfall, we are also required to pay.

70

	Vocabulary	: 25
	grammar	: 10
	Organization	: 20
	Content	: 10
	Mechanics	: 10
		75

65

9

Your Name ? No .....  
Date .....

Mount Baruga

Mount Baruga is a tourist spot far from urban areas. Although this mountain is low for urban areas, but this mountain is the most beautiful mountain I have ever visited!

The mountain in Baruga is the strong hold of the heroes that's why history has so many stories here. The is guard who sometimes falls about the history of this mountain beautiful scenery and city of majene that can be seen it. (It is on top of the mountain makes this mountain very beautiful)

55

Vocabulary : 20  
 Grammar : 5  
 Organization : 10  
 Content : 5  
 Mechanics : 5

55

KENKO 30 Lines, 6 mm

10

10

No .....  
Date .....

Baruga waterfall is tourist spot that attract visit because it is close to home like me plus because of the clean dipper and the cool water for bathing and relaxing (relaxing).

This waterfall has clear water and it is a total cool shower for us. Although this waterfall does not have water sewer this waterfall is just for a Shang and resident.

20

Vocabulary : 8  
 Grammar : 2  
 Organization : 5  
 Content : 10  
 Mechanics : 5

22

20

KENKO 30 Lines, 6 mm

11

No .....  
Date .....

nama = DERLI  
 munu beach

Munu beach is very beautiful ~~low~~ resort ~~to~~ ~~near~~ ~~this~~ ~~beach~~ we only need to pay 3 thousand only.

Munu beach has (status to go swim to the beach and  
 # luxury are also small hotel) ~~for~~ ~~resting~~ ~~on~~ ~~the~~ ~~beach~~  
 (visited by family vacation low long ~~price~~ ~~is~~ ~~more~~ ~~to~~ ~~eat~~ ~~the~~ ~~drink~~ ~~of~~ ~~this~~ ~~beach~~)

20

Vocabulary	: 8
grammar	: 2
Organization	: 10
Content	: 55
Mechanics	: 55
30	

12

No .....  
Date : Bimrang

Dato beach

Dato beach is the most beautiful beach I  
 have ever visited because this beach has long  
 green bridge that makes this beach even  
 more beautiful

(Dato beach also has with sand and  
 waves big enough for play to play sand  
 with shells make this beach even more  
 beautiful) Besides that, this beach also  
 often used as a pre-wedding photo ~~background~~  
 background because ~~it~~ ~~is~~ ~~very~~ ~~beautiful~~ ~~and~~  
 enter this beach, each person only pays  
 \$1 thousand

20

grammar	: 20
Organization	: 10
Vocabulary	: 20
Content	: 10
Mechanics	: 10
70	

Andi Ade Pirin

13

No ..... Melati  
Date .....

Water boom

Water boom on the right is a very beautiful tourist spot if you are with family. In addition to several swimming pools that have different levels of water depths, here also rent swimming equipment.

Water boom is a place that is often visited (you family vacation) apart from having a beautiful weekend with the family. Water boom is also sometimes used as an area for swimming practice for sports lessons. To enter the water boom we can pay 50 thousand Rp per person and we can enjoy the various rides that are there.



75

Content	1. <del>Content</del>	5	20
Organization	2. <del>Organization</del>	5	20
Vocabulary	3. <del>Vocabulary</del>	5	20
Grammar	4. <del>Grammar</del>	5	5
Mechanics	5. <del>Mechanics</del>	5	5
			80

KENKO 30 Lines, 6 mm

04

WATER - RATA RATA  
(NAMA = TAMBAH)

14

The water trail in Boraga is a waterfall that is very liked by local residents besides being clean.

Water this waterfall also has a beautiful and view.

Natural view The left and right side of this waterfall the trees.

This waterfall also has water properties which are believed by local residents to make the body healthier such as treating (bone diseases other body healthier).

This water trail does not charge any fees (you).

Also for those who want to come here you just need to know that here you have to pay many things (deception).

Like throwing trash in its place.



Vocabulary	: 10
Grammar	: 5
Organization	: 5
Content	: 5
Mechanics	: 5
80	

KENKO 30 Lines, 6 mm

Nama : payria

15

No. ....  
Date .....

Water fall Baruga

Baruga Water fall is a tourist spot in baruga. Although this water fall is not too high, water is cold and very fresh when touch the skin.

I have visited here <sup>for</sup> several times because the place is beautiful and the stones are large enough to be use (as seat when in this place in this place it is also believe to have fish if want to fish) it will be very suitable.

(15)

Vocabulary : 20

grammar : 15

Organization : 10

Content : 15

Mechanics : 15

(15)

KENKO® 30 Lines, 6 mm

16

Lisa

No. ....  
Date .....

AYU ANWIRA

Baruga mountain is mountain in maluku, this mountain has very beautiful view, besides that there are nice photo and there are ship series who stop guard there.

Baruga mountain is also a historic mountain Kosong ? ?

