

**THE ERROR ANALYSIS OF STUDENT'S WRITING OF DESCRIPTIVE  
TEXT ON THE 4<sup>th</sup> SEMESTER ENGLISH STUDY PROGRAM AT STAIN  
MAJENE**



**A Thesis**

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Majene, 18 September 2023

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Majene, 18 September 2023

Author

A handwritten signature in black ink, appearing to read 'Sitti Nadrawati', with a stylized flourish at the end.

**Sitti Nadrawati**  
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## ABSTRACT

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This research is about analyzing students' writing errors in descriptive text which focuses on the use of simple present tense. This research is about the error analysis of student's writing of descriptive text. This study aims to determine the extent to which the ability to write 4<sup>th</sup> semester students English Study Program. In this research is also carried out in STAIN Majene with a sample size of 33 students in the fourth semester. The method of the research is descriptive quantitative method to check what errors student's made and how often students were frequent. The steps the researcher took were giving students 3 themes, namely Daily Activity, Family's Routine, and Describe People. The result obtained from this study is that there are four types of errors made by students in writing. They are the error of omission 125 (65,78%), error of addition 25 (13,15%), error of misinformation 37 (19,47%), and error of misordering 3 (1,57%). The total number of errors made is 190 error. From the data above, it can be seen that omission errors are the highest number of errors made by students.

***Keywords:*** Error, Simple Present Tense, Writing, Descriptive Text

## **ABSTRACT**

Penelitian ini tentang analisis kesalahan penulisan siswa dalam teks deskriptif yang berfokus pada penggunaan simple present tense. Penelitian ini bertujuan untuk mengetahui sejauh mana kemampuan menulis mahasiswa semester 4 Program Studi Pendidikan Bahasa Inggris. Dalam penelitian ini juga dilakukan di STAIN Majene dengan jumlah sample 33 Mahasiswa semester empat. Metode yang digunakan pada penelitian ini adalah metode deskriptif kuantitatif untuk memeriksa kesalahan apa saja yang mereka buat dan seberapa sering kesalahan tersebut terjadi. Langkah-langkah yang peneliti lakukan adalah memberikan 3 tema kepada siswa, yaitu aktivitas sehari-hari, rutinitas keluarga, dan mendeskripsikan seseorang. Hasil yang diperoleh dalam penelitian ini adalah terdapat empat jenis kesalahan yang dilakukan oleh Mahasiswa dalam menulis. Ada kesalahan omission 125 (65,78%), addition 25 (13,15%), misinformation 37 (19,47%), dan misordering 3 (1,57%). Jumlah keseluruhan kesalahan adalah 190 kesalahan. Dari data di atas dapat dilihat bahwa kesalahan omission adalah jumlah kesalahan terbanyak yang dilakukan oleh Mahasiswa.

**KataKunci:** Error, Simple Present Tense, Writing, Descriptive Text

## CHAPTER I

### INTRODUCTION

#### *A. The Background of the Problem*

Nowdays, people need to communicate in English as an international language mastery. English is the international language used in many countries as the second language. Therefore, each person is highly expected at least to be able to understand and use basic English. Learning basic English is a process of knowing English well. However, learning English is more challenging than one might think because grammar in preparing English sentences must also be precise in addition to the vocabulary that must be mastered. According to Naserly (2022), English has spread throughout the world, and the spreading is divided into three functions: first, it is used as the native language and becomes the mother tongue. Second, it is used as a second language, and third, it is used as a foreign language and only for specific purposes. From the three distributions above, it means that Indonesia is included in the third group because it only uses English for certain purposes or as a foreign language.

Besides that, English has four skills that must be mastered if one wants to be perfect in it: speaking, listening, writing and reading. A writing skill is a skill that is no less important than other skills. In this era of globalization, writing skills are critical and can be mastered by everyone worldwide.

Writing can be done regardless of place and time. Without mastery of writing skills raises many obstacles to facing the era of globalization because writing skills are not inseparable in life. As a student, the lecturer sometimes asks us to write sentences in English, and then we must have writing skills to arrange the writing properly and correctly.

Writing is a skill that uses spelling, punctuation, word formation, use of sentences, choice of sentences, choice of words, the effectiveness of sentences, and discussing thoughts carefully, precisely, logically, and consistently (Yulianti et al., 2019). This understanding shows that writing is a skill that takes work because many things must be considered.

As explained by Cunningham & Harris (1994), writing is the most challenging skill for students learning English as a foreign or second language. Another opinion by Yunanda et al. (2022) said that writing skills are classified as difficult compared to other abilities. Students have difficulty writing English because students have to pay attention to all the rules of writing, including grammar and Errors in writing grammar can make the reader mistaken in understanding the sentence. Then, someone who has other skills, such as speaking, may not necessarily be able to write English sentences correctly according to the existing structure or writing rules. From this opinion, it can be understood that writing skills are difficult in learning English, and students are encouraged to learn these skills as a challenge.

In addition, when writing English sentences, the things to be considered are the use of tenses, e.g., simple present tenses, simple past tense, etc. As we

also know, writing Indonesian sentences is very different from writing English sentences, where writing Indonesian does not require attention to the placement of the verb or the subject, whereas this is very necessary for writing English so that the reader can understand the meaning of the sentence to be conveyed. People frequently meet students who are hesitant to write English because students need more writing skills and the knowledge of constructing correct sentences.

To use English correctly, knowing the grammar and its meaning is essential. Grammar is the type of words and phrases that make up sentences in every language, and grammar is a set of rules for constructing and analyzing sentences. Grammar consists of rules used to compose or create sentences. Grammar is one of the primary keys to forming excellent and correct English sentences because if the grammar is wrong, then it can change the meaning of the sentence.

To get the research results, the researcher tested a sample of students' writing to recognize their errors and grouped them based on problematic language features. In this study, researcher tried to find out how much knowledge students have about learning English, especially writing skills. This is because one of the problematic skills is writing. In some of the existing problems, students often make errors in their writing, include for the last semester students in completing their studies. On average, lecturers correct their writing more, such as using incorrect grammar. In every follow of the last semester student's seminars, errors in writing have become their

habit. This research was conducted so that it could be a solution in passing learning in the semester ahead and can be a solution for the last semester students in reducing errors in their thesis writing.

This research analyze writing errors in the 4<sup>th</sup> semester to find out whether there are still errors in their English grammar. The 4<sup>th</sup> semester students are the target of researcher because these students have passed several writing or grammar lessons including learning the simple present tense and have gone through several semesters in learning English. When consistent learning is carried out but it is still wrong in writing English then they do have bad English writing (error). Because of that, the researcher wants to know their errors in writing English.

Tense is part of the grammar, expressed in English tenses describing daily activities. The simple present tense refers to actions or situations that do not change often. It is used to describe a habit or routine, to express an opinion, or to make a general statement of fact. Simple present tense can also be used to refer to the future. It means that the simple present tense is a sentence used to express everyday activities and sentences in general. This sentence is used in the descriptive text. Writing descriptive text often uses the simple present tense formula, which people often use in everyday conversation. In this descriptive text, students are asked to describe an object. It can be a person, animal, object, or many more. However, in this research, the students make several descriptive text with predetermined themes, which then be used as material for analysis by the researcher.

Furthermore, writing is an essential part of language learning, and descriptive text using the simple present tense is a form of writing often encountered by language learners. However, language learners often need to correct their writing which can affect their ability to communicate effectively and confused in writing English text. This explanation follows the article written by Muhsin (2016) said that students are often confused in using the simple present tense in descriptive text. From this article, it can be concluded that tenses are classified as difficult for students who need to help in understanding English learning.

Then, descriptive text is one of the texts that describes events in the present that can explain the activity of a person as well as describe an object clearly and in detail. Because of that, of the many types of text that exist, this research only focus on descriptive text according to the theme given to these students, namely describing activities and friends.

Apart from that, errors in writing English need attention, one of which is when writing descriptive text. However, students need to be guided in writing descriptive text so there are no grammar errors. The descriptive text is a general description in writing text based on ideas and thoughts on aspects of life. The ideas listed in the descriptive text express all the ideas and opinions to be conveyed in a series of words that are full of meaning. Writing descriptive text must be clear and concrete. When students are making errors in using the simple present tense, it means students still need to improve their

writing, and this makes the reader confused and makes it difficult to understand the author's intent.

From the explanation above, researcher then formulates research entitled “**The Error Analysis of Student’s Writing of Descriptive Text**” by making the fourth semester students of STAIN Majene as a targets of researcher in analyzing errors in writing descriptive text.

### ***B. Problem of the Research***

Based on the explanation in the background, the researcher formulates a research problem as follows: “what types of errors are most often made by students in writing descriptive text?”

### ***C. Research Objectives***

Based on the problem of the research above, this research aims to find out the types of errors that are most often made by students in writing descriptive text.

### ***D. Research Significance***

#### 1. Theoretical

This research can be a contribution to developing scientific insights on the correct use of tenses in writing descriptive text.

#### 2. Practical

a) For the students, increase understanding and knowledge of the simple present tense contained in descriptive text.

b) For the lecturer, the results of this research can be used as a reference in teaching grammar or writing descriptive text.

- c) For the readers, can be a reference in learning English independently.
- d) For the researcher, add insight and experience in the field of research.

### ***E. Research Scope***

This research focused on finding out what types of errors students often make in writing descriptive text, especially using the simple present tense. The use of simple present tense is basic grammar in learning English that everyone needs to know. In writing descriptive text, 3 themes used, namely daily activity, family's routine, and describing people. This research was conducted in three meetings and the student's writing become the material for analysis and is aimed at the 4<sup>th</sup> semester students of the English study program. The method used is a descriptive quantitative method.

## CHAPTER II

### REVIEW RELATED LITERATURE

#### A. *Previous Related Research Findings*

The first related was conducted by Siti Ratnaningsih and Azizah, entitled "Error Analysis in the Descriptive Text Writing of Vocational High School Students." This study concludes that there are the highest errors in capitalization, with 60 errors (14.67%), and the lowest typical error was a run-on sentence (0.73%). Students make errors in writing English because of the context of language interpretation, which means that the error occurs because of the interference of the mother tongue into the target language and then because of their language or intra-language transfer (Ratnaningsih & Azizah, 2019). This research was conducted at SMKN 10 Jakarta in class XI.2 accounting.

