

**THE STUDENTS' ERRORS OF SMKN 1 SINABANG IN WRITING
DESCRIPTIVE TEXT**

Thesis

Submitted in Partial Fulfillment of the Requirements for the degree of
“Sarjana Pendidikan” (S1)

By

Puja Amanda Sari
1911060028



**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION
BINA BANGSA GETSEMPENA UNIVERSITY
BANDA ACEH
2024**

PERSETUJUAN PEMBIMBING

Nama : Puja Amanda Sari
NIM : 1911060028
Judul Skripsi : The Students' Errors of SMKN 1 Sinabang in Writing Descriptive Text.


Skripsi ini telah disetujui oleh pembimbing untuk diajukan pada ujian skripsi program sarjana.

Banda Aceh, 15 Januari 2024

Pembimbing I,

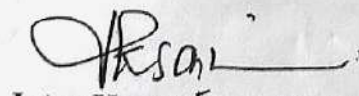
Pembimbing II,


Sariakin, M.Pd
NIDN. 0012106813


Rosdiana, M.Pd
NIDN. 0115088503

Menyetujui,

Ketua Prodi Pendidikan Bahasa Inggris


Intan Kemala Sari, M.Pd
NIDN. 0127088602

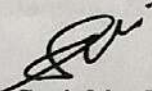
LEMBARAN PERSETUJUAN

**THE STUDENTS' ERRORS OF SMKN 1 SINABANG IN WRITING
DESCRIPTIVE TEXT**

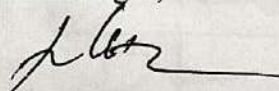
Skripsi ini telah disetujui untuk dipertahankan dihadapan tim penguji skripsi studi
Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas
Bina Bangsa Getsempena

Banda Aceh 15 Januari 2024

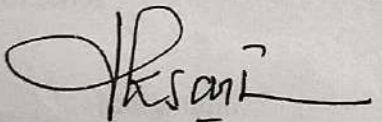
Pembimbing I,


Dr Sariakin, M.Pd
NIDN. 0012106813

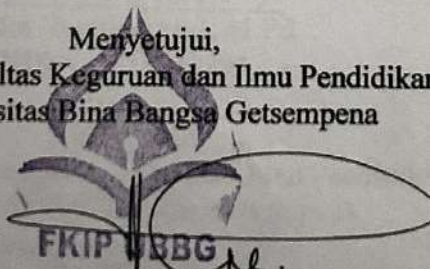
Pembimbing II,


Rosdiana, M.Pd
NIDN. 0115088503

Menyetujui,
Ketua Prodi Pendidikan Bahasa Inggris


Intan Kemala Sari, M.Pd
NIDN. 0127088602

Menyetujui,
Dekan Fakultas Keguruan dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena


Dr. Rita Novita, M.Pd
NIDN. 0101118701

PENGESAHAN TIM PENGUJI

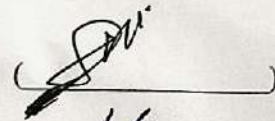
**THE STUDENTS' ERROR OF SMKN 1 SINABANG IN WRITING
DESCRIPTIVE TEXT**

Skripsi Ini Telah Disetujui Untuk Dipertahankan Dihadapan Tim Penguji Skripsi
Program Studi Pendidikan Guru Pendidikan Anak Usia Dini Fakultas Keguruan Dan
Ilmu Pendidikan Universitas Bina Bangsa Getsempena

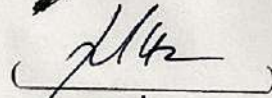
Banda Aceh, 27 Agustus 2024

Tanda Tangan

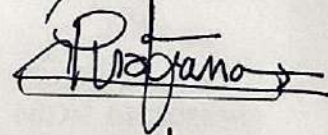
Pembimbing I : Dr. Sariakin, M.Pd
NIDN. 0012106813



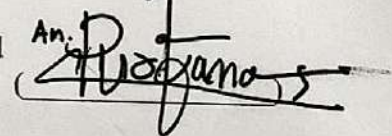
Pembimbing II : Rosdiana, M.Pd
NIDN. 0115088503



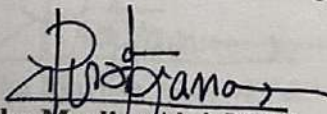
Penguji I : Rizka Marlisa Aini, M.Pd
NIDN. 1313038901



Penguji II : Mulia Putra, S.Pd, M.Pd, M.Sc, Ph.D in Ed
NIDN. 0126128601

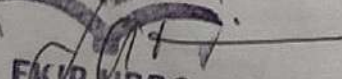
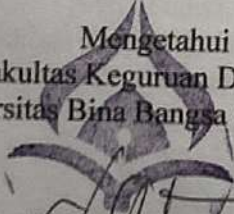


Menyetujui
Ketua Prodi Pendidikan Bahasa Inggris



Rizka Marlisa Aini, M.Pd
NIDN. 1313038901

Mengetahui
Plt. Dekan Fakultas Keguruan Dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena



Dr. Syarifumi, M.Pd
NIDN. 0128068203

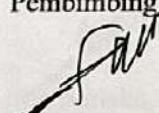
LEMBARAN PERSETUJUAN

**THE STUDENTS' ERROR OF SMKN 1 SINABANG IN WRITING
DESCRIPTIVE TEXT**

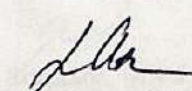
Skripsi Ini Telah Disetujui Untuk Dipertahankan Dihadapan Tim Penguji Skripsi
Program Studi Pendidikan Guru Pendidikan Anak Usia Dini Fakultas Keguruan Dan
Ilmu Pendidikan Universitas Bina Bangsa Getsempena

Banda Aceh, 27 Agustus 2024

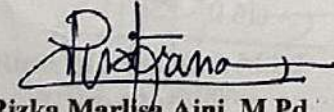
Pembimbing I


Dr. Sariakin, M.Pd
NIDN. 0012106813


Pembimbing II


Rosdiana, M.Pd
NIDN. 0115088503

Menyetujui,
Ketua Prodi Pendidikan Bahasa Inggris


Rizka Marlisa Aini, M.Pd
NIDN. 1313038901

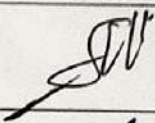
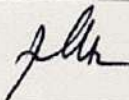
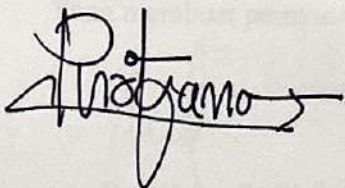
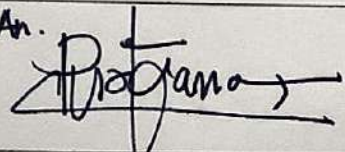
Mengetahui,
Plt. Dekan Fakultas Keguruan Dan Ilmu Pendidikan
Universitas Bina Bangsa Getsempena


Dwi Syahfuni, M.Pd
NIDN. 0128068203

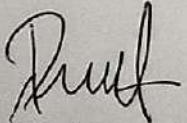
NOTULEN DISIDANG SARJANA

THE STUDENTS' ERRORS OF SMKN 1 SINABANG IN WRITING DESCRIPTIVE TEXT

Nama : Puja Amanda Sari
NIM : 1911060028
Prodi : Pendidikan Bahasa Inggris
Tanggal Sidang : 29 Februari 2024

Penguji	Masukan dan Saran	Tanda Tangan
Pembimbing I: Dr Sariakin, M.Pd NIDN. 0012106813	-	
Pembimbing II: Rosdiana, M.Pd NIDN. 0115088503	-	
Penguji I: Rizka Marlisa Aini, M.Pd NIDN. 1313038901	-BAB 1 tidak nyambung antara paragraph 1 dan 2 -Tambahkan minimal 3 previous study -Tambahkan pada bagian Vocabulary a. Word Choise (Pemilihan Kata) b. Word Error (Kesalahan Kata) -Referensi diganti sesuai dengan skripsi	
Penguji II: Mulia Putra, S.Pd, M.Pd,M.Sc, Ph.D in Ed NIDN. 0126128601	-	An. 

Banda Aceh, 27 Agustus 2024
Penulis,


Puja Amanda Sari

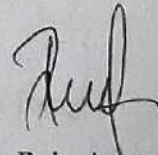
PERNYATAAN KEASLIAN

Saya beridentitas di bawah ini :
Nama : Puja Amanda Sari
NIM : 1911060028
Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa hasil penelitian atau skripsi ini benar-benar karya sendiri, jiplakan dari karya tulis orang lain, baik sebagian maupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Apa bila skripsi ini terbukti plagiasi atau jiplakan, saya siap menerima sanksi akademis dari prodi atau Dekan Fakultas.

Banda Aceh, 27 Agustus 2024

Yang membuat pernyataan



Puja Amanda Sari

ACKNOWLEDGEMENT

Assalamu'alaikum, Wr.Wb

Alhamdulillah, the author would like to express his gratitude to the presence of ALLAH SWT who has given His grace and guidance so that the thesis entitled "The Students' Errors In Writing Descriptive Text Of SMKN1 Sinabang". Can be completed on time to meet the requirements for obtaining a bachelor's degree.