The Cerata that is there around it you must get there you have to go through an ritual when you get there you will be shock and very beautiful and amazing view. Baruga also very good (place) <sup>Kosong ? ?</sup>

If you want to see just sunset.

(16)

Vocabulary : 20

grammar : 10

organization : 10

Content : 10

Mechanics : 10

40

60

17  
 Nama : ALFIN

TATA AJUNG IS A GREAT BEACH SPOT THIS TOURIST SPOT IS LOCATED IN MAJ THE TENGSENG (ALAWA) ISRAH POKH UABUN UTANE FOR THIS POKE SPOT IS A BEAUTIFUL PLACE TO VISIT BECAUSE THERE ARE A LOT OF TREES AND MANY OTHER AMENITIES SPOT TATA AJUNG IS A GREAT BEACH SPOT AND IT IS A GREAT PLACE TO VISIT BECAUSE THERE ARE A LOT OF TREES AND MANY OTHER AMENITIES SPOT

Tata Ajung  
 nama : ALFIN

TATA AJUNG IS A VERY BEAUTIFUL TOURIST SPOT THIS TOURIST SPOT IS

29

Vocabulary : 10  
 Grammar : 3  
 Organization : 2  
 Content : 1  
 Mechanics : 4

20

Nuri Sapika Asiz 11/10/2020  
 Dato Beach

Ramli Asiz A  
 Date

Dato Beach is a historic beach in Majara because it is a beautiful place and many like to vacation there like my family's my family likes to vacation in this place because the place is not far from the city.

Dato Beach is also very beautiful with white sand and green land that makes this beach even more beautiful besides that there are a lot of snake sailers here and I really like being in this place other than that the entrance fee to this beach is really cheap namely five thousand and this beach this beach will always be my and my family's favorite.

75

Vocabulary : 20  
 Grammar : 15  
 Organization : 10  
 Content : 20  
 Mechanics : 5  
 75

4 (organization)

Date \_\_\_\_\_  
No. \_\_\_\_\_

Salupajaan

19

Salupajaan is a town plus I have ever visited in this place is the very natural and has many rivers in Salupajaan the two places that we can rent with the family to gather and eat together with family.

Salupajaan also has a good river area for bathing with family besides that, Salupajaan also has a small bridge and children's pool for the children swimming and playing. Many sellers of souvenirs and boutiques are in this place, and to make our spot we can pay 15 there to be taken every day every evening (there is a place to go on vacation).

30

Vocabulary	: 10
Grammar	: 5
Organization	: 5
Content	: 5
Mechanics	: 5
20	

Date \_\_\_\_\_  
No. \_\_\_\_\_

msaruddin

20 ?

Tidak tau

Beach is a place beach to enjoy the sun (beach is very beautiful with white sand and blue water).

Beach not only has beautiful views of the sea etc etc also many on this beach to have sun and beautiful water with this beach not only for visitors beach is also a favorite place to spend weekend holidays etc etc and also sometimes used as a place to collect important things such as bi-fitted etc.

30

45

Vocabulary	: 10
Grammar	: 5
Organization	: 5
Content	: 5
Mechanics	: 5
30	



No. DFO  
Date

→ ~~23~~ 23

Water beach is a tour after rain in rainy season. This tour is famous for being very beautiful with bridges and (white) (sands) and very beautiful. It is so hot.

→ Water beach is very (crowded) to visit on weekdays because many people want to go that (visit) (before) the (end) of the beach. Also, make it very beautiful. In addition, the water beach is also some times a very popular (romantic) (vacation) (spot) on bridge weekly (local) adds to the beauty of this beach.

(15)

Vocabulary : 5  
 Grammar : 2  
 Organization : 3  
 Content : 2  
 Mechanics : 5

(15)

KENKO® 30 Lines, 6 mm

No. Jimmie Roland  
Date

→ 24

Water boom is very beautiful (tourist) spot because it has (cultural) (pools) for (children) (and) (adults) to (freely) (swim) (in) (the) (place).

→ Besides having a pool at the water boom in the pool, there are also (swim) (machine) (equipment) (for) (rent) (such) (as) (swim) (machine) (and) (life) (in) (the) (pool). There are also exciting (rides) (such) (as) (water) (slides) (falling) (water) (from) (the) (top) (of) (the) (pool).

(20)

Vocabulary : 5  
 Grammar : 2  
 Organization : 4  
 Content : 5  
 Mechanics : 4

(20)

KENKO® 30 Lines, 6 mm

25 2

No. 20/10/2018  
Date

- ( ) Water Fall Baraga
- ( ) Baraga Waterfall is stunning natural landscape for
- ( ) because of the beautiful (rocks and fresh
- ( ) water)
- ( ) that is believed to make the body clean
- ( ) when ?
- ( ) bathing in this place ?
- ( ) In addition Baraga Waterfall also has
- ( ) companies that are (believed) by residents
- ( ) to treat
- ( ) the body and make the body fresh and
- ( ) fit

20

Vocabulary	: 10
Grammar	: 1
Organization	: 4
Content	: 3
Mechanics	: 2
	<u>20</u>

X

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