The second related research was conducted by Mislal Nadya and Kismullah Abdul Muthalib, entitled "Error Analysis of the Students' English Written Descriptive Text." The results show that students make dominant errors, especially in the omission error type. Based on this written journal, they said that errors in writing English are influenced by their native language, which is a transfer between languages (Nadya & Muthalib, 2021). This research was conducted at SMAN 1 ABDYA class 10. This was done randomly in class 10 in the all majors.

The third research was conducted by Subhan Wahyudi Ibnu Surahwan, entitled "Error Analysis in Using Simple Present Tense at Writing Descriptive

Text in Eleventh Grade of MA Aqidah Usymuni Sumenep.” In this research journal, researcher found results from students' writing that made a lot of misinformation. Writing English requires students to master various skills that support the writing skill itself. Such as mastering grammar, new vocabulary, and writing proper and correct sentences (Surahwan, 2021). The sample of this research is class XI MA Aqidah Usymuni Terate Pandian Sumenep.

The last related research was conducted by Christian Nenni Purba and Bertaria Sohnata Hutauruk, entitled "Error Analysis of the Student in Using Simple Present Tense Writing Descriptive Text." This research indicated several errors made by students in writing descriptive text, which were made by grade 2 students at SMP Negeri 2 Siantar. There are four types of errors that students sometimes make including; omission, addition, misinformation, and misordering. These errors were found in writing English, including grade 2 students at Siantar Junior High School (Purba et al., 2022).

Based on the previous research findings above, the researcher finds similarities and differences with this research. The similarities of those research with this research discuss "error in writing descriptive text". Whereas the differences between those research focused on discussing only the simple present tense, and some examined the entire grammar in the study. In addition, there are different locations in each research, and the research carried out to analyze errors in the use of the simple present in writing descriptive text that focus on 4<sup>nd</sup> semester Students'

English Study Program. When viewed from previous research, they focused on students with general learning and different majors. In contrast, according to the research title, this research focuses on college students and majors in English. Then the research above uses qualitative research methods, while the research that carried out uses quantitative research methods.

## ***B. Some Pertinents Idea***

### **1. Error Analysis**

Gass (2013) state that error analysis is a type of linguistic analysis that focuses on the errors learners make. Error analysis is a part of the learning process that determine the errors learners' make. Apart from that, according to Carl James, error analysis is a kind of process of determining the occurrence, maturity, causes and consequences of language failure (James, 2013). This means that errors are created because of problems in learning the target language. From this definition, it can be concluded that error analysis is a type of research that deals with students' errors in learning the target language in following error analysis procedures including determining, analyzing, and classifying errors as a tool to find out the system that operates within students.

Moreover, Corder (1967), said that error analysis is a form of language that is not in accordance with the grammatical, It is also a sign of imperfect knowledge and mastery of the learner. So everything needs to be done, including when you make an error. It needs to be considered and corrected.

Errors in learning English, such as grammar or the four skills, are often made. However, the error needs to be evaluated by analyzing all errors.

It should be noted that error and mistake have different meanings even though they mean the same thing. The difference between mistakes and errors follows the opinion of Arista & Sugiharti (2016), that Mistakes can be made due to inconsistencies and can be corrected temporarily. Errors are a systematic problem that occurs due to the inability to learn a foreign language. So the difference between the two is obvious, and what used in this study is an error, namely an error due to lack of knowledge or incapacity to learn English.

Abushihab (2014), suggests that Errors occur repeatedly so that the learner cannot recognize them. Based on Abushihab's opinion, this proves that errors are caused by a lack of knowledge so as not to know the existence of the error, for it is necessary to hone and develop grammar skills to have good and correct English sentences.

Every learner will make errors or mistakes in writing English, but the learner can develop insight into the knowledge and learn the correct structure from those errors. Therefore, this study analyze some errors in students' writing process. Besides that, it is also necessary to know several types of errors that might be found in each writing sentence. As stated by Dulay (1982), which divides several kinds of errors, including the following:

## 1. Error Omission

Error omission is made by removing objects and subjects or eliminating verbs in sentences, such as verbs (to be, to do, and to have). So Omission is kind of error in which the language learner omits one or some parts of language system (Hasanah & Habibullah, 2020). In addition, this omission error also refers to the omission of words ending in s and es as well as prepositions and articles in the sentence. Writing English is essential to communication, whether for academic, professional, or personal purposes. One of the most common errors in writing English is the omission of words, letters, or sentences.

Omission errors are the kind of error that occurs when students omit or erase parts of a sentence that should have form or grammar (Hikmah, 2020). Although a sentence's morpheme is possible be 10 omitted, some morphemes may be removed more frequently than others (Saputra, 2022). They are content and grammatical morphemes (Hendrawaty, 2018). Content morphemes bring the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, and adverbs.

Besides that, even experienced people can make mistakes or errors in writing English sentences. These errors can cause confusion or inaccuracy in meaning, making it difficult for the reader to understand the sentence. Incorrect sentences will make the reader misunderstand the sentence conveyed.

H. C. Dulay & Burt (2015), opinion said that in learning a language, people would experience obstacles with some errors that might be made. Based on this opinion, it can be understood that in the process of learning English, someone will often make mistakes. In other words, people can only comprehend the language if they make mistakes or errors. These errors can be in grammar, pronunciation, writing, etc. Error omission occurs when the learner still lacks the structure or grammar of a sentence, so the learner removes or deletes it.

For example:

"She cook in the kitchen."

The use of the sentence needs to be corrected because it reduces one letter, namely s. The sentence is incomplete on the word "cook." In the correct use of tenses, there must be the addition of the letter "s." So this sentence should be written as "She cooks in the kitchen."

Another example is: "I want be your shoulder when you cry." This sentence should be, "I want to be your shoulder when you cry."

## 2. Error Addition

Error addition is the opposite of omission. This second type is a type of error that happen when the students add an unnecessary word/phrase to sentences (Hikmah, 2020). Adding an item in an English sentence often occurs due to a lack of knowledge in studying English tenses. The addition of unnecessary words or needs to be corrected diggers errors in understanding the meaning conveyed.

For example:

"I cleans my bedroom."

The sentence is wrong because there is an addition of the letter "s" in the subject that is not appropriate. In the word "cleans," there should be no need to add the letter "s." Therefore the correct sentence is "I clean my bedroom."

### 3. Error Misinformation

When writing English without knowing the basics, sometimes the someone make errors in writing, whether using singular nouns, plural nouns, prepositions, verbs, spelling words, subjects, or objects in the sentences. An error in the use of the word form is called an error misinformation. Applying the incorrect form of the morpheme or structure characterizes misinformation errors. An element is absent in an omission error, but it is present in a misinformation error but it is wrong (Yusuf et al., 2021).

The definition of error misinformation is an error in using the wrong form of a morpheme or structure, and this understanding is based on the definition written by (Agustini, 2017). In other words, misinformation is an error when students use other grammatical forms that do not meet the grammatical requirements.

For example:

"I see her yesterday."

This sentence needs to be corrected in the use of the verb. The verb must follow in the past tense. The written word "see" is changed to "saw". Therefore, the sentence should be written "I saw her yesterday." Another example is "she have a cat". It should be written "she has a cat".

#### 4. Error Misordering

Error misordering is a sorting error characterized by the placement of morphemes or groups of morphemes that are incorrect both according to word order and word spelling or misspelling. Misordering in linguistics means the wrong placement of a morpheme in a word or sentence. This phenomenon can occur in any language and often results in confusion and misunderstanding in both the mother tongue and other languages. Although grammatical errors can be caused by several factors, such as language acquisition difficulties and language contact situations, they can also provide insight into language rules and their underlying structure. Further that when pupils produce a grammatically incorrect statement because of the inappropriate arrangement of certain morphemes in a sentence is known as misordering (Nurhamidah, 2021). Understanding this phenomenon can assist in studying language teaching and language processing, making it an important field of study in linguistics.

One of the most important reasons for grammatical errors in linguistics is difficulty learning a language. When someone learns a language, they often make errors and mistakes in the placement of morphemes to understand the rules behind the language. When someone

learns more about the language and its rules, they can figure out how to correct those errors and use morphemes correctly. As for the opinion of Ariningsih et al. (2012) said that language errors are part of language learning. Language errors are a way to get learning, and this is a process that affects students in learning a language. The following is an example of misordering:

"She will come evening tomorrow."

This sentence has the wrong word order in the word "evening tomorrow."

The word placement should be changed to "tomorrow evening."

Based on this paragraph, the researcher analyze the error made by the students of the 4<sup>th</sup> semester English Study Program at STAIN Majene in writing descriptive text.

## 2. Simple Present Tense

English is a foreign language for Indonesian who refrain from using this language in their daily communication. In English, people will find different grammar in the sentence, whether to use past tense, past future, simple present tense, and many more. When someone talks about something that is happening now, they use the simple present tense as the expert opinion states: "Generally, the simple present expresses events or situations that always, usually, habitually exist; the simple present exists in the now, has existed in the past, and may exist in the future" (Rahmayanti, 2023). So the simple present tense is marked with a description of the time (now, always, today, etc.) and don't use the past tense (yesterday, two days ago, last week, etc.).

Then this opinion was emphasized again by Widiadnya (2019), adds that a simple present tense is a form of time that is used to express an action or activities that occur at the current time in a simple form that is carried out repeatedly using the first form of the verb (verb1). So from the opinion above, it can be concluded that the simple present tense is events that are happening now or are in progress.

Of the many tenses or grammar, the researcher only takes one tenses, where the researcher focus on using the simple present tense.

The formula for using the simple present tense is as follows:

#### 1. Simple Present Tense Nominal Sentence Formulas

Subject	Verb (TO BE)
I	Am
You They We	Are
She He It	Is

+ S+To Be+ A/N/A

- S+To Be+ Not+ A/N/A

? To Be+S+A/N/A

For Example :

1) + She is beautiful

- She is not beautiful

? Is she beautiful ?