The author is fully aware that the completion of this thesis cannot be separated from the support and assistance of various parties. Therefore, on this occasion the author would like to express his thanks to:

1. Beloved parents, namely my father is Amanadi Firdaus and my mother is Yenni Sartika who have provided support and prayers all this time along with the extended family.
2. Dr. Lili Kasmini, S.Si., M.Si is Chancellor of Bina Bangsa Getsempena University who has provided opportunities and guidance during education, research and writing this thesis.
3. Dr. Rita Novita, M.Pd is Deputy Chancellor I of Getsempena Bina Bangsa University who has provided direction and support during education.
4. Uly Muzakir, MT is Deputy Chancellor II of Getsempena Bina Bangsa University who has provided direction and support during education.
5. Dr. Sariakin, M.Pd is supervisor 1, who was full of patience, spent his time providing very valuable guidance, direction and motivation, both while the author was attending lectures and writing his thesis.

6. Rosdiana, M.pd as Il's supervisor who has spent a lot of time and thought so that the author received a lot of useful suggestions and criticism in completing the thesis.
7. Head of the Teacher Education and Educational Sciences Study Program and all staff who have provided support and facilities while the author was studying.
8. All lecturers and academic activities at Getsempena Bina Bangsa University who have guided and provided motivation in pursuing education.
9. Thank you to Fajar Ahmad Yulhasmi, Puri Fatima, Ilmu Gemphita, Nurmaisarah, Yulia Rahma Srimulia, Nurul Hafifah, Safinatul Chairi, Riska, as people who always gave encouragement in writing this thesis
10. Friends of Bina Bangsa Getsempena University, especially in the undergraduate study program (SI) and all parties who have helped a lot so that the writing of this thesis is completed.

Thank you for the support and assistance you have provided so far. The author realizes that writing this thesis is far from perfect, therefore all constructive criticism and suggestions from all parties are always expected by the author.

Banda Aceh, December 28th 2023
The Writer

Puja Amanda Sari

ABSTRACT

Puja Amanda Sari. 2023. The Students' Errors of SMKN 1 Sinabang in Writing Descriptive Text. English Language Education Study Program, Faculty of Teacher Training and Education. Supervisor I. Dr. Sariakin,M.Pd., Supervisor II Rosdiana,M.Pd.

This research aims to find out the students' errors make when writing descriptive text and the most dominant errors made by eleventh grade students of the fashion design program at SMKN 1 Sinabang. The method used is descriptive quantitative method. The instruments used in this research were written tests. Data the collection is done offline or directly in class. All class XI students of the Fashion Design program are the population in this research. Using purposive sampling, 15 Class XI students of the Fashion Design program were selected as samples. In analyzing the data, the author uses theory from (Jacobs, 1981) where students' writing errors are calculated and classified into five aspects of writing. Learning outcomes show that students have errors in writing descriptive text. This is proven by the discovery of errors in aspects of developing ideas 14%, ideas organization 7%, grammar 26%, vocabulary 36%, and mechanic 18%. Based on the data obtained, the most dominant errors made by students in the next class of the fashion design program at SMK N1 Sinabang were the vocabulary aspect.

Keywords: Error, Writing, Descriptive Text.

ABSTRAK

Puja Amanda Sari. 2023. Kesalahan Siswa SMKN 1 Sinabang Dalam Menulis Teks Deskriptif. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Pembimbing I. Dr. Sariakin,M.Pd., Pembimbing II. Rosdiana,M.Pd.

Penelitian ini bertujuan untuk mengetahui kesalahan yang dilakukan siswa ketika menulis teks deskriptif dan kesalahan paling dominant yang dilakukan siswa kelas sebelas program tata busana SMKN 1 Sinabang. Metode yang digunakan adalah deskriptif kuantitatif metode. Instrumen yang digunakan dalam penelitian ini adalah tes tertulis. Data pengumpulannya dilakukan secara offline atau secara langsung didalam kelas. Seluruh siswa kelas sebelas program Tata Busana menjadi populasi dalam penelitian ini. Menggunakan sampel yang bertujuan, 15siswa kelas sebelas program Tata Busana dipilih sebagai sampel. Dalam menganalisis data, penulis menggunakan teori dari (Jacobs, 1981) dimana kesalahan menulis siswa dihitung dan diklasifikasikan menjadi lima aspek penulisan. Hasil belajar menunjukkan bahwa siswa mempunyai kesalahan dalam menulis teks deskriptif. Hal itu dibuktikan dengan ditemukannya kesalahan pada aspek Pengembangan Ide 14%, Organisasi Ide 7%, Tata Bahasa 26%, Kosa Kata 38%, dan Mekanik 18%. Berdasarkan hasil data yang diperoleh kesalahan paling dominant yang dilakukan siswa kelas sebelah program tata busana di SMK N1 Sinabang adalah aspek kosa kata.

Kata Kunci: Kesalahan, Menulis, Teks Deskriptif.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	ii
ABSTRAK	iii
TABLE OF CONTENTS	iii
LIST OF TABLES	iv
APPENDIX LIST	v
CHAPTER I INTRODUCTION	1
1.1 The Background of the Study	1
1.2 The Problems of the Study	4
1.3 The Aims of the Study	5
1.4 The Scope of the Study	5
1.5 The Significance of Study.....	5
1.6 The Definition of Key Terms.....	6
CHAPTER II REVIEW OF LITERATURE	8
A. Writing	8
2.1 The Understanding of Writing	8
2.2 The Process of Writing	10
2.3 The Purpose of Writing.....	14
2.4 Kinds of Writing	17
B. Descriptive Text	19
2.1 Definition of Descriptive Text	19
2.2 The Purpose of Descriptive Text.....	20
2.3 Type of Descriptive Text.....	21
2.4 The Generic Structure of Descriptive Text	23
2.5 The Language Feature of Descriptive Text.....	24
C. Error	28
2.1 The Definition of Error	28
2.2 Error Analysis	29

2.3 Types of Error	30
D. Assesment Rubric of Writing.....	35
CHAPTER III RESEARCH METHODOLOGY.....	41
3.1 Design of Study.....	41
3.2 Brief Description pf SMK Negeri 1 Sinabang	42
3.3 The Subject of the Students	43
3.4 Data Collection	43
3.5 Data Analysis	43
CHAPTER IV FINDINGS AND DISCUSSION.....	45
4.1 Research Findings	45
4.1.1 Students' Error in Writing	45
4.1.2 The Most Dominant error made by eleventh grade students in writing descriptive text	53
4.2 Discussion	54
CHAPTER V CONLUTION AND SUGGESTION	57
5.1 Conclution.....	57
5.2 Suggestions	58
5.2.1 English Teacher	58
5.2.2 Students.....	59
5.2.3 Future Researchers.....	59
REFERENCES.....	60

LIST OF TABLES

Tables 2.2 Assesment rubric of Writing	35
Tables 2.3 Scoring system of writing descriptive text score	38
Tables 3.1 The number of students at SMKN 1 Sinabang.....	42
Tables 4.1 The result of students' errors in descriptive text	45

CHAPTER I INTRODUCTION

1.1 The Background of the Study

In learning English, mastery of four skills is required for students, namely listening, speaking, reading, and writing. Writing has a unique position in language teaching because mastery involves practice and knowledge of three other language skills, such as listening, reading, and speaking (Klimova, 2013).

Based on Klimova's statement, in teaching writing, students must include their abilities in the other three skills because when students writing, they must master other skills first to boost their writing skills.

Writing skills are is more complex than other language skills because it is a productive skill. Compared with other skills, writing requires proficiency in grammar, vocabulary, punctuation, and idea development. In writing, students must learn to plan their writing starting from writing, the purpose of writing, word choice, writing structure, logic, and punctuation.

There are five types of writing: expository writing, descriptive writing, persuasive writing, creative writing, and narrative writing. In descriptive text there are three types of descriptive text: Spatial Description text, Objective Description text, Subjective Description Text.

Descriptive writing is one of the tenth materials class syllabus, namely descriptive text. According to Afifuddin (2016), descriptive text provides a good platform for writers to express their feelings on a subject. Students can describes an object, person, place, or experience. In line with Anderson (2003) statement, descriptive text describes a particular person, place, or thing. While writing descriptive text, st ' 1 ' 1st use their observations and feelings in

describing something object.

Compared to other types of writing, descriptive writing relies on the student's ability to pay attention to and describe an object so that students will find it easier to develop existing ideas based on the thing they are concerned. Writing is a skill that is not easy to be master because it is prone to errors. Many cases of error occur, namely in the writing aspect.

According to Jacobs, et al. (1981), there are five aspects of writing: Developing Ides, organization, Ides, grammer, vocabulary, and mechanic. The writer makes an error in choosing words, using punctuation, or using grammar. Those kinds of errors can change the meaning and lead to different perspectives between readers. As well as unstructured writing, errors in writing can make it the readers challenging to convey the message on it.

Ancker (2000) states that making error is a natural process of learning and must be consider as part of cognition. Error is a common thing that students do during the learning process.

Specifically, in the EFL context, when students commit error this means learning takes place (Althobaiti,2014). However, if it happens frequently, we have to find out the causes and solve the problem. Therefore, analyzing an error is very necessary so that it does not occur continuously.

Based on previous research analyzing students' errors in writing. They are Ramli, et al. (2013) who conducted research on analyzing student errors in writing descriptive texts. Syahputri & Masita (2018) also conducted similar research on student analysis errors in writing descriptive text. Based on their research, it shows that students often create errors in grammar and vocabulary.

In writing, students experience difficulty in arranging words according to correct structure. This type of error is often made by students. There are many cases of writing errors, but they can happen because the students do not realize a student may repeat the same errors if he does not know that it was wrong, and a student may know his errors, but he does not realize that he is making that error again. Therefore, the source of the error should be know from the perceptions of students.

Johnson, cited in Alnujaidi (2017), proposed that perception is an external factor that focuses on person's point of view, understanding, belief, and reaction to an innovation. Therefore, perception is on a person's opinion based on what they experienced. Everyone can make the same error but definitely for different reasons. It can happen because he does not know the error or realizes that he has repeated the error.

Researchers have conducted a survey at SMK N 1 Sinabang to check students' English assignments. Students have difficulty arranging or arranging words according to the correct writing structure. Besides that therefore, there are several sentences that are not appropriate in English. For example, writing "Pulau Pinang", students still uses Indonesian students must write "pinang island" another example is, "atmosphere, students should write "vibes". Besides that from these errors, the researcher also found an error in writing capital letters at the beginning sentences and grammar. The researcher found many errors from the observation before and made the researcher interested in analyzing the types of errors that students make in writing.

Moreover, the researcher also wanted to find the dominant errors in students writing because if the researcher could find the types of errors that students often do, it would be easier to find solutions to overcome the errors, besides that it would also become a core teaching material for teachers to focus more on these types in learning to write. In addition, for analyzing

errors in students' writing skills, the researcher would also find out the causes of these errors from the student's point of view.

1.2 The Problems of the Study

The statement of problem is the beginning activity of the research process and it is the most difficult. The problem leads the researcher to what the writer has to do as to answer her problems. In line with the statements written above, the problems of this study are:

1. What kinds of errors are made by the eleventh grade students of SMK Negeri 1 Sinabang in writing descriptive text?
2. What is the most dominant error made by the eleventh grade students of SMK Negeri 1 Sinabang in writing descriptive text?

1.3 The Aims of the Study

Every research must have aim because it is very important to be as a guidance to research the aims. Dealing with the problems of this study thus the aims of this study are:

1. To find out kinds of errors are made by the eleventh grade students of SMK Negeri 1 Sinabang in writing descriptive text.
2. To find out the most dominant errors are made by the eleventh grade students of SMK Negeri 1 Sinabang in writing descriptive text

1.4 The Scope of the Study

Even though the teaching of the four language skills at Senior High School level is done in an integrated way, the researcher only wants to improve the students' English writing skill especially writing descriptive text. Meanwhile, the students' writing activities are limited

to constructing sentences to produce a short paragraph. To make it work, the instructional materials are developed in accordance with the guidelines of the 2013 Curriculum.

1.5 The Significance of the Study

The result of the study is expected to give some benefits theoretically and practically to the readers and writer.

a. Practical Benefit

The writer hopes that the result of this study can be the references for the readers or teachers, thus the teaching learning of error can be minimized.

1. The result of this study could provide the information and evaluation for the students' thus they will try to avoid the same errors next time.
2. It will be useful for the teachers to improve the students' writing skill by analyzing the mastery of descriptive text.
3. The elaboration of this research by the other researchers to conduct farther analyzing dealing with errors in the second language learning.

b. Theoretical Benefit

The theoretical benefits of this study could provide the information of the student's error in writing the descriptive text in teaching learning process.

1.6 The Definition of Key Terms

1. Students Errors

According to Amara (2015), she stated that a learner cannot correct his own error because they are a reflection of his current stage of target language development.

2. Writing

According to Flynn & Stainthorp (2006), writing is tool writers use to convert their thoughts into words to communicate their ideas to others. Writing is not only conveying an idea or idea but also requires choosing the right words based on the application of the linguistics used by the writer. Writing is a product that can produce sentence by sentence combined into an essay or paragraph, like something that others can read.

3. Descriptive Text

Descriptive text is a type of text that can explain physical or object characteristics that humans can see and feel (Ploeger, 2000).

CHAPTER II

REVIEW OF LITERATURE

A. Writing

2.1 The Understanding of Writing

Writing In learning the English language, many abilities must master. One of the English abilities is writing (Rao & Durga, 2018). Writing is the process of advancing one's thinking for oneself or others while pursuing one's aim of metacognition awareness and order and translating that notion into an external symbolic representation (Hacker et al., 2009). They were writing not only translating a writer's thoughts into another text. But also necessitates the writer's careful selection of acceptable words to convey their message. As a result, the concept is evident and sound.

Furthermore, the writer must also consider aspects of grammatical structure, idioms, vocabulary, punctuation, and others that are usually applied in writing. Some of the functions of writing include: communicating with a reader, expressing ideas without the pressure of face-to-face dialogue, exploring a subject, recording experiences, and learning the rules of written English discourse a text (Raimes, 1983).

Writing is a productive skill that can be developed through practice. Many students feel that writing is problematic because it requires a long teaching process to make a good paragraph. Among the four language skills, writing is the most challenging skill for second or foreign learners to master (Richards & Renandya, 2002). Even by writing, students can express their specific idea or thoughts in a sentence or paragraph. Since an idea or thought is abstract and difficult to understand by writing, a person can freely express the contents of his thoughts.

According to Flynn & Stainthorp (2006), writing is tool writers use to convert their thoughts into words to communicate their ideas to others. Writing is not only conveying an idea or idea but also requires choosing the right words based on the application of the linguistics used by the writer. Writing is a product that can produce sentence by sentence combined into an essay or paragraph, like something that others can read.

According (Brown, 2001) writing must comply with the applicable standard of English language rules, use the correct grammatical structure, and choose what matters should and should not be read by readers. Doing good writing for readers requires writing skills that use grammatical structures appropriately and can develop their thoughts widely and then form an essay or paragraph.

Another definition is that writing is an activity that produces words on paper so that it becomes a paragraph that readers will read and understand so that the author's purpose is to convey the content and meaning of the reading to the reader (Olshtain & Celce-Murcia, 2005).

Writing skill is a person's ability to convey their ideas in written form and requires choosing the right words or sentences so the reader can easily understand them. On the other hand, Writing is one of the activities that can be improved if it can continue to be studied and always do more exercises.

Based on the definition above, the writer concludes that writing is an activity helpful in describing the contents of the writer's thoughts in the form of words or sentences on the paper which the reader can understand, and being a good writer will always go through practice and experience so that his writing can be improved in all aspects.

2.2 The Process of Writing

Writing is an activity that requires mental training and the mastery of strategies that

anybody can grasp. Indicates that everyone capable of mastering writing must master numerous processes to generate good writing. There are four writing processes: pre-writing, outlining, revising/ roughing draft, editing, and the final copy (Oshima & Hogue, 1991).

1) Pre-writing

The first step must be taken when starting to write, where the writer uses this step to select a topic and explore more information about that topic. Pre-writing is the stage in which the writer produces ideas based on the methods and knowledge provided they know (Abas & Aziz, 2018).

Brainstorming is one technique students can use because it makes it easier for them to describe a topic. Writing down ideas is the first step in the brainstorming technique. The mind map technique begins by writing the initial topic, adding a topic, and connecting the topic and thoughts to illustrate that the writing is connected.

2) Outlining

Outlining is a strategy for helping authors create a cohesive, well-organized, and well-supported piece of writing (Langan, 2008). If the topic is already selected and generates an idea.

The next step is to use only the essential points in compiling the idea, then make a sub-list or outline, compiling word by word, which according to the writer, must be explained in the contents of his writing. By adding words, phrases, or whole sentences and continuing to write anything relating to the topic without regard for grammar, punctuation, or spelling.

3) Revising/ Roughing draft

At this step, the writer is expected to write a rough draft. The previously written outline of the topic was developed into a sentence and paragraph. According to Langan (2001), the writer should put up enough time for their drafting session. The writer also provides additional

specific information in the drafting step that was not available in the previous steps.

Besides the outline, other ideas that have not been written can be added, subtracted, or deleted according to the writer's wishes; at this time, do not pay too much attention to the grammatical structure because there is a step where the writing will be corrected according to the grammatical structure, punctuation, vocabulary, etc.

4) Editing

At this step, the author must improve his writing in terms of grammatical structures, punctuation, sentence spelling, repetition vocabulary, etc., so that it fits the correct English writing rules.

This stage can be said too perfect writing so that readers can easily accept and understand the contents of the writing. The writer changes organization, punctuation, grammar, word choice, verb form, and spelling (Meyers, 2005).