2) + I am at school

- I am not at school

? Am i at school?

## 2. Simple Present Tense Verb Sentence Formulas

Subject	Verbal
I You They We	V1 Do
She He It	V1 + e / es Does

+ S+V1+S/ES+O/C

- S+DO/DOES+NOT+V1+O/C

? DO/DOES+S+V1+O/C

For Example :

1) + we go to school by bus

- we do not go to school by bus

?do we go to school by bus?

2) + She walks to school

- She does not walk to school

? Does she walk to school ?

### 3. Writing Descriptive Text

#### a. Definition of Writing

Writing is expressing ideas through language (Idaman, 2022). From this opinion, the writing that has been written contains ideas, experiences, information, or things that someone thinks by being expressed in writing. As we all know that speaking is a form of communication from one person to another with direct communication media, while writing is a communication that includes indirect media. This follows the opinion of Martiarini & Candra (2019) who said, "Writing is a language skill that is used in communicating indirectly or not face to face with other people. Writing has the function of remembering and thinking so that sharing information with others can appropriately convey what someone wants to express. Writing is a form of communication through writing, and readers can get information from the writing. Still, in writing something, everyone needs to pay attention to the writing so the reader can understand it. Sometimes someone ignores small mistakes or error in writing, and the writing needs to be understood, and the meaning needs to be conveyed correctly.

When learning English, a lecturer instructed students to write. Therefore, they must pay attention to the correct way of writing sentences. English has four skills: speaking, reading, listening, and writing. Of the fourth English skills, one must know one of which is writing. A person's ability to understand the four skills is different and includes writing because, in the

teaching and learning process, all crucial explanations obtained from the lecturer must be written down to complement the notes studied.

However, writing something is not as easy as one might imagine because need to pay attention to grammar and take the word to get meaningful and transparent writing, as the theory presented by Yusuf et al. (2021): "Writing learning difficulties are a disorder or difficulty in following one or more forms of teaching writing and skills related to the writing, such as listening, speaking and reading. This opinion indicates that learning English skills is difficult, especially for those with no basis in learning English.

Besides that, Cahyo (2020) said, "Writing is one of four basic language skills (listening, writing, speaking, and reading)." Of course, writing skill is fundamental because becomes a necessity that cannot be separated from life. Writing is one of the keys to success in various English skills. These things are related to each other to have English properly and correctly.

It should be noted that several factors, including the lack of vocabulary, the use of incorrect grammar, or errors in the service of spelling and punctuation in writing, influence the obstacles in writing English. So the rules in writing are also fundamental, as know the various elements in writing. Basic knowledge of writing is the basis for creating excellent and correct writing.

## b. Definition of Descriptive Text

Descriptive text is a sentence explaining a thing, whether a place, thing, person, or event. Descriptive text is interpreted as an explanation or description with words that are described in a clear and detailed manner (Nurchaerani & Sadikin, 2021). This indicates that a descriptive text contains an explanation of the object with a detailed description in writing. The function of descriptive text is to explain something so that the reader understands the thing being conveyed for the information that is being sought. In writing, the descriptive text means providing detailed delivery based on knowledge, experience, and observation of the object. Writing descriptive text is not only writing with various sets of words into a text but language or words must be well structured and clear to the reader. Grammatical elements, the words used, the steps of preparation, and the use of other linguistic factors (Agriani et al., 2018).

Here are some definitions of experts related to descriptive text:

- 1) According to Bartamian et al., (2007), the descriptive text describes a particular person, place, or thing. It means that descriptive text is designed especially about a person, a place, or something. They also stated descriptive text to tell about the subject by describing its feature without including personal opinions.
- 2) The notion of description is a form of a paragraph that aims to describe the object's shape of observation, nature, taste, or pattern by relying on the senses in the decomposition process (Logeswaran et al., 2019). So

descriptive text is a type of text that describes the characteristics of each object with the senses.

- 3) Sadiah & Royani (2019), said that description is a type of text that describes a person in detail to make the reader imagine the text that was read in his mind. Depict figure embodiment becomes prominent in the descriptive text. The primary key of the text is the description specifying in order to grow a drawable shadow in the reader's mind.
- 4) Firmansyah (2020), argues that descriptive text is a text that explains a particular person, place or object with information conveyed to describe something. This descriptive text is written to provide information to others regarding the intended object.
- 5) Basri & Syamsia (2020), explain that the description is about the perceptions captured by the five senses. We see, hear, smell, and feel through the human senses and with those senses so that others can live with them. Based on this definition, the descriptive text contains text sentences that describe objects with observations or feelings.
- 6) According to Febriyantika & Parmawati, (2021), that descriptive is a content word that is widely used in everyday life to describe objects, places, people, animals, etc. Based on this opinion, it can be understood that descriptive text is more directed to everyday information or recently happened.

Some descriptive text definitions above have different words or sentences but have the same meaning. Descriptive text is a text that contains essays or ideas that are told through writing.

In addition, according to Rosyada (2016), descriptive text gives descriptions of living or non-living things to the reader. In other words, the text can tell an object is still alive. Moreover, Whittier & Tennyson (1863), added that description gives a significant point of view because it transforms our feeling and extends our experiences. Besides writing a text, it has a purpose, one of which is this descriptive text which aims to get the reader to imagine the story to get pleasure and information. Generally, the meaning of the descriptive text is to describe something, someone, a place, an animal, or plants specifically (Febrianti & Thahar, 2020). So this descriptive text only provides information to readers written in descriptive text essays. A descriptive text describes something that gives the reader a sensory experience of what is verbally described.

#### 1) Generic Structure

In writing descriptive text, one must know the structure of the descriptive text because, with structure, descriptive sentences will be written properly and correctly. Dewantara (2017), reveals that Sentences have a form and a content dimension as a unit. Sentences must fulfill the unity of form because the unity of paper makes the unity of meaning sentence. Sentences that are structured correctly certainly have a unified format and an agreement of meaning. Sentence structure is a series of

words arranged in the correct sentence pattern. So a good sentence always has a clear structure. The existence of a good and structured sentence pattern makes it easy for the reader to digest and understand the sentence. Therefore, the correct arrangement of sentences is critical to know.

Four structures need to be known when writing descriptive text based on the opinion Siregar & Dongoran (2020), namely:

- a) Identification: determination of the identity of objects, people, and other things.
- b) Classification: an element of arrangement with the system of a group according to previously established rules and standards.
- c) Description: Contains the central part of the paragraph with an explanation of the object being described.
- d) Conclusion.

Taking from the opinion of experts, namely Rahayu (2016), who says the structure of the descriptive text is as follows:

- a) In the title, write a few words that represent the contents of the descriptive text and the object being described.
- b) General description explains the definition/object identity described in the general description section.
- c) Description-section, the object classification is explained and described in the description section. The classification is explained in more detail with an accurate description.

According to Widyastanti (2019), the generic structure of the descriptive text is divided into two parts, there are:

- a) Identification is a generic part of the paragraph that introduces or identifies the character.
- b) Description, It is part of a paragraph that describes the character.

So, many experts express their opinions regarding the structure of the descriptive text, but what is clear in the description text contains an overview of the object being addressed.

Wardhani (2021), says that the structure of the text description consists of identification, general description, section description, and conclusions or impressions. An available identification description contains the name of that object described, its location, birth history, name meaning, and a general statement about the object. The section description contains details of the object section but is detailed based on the author's subjective response. Details can contain what is seen (sections, color composition, and what the object looks like according to the impression of the author). Details can also contain details of what was heard (heard any sounds, like what are those voices or what does the author compare with what). Details can also contain what the author feels by observing the object. Whereas the conclusion or impression of this section is the closing of the structure of the descriptive text, usually containing a conclusion consisting of criticism and suggestions, the cover is also generally always present in other types of text`.

According to some of the opinions above, there are similarities; however, the language used to convey their opinion is done differently. These experts' common opinion is in the structure's contents, while the year is the differentiator in every opinion.

## 2) Language Feature

In descriptive text or other types of text, linguistic rules become one of the supporting characteristics of a text apart from the structure. Every text has linguistic elements depending on the usage of the sentence pattern. Following linguistic elements of descriptive text according to Fadly et al., (2020):

- a) Specific participant: has a certain object, is not common and unique (only one). For example, Bandengan beach, my house, Borobudur temple, Uncle Jim.
- b) The use of the adjective to clarify the noun, for example, a beautiful beach, a handsome man, a famous place in Jepara, etc.
- c) The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
- d) Action verb: verbs that show an activity (for example, run, sleep, walk, cut, etc.)

According to Isodarus (2017), the structure of the descriptive text consists of an identification/description general and description section, while the linguistic elements consist of paragraphs, sentences, words or phrases, and spelling.

Furthermore, there are two linguistic elements of the descriptive text, namely: (a) sentences and (b) Indonesian Spelling (Mendale et al., 2019). The opinion of Rahmawati et al. (2022) said that the language features of the description text consist of the:

- a) Use adjectives to describe objects;
- b) Use nouns related to the object being described; and
- c) Use action verbs to describe behavior or conditions object.

Referring to the opinion above, the linguistic elements of descriptive text are by paying attention to every sentence rule of the text so that it becomes meaningful and clear.

## CHAPTER III

### RESEARCH METHODOLOGY

#### *A. Research Method*

In conducting research, the right method is needed so that the research is successful in answering these problems. Because of that, this study uses descriptive quantitative method, which discusses what types of errors students most often make in writing descriptive text seen in the use of the simple present tense.

Ramdhan (2021) stated that, quantitative research is based on positivism, emphasizing objective phenomena and conducting quantitative research on various things. The research design was carried out to maximize objectivity using numbers, statistical treatments, structures, and controlled experiments. So this study analyze students' writing and then determine the number of errors made by these students.

#### *B. Research Design*

Following the research question, the researcher used the descriptive quantitative method as a research method. Cramer (2003), states that quantitative data is an empirical-based research method (concrete data) where research data is in the form of numbers that measured using statistics as a calculation test tool and associated with the question of the problem being studied to conclude these results. This method can be used to get better research results to answer research problems.