5) The Final Copy

After the writer has carried out the revising and editing stages of the writing, then at this step, a written that has been neatly made will be published. The writer must ensure that the document appears professional and print it on high-quality paper to show it to the readers. In addition, there are six steps to doing good writing (Meyers, 2005).

a. Explore ideas

Every writer requires an idea. Exploring the idea is where writers explore their ideas in an organized order. In addition, writers must also recognize the subject, purpose, and audience (Meyers, 2005). The writer has no obligation to make sentences or paragraphs on the sheet at this point (Sadiku, 2015). The writer needs to consider the information or concept they will describe.

b. Prewrite

In this stage, the writer must scribble down their ideas or thoughts without regard for grammar, word choice, spelling, or punctuation. When collecting and putting ideas on paper, the writer can utilize a variety of approaches, such as brainstorming, mind mapping, columns, and free writing (Boardman, 2008). the most time-consuming step because pre-writing consumes 85 percent of a writer's writing time (Faraj, 2015).

c. Organize

Input ideas that have been written in the prewriting stage. The emerging ideas must be chosen based on the writing's subject, purpose, and audience. Other ideas related to the writer's theme can be attached, and the ideas can be organized logically.

d. Make the First Draft

The first draft was compiled based on the selection and elaboration at the organizing stage. The writer may have new ideas and a better way of arranging them. The writer will have to use the concept created from pre-writing as a guide when writing the initial paragraph draft. At the least, the writer should remember three things (Lyons, 1987):

- a. Consider for the readers.
- b. Concentrate on the topic sentence. Write a topic sentence that states the paragraph's objective.
- c. Arrange the text in a logical order. An excellent paragraph comprises numerous elements such as credibility, clarity, and correctness.

e. Editing

Revising is one of the writing processes needed for writers. This stage can take a long time, and the writer may need to revise or add ideas, rearrange paragraphs, Punctuation, capitalization, use, grammar, spelling, and the general organization of descriptive text may all

be addressed.

According to Miller (2006), the writer is should aware of the sentence, the unclear explanation, the arrangement, and the content, and the writer should change their copy while thinking about the audience.

f. The Final Copy

Make a clean copy and another copy. If the writer finds any errors, check them and proofread the copy until it's done

2.3 The Purpose of Writing

Writers don't just write; however, they must examine their writing goal because it will influence the type of content they write and the language they use. Besides, the writers' purpose in much of their work will be to inform their readers about a subject merely. There are several purposes of writing mentioned it was (Dietch, 2006):

1). Writing to entertain

Writing to entertain necessitates focusing on readers other than oneself. The author's goal is to entertain readers through the storyline presented by the writer. The writer not only delivers facts and information but also makes the thoughts as attractive and straightforward as possible to stimulate the reader's interest in the writer's work (Juzwiak, 2012). If the writer finds pleasure in writing to entertain, the author provides an impression to make the readers happy. They are usually presented in the form: of poetry, novel, story, etc.

2). Writing to inform

One of the purposes of writing is to inform the readers about something. It can also be enjoyable, even if that is not the primary goal (Grenville, 2001). Besides that, to inform implies

providing readers with essential knowledge about a subject, which usually entails just telling them what happened or what the facts are.

Moreover, the author's purpose is to provide information that the reader does not know beforehand about something, so the writer wants the reader to know something through the writing that has been made immediately—usually presented in the form: of journal articles, a newspaper, an essay, etc.

3). Writing to persuade

Persuasive writing necessitates thorough research and strong explanation. In persuasion, your goal is to persuade your audience to embrace the core idea, even if it is contentious. Moreover, the writer's purpose is to persuade and convince readers to do something, and this paper is the author's feelings and opinion. Persuasion will most likely be the most significant writing we ever do in our personal lives, family, and possibly school lives

According to Copeland (2010), there are several purposes for writing:

- a. To express, self-expressing the goal is to inform the readers about the author (Khasanah, 2015). The writer could provide their viewpoint or thought on the paper in expressive writing, which is more personal.
- b. The writer can describe a particular subject, such as people, places, or objects. The goal is to provide a vivid depiction of the subject being explained to the reader.
- c. To explore, the writer expresses their experiences or beliefs to provide the reader with knowledge about a specific topic or content.

There are many kinds of writing purposes, but in essence, writing aims to express the author's ideas, feelings, and thoughts so the readers can feel entertained and find out all the information when reading them. Additionally, the writer also knows that his writings are widely read by others so that other people can feel the feelings felt by the author through the text.

2.4 Kinds of Writing

According to (Seyler, 2008), there are many different types of writing. Expository, analytical, argumentative/persuasive, and descriptive writing is the most prevalent.

1) Expository

An expository essay is a collection of facts on a particular subject. The objective of an expository essay is to tell the reader about the findings of a study. The way a writer conveys and arranges information indicates a strong expository essay.

2) Analytic

An explanation of why specific difficulties happened or the origin of the problems is included in analytical writing. Many literary studies provide an example of analytic thinking.

3) Argumentative or Persuasive

In argumentative/persuasive writing, the writer must present an argument or claim and back it up with sufficient evidence to persuade the reader to believe the claim or argument.

In addition, there are various types of text in learning English, the type of text writing (Hyland, 2004), and each text has a difference in the generic structure (Gerot, 1995): A recount text is a text that tells a story about someone's experience to entertain and inform readers. According to Saragih et al (2014), it also clarifies what happened and when it happened to the audience.

The generic structure is as follows: Orientation, Event, and Re-Orientation. Moreover, Narrative text is a text that describes a past event and can include both fiction and non-fiction (Sugiarto & Sumarsono, 2014). The generic structure is as follows: Orientation, Complications, Resolution, and Coda

The descriptive text describes physical or objects features that can be seen and sensed using human senses (Ploeger, 2000). Such as places, objects, people, animals, etc. The generic structure is as follows: Identification, Description. Another text, the Procedure text, contains the steps to create or do something related to that goal. The generic structure is Goal, Materials, and step. Moreover, Report text is a nonfictional text that gives, divides, and defines information about people, things, phenomena, and animals (Sari, 2019.)

The generic Structure is: General classification, Description. The text provides detailed explanations of natural or social phenomena that occur in a causal relationship (Charlina & Septyanti, 2019). The generic structure is a general statement to position the reader, a sequenced explanation of why or how something occurs.

Moreover, exposition is a text that tries to convince readers that discussing the issue is essential to provide the reader with another perspective. The generic structure are: thesis, Arguments, and Recommendation. Based on the statements above, the writer concludes that there are seven types of text in English, in this research focused on descriptive text

B. Descriptive Text

2.1 Definition of Descriptive Text

Descriptive text is a type of text that can explain physical or object characteristics that humans can see and feel (Ploeger, 2000). Its social function is to describe a particular person, place, or thing (Wardiman, 2008).

Abisamra (2001) add that "descriptive" refers to a text that depicts a person, place, or object in great detail to assist readers in visualizing the object being described. A good description is a word picture; the reader can imagine the object, place, or person in their mind. Moreover, the descriptive text aims to provide a clear picture to the reader about an object

described by the author based on the object's physical form so that the reader understands the content of the reading.

In addition, a paragraph of descriptive text is defined as a collection of sentences that are closely related to the idea and serve a single function, such as describing what a person appears to be and how they act, what a place appears to be, and what an object appears to be (Siburian, 2013).

According to Spencer (2005), descriptive text is when a writer creates a scenario in the imaginations of readers by describing anything in great detail, such as a place, thing, or person.

These details indicate that the writer provides readers with a five-sense experience when reading the text: taste, sight, sound, smell, and touch. Another definition Pharr & Buscemi (2014) mentioned that “describing” is used in various ways in writing. Descriptive details are required to help readers build their imaginations about what they read.

Further, how much the writing may stimulate readers' imagination based on the five senses of sensory responses is a quality of a good descriptive text. From some of the definitions above, descriptive text is a text that explains something or an object clearly and significantly, such as places, people, objects, etc., which can be seen, touched, or smelled by the human senses.

2.2 The Purpose of Descriptive Text

According to Dietch (2006), the text has three descriptive purposes. The first is to describe the object, environmental situation, and mood. Second, apply trust. And third, other people can be inspired by what they read. It means that the description text aims to provide emotional feelings to readers so they can feel the stories they are reading.

Moreover, the objective of a descriptive text is to write paragraphs about describing people, places, and things by employing modifiers as supporting information in the text, as well as adverbs of place and adjective clauses to increase coherence and organize the ideas into the text (Regina & Smalley, 2012).

Furthermore, according to Axelord (2010), the purpose of descriptive writing is: first, the writer's purpose is to encourage readers to convey an impression through an explanation of an object by descriptive text. Second, explaining abstract suggestions from the writer can give the readers more knowledge or interpretations.

Further, the information provided to readers can be imagined and felt when reading the story. Another expert said descriptive writing aims to lead readers' accurate responses by detailing details and allowing them to imagine the tale they are reading (Mumtazati, 2014). According to Ermita et al (2019), descriptive writing aims to convey specific details about a particular item, which can be a person, thing, or place. As a result, the text might influence the reader's emotions and ideas about the five senses, such as hearing, feeling, smelling, seeing, and tasting.

The writer concluded that the purpose of a descriptive text was to provide a description, feelings, and ideas, from the author about an object that the reader can accept from the text.

2.3 Type of Descriptive Text

There are some types of a descriptive text (Siburian, 2013), they are:

- a. Describing Process Describing the process explains how something was completed. It could be any activity that necessitates the use of a process. For example: making a book, filming, editing, cooking, etc. Not only that, but it also explained why something was done and what was required to finish the task.

b. Describing an Event

Describing an event describes something or object by remembering the event or object described in detail. For example, the author wants to describe things like a laptop. The writer must explain what kind of laptop is, the function of the laptop, and how to use the laptop. So the writer describes in detail the object so that the reader can imagine it.

c. Describing a Personality

d. Describing a personality explain based on that person's physical and intellectual characteristics. The writer must recognize the person's characteristics. It is based on physical characteristics such as the face, hair, and skin color; emotional characteristics such as fear, cheerful, and so on; moral characteristics such as honesty, humility, and generosity; and intellectual characteristics such as smartness or perception.

e. Describing a Place

Describing a place focuses on explaining a place's physical characteristics, for example, the Borobudur temple in Yogyakarta, the shape of the temple there, and the atmosphere there.

f. Describing an Object

Describing an object explain is focused on describing the physical characteristic which reflects the object. The writer must have a vivid imagination regarding the object itself. Give readers physical features such as shape, form, color, function, etc.

2.4 The Generic Structure of Descriptive

Text The descriptive text has two generic structures. It is the generic structure of the descriptive text. It is made up of two parts. They are identification; they identify the phenomenon to be described and describe the shape, traits, parts, and features of the phenomenon (Sudarwati, 2005).

According to Wardiman (2008), the generic structure of the description text is divided into two, Introduction of the paragraph, which acquaints the character. The description is the part of the paragraph explaining the character.

(Maisitoh, 2015), mentions that the generic structure of descriptive text consists of two parts; identification and description. a. Identification: Identifies events that will be described, such as the character name, the name of a place, etc. at this point, the author identifies what things will be described, such as people, places, or things.

This part must be compelling enough to entice visitors to read the entire description (Dirgeyasa., 2017). b. Description: The part of the paragraph describes parts and characteristics in detail. In other words, it is about a full description or expansion of the topic/theme mentioned in the identification. In comparison, there are “two parts of the rhetorical structure in the descriptive text.

The first is the Introduction, which contains a paragraph that introduces the character, setting, etc., and the second is a description, which contains paragraphs describing in detail and actual about the object identifying (Siburian, 2013).

Moreover, other researchers stated that there are two parts to descriptive text. First is an introduction, in introducing the topic to be discussed; second is a description, which is about describing the object based on physical characteristics, for example, physical appearance, habitual behavior, and form & atmosphere (Priyana, 2008). The writer concluded that descriptive text is divided into identification and description.

The first is identification; recognizing an object or phenomenon is to identify it. It offers the reader a rough idea of what will be discussed in the text before the author goes into greater detail on the subject. The second is a description; the object or phenomenon will be detailed in greater detail in this section

2.5 The Language Features of Descriptive text

Language features are essential in writing descriptive texts because this is one of the aspects of writing text in English. Good or bad writing depends on the use of language features.

According to Siburian (2013), one of the uses of language features in the descriptive text is the grammatical structure pattern; in descriptive text, sentences are made using the simple present tense. Language features are made so that writers have no difficulties making sentences using tense, verb, adjective, and adverb in paragraph form. The grammatical features are (Knapp, 2005):

a. Tense

Use the present tense because it describes something clearly and concretely. The present tense is usually used when an event is ongoing or repeated. Describes something that is commonly happened. *Example: Has, works, drinks, walks, runs.*

b. It can use simple past tense

Example: Was, slapped, provoked, kicked, distinguished.

c. The relational verbs

Relational verbs are something that helps the main verb in the sentences. This means that relational verbs are verbs used to help clarify the main verb. In other words, this auxiliary verb serves to form or add meaning to a clause or sentence so that the auxiliary verb is: to be (be, is, am are, was were, being, been. to do (do, don't, doesn't, did), to have (have has, had). to classify and describe a phenomenon's appearance, attributes, and pieces or functions).
Example: My favorite singer is Rosa because she has nature friendly. Giraffes do not have wings; they have a long neck they have chairs used for customers

4) Mental Verbs Mental

Verbs are commonly employed to communicate emotions. Mental verbs define a state of being rather than a specific activity (Leki & Azar, 1982). *Example: She felt bored when a school-from-home or online class they liked running because they had never won the national Olympic. He imagined at the future; he would become a pilot so he could visit countries.*

5) Action verbs

Action verbs are verbs to state that the subject is doing an action or to state that something is happening. Behavior performed by someone in the text. *Example: Rissa achieves a wish for her this year she attends, then she works at the company Dina bakes meat on the rooftop some birds have eggs.*

6) Adjectives

Adjectives are a type of word typically referred to as a describing word since they convey information about the characteristics of something. Adjectives are one of the word class groups that are meant to show adjectives (expensive, beautiful, happy, etc.); in a sentence, adjectives are used to show the nature of a noun. *Example: I have a sister. She is beautiful I just brought a luxury car He likes her hair because he has straight hair.*

7) Adverbs

Groups of word classes intended to show how, where, or when an event occurs. In a sentence, adverbs are used to explain the verb, adjective, or the adverb itself, but adverbs cannot explain the noun. *Example: My brother was given a mystery box by a stranger; he opened it carefully I often go to school by bus He shouts in the classroom the police chasing criminals too slowly.*

3 Learning and Assessing Descriptive

Writing descriptive text is one of the skills that students must learn in school. The descriptive text competence seeks to facilitate students to provide descriptive information from the environment, including people, animals, and objects. As stated in the preceding sub, writing descriptive text necessitates not just skill in describing something but also knowledge of the structure and characteristics of descriptive text.

According to Kane (1988), There are two kinds of descriptive text: objective and subjective. Students must focus on describing the object and set aside their personal opinions about the object being described when writing objective descriptive text.

Meanwhile, students can express their perspectives on the object described when writing subjective descriptive text. Teachers can assess students' descriptive text writing in various ways to ensure that the assessment accurately identifies student learning outcomes.

According to O'Malley & Pierce (1966), writing assessments must cover more ground, not just mechanical and grammatical aspects, but also the processes that occur in writing so that teachers can assess the difference in student outcomes. Teachers, on the other hand, require dependable techniques for measuring student achievement. Weigle (2002) adds that analytical scoring is a tool for evaluating student writing that has several scoring criteria.

C. Error Analysis

We can make so many errors if we learn another language, especially English. It is natural to make errors when learning a new language.

2.1 Definition of Error

Errors is a fallacy made by a learner because the learner did not know or studied the material yet. Errors can also be made by learners due to a lack of knowledge or incomplete learning of the material. Errors cannot be self-corrected by learners because they lack knowledge of the material.

While a error is a fallacy that a learner makes despite having been taught previously. Learners can correct their own error because error can be made by learners due to memory problems, lack of attention, or anxiety. So it is clear that error is distinct from error.

According to McCloskey (2017) He stated that errors are not the same as error; errors are systematic in nature, being "errors of competence" that occur throughout the learning process. And from Feltsen's (2009) said an error is something that we cannot correct; to correct and understand it, we must first learn and study it, whereas error can be corrected because the knowledge has already been learned.

So, when the learners learn language and then they make a fallacy that they haven't been taught before, it is called error. But when the learners learn language and they make a fallacy that they have known, it is called error. Making an error when learning a second language is very likely because we are learning a language that is not our mother tongue, and it also demonstrates that we have actively learnt the language.

2.2 Error Analysis

We must make errors while learning a language. It appears to be impossible if we do not make errors because we are learning a language that is not our native tongue. This is a common occurrence when we learn a new language. Making errors can also be beneficial to the learner. To improve skills and knowledge, the learner can sometimes learn from their own errors. The errors committed by students differ from one another.

According to Amara (2015), she stated that a learner cannot correct his own error because they are a reflection of his current stage of target language development. It is clearly stated that the learner cannot correct the error that they made, so the teacher should be aware of and investigate the learner's errors. There are some definitions based by experts.

According to Sutrisno (2017), Error analysis is a common work procedure used by researchers and educators that includes sample collection, error identification, error classification, and error counting.

In addition, Brown (as cited in Ridha, 2012) states that the process of observing, analyzing, and categorizing deviations from the rules of a second language and then revealing the learner's system. Khansir (2012), adds that error analysis is a type of linguistic analysis that focuses on learner errors. Relating to the statement of Corder (1981) he said that error analysis

is a branch of applied linguistic activity with two functions: theoretical and practical. According to him, the theoretical function means that Error Analysis is part of methodology for determining the process of language learning.

Based on the definitions based by the experts, it is possible to conclude that Error Analysis is a technique used by researchers to identify, classify, and analyze errors made by learners during the language learning process.

2.3 Types of Error

Classifying the types of errors is an important step in conducting an error analysis. According to Tono (2003 as cited in Sompong, 2014) the classification of error divided two categories:

a. Category of linguistic

This category classified linguistic errors as well as the overall scheme of objective language. The first is the level of language, which includes grammar, phonology, lexis, text, and discourse. The second concern is with the class. If the language level of grammatical error is known, we must know the class such as verb, noun, adverb, adjective, preposition, determiner, and conjunction.

b. The surface structure taxonomy

This taxonomy is classified based on the structure of language, which changes when learners use it incorrectly. Based on this taxonomy, the students change the objective form in four distinct and systematic ways. Namely: omission, addition, misformation, misordering. Besides that, there are five components of errors:

1) Developing Ideas/ Content

This aspect includes cognitive error. The term "content" refers to an idea that will be developed and explained in writing. Content can also be interpreted as a discussion topic. It can be founded on facts, opinions, or personal experiences. Based on Roza et al (2011),

Content can be defined as a person's method of developing his ideas into written form. Many writers struggle to generate ideas and organize them in writing. It could be due to a lack of understanding of the topic under discussion. Further, According to Alfaki (2015), error in developing content are classified as cognitive error.

2) Organization

This aspect includes cognitive error (Alfaki, 2015). The organization can be inferred as how the writer communicates with the reader (Valette & Harris, 1970). But, many writers find it challenging to develop and organize ideas; the organization is one of the most common problems encountered in writing. In line with this, Part of the problem with organizing writing is the difficulty distinguishing between topics and supporting ideas. (Raimes, 1983).