In this study, the researcher collected quantitative data by carrying out text, namely giving assignments to students by writing descriptive text according to the theme to be given. Students write descriptive text according to their knowledge. Writing text by students are done to see their errors in writing skills, especially in the use of grammar (simple present tense). The task was given several times to get accurate data. So researcher collect research results by giving students assignments that aim to reveal what types of errors are most often made by students in writing descriptive text. And the student's writing becomes material for research analysis.

### *C. Population and Sample*

The population is the whole object that the researcher determine. While the sample is a small portion of the population to be determined. The subject of this research is the fourth semester students. This department has only one class with a total of 33 students. Therefore, the study population includes all fourth-semester English students. Researcher used sampling techniques in selecting samples where all population members can get involved in this research.

*Table 3.1 Sample of the research*

No	Gender	The Number of Students
1.	Male	8
2.	Female	25
	Total	33

English Study Program students class of 2021 have only 1 class. Therefore, this research involved 1 class in the fourth semester of the academic year 2023.

#### ***D. Research Instrument***

According to Sappaile (2007), an instrument is a tool that meets academic requirements and can be used to measure objects or collect data on a variable. So the instrument is a research measurement tool. In this study, instruments were used in the form of tests in the research that would be carried out to determine student learning outcomes. The text in question is the student's writing, which is used as material for analysis, which then determines the number of errors these students often make in writing descriptive text. Researcher do all kinds of things, from collecting data to analyzing and interpreting the data accurately to discover the most frequent writing errors made by these Students.

In addition, this research instrument is in the form of writing text, which used to find errors in using the simple present tense in students. Students do tests on blank papers regarding the descriptive text. The doing on the descriptive text was carried out several times with different themes at each meeting regarding the descriptive text. Students' writings were analyzed to find out their errors in writing descriptive text. The purpose of doing the writing test is to find out students' errors in writing which are then analyzed.

### ***E. The Procedure of Collecting Data***

Data collection techniques are the most important step in research because the main purpose is to obtain data. With an understanding of data analysis techniques, researchers can obtain data that meets applicable data standards (M. Sugiyono, 2012). Sugiyono (2013) revealed that data collection techniques are the most strategic research step. Therefore, in this study, the main tool used is a test in the form of student writing. A test is a series of questions or other instruments to measure group intervals of Skills, knowledge, intelligence, ability, or talent (Pasar et al., 2013). Here, a writing test is used to find out and identify errors made by students in writing. In this research, the researcher direct students to write descriptive text for the fourth-semester students of the English study program.

Then, to collect the student's writing, the researcher instructed the students to make a descriptive text with a specified theme. So there are about 3 meetings in conducted in this research. The first meeting was to write a descriptive text with the theme of daily activity, the second meeting took the theme of family's routine and the last meeting was describing people. Students wrote a descriptive text of about 20 to 25 sentences.

Furthermore, students were given about 50 minutes to complete their writing. After finishing writing, the papers were then collected. The student's writing then analyzed to obtain research results, namely finding out what types of errors are found in student writing in writing descriptive text using the simple present tense.

In analyzing student's writing, researcher used a grammarly application. Grammarly can make it easier for researcher to analyze students' writing errors. The analysis process is carried out by first calculating the types of writing errors one by one. After calculating student errors by grouping them according to the type of errors, then it divide the total errors from the four types of errors and finally multiply the number by 100. After knowing the results, the researcher concluded the results.

#### ***F. Technique of Data Analysis***

In this study, researcher used written test documents from students to find out their understanding of writing descriptive text. Researcher analyze student errors contained in writing. Finally, researcher try to classify their errors, focusing on omission, addition, misordering, and misinformation types, after analyzing, then correcting the student worksheets in writing the descriptive text. From the writing of these students, the researcher finally find the research results on their abilities and weaknesses in making descriptive text.

The result of quantitative data, to get the percentage of errors, the data is calculating whith the formulation as follows:

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

P = Percentage of error

n = Number of error

N = Total number of all errors (omission, addition, misinformation, misordering)

So the researcher counted the number of errors made by students in writing descriptive text after analyzing the student's writing.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the results of research in STAIN Majene. It describes two parts of the research, those are; findings and discussion. Findings reported all the data that was obtained, and discussion represented the result.

#### A. Findings

Based on the theory from Dulay (1982), he said that errors are categorized into four parts, omission, addition, misinformation, and misordering errors. From the four categories of errors, the researcher finally found four types of errors in the fourth semester students' writing. The number of errors made by students can be seen in the following table:

*Table 4.1 Number of student's errors*

No.	Participants	Types of Errors				Number of Error
		Omission	Misinformation	Addition	Misordering	
1.	Student 1	3	0	1	0	4
2.	Student 2	0	1	1	0	2
3.	Student 3	12	1	2	0	15
4.	Student 4	9	2	0	0	11
5.	Student 5	0	6	0	0	6
6.	Student 6	0	0	3	0	3
7.	Student 7	3	0	0	0	3
8.	Student 8	6	5	1	0	12
9.	Student 9	6	0	1	0	7
10.	Student 10	4	3	1	0	8
11.	Student 11	2	0	0	1	3

12.	Student 12	0	0	2	0	2
13.	Student 13	6	0	0	0	6
14.	Student 14	1	2	0	0	3
15.	Student 15	0	3	2	0	5
16.	Student 16	2	0	1	0	3
17.	Student 17	11	1	0	0	12
18.	Student 18	13	1	2	0	16
19.	Student 19	0	0	1	2	3
20.	Student 20	8	2	0	0	10
21.	Student 21	13	0	1	0	14
22.	Student 22	4	1	0	0	5
23.	Student 23	3	0	3	0	6
24.	Student 24	0	1	1	0	2
25.	Student 25	2	2	0	0	4
26.	Student 26	2	0	0	0	2
27.	Student 27	7	0	2	0	9
28.	Student 28	0	1	0	0	1
29.	Student 29	7	4	0	0	11
30.	Student 30	1	1	0	0	2
Total		125	37	25	3	190

From the table above, the researcher found that the total errors made by students were 190 consisting of: 125 omissions, 37 misinformations, 25 additions, and 3 misordering. The students were asked to write 20 sentences of descriptive text for one hour.

In finding out the types of errors made by the students, the researcher has analyzed student's writing, the analysis results are in the following table:

Table 4.2 Classify of omission error (s/es)

Identification of errors	Description of errors reconstruction
My friend <b>invite</b> me	My friend <b>invites</b> me
Friday is one of my favorite <b>day</b>	Friday is one of my favorite <b>days</b>
My brother also <b>help</b> him	My brother also <b>helps</b> him.
My grandma very <b>like</b> to eat salted fish	My grandma <b>likes</b> to eat salted fish.
My grandma sometimes <b>feel</b> dizzy	My grandma sometimes <b>feels</b> dizzy.
my grandma always <b>make</b> me a cup of tea	my grandma always <b>makes</b> me a cup of tea.
My sister cooks fried bananas and <b>make</b> tea or coffee	My sister cooks fried bananas and <b>makes</b> tea or coffee.
Anything who my grandma <b>do</b>	Anything who my grandma <b>does</b> .
My mom <b>cook</b> rice	My mom <b>cooks</b> rice.
<b>Sometime</b> I only ate tofu	<b>Sometimes</b> I only ate tofu.
He <b>clean</b> our roof	He <b>cleans</b> our roof.
And my brother only <b>play</b> games until the afternoon	And my brother only <b>plays</b> games until the afternoon.
My father <b>like</b> fishing	My father <b>likes</b> fishing.
He also <b>do</b> up our flower pot	He also <b>does</b> up our flower pot.
<b>Sometime</b> she asked for myself “for what I here in the world	<b>Sometimes</b> she asked for myself “for what I am here in the world”.

My big brother <b>help</b> me too.	My big brother <b>helps</b> me too.
She <b>live</b> in salabose.	She <b>lives</b> in salabose.
She always <b>make</b> their friends smile.	She always <b>makes</b> their friends smile.
She always <b>give</b> me information.	She always <b>gives</b> me information.
My family that always <b>spend</b> time together.	My family that always <b>spends</b> time together.
And sometimes he <b>play</b> games in free time.	And sometimes he <b>plays</b> games in free time.
It <b>make</b> me happy.	It <b>makes</b> me happy.
Then, my family <b>go</b> to sleep.	Then, my family <b>goes</b> to sleep.
Sometimes he <b>play</b> a games with my sister.	Sometimes he <b>plays</b> a games with my sister.
My grandma always <b>make</b> me fried rice.	My grandma always <b>makes</b> me fried rice.
In my family <b>like</b> food who salty.	In my family <b>likes</b> food who salty.
He always <b>remake</b> his fishing tools.	He always <b>remakes</b> his fishing tools.
He <b>go</b> to the harbor to fishing.	He <b>goes</b> to the harbor to fishing.
My mother <b>like</b> reading and cooking.	My mother <b>likes</b> reading and cooking.
Sometimes he <b>call</b> his friend comes in our house.	Sometimes he <b>calls</b> his friend comes in our house.
My brother also <b>like</b> fishing like my	My brother also <b>likes</b> fishing like my

father.	father.
My young brother <b>like</b> to watch videos on TikTok or YouTube.	My young brother <b>likes</b> to watch videos on TikTok or YouTube.
She always <b>help</b> her friends.	She always <b>helps</b> her friends.
She <b>like</b> to eat yellow rice and bread.	She <b>likes</b> to eat yellow rice and bread.
She also <b>help</b> me a lot.	She also <b>helps</b> me a lot.
She always <b>invite</b> me to enjoy time.	She always <b>invites</b> me to enjoy time.
she <b>feel</b> bored.	she <b>feels</b> bored
She also <b>buy</b> food.	She also <b>buys</b> food.
She also <b>like</b> to draw hands with henna.	She also <b>likes</b> to draw hands with henna.
she <b>live</b> in boarding house.	she <b>lives</b> in boarding house.
She <b>live</b> with Hijrah.	She <b>lives</b> with Hijrah.
She already <b>move</b> on but I not trust her.	She already <b>moves</b> on but I don't trust her.
She still <b>love</b> her.	She still <b>loves</b> her.
She <b>tell</b> her story about him to me.	She <b>tells</b> her story about him to me.
He sometimes <b>accompany</b> her to my house.	He sometimes <b>accompanies</b> her to my house.
He sometimes <b>address</b> this	He sometimes <b>addresses</b> this
When my friend disturbs her, she	When my friend disturbs her, she