3) Vocabulary

c. Word Choise

d. Word Error

This aspect includes linguistic error. Vocabulary refers to choosing words that are appropriate for the content. It begins with the assumption that the writer wishes to convey ideas as clearly and simply as possible. According to Alfaki (2015), Language error include error with vocabulary application.

An error of writing about vocabulary is considered because the writer lacks knowledge in this area. Langan (2010) stated that writers must take the time to select words carefully rather than simply using the first words that come to mind. That is because good writers will try to

choose and use the language's many vocabularies

4) Language use (Grammar)

This aspect includes cognitive error. According to (Debata, 2013), Grammar is a force that motivates us to organize words into sentences. Grammar, in other words, is a science that describes how 30 words in language work. Grammar is essential in writing. Using grammar in writing sentences allows the writer ideas to be conveyed properly and correctly. The writer must divide a coherent sentence into paragraphs in grammar. According to Oshima & Hogue (1999), a sentence is a grouping of words used by the writer to express ideas.

5) Mechanic

This aspect includes cognitive error. According to Saputra (2014), Punctuation, capitalization, and spelling are examples of mechanics. Punctuation marks are used to avoid ambiguous expressions and to promote complete comprehension of the writing (Shweba & Mujiyanto, 2017).

Moreover, Byrne (1988) adds that students use Punctuation as a mechanical addition to writing rather than as an essential part of the writing system. It could be one of the causes of student punctuation errors. In writing, punctuation marks such as the point, comma, hyphen, colon, semi-colon, and quotation marks can be used.

The use of capital letters to letters in specific words is known as capitalization. Pathan (2021) stated that an important reason for capitalization is to provide readers with clarity on the meaning of the word so that it does not have an ambiguous meaning. This statement demonstrates how incorrect capitalization can modify the meaning. Students tend to capitalize the first letter of every word. Spelling is a type of writing activity that involves writing a word to a sentence.

According to Harmer (2007), spelling problems can arise because the rapprochement between the sound of the words and the way the letters are spelled is not always evident. This is due to the complexities of the spelling relationship between sounds and symbols. Spelling can be improved by improving writing habits, which can then be supplemented with feedback from partners or teachers.

Further, Students' errors appear to be caused by several factors. As mentioned by Alfaki (2015) and Ismayanti and Kholiq (2020), Errors in writing may be caused in significant part by three variables, which are as follows:

- a. The lack of proficiency According to Pratiwi (2015), the most challenging aspect of writing for students is their ability to use aspects of language in writing, such as punctuation, spelling, grammar, vocabulary, and so on. Students who are proficient in writing still make error when writing text. This means that students who do not have strong writing skills will struggle to write. Furthermore, a lack of writing knowledge can cause students to make error because they will be unable to present their writing well.
- b. The lack of practice it takes time to practice enough if you want to master writing skills. According to Ismail (2011), Students' writing skills can improve when they devote their interest and time to practice writing. This statement demonstrates how a lack of writing practice can impact students' writing abilities. Because their writing skills have not been honed, students will perceive writing as tricky. It will interfere with their writing ability. Error can be gradually overcome by writing frequently.
- c. The lack of teacher feedback According to Wahyuni (2017), Giving feedback will cause students to pay closer attention to their writing strengths and weaknesses, allowing them to use their strengths to improve their weaknesses.

This implies that if the teacher's writing feedback is lacking, students will be unable to decrease their writing error.

D. Assessment Rubric of Writing

To evaluate the students' writing products, the writer used analytic assessment rubric. It separates the features of a paragraph into components that are each scored separately. The components are content, grammar, and mechanics. each component is given different score. To make it clear, it is presented in the following table.

Table 2.1 Assessment Rubric of Writing

CRITERIA	INDICATOR	SCORE
SUITABILITY OF CONTENT	VERY WELL Doing the assignment very well, very good discussion, relevant and correct information, very strong and supportive interpretation.	81-100
	GOOD Able to do assignments well, able to discuss, information is generally relevant and appropriate, interpretation is generally supportive.	61-80
	ENOUGH Inability to do the task, explanation is acceptable but sometimes inconsistent, information is sometimes irrelevant/inaccurate, interpretation is sometimes inconsistent with facts.	41-60

	<p>NOT ENOUGH</p> <p>Unable to do assignments, discussions are incomplete and inconsistent, information is often irrelevant/inaccurate, interpretations are inconsistent with facts.</p>	21-40
	<p>ESS/NOT ACCEPTABLE</p> <p>Ignoring or not understanding the assignment, minimal discussion, irrelevant information and interpretation.</p>	00-20
LANGUAGE COMPATIBILITY	<p>VERY WELL</p> <p>The language used is very appropriate to the form of the text provided and the communication context.</p>	81-100
	<p>GOOD</p> <p>Generally, the language used is appropriate to the form of the text provided and the communication context</p>	61-80
	<p>ENOUGH</p> <p>The language used is inconsistent with the form of the given text and the context.</p>	41-60
	<p>NOT ENOUGH</p> <p>The language used is not appropriate to the form of the text provided and the communication context.</p>	21-40
	<p>LESS/NOT ACCEPTABLE</p> <p>The language used is very bad.</p>	00-20

CONFORMITY OF FORM	VERY GOOD Form, spelling, word choice, punctuation, use of capital letters, neatness strictly fulfil the text rules.	81-100
	GOOD Form, spelling, word choice, appropriateness, punctuation, capitalization, and neatness generally meet the rules of the text.	61-80
	ENOUGH Form, spelling, word choice, appropriateness, punctuation, capitalization, and neatness partially fulfill the rules of the text.	41-60
	NOT ENOUGH Form, spelling, word choice, appropriateness, punctuation, capitalization, and neatness generally do not meet the rules of the text	21-40
	LESS/NOT ACCEPTABLE Form, spelling, word choice, appropriateness, punctuation, capitalization, and neatness do not meet the rules of the text.	00-20

Source: (<https://yendrapatrial.blogspot.com/2013/11/contoh-rubrik-penilaian-menuliskan-teks.html?m=1>)

Table 2.2 Scoring System of Writing Descriptive Text Score

NO	The Item to be evaluated	Description	point
1.	Developing	The descriptive text gives paragraph unity (topic, state good topic	5

	Ideas	sentence, supporting sentence, concluding sentence) and coherence (relationship among ideas, understandable). It fulfil all criteria well.	
		The descriptive text give paragraph unity (topic, state good topic sentence) but one of the criteria is weak.	4
		The descriptive text give paragraph unity (topic, state topic sentence, conclusion of topic sentence) but some criteria above are weak	3
		The descriptive text give paragraph unity (topic, state topic sentence) but most criteria above are weak	2
		The descriptive text still give topic but all criteria are weak	1
2.	Organizing Ideas	The descriptive text is coherence and the coherences are correct. The text is using chronological order. The descriptive text repeat key words.	5
		The descriptive text is coherence and the coherences are correct. The text using chronological order.	4
		The descriptive text is coherence and some criteria are appropriate enough.	3
		The descriptive text is coherence but the coherences among sentences are	2

		weak.	
		The descriptive text is not coherence.	1
3.	Grammer	Use present tense correctly, use relational verb and adjective words correctly	5
		Use present tense, use relational verb but do not use adjective words correctly	4
		Make errors of tenses, use relational words and use adjective words	3
		Make errors of tenses, do not use relational verbs correctly, and use adjective words	2
		Make errors of tenses, relational verbs and adjective words	1
4.	Vocabulary	All or almost all of the descriptive text words are used effectively	5
		Use many descriptive words effectively	4
		Use some descriptive words	3
		There are some mistakes in using descriptive words	2
		Do not use the descriptive words correctly	1
5.	Mechanics	The descriptive text uses correct punctuation, spelling and	5

		capitalization. It fulfill all criteria	
		The descriptive text uses correct punctuation, spelling but fairly capitalization but one of the criteria is weak	4
		The descriptive text punctuation uses fairly punctuation but loosely correct spelling and capitalization. Some criteria are weak	3
		The descriptive text uses fairly punctuation but inadequate correct spelling and capitalization. Most criteria are weak	2
		The descriptive texts do not use correct punctuation, spelling and capitalization	1

Category:

1 - 5 =Weak

6 - 11 =Poor

12 - 16 =Good

17 - 21 =Satisfactory

22 - 25 =Excellent

CHAPTER III

RESEARCH METHODOLOGY

3.1 Design of Study

In this research uses quantitative descriptive research, because it is statistical in nature, where the data collected for analysis is mostly in the form of numbers (numerical).

According to Sugiyono (2016), descriptive statistics are statistics used to analyze data by describing the collected data as it is, without the intention of making general conclusions.

According to Sugiyono (2019), descriptive statistics are statistics used to analyze data by describing or illustrating the data that has been collected without intending to make general conclusions or generalizations.

Next, the author explains students' errors in writing descriptive text. Therefore, this research is quantitative research because it presents variable data in the form of tests regarding students' errors in writing descriptive text.