<b>face</b> them calmly.	<b>faces</b> them calmly.
She <b>like</b> to wear black outfit mostly.	She <b>likes</b> to wear black outfit mostly.
Aco <b>like</b> to play basketball.	Aco <b>likes</b> to play basketball.
He <b>like</b> to wear sweater.	He <b>likes</b> to wear sweater.
She <b>like</b> the course that is speaking for academic purpose.	She <b>likes</b> the course that is speaking for academic purpose.
She <b>like</b> to speak in front of her classmates.	she <b>likes</b> to speak in front of her classmates.
Sariana <b>watch</b> movies in laptop.	Sariana <b>watches</b> movies in laptop.
She always <b>watch</b> from morning till night.	She always <b>watches</b> from morning till night.
She <b>collect</b> many movies.	She <b>collects</b> many movies.
She usually <b>go</b> to karaoke place with her friend.	She usually <b>goes</b> to karaoke place with her friend.
She <b>like</b> to eat healthy food.	She <b>likes</b> to eat healthy food.
He always <b>give</b> me a solution.	He always <b>gives</b> me a solution.
He <b>explain</b> anything course for me.	He <b>explains</b> anything course for me.
He <b>speak</b> with me.	He <b>speaks</b> with me.
He always <b>teach</b> me about politic.	He always <b>teaches</b> me about politic.
He always <b>tell</b> me funny story.	He always <b>tells</b> me funny story.
He always <b>help</b> if his friend need to help.	He always <b>helps</b> if his friend need to help.

I wish he <b>keep</b> kind to people.	I wish he <b>keeps</b> kind to people.
And she <b>listen</b> to ceramah.	And she <b>listens</b> to ceramah

From the table above the student omitted one of the letters because students did not understand the use of the simple present tense, such as "he speaks" is written "he speak". They omit the "s" in the subject she, he, and it. The number of these errors is about 65 errors.

*Table 4.3 Classify of omission error (spelling)*

Identification of errors	Description of errors reconstruction
Usually my <b>frends</b> and I go to the canteen.	Usually my <b>friends</b> and I go to the canteen.
I got <b>of</b> my dress.	I got <b>off</b> my dress.
And I <b>slep</b> until 15:00	And I <b>sleep</b> until 15:00
I do in Friday <b>moring</b> .	I do in Friday <b>morning</b> .
That's <b>al</b> my routine activity.	That's <b>all</b> my routine activity.
I said <b>goodby</b> to my mother.	I said <b>goodbye</b> to my mother.
I want back to the <b>bording</b> house.	I want back to the <b>boarding</b> house.
I do my assignment and have <b>diner</b> .	I do my assignment and have <b>dinner</b> .
We <b>alway</b> like that.	We <b>always</b> like that.
It's so funny to <b>se</b> him.	It's so funny to <b>see</b> him.
I made a <b>coffe</b> for my father.	I made a <b>coffee</b> for my father.
I found his clad, bag, and again and	I found his clad, bag, and again his

again his <b>coffe</b> .	<b>coffee</b> .
My sister cooks fried bananas and makes tea or <b>coffe</b> .	My sister cooks fried bananas and makes tea or <b>coffee</b> .
In my <b>smal</b> house I have parents and brother.	In my <b>small</b> house I have parents and brother.
In <b>classrom</b> I always sit beside her.	In <b>classroom</b> I always sit beside her.
She is a <b>preety</b> girl.	She is a <b>pretty</b> girl.
She has a <b>brigh</b> skin.	She has a <b>bright</b> skin.
She has <b>beatiful</b> handwriting.	She has <b>beautiful</b> handwriting.
And next <b>mont</b> will be married.	And next <b>month</b> will be married.
She is <b>relly</b> kind to me.	She is <b>really</b> kind to me.
He's not my <b>neighbor</b> .	He's not my <b>neighbor</b> .
His <b>hight</b> almost 160 cm.	His <b>height</b> almost 160 cm.

In this table, students omit letters in one of the English words with a total of 22 errors. However, the sentence does not change the meaning because it is only a vocabulary spelling error. They omitted the vocabulary letters, which could be due to a lack of understanding of English vocabulary and a spelling error occurred.

*Table 4.4 Classify of omission error (to be)*

Identification of errors	Description of errors reconstruction
She bored.	She <b>is</b> bored.

He a little bit short than me.	He <b>is</b> a little bit short than me.
She also beautiful and friendly.	She <b>is</b> also beautiful and friendly.
She from kalukku, mamuju.	She <b>is</b> from kalukku, mamuju.
She tall, beautiful, and gorgeous.	She <b>is</b> tall, beautiful, and gorgeous.
Remi and Rara always going around majene.	Remi and Rara <b>are</b> always going around majene.
<b>That</b> all my family activity.	<b>That's</b> all my family activity.
Imran one of my friend at senior high school.	Imran <b>is</b> one of my friend at senior high school.
Wawa from pambusuang and Ina is from rangas.	Wawa <b>is</b> from pambusuang and Ina is from rangas.
Femi one of my best friend.	Femi <b>is</b> one of my best friend.
She a smart person.	She <b>is</b> a smart person.
I really jealous to her.	I <b>am</b> really jealous to her.
She also patient.	She <b>is</b> also patient.
Right now he so cold to us I don't know what happened to him.	Right now he <b>is</b> so cold to us I don't know what happened to him.
She a little bit fat.	She <b>is</b> a little bit fat.
Sometimes he so weird and freak.	Sometimes he <b>is</b> so weird and freak.
His voice very good.	His voice <b>is</b> very good.
But he so shy to show his voice.	But he <b>is</b> so shy to show his voice.
Sometimes I asked for myself "for	Sometimes I asked for myself "for

what I here in the world”.	what I <b>am</b> here in the world”.
He can sad suddenly.	He can <b>be</b> sad suddenly.
She already moves on but I not trust her.	She already moves on but I <b>do</b> not trust her.
I going to campus.	I <b>am</b> going to campus.

In the table above students omit the auxiliary word (to be) in their writing. The error occurred as many as 22 errors.

*Table 4.5 Classify of omission error (singular plural)*

Identification of errors	Description of errors reconstruction
He has a talent, many <b>talent</b> , Like singing and playing guitar.	He has many <b>talents</b> , Like singing and playing guitar.
She just has 3 <b>neighbor</b> .	She just has 3 <b>neighbors</b> .
Her <b>hobby is</b> drawing and writing.	Her <b>hobbies are</b> drawing and writing.
She lives with her parents and 3 <b>sister</b> .	She lives with her parents and 3 <b>sisters</b> .
They are my <b>classmate</b> .	They are my <b>classmates</b> .
I have 5 <b>brother</b> .	I have 5 <b>brothers</b> .
Because distance from my home to the campus is so far, like 20 <b>minute</b> .	Because distance from my home to the campus is so far, like 20 <b>minutes</b> .
I study together with my <b>classmate</b> .	I study together with my <b>classmates</b> .

There were eight types of errors made by students in using singular plural. They omit the letter "s" in plural words. Example: the use of the word in the sentence "20 minute" should be written "20 minutes".

*Table 4.6 Classify of omission error (article)*

Identification of errors	Description of errors reconstruction
I also go home by motorcycle when other friends offer me passenger.	I also go home by motorcycle when other friends offer me <b>a</b> passenger
Then I clean up all of thing that I use.	Then I clean up all of <b>the</b> thing that I use.
I back to my boarding house for study and take rest.	I back to my boarding house for study and take <b>a</b> rest.
We enjoy the wifi that prepared by owner of done.	We enjoy the wifi that prepared by <b>the</b> owner of done.
And then I take bath.	And then I take <b>a</b> bath.

There were about five errors that students made by omitting the articles a, and the, so that the sentence was not complete. Omitting the word indicates a lack of knowledge in writing English.

*Table 4.7 Classify of omission error (punctuation)*

Identification of errors	Description of errors reconstruction
Usually I'm going to my <b>friend</b> boarding house.	Usually I'm going to my <b>friend's</b> boarding house.
<b>im</b> going back.	<b>I'm</b> going back.

<b>Im</b> always insecure.	<b>I'm</b> always insecure.
----------------------------	-----------------------------

There are various mistakes in writing English, one of which is omitting punctuation as shown in the table above. The number of errors is 3. For example "**Im** going back" should be written "**I'm** going back".

So from the table above it can be seen that the total number of omission errors was 125. Students make an error by omitting one of the letters in the sentence.

*Table 4.8 Classify of misinformation error (vocabulary)*

Identification of errors	Description of errors reconstruction
And <b>than</b> I take a bath.	And <b>then</b> I take a bath.
And <b>than</b> I deep talk with my friend.	And <b>then</b> I deep talk with my friend.
And then we will go to the <b>canting</b> .	And then we will go to the <b>canteen</b> .
She has big body <b>then</b> me.	She has big body <b>than</b> me.
And <b>than</b> I cooked more.	And <b>then</b> I cooked more.
<b>Than</b> I do isya prayer.	<b>Then</b> I do isya prayer.
And <b>than</b> my father too prepared for go to garden.	And <b>then</b> my father too prepared for go to garden.
And <b>than</b> breakfast.	And <b>then</b> breakfast.
<b>Than</b> I clean my house.	<b>Then</b> I clean my house.
And <b>than</b> she has a boyfriend.	And <b>then</b> she has a boyfriend.
I mean he is very kind but	I mean he is very kind but

<b>something</b> very mad.	<b>sometimes</b> very mad.
she is a smart <b>people</b> .	she is a smart <b>person</b> .