3.2 A Brief Description of SMK Negeri 1 Sinabang

Brief description of SMK Negeri 1 Sinabang. This school is located: Jalan Tgk Diujung KM 4.5 Sinabang - Lasikin, Suak Buluh, Kec. Simeulue Timur, Kab. Simeulue Province Aceh. Some of the students come from Busung Village, Labuah Village, Abail Village, and some also come from areas not far from the school. The number of students studying at SMK Negeri 1 Sinabang is 396 students. For more details, see the following table:

Table 3.1 The Number of the Students at SMK Negeri 1 Sinabang

Class	Total Number
X	117
XI	147
XII	132
JUMLAH	396

Source: SMK Negeri 1 Sinabang in academic year 2022/2023

Next, every school has curriculum as a guidance in teaching and learning process. Curriculum is very important as a planned sequence of instruction or to a view of the students' experiences in terms of the educator's or school's instructional goals. SMK Negeri1 Sinabang as one of state schools has merely applied the 2013 curriculum published by the Department of National Education.

1.3 The Subject of the Study

The subjects of this research were all class XI students of the Fashion Design Study Program for the 2022/2023 academic year. The total population is 147 from each program. Meanwhile, the research sample consisted of 15 class XI students of the fashion design program at SMK Negeri 1 Sinabang. The reason the researcher chose this class was because the class was more active than other programs.

1.4 Data Collection

The instrument used to collect data is a test. According to Arifin (2012), a test is a data collection tool that is specially designed. According to Nurjanah (2015), the tool used as a means to determine assessment or evaluation is a test. Furthermore, the technique used in this research is a test. The students were asked to write descriptive text of at least 200 words to find out students' errors in writing descriptive text. This data is based on five indicators in writing, namely developing ideas, organizing ideas, grammar, vocabulary and mechanics.

1.5 Data Analysis

In analyzing data, the writer uses descriptive analysis technique (percentage). It will be described in the percentage and the formula is as follows:

$$P = \frac{\sum x}{n} \times 100\%$$

Where:

P = Percentage of errors

n = the errors

\sum = Total of error

CHAPTER IV

FINDINGS AND DISCUSSION

1.1 Research Findings

In this section, the research organizes the findings based on the research objective. These are the students' errors and the most dominant errors made by eleventh grade students in writing descriptive text.

1.1.1 Students' Errors in Writing

One of the focuses of this research is to find out students' errors in writing descriptive text. Based on the results of student writing conducted by 15 students. 69 total errors were found. According to Jacob's theory (1981), there are five aspects of errors writing that can be used to categorize student errors.

Table 4.1

The Result of Students' Errors in Descriptive Text

STUDENTS	ASPECTS					Total Errors
	Developing Ideas	Organization Ideas	Grammer	Vocabulary	Mechanics	

S1	-	-	-	-	-	0
S2	1	1	2	8	1	13
S3	1	-	1	4	-	6
S4	1	-	-	3	1	5
S5	-	-	-	-	2	2
S6	1	-	-	2	1	4
S7	-	-	1	-	1	2
S8	-	1	-	-	2	3
S9	1	-	-	3	4	5
S10	1	1	3	2	-	7
S11	1	-	3	1	-	5
S12	1	1	1	-	-	3
S13	1	-	-	3	1	5
S14	1	1	2	1	-	5
S15	1	-	6	-	1	8
TOTAL	11	5	19	27	14	76

Based on the table above, the data results show that many students still make errors in writing descriptive text. The data result was displayed as clearly as possible, along with some examples of errors in students' answers.

First, the results show that there were 11 or around 14% students who made errors in developing Ideas. Eleven students were unable to develop their ideas in writing descriptive text so that students made mistakes in writing descriptive text. Developing ideas in writing is one of the most important parts because the writer tries to develop the ideas for his work there. Writing Development Ideas is aimed at a unified text that has its own meaning, paragraphs must explain one idea. The writing errors that students most often make are not being able to develop their ideas in describing something, not being able to develop ideas in paragraph text. Most students only write two to three paragraphs. which is actually writing descriptive text of at least 4 paragraphs or 200 words.

Student errors can be seen in the example sentences below. S2 made error in writing descriptive text, this student was unable to develop paragraph text ideas in descriptive text. The content of the text is only a little, there is no development of other ideas. S3 also made error in developing ideas. Not being able to develop ideas in descriptive text. S4 made the same error and was unable to develop ideas, some of his sentences were not connected so they were counted incorrectly in the text. S6 only made a few errors in the content of the descriptive text, with only a few sentences in each paragraph. S9 made the error of not being able to develop ideas and kept repeating his sentences. An example of a sentence is "The atmosphere looks more attractive and beautiful", the next sentence is "The beautiful

beach attracts the attention of the local community". This sentence is wrong because students are not able to develop sentence ideas, words that are often used repeatedly in paragraph texts.

S10 made the error of not being able to develop sentence ideas and only had a little paragraph content. S11 errors in developing ideas for the content of the text are not enough than 4 paragraphs. S12 the error was writing more than 1 different paragraph in 1 paragraph, besides being unable to develop ideas, and only writing 1 paragraph of text. S13 the error is that there are only a few paragraphs and not being able to develop ideas. S14, and S15 have the same error and are unable to develop ideas and only have a few paragraphs.

Second, the results show 5 or around 7% errors made within the ideas organization. Organization of ideas in writing descriptive text must include identification and information. The ideas organization went bad because of errors on the part of students when writing texts, many students write their texts without coherence between one sentence and another, presenting disconnected ideas. Some students don't even write down the identification part, even though this part is the beginning of a paragraph containing an introduction to something will be explained. Meanwhile, description contains a description of something it will be explained.

The error can be seen in the students below. S2 the error is in the sentence "at home I afternoon." The sentence doesn't connect to the last paragraph. S8 the error is that the sentences are not connected, because in the first paragraph this

student describes Simeulue Island, then in paragraphs 3 and 4 he describes "Tgk Diujung". S10 the error was in the sentence "on Sunday I went to the fast with my friend. The word fast in the context of the text means "fasting" while this student wanted to describe the beach. S12 the error is that the text is not connected to the content of the writing, not related to each other. At the first this student wanted to introduce herself, but in the next words this student told about her two-faced friend, not describing herself." let me introduce myself, my name is Sinta Bella I have a friend who used to be so close to me that I consider her my own sister." S14 the error is that the paragraph is not connected and unorganized.

Third, the findings show that there are 19 or around 25% errors in grammatical aspects and sentence structure that occur in language use. Grammatical errors found include subject-verb alignment, prepositions, and the use of auxiliary words. This problem can be seen in the student example below.

S2 the error is that in the sentence "in the home" it should be replaced with "at home" and "a very beautiful" there is no to be there should be "is". S3 the error is in the sentence "very beautiful" there is no to be "is". S7 the error is that in the sentence "his" the word his is wrong, it should be used the word "her". S10 in the text there are three grammatical errors seen in the sentence "very beautiful" there is no to be "is". S11 it was found that there were three errors in this student, seen in 2 sentences in "very beautiful" there was no to be "is" and the pass word "arriving late in the afternoon" should have used the word "arrived late" because there was the word "late". S12 the error was that the word "him" should have been replaced with the word "her" because at the beginning he mentioned "my own sister". S14

the error is in the word "very beautiful" there is no to be "is". S15 the error is that there are six errors in this student's text, seen in the word "very beautiful" there is no to be "is"

Fourth, the findings show many errors in the vocabulary aspect. Students make many errors in this aspect. All students have made 27 or around 36% vocabulary errors. There are many errors in writing English words in students' written texts. And there are some students who still have difficulty choosing words. This problem can be seen in the example below.

S2 the error is that there are four words "I look view" which are not suitable for use with the word look. They should be replaced with the words "I see" because they are can be seen directly with the eyes. Apart from that, the word "in morning" is wrong because there is no "the" it should be "in the morning" "come in mountains" the word used is not quite right. You should use the word "arrive" and the word "than" is wrong, you should use the word "then" which means "then". S3 the error is seen in the word "robin" not using English, the word "in essence" is too formal, it should be replaced with "basically", the word "pulau" does not use the word in English should be "island" and the word "riding" is the word used wrong, it should be replaced with the words "board a boat". S4 the error is that the word "Di Simeulue" is not in English. You should have used "In Simeulue", apart from that the word "spacious beach" is wrong, you should have used the word "wide beach" which means "a very wide beach" not "big beach" and for the word "atmosphere" the word used is too formal not suitable for use in the context of the text. It should be replaced with the word "vibes", a neutral vibes.

S6 the error is that the word "ettention" is written incorrectly. The correct word should be "attention" and the word "Surroundings" more precisely use the word "environment". S9 the error is the same as S4 because the text content is the same. S10 the error was in the word "Than" in the wrong vocabulary it should have been written "Then" which means "then" and the word "atmosphere" which is too formal a word should have been replaced with the word "vibes" which means vibes. S11 the error is that the word "Than" should be replaced with "then" which means later. S13 three errors in the word "atmosphere", the word used is too formal. Not suitable for use in the context of the text. Replaced with the more neutral word "vibes". S14 the error was in the word "Than", the word used was wrong, you should have used the word "Then" which means then.

Fifth, from the mechanical aspect, the results showed 14 or around 18% errors. This includes punctuation and capitalization. All students made 14 mechanical errors. Sentence errors in punctuation and use of capital letters can be seen in the example below.