Students take vocabulary in inappropriate sentences so that the meaning is not conveyed properly, like the sentence above, the student made 12 errors. Example "She has a big body then me" the correct sentence is "She has a big body than me".

*Table 4.9 Classify of misinformation error (verb)*

Identification of errors	Description of errors reconstruction
If he <b>have</b> free time, he always remake his fishing tools.	If he <b>has</b> free time, he always remakes his fishing tools.
If she <b>have</b> free time, she will read a book.	If she <b>has</b> free time, she will read a book.
Femi <b>have</b> a boyfriend.	Femi <b>has</b> a boyfriend.
Femi <b>have</b> a cat too.	Femi <b>has</b> a cat too.
She <b>have</b> white skin and she looks gorgeous.	She <b>has</b> white skin and she looks gorgeous.
Risma <b>have</b> white skin.	Risma <b>has</b> white skin.
he <b>have</b> a white skin.	he <b>has</b> a white skin.
she <b>have</b> beautiful voice.	she <b>has</b> beautiful voice.
She <b>have</b> good pronunciation.	She <b>has</b> good pronunciation.
She <b>have</b> beautiful eyes.	She <b>has</b> beautiful eyes.
She <b>have</b> a sister.	She <b>has</b> a sister.

Students are still confused about the use of have and has. where they write “have” in the subject “she” and he which should be written "she has". From the table above there were about 11 errors that occur.

*Table 4.10 Classify of misinformation error (subject)*

Identification of errors	Description of errors reconstruction
My parent orders <b>we</b> go to the market.	My parent orders <b>us</b> go to the market.
(Hayati body was fubsy. She has a round face. She has straight hair with black color. His hobbies are reading books, playing games and running) His hobbies are reading books, playing games and running.	<b>Her</b> hobbies are reading books, playing games and running.
Hayati is not only beautiful , but also very friendly to <b>his</b> friends.	Hayati is not only beautiful , but also very friendly to <b>her</b> friends.
She has a beautiful smile because <b>he</b> has simple.	She has a beautiful smile because <b>she</b> has simple.
Sometimes she’s scary when <b>he</b> laughs because his voice is too loud.	Sometimes she’s scary when <b>she</b> laughs because her voice is too loud.
(I think <b>syafira</b> is good) I think <b>he</b> is good.	I think <b>she</b> is good.
She likes to help <b>his</b> friends.	She likes to help <b>her</b> friends.
she invited me to go to <b>his</b> house.	she invited me to go to <b>her</b> house.
she also introduced <b>his</b> brother to me.	she also introduced <b>her</b> brother to me.

she also took me around <b>his</b> village.	she also took me around <b>her</b> village.
(After that <b>Afifa</b> invited me to talk with <b>her</b> family) After that <b>he</b> invited me to talk with <b>his</b> family.	After that <b>she</b> invited me to talk with <b>her</b> family.

Based on the table above, Students made mistakes in their writing by providing wrong information such as using the subject **he** aimed at women who should use the subject **she**. The number of errors is 12 errors.

Among the four (omission, misinformation, addition, misinformation) types of errors, Misinformation was one of the most common errors after omission errors. The total number of misinformation errors, which is 37.

*Table 4.11 Classify of addition error (ing/ed)*

Identification of errors	Description of errors reconstruction
I always <b>calling</b> her rima.	I always <b>call</b> her rima.
I <b>readed</b> qur'an.	I <b>read</b> qur'an.
sometimes I <b>readed</b> a few sheets of a book.	sometimes I <b>read</b> a few sheets of a book.
I <b>readed</b> a book.	I <b>read</b> a book.
I will try my best to <b>enjoying</b> the lesson.	I will try my best to <b>enjoy</b> the lesson.
I <b>taking</b> a shower.	I <b>take</b> a shower.
We <b>enjoying</b> the wifi that prepared by owner of done.	We <b>enjoy</b> the wifi that prepared by the owner of done.

The table above shows errors in writing description texts. Where students add some letters that are not necessary and not in accordance with the correct English sentence structure. The number of errors is 7 errors.

*Table 4.12 Classify of addition error (spelling)*

Identification of errors	Description of errors reconstruction
I will do my assignment and <b>occassionally</b> play social media.	I will do my assignment and <b>occasionally</b> play social media.
I am <b>beautifull</b> girl.	I am <b>beautiful</b> girl.
She is a <b>devount</b> woman.	She is a <b>devout</b> woman.
She always looks so <b>cheerfull</b> .	She always looks so <b>cheerful</b> .
He always <b>listent</b> when I tell him my problems.	He always <b>listen</b> when I tell him my problems.
When he is <b>anggry</b> with me he is always silent.	When he is <b>angry</b> with me he is always silent.

Addition is a sentence that is used by adding one letter in the sentence.

Based on the table above, students add letters to one of the words with a total of 6 errors. Errors can occur because students do not know the correct spelling in each of the vocabulary words and it's not that different from a misspelling in an omission error. Example: the use of the word "angry" is written "anggry" etc.

*Table 4.13 Classify of addition error (redundancy)*

Identification of errors	Description of errors reconstruction
My father has special job too in <b>Sunday day</b> .	My father has special job too in <b>Sunday</b> .
And <b>more and</b> more I cooked.	And more I cooked.
I found his clad, bag, <b>and again</b> and again his coffee.	I found his clad, bag, and again his coffee.
And his skill to play guitar that <b>so</b> very beautiful.	And his skill to play guitar that very beautiful.

The number of errors in the table above is 4. So in their English writing, they added unnecessary words, such as “**more and** more I cooked” which should be written “And more I cooked”.

*Table 4.14 Classify of addition error (punctuation)*

Identification of errors	Description of errors reconstruction
<b>I’am</b> older then her.	<b>I am</b> older then her.
Her <b>skin’s</b> color is light brown.	Her <b>skin</b> color is light brown.
<b>I’am</b> najwa.	<b>I am</b> najwa.

The table above shows punctuation errors in sentences. They added those punctuation marks that weren't needed. The number of errors is 3 errors.

*Table 4.15 Classify of addition error (to be)*

Identification of errors	Description of errors reconstruction
I <b>am</b> do not have enough time.	I do not have enough time.
He <b>is</b> calls as miskul.	He calls as miskul.
We <b>are</b> do activity with watch TV.	We do activity with watch TV.
She is short hair <b>is</b> black.	She has short and black hair.

In the table above, they added to be in the inappropriate sentence. An example is adding to be "is" in the sentence "he calls as miskul" and should written "he **is** calls as miskul". The number of errors is 4 errors.

*Table 4.16 Classify of addition error (singular plural)*

Identification of errors	Description of errors reconstruction
I have a <b>friends</b> , her name is Anafika.	I have a <b>friend</b> , her name is Anafika.

Based on the table above, they added the letter "s" to a sentence that should be singular. However, this error only occurred once compared to the other errors. Addition errors in the singular plural were found to be only a few of the other types of errors in student's writing.

The total number of addition errors is less than the number of omission errors and misinformation errors, with 25 errors found in the students' writing. The student even added some letters that made the word meaningless.

*Table 4.17 Classify of misordering error*

Misordering error	Description of errors reconstruction
She is short hair is black.	She has short and black hair.
(She has white skin. She is beautiful, she is cheerful and caring. She is smart, she is pointed nose. She has brow eyes as well. Lisa is a nice person. She is friendly. She is short hair is black) She is <b>a like</b> kpop.	She looks <b>like a</b> kpop.
<b>I am however</b> not too optimistic.	<b>However i am</b> not too optimistic.

In the table above, the number of misordering errors was 3. The number of errors is relatively less than the other errors. In the results of the analysis of the student's writing, it turns out that there are still those who do not understand the placement of words in English sentences. However, these errors minimally occur so it can be said that 4<sup>th</sup> semester students understood sentence placement well enough because only 2 out of 30 students made misordering errors.

Besides that, the researcher found four types of errors made by students in writing descriptive text with a total of 190 errors. They made these mistakes because they do not understand well how to compose a good sentence in English and they do not understand the use of verbs in the present tense. The types of errors were omission, misinformation, addition, and misordering errors.

Of the many errors made by these students, there were 125 omission errors, 37 misinformation errors, 25 addition errors, and 3 misordering errors. Of these four errors, the number of omission errors was mostly made by students while misordering errors were considered low.

After knowing all the number of errors made by students, the next step is to calculate the percentages for all types of errors, the formula is:

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

Note:

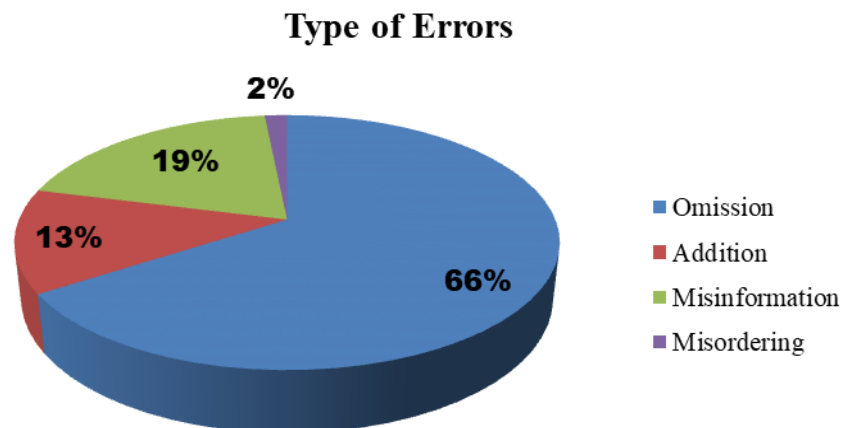
P: percentage of errors, n : number of errors and N : total number all of errors

*Table 4.18 Data analysis on the percentage of errors*

No	Types of Errors	Total (n)	Percentage
1.	Omission	125	65,78%
2.	Addition	25	13,15%
3.	Misinformation	37	19,47%
4.	Misordering	3	1,57%
	Total	190	100%

The errors analyzed in this study were focused on the types of errors based on Dulay's theory. On the number of student errors in writing descriptive text, namely omission 65,78%, misinformation 19,47%, addition 13,15%, and misordering 1,57%. So from the table it can be seen that the error of omission is obtained the highest percentage namely 65,78%, meaning that this type of error occurs the most or dominant.