S2 the error is that the semicolons are irregular, so the sentence is not connected. S4 the error is that there are several errors in writing capital letters in the text. Almost all paragraphs have incorrect case letters. For example "DISIMeULe HAS A BEAUTIFUL AND SPACIOUS BEACH". The use of capital letters is still wrong. S5 the error in the word "it" is the wrong capital letter after the period. It should be "It" not "it". S6 the errors was in placing capital letters

at the beginning of the paragraph. This student used lowercase letters. They should have used uppercase letters. S7 the error was in placing the semicolon incorrectly in the third paragraph. S8 the error was in the semicolon and the placement of the capital letters. S9 the error was in placing capital letters at the beginning of the paragraph. This student uses lowercase letters at the beginning of the paragraph. S13 the error is that the placement of the capital letters is still wrong. For example, in the second paragraph, "when" uses a small letter "w". S15 the error is in the semicolon, "mountain tourism, for example," so that the text sentence doesn't connect."

The results of this problem are calculated in percentage errors by the writer to determine the students' frequency problem in writing descriptive text. The percentage of students' problems is as follows:

Table 4.2

The Result Percentage of the Students' Errors in Writing Descriptive Text

No.	Aspect	Frequency	Percentage
1	Developing Ideas	11	14%
2.	Organization Ideas	5	7%
3.	Grammer	19	25%
4.	Vocabulary	27	36%

5.	Mechanic	14	18%
TOTAL		76	100%

According to the table above, the research found the vocabulary usage is the most common error in students' descriptive texts. Developing ideas, organization ideas, grammatical and mechanic on the other hand, have the lowest error rates. Error found in the student's work is interpreted as a student error in writing descriptive text.

4.1.2 The most dominant error made by eleventh grade students in writing descriptive text.

Based on the results of the table above, researchers have calculated the results of students' errors in writing descriptive text. There are five indicators for assessment in descriptive text. Among them are developing ideas, organizational ideas, grammar, vocabulary and mechanics. After calculating the errors in the results of descriptive text data for eleventh grade students, the researcher found errors including 11 errors in developing ideas, 5 errors in organization ideas, 19 errors in grammar, 27 errors in vocabulary, and 14 errors in mechanic.

If calculated in percentage errors, developing ideal is 14%, organization ideas is 7%, grammar is 25%, vocabulary is 36%, and finally mechanics is 18%. After calculating the results of students' errors in writing descriptive text, the researcher

can conclude that based on the results of the data, the most dominant errors or errors made most often seen from the level of numbers and the highest percentage of eleventh grade students are errors in vocabulary 36%.

1.2 Discussion

After analyzing the research findings, it is necessary to discuss them. This research aims to find out students' errors and the most dominant errors made by students in writing descriptive texts. Based on the result, students found many errors in descriptive writing text. This happens because writing descriptive text is found at a difficult level for students. In students' descriptive texts, 5 indicators of student errors were found in writing descriptive texts.

First, developing ideas with the number 11 or around 14%, organization ideas 5 or around 7%, grammatical 19 or around 25%, vocabulary 27 or around 36%, and mechanic 14 or around 18%. Most students make errors in using Vocabulary where students are still confused about how to do it make or put the correct sentence. Apart from that, most of its students show difficulty in sentence structure as an aspect of grammar. On the other hand, some students have difficulty translating one English sentence because they lack vocabulary. They are usually translate word for word, so it's wrong happen. This is similar to research by Palupi & Septiana (2018), they are said a lot structural errors were found as a result of students translating sentences word by word. Based on the difficulties above, the author concludes that vocabulary is very important for students' writing. The main thing that causes vocabulary the errors in students' writing is a lack of mastery in this aspect.

Lack of knowledge of the rules of English causes students not to pay attention to the rules write. As a result, many students make errors in writing without realizing it. Plus, there aren't too many mechanical errors like punctuation, spelling, and capitalization. However, there are still students who forget to put punctuation marks. Marks such as commas or periods in the sentences he writes.

Hasan & Marzuki (2017), found that students had difficulty using punctuation marks such as commas because they use commas where they are not needed, even inside the position of a point. Students don't pay enough attention to their writing so it's still there some spelling errors in English are due to lack of vocabulary, so something like that can happen. Based on research by Palupi & Septiana (2018), lack vocabulary mastery causes spelling problems in students' writing.

On the other hand, Toba et al (2019) found students' opinions about spelling difficulties caused by their failure to memorize the spelling of written vocabulary. The English and Indonesian spellings are very different. Therefore, students create many errors assume the pronunciation of words in English is the same as in writing. Although not necessarily, many English vocabulary words sound the same the pronunciation, but the writing is different. Capitalization is also a mechanical aspect, but there are not many errors in the capitalization aspect. Because in Indonesian lessons it is also explained that there are several words that must be used capital letters, for example people's names, countries, etc. This is similar to research

by Situmorang & Manurung (2020) shows that it is difficult to use low capitalization.

Vocabulary is also an important supporting aspect. In terms of writing because if students have limited vocabulary then they cannot write fluently (Yaumil et al 2020). Therefore, students should remember vocabulary so that they don't suddenly disappeared while writing. According to this difficulty, it is possible to do so concluded that a lack of vocabulary causes students not to think about the vocabulary questions they write, resulting in errors. Developing Ideas, organizational ideas, grammatical and mechanics are the aspects with the fewest errors. Based on the results of the data above, the researcher can conclude that the most dominant errors made by eleventh grade students in writing descriptive texts with the most nominal numbers are errors in vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The author concludes that there are 5 error factors found in writing descriptive text carried out by class XI students of the fashion design program at SMK N1 Sinabang for the 2023-2024 academic year.

1. There are 5 errors made by eleventh grade students of the fashion design program in writing descriptive texts, including:
 - 1) Developing Ideas: It was found that 11 or around 14% of students made errors in the idea development aspect. The most common writing errors students make is that they cannot develop their ideas in describing something.
 - 2) Organization of Ideas: found 5 or around 7% of students who made errors in the aspect of organizing ideas. Some students don't even write down the identification part, even though this part is the beginning of a group of sentences.
 - 3) Grammatical: found 19 or around 25% of students who made errors in grammatical aspects. The most common grammatical errors students make include subjects, auxiliary verbs, articles, pronouns, etc.
 - 4) Vocabulary: it was found that students had made 27 or around 36% vocabulary errors. There are many errors in writing words in English in

texts written by students. In addition, some students have difficulty choosing words.

- 5) **Mechanic:** it was found that there were students who made 14 or around 18% mechanical errors. The results show that there are several errors in spelling. Punctuation marks, and capital letters because it is acknowledged that students often forget punctuation marks or capital letters in writing.
2. The most dominant errors made by eleventh grade students of the fashion design program at SMKN 1 Sinabang are: based on the results of the data that has been obtained it can be concluded that there are 27 errors or around 36% of the errors made by eleventh grade students using vocabulary which is most often found in eleventh grade students of the Fashion Program at SMKN1 Sinabang. So, the conclusion is that the most dominant errors made by eleventh grade students of the fashion design program at SMKN 1 Sinabang are errors in the vocabulary aspect.

5.2 Suggestions

Concerning the conclusion, the writer made some suggestions that hopefully will be helpful and valuable to English teachers, students, and future researchers

1. English Teacher

The research results found that the errors were most often found in students Text is an aspect of vocabulary use that teachers hope can explore the reason for this

error, so teachers can pay more attention to it teaching descriptive texts about vocabulary and grammatical aspects related to student errors.

2. Students

By understanding their errors, students are expected to be able to practice more write. In order to overcome various kinds of errors, students can reflect to improve yourself, especially in writing. Plus knowing the cause of their errors in writing. Students are expected to remember better vocabulary that will be applied in writing.

3. Future Researchers

This research is limited to qualitative methods and focuses on descriptive text. Therefore, future researchers are welcome to add or develop this research using other texts and other research approaches supports these findings. In addition, because this research only focuses on students, researchers can then try to find solutions so that students can overcome their errors.

REFERENCES

- Abas, I. H., & Aziz, N. H. A. (2018). Model of the writing process and strategies of EFL proficient student writers: A case study of Indonesian learners. *Pertanika Journal of Social Sciences and Humanities*, 26(3), 1815–1842.
- Afifuddin. (2016). An analysis of students' errors in writing descriptive texts. *English Education Journal (EEJ)*, 132.
- Alnujaidi, S. (2017). Social network sites effectiveness from EFL students' points of view. *English Language Teaching*, 10 (1).
- Althobaiti, N. (2014). Error correction in EFL writing: The case of Saudi Arabia, Taif University. *Journal of Modern Education Review*, 1039.
- Abisamra, N. (2001). *Teaching Writing Approach & Activities*. 1.
- Alfaki, I. M. (2015). University Students' English Writing Problems. Published by European Centre for Research Training and Development UK. *International Journal of English Language Teaching*, 3(3), 40–52. <http://www.eajournals.org/wp-content/uploads/University-Students---%0AEnglish-Writing-Problems-Diagnosis-and-%0ARemedy.pdf>
- Amara, N. (2015). Errors Correction in Foreign Language Teaching. *The Online Journal of New Horizons in Education*, 5(3), 58–68.
- Ancker, W. (2000). *Error and correction feedback: update theory and classroom practice*. Anderson, M. & Anderson, K. 2003. *Text types in English 3*. South Yarra: Macmillan
- Axelord, R. (2010). *Guide to Writing*. New York: Bedford/St. Martin's.
- Boardman