*Diagram 4.1 Percentage of errors*



The percentage of error in writing descriptive text made by the 4<sup>th</sup> semester students at STAIN Majene can be seen in the percentage above. In the percentage of errors is very clear which shows the percentage of errors from the largest to the smallest.

#### **B. Discussion**

Writing is a difficult skill compared to some other skills (Yunanda et al, 2022). This is because in writing correct English, various rules need to be considered, one of which is the use of correct grammar and other rules in every sentence. After doing research, it turns out that students make some errors in their English writing and those errors were in accordance with the opinion above. The results of the research show that the researcher found four types of errors in student writing. The types of errors were divided into four categories: omission, addition, misinformation, and misordering errors. The four types of theories were taken based on the theory of Dulay.

Error omission is a type of error that is made by omitting one of the letters or words in English writing. Omissions are some important parts of words, morphemes, or auxiliary words that may be left out by the learner due to their ignorance of how to produce the correct word (Faisal et al., 2015). One of the experts found that verification of grammatical morphemes, such as verbs, articles, nouns, prepositions, and inflections, is more often left out than the contents of morphemes that carry meaning (Dulay et al, 1982). Based on these opinions, students make errors in writing descriptive text.

The use of errors for each type of error has been carried out by semester 4 students with quite a lot, medium, and little percentage differences. One example of this type of error in students was the omission error, namely “She always help her friends”. In using this sentence there should be an additional letter "s" in the word help because it uses the subject “she”. This sentence should be changed to “She always helps her friends”. Students regularly make this error when they want to add –s or –es, (Liasari et al., 2011). Based on the students' writing results, most of the students did not use the ending s or es.

The second error is a misinformation error. Error misinformation is a type of error in the use of morpheme forms or sentence structures (Surahwan, 2021). Errors in using the correct sentence pattern so that the meaning that is understood can also be wrong, for example "And then my father too prepared to go to the garden". The use of the word than is commonly used in mentioning the difference between or comparison. So the correct sentence is “And then my father too prepared for go to garden “. Another example is,

“My parent orders we go to the market”. This sentence should be changed to "My parent orders us go to the market". So the error of using the word we changed to us.

The next type of error is addition. Error addition is the opposite of error omission, where there are additions in English sentences (Lestari, 2020). An example of an error in a student's writing is "My father has a special job too on Sunday day". In this sentence, there is the addition of the word “day” at the end of the word Sunday which should not exist because the word “Sunday” already represents the word “day”, so there is a double word occurs. The sentence should be written, "My father has a special job too in Sunday". Students add a few words that were not needed because they still don't understand the words or letters that must be added to English sentences. Debata (2013) claimed that understanding grammar aids students in spotting errors and enhancing their speaking and writing abilities. Therefore, students need to develop their English especially grammar.

Furthermore, the fourth type of error is a misordering error. Misordering error is an error in the arrangement of sentence patterns. It is defined as incorrect word placement (Hikmah, 2020). In addition, this happens because of the difference between the order of words in English and Indonesian (Saad & Sawalmeh, 2014). So, in English the verb depends on the subject, whereas in Indonesian the subject does not change the verb. From language features, it means that the sentence is not effective, that was the sentence structure was wrong, and inappropriate context. Wrong word

placement can also make meaning mistakes, so that the meaning is not conveyed properly.

Therefore, after analyzing all the students' writing, there were 190 errors with a total of 125 omission errors, addition was 25, misinformation of 37, and misordering errors was 3. Almost all writing errors were made by 4th semester students. So omission was a type of error that students often make then misinformation, addition, and misordering errors. In learning language, the learners often perform errors every day In learning. Errors could not be separated from learning a foreign language, especially in writing (Irawati, 2015). These errors occur because of a lack of practice in writing such as writing descriptive text and other texts.

The results of this study indicate that omission errors were the most common errors made by students. While the findings of previous studies stated that the least omission errors were made by students. Misinformation is the common errors made by students, and omission errors are the fewest errors made by students (Pancawati & Dwiastuty, 2021). This means that a person's ability to understand learning is different from one another and the atmosphere, condition, or place of a person can be a trigger that makes abilities different as in this study. According to the results of this study, teachers need to pay attention to their writing skills by practicing and using other methods that can help students understand.

However, several studies also found the same results as this research, where they found errors in writing descriptive text. The most common error

in the research is omission as shown by the research results found in this research. Nadya & Muthalib (2021) said that omission error was the highest range of blunders in both oral and written tests because the students omitted the verb 'is/am/are' when they spoke and composed paragraphs. The research conducted by them is not much different from the results of this study. However, the research they conducted was in high school, while this research was conducted in STAIN Majene and fourth semester students majoring in English were the targets of the researcher.

The purpose of written language is to convey information accurately, effectively and precisely (Velentzas & Broni, 2014). The teaching and learning process cannot be avoided from mistakes, for example the 4th semester students majoring in English. Even though they have an English department, it turns out that there are still many students who experience difficulties in their English such as writing errors.

In addition, students who write descriptive texts actually have other grammatical errors such as the use of simple present tense and past tense in one piece of writing so the use of the grammar is still wrong apart from the four errors. The use of grammar is not in accordance with the place of each grammar in writing. Even students make errors in all of their English writing. This is not much different from the opinion of S. Pit Corder (1967), previously said that error analysis is a form of language that is not in accordance with the grammatical. The error occurred in the 4<sup>th</sup> semester student STAIN Majene.

Writing errors in students are not surprising, especially in the use of grammar. As the opinion of Muhsin (2016) said, students are often confused about using the simple present tense in descriptive text. Therefore, the error of using the simple present tense in the fourth semester could be due to their lack of understanding of grammar. Those who did not understand in depth the use of tenses will make writing errors. It should be noted that when explaining daily activities that are repeated, it is likely that the tenses used were the simple present tense. However, these 4th semester students made errors in writing their descriptive texts. In the daily life that they explain, there were still those who use the simple past. The simple past tense is an activity that ended at a certain time or in the past (Betty S. Azar, 1999). In material that discusses everyday life, it is not the simple past tense that is used but the simple present tense, namely activities that occur now and repeatedly and use the first verb (widiadnya, 2019). Based on this opinion, their writing has errors.

To sum up, when the students wrote the paragraph, they made errors in the process of expressing their ideas in written form. The types of errors made by students were concerned with the taxonomy surface strategy including omission, addition, misformation, and misordering. It happened because of a lack of understanding the form of simple present tense when sharing information in written form, influences from their mother tongue in translating the word using Indonesian rules, and a lack of writing about their daily activities.

Errors in writing English can continue to occur if there is no practice or understanding of writing correct English. The fourth semester of English education students has proven that they still make some errors in their writing. Therefore, students need training to develop their English skills.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusion*

Based on the results of the research above regarding the error analysis of the use of simple present tense use in writing descriptive text, it can be concluded that the fourth semester students majoring in English STAIN Majene still make errors in their English writing when asked to write descriptive text. Teaching and learning process cannot be free from error mistake. There are 4 types of errors found in their writing based on Dulay's theory, namely omission, addition, misinformation and misordering. After conducting the analysis, the researcher found 190 errors consisting of 125 (65,78%) omission errors, 25 (13,15%) addition errors, 37 (19,47%) misinformation errors, and 3 (1, 57%) misordering errors.

The researcher finds that an omission error is the dominant type of error that is 125 of the total errors. The second largest number of calculations is misinformation error, followed by addition error, and lastly is misordering error. Apart from these four errors, the researcher found other grammatical errors such as the use of the simple present or simple past tense used in the wrong use of English. There are some reasons why the students make errors. First, they lack good practice in making English sentences. Second, they did not understood the use of the English sentence patterns where they are quite different from Indonesian pattern.

### ***B. Suggestion***

Based on the results of the research, discussion, and conclusions above, the author wants to give suggestions as follows:

#### 1. For the Students

Students make many errors in writing, because of that these students must be more active in learning and understanding various tenses in order to be able to write well. The students are also expected to be more diligent in practicing writing, especially using the simple present tense in writing descriptive text. Then, by knowing the types of errors they made, it can be a lesson so that these types of errors do not happen again.

#### 2. For the Lecturers

After knowing the errors made by students in writing descriptive text using the simple present tense, the lecturer must pay more attention to the teaching and learning process of writing, provide practice and understanding in writing correct English. Lecturers can use other methods in teaching if students have difficulty understanding the lesson.

#### 3. For the next Researcher

Hopefully, this research will be able to be a reference for future researchers.

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# **APPENDIXES**



**PEMERINTAH KABUPATEN MAJENE**  
**DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU**  
**(DPM-PTSP)**

Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



**IZIN PENELITIAN**

Nomor : 287/IP/DPM-PTSP/III/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/304/III/2023 Tanggal 07 Juli 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada

N a m a : SITTI NADRAWATI  
Pekerjaan : Mahasiswi  
N I M : 10256119044  
Program Study/Jurusan : S1 Tarbiyah dan Keguruan  
Universitas : STAIN Majene  
Alamat : Pariangan Desa Pussui Kec. Luyo Kab. Polewali  
Mandar

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "**THE ERROR ANALYSIS OF SIMPLE PRESENT USE IN WRITING DESCRIPTIVE TEXT ON THE 4TH SEMESTER ENGLISH STUDY PROGRAM AT STAIN MAJENE**" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan
2. Penelitian tidak menyimpang dari Izin yang diberikan
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 2 (dua) Exampplar cofy hasil Penelitian kepada Bupati Majene Cq Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene

Pada Tanggal : 12-07-2023



**H. M. SITI NADRAWATI THAHIR, S.Sos, M.AP**

Pangkat: Pembina Utama Muda

Nip. 196809281992032011

## Result of Students Writing

in the morning, I wake up at 04.00 am. After that, I perform the subuh prayer. After that, sometimes I go back to sleep after I finish performing the prayer. At 07.00, I take a shower and get ready to go to campus. After that, I left for campus before 8 o'clock. After class, ~~we~~ <sup>is</sup> over, usually my friends and I go to the canteen to eat. After eating, we went back to campus for the next class. After entering prayer time, I pray at the prayer room on campus. After that, I returned to the boarding to rest. At my boarding hour, I take a nap at 02.00 pm, until it's time for the Asar prayer. After that, I performed the asar prayer. After the asar prayer, I take a shower. After that I play handphone. I usually watch YouTube. After entering Magrib time and I get ready to perform the prayer. After finishing the prayer, I played the handphone again. After that I have dinner and I pray Uya, after it has entered the prayer time. After that, I played the handphone again. I sleep when I'm sleepy.

Sariana is a tall and smart girl. She has a blue eyes. She is a student at STAIN Majera university majoring in English Department. Sariana is passionate about education and enjoys helping her friend which undergo difficulty ~~to~~ to learn. She <sup>likes</sup> like the courses that is spreading for Academic purposes. Because she <sup>likes to eat</sup> like speak in front of ~~the~~ her classmates.

In ~~her~~ her free time, Sariana ~~play~~ <sup>watches</sup> watch movies in laptop and also sing if ~~she~~ <sup>she is bored</sup> bored. She <sup>collects</sup> collect many movies and ~~to~~ song. She always <sup>watches</sup> watch from morning till night while she on holiday. And she usually <sup>goes</sup> go to karaoke place with ~~the~~ her friends. Fun fact! ~~the~~ She <sup>likes to eat</sup> likes eat healthy food.

When it comes to food, Sariana is a vegetarian. She believes in the importance and existence of choices. She enjoys cook and often ~~prepares~~ prepares delicious vegetarian meals for her friend and family. She likes ~~to~~ gather round in her living room. And watch on TV.

Overall, she is a dedicated student, talented human, my beloved friend. It positively impacts the ~~life~~ <sup>life</sup> lives of those around ~~her~~ <sup>her</sup> her friend with her skills and passions. There are quotes from her which imprint to me. That is false if until you make it. ~~Don't~~... Love you Sariana.

## Family Activity in Sunday

Sunday is the best day in a week for my family. Because on this day, me and my family have some special activity to do. First, me and my mother gonna washing all my family clothes. ~~Then~~<sup>then</sup> I clean my house very hard. Every spot in my house should clean.

My father has special job too in Sunday day. He has to clean my second floor in my house. He mop every helps singel floor over there. My brother also helps him - he cleans clean our pop top.

Was my big brother got a job to clean our little garden in front of my house. Every plant he watering. He also does do up our flower pot. By hearing music up beat he do all that job. It's so funny to see him singing like a crazy people.

After me and my mother washing, I drying all that clothes by ~~sun~~ the sun. My big brother helps help me too. My little brother it's so annoying because he ~~also~~ always bothering me while I drying that clothes. And my ~~mom~~<sup>mom</sup> dad just watch and laugh. But it's happy though, I love my family.

## Describing People

I have a friend. The name is Risma. She is very kind. <sup>she is also</sup> She also beautiful and friendly. Her family is very nice and friendly. Her eyes ~~are~~ brown. And I'm so jealous because the eyes so beautiful. Her eyelashes <sup>are</sup> long too. And her face is oval. Risma <sup>has</sup> have whit skin. But she <sup>is</sup> a little short. Her hair <sup>is</sup> curly. And <sup>than</sup> she has boyfriend. And next <sup>month</sup> mont will get married. Risma studied at ~~the~~ Stikes Bina Bangsa. She majored in midwifery. that's so good. I hope she is happy with new life with the ~~new~~ future husband.

I woke up at 5:17<sup>30</sup> and continue my ~~set~~ sleep until 7:40 am and i got up take a bath. After that i brush my ~~teeth~~ and ~~that~~ than after finished that i dress up ~~to~~ and ~~my~~ ~~my~~ ~~bed~~ make my bed. After that i have my breakfast it's just a rice with tempe and ~~tofu~~ and enjoy my meal. After i finished all of this ~~i am going~~ <sup>i'm going</sup> to campus at ~~8 am~~ 8:00 am with my beloved motorcycle. so when i arrived my friends say something to me like "hello!! what's going on?" In campus i enjoy my course and take a note all of that important thing that it could help ~~me~~ <sup>me</sup> in my ~~life~~ <sup>life</sup>. After i finished all of my course ~~i'm going~~ <sup>i'm going</sup> back on my boarding house and take a rest for a while and ~~after~~ ~~that~~ take a nap so after that i take my photo to seeing something that can give a information about life. I'm just enjoy it for a while and ~~confuse~~ ~~with~~ got up and cooked rice because i'm hungry after take a napping and ~~after~~ my rice are cooked i'm going out to find some fish or something like that. and buying it.

## Family Activity

In the morning ~~my~~ sister usually my sister cooks fried bananas and ~~make~~ <sup>make</sup> tea or ~~Coffee~~ <sup>COFFEE</sup>. We ate and drink it together while talking. There are my sister or brother who are teachers and some are still in school. So sometimes we queued to take a bath. When ready, we shake hands with parents.

Sometime before we ate had lunch, I helped to prepare food for our lunch. like I bought ~~gro~~ groceries or side dishes. ~~and~~ after ~~that~~ that my sister or my mother cooks. and then we ~~have~~ had lunch together.

~~Sometimes~~ <sup>Sometimes</sup> after noon we talking and joking together. Some time I ~~playing~~ played a game with my sister or ~~coorn~~ cousin. after that, I went to Cousin's house for played ~~a~~ another ~~of~~ a game. I stay the night to accompany him. usually he makes dinner and I buy the ingredients. ~~some~~ sometimes I make tea or ~~Coffee~~ <sup>COFFEE</sup> to drink together. after that we talking &. Sometimes too we went together for a walk.

## Daily Activity

Today I woke up at 05.45. After this, I ~~want~~ went to the bathroom for ablution. After 1 Prayer down, I play my phone while scrolling on tiktok, and I overslept. And I wake up again at 7.25. And then, I <sup>take a bath</sup> take bath and got ready to go to campus. After this, before I go to campus, I drink for water because I don't have breakfast. After that I go to campus with my cousin. I go to campus on foot. And then, I passed through the streets which were quite draining because the campus was on a mountain and finally I climbed. And I arrived at campus at 8.20. After that, I so late going to class. After this I very tired because I go to campus on foot. After I arrived on the class, I felt a headache, headache, stomach ache and bored. And I ~~fe~~ also feel happy because there is Hayyan in class. My friend and I were less focused on listening to the speakers because we were busy playing with hayyan.

Today, I want to describe my friend. I have a friend named Lisa. although we've just met for few days, she is <sup>really</sup> really kind to me. she is a slim and short girl. her <sup>skin</sup> skin's color is light brown. she looks cute with her little nose and baby face, that's why she has a sweet smile. her favorite foods are cake and apple. her hobby is drawing and painting. her drawing and painting look so fabulous to me. she has black eyes. she is one of the smartest and most diligent students in my class. when I find some difficulties at any subject, she always helps me. she has a pair of thick bushy eyebrows. she is also a polite, diligent, discipline, and friendly person. she is the most active student in my class. when our teacher give a test, she can do it quickly even though it's so difficult. Although she is the smartest student in class and gets the highest score of all students in my school, it doesn't make her become a big headed person and always stays humble. ~~she is also~~ she always does her homework. she is also well dressed and well behave. she is my classmate. we go to school together.

In my small house I have parents and brother.  
We have different daily activities. My father <sup>likes</sup> like fishing.  
If he <sup>has</sup> have free time, he always <sup>remakes</sup> remake his fishing tools.  
And in afternoon he <sup>goes</sup> go to harbour to fishing. My mother <sup>likes</sup> like reading and cooking. In the morning she makes food and drink. After makes it, she prepare my brother to go to school. Then she goes to market. If she <sup>has</sup> have free time, she reading a book like <sup>novel</sup> novel. My brother <sup>likes</sup> like playing game. Some times he <sup>calls</sup> call his friend <sup>likes</sup> come on our house to playing game. He also like martial art like me. So sometimes we <sup>likes</sup> playing ~~the~~ martial art together. My brother also <sup>likes</sup> like fishing like my father. My young brother <sup>likes</sup> like watch video on ~~hikfate~~ or youtube. He always sing a song. He likes collecting money. He also likes playing with his friends. When he playing at home the house must be mess.

That's all.

I have a friend. ~~His~~ His name Fajriansyah. He usually called pragot by my friend. ~~His~~ his hair is curly. His skin is sawo matang. His <sup>height</sup> hight almost 160 cm. She has a personality who funny and Sometimes <sup>she is so</sup> so weird and freak. Honestly I sometimes unlike his. Because he so weird and freak. But sometimes too he is so funny.

He has a organization in Campus. which is UKM SENI. He has a talent, <sup>many talents</sup> many talent. Like singing, and play guitar. his <sup>voice is so</sup> voice so very good. But he <sup>he is so</sup> so shy to show his voice. And his skill to play guitar <sup>that is so</sup> that so very beautiful.

Fajar is very kind to his friend. He always <sup>helps</sup> help if his friend need to help. fajar always stay to help me and my friend. I think that's all from fajar and I wish He <sup>keeps</sup> keep kind to people like me and my friend.

## DOCUMENTATION



## CURRICULUM VITAE



Sitti Nadrawati was born in Pariangan, Pussui Village, Polewali Mandar Regency, Luyo District, on February 6, 2001. She is the last child of seven children, the spouse of Mr. Nato and Mrs. Sitti Mani. The author first studied at the age 7 in elementary school at SDN 053 Pariangan, Luyo District and graduated in 2012. Then she took her junior high school at MTS DDI Pariangan graduated in 2016. The senior high school was obtained at MA Nurul Ma'arif Pariangan, majoring in social sciences until its completion in 2019.

In 2019 the researcher took part in the selection to enter college through the UMM route and was later declared to have passed at STAIN Majene, Department of Tarbiyah and Teacher Training, English Program of Education and graduated in 2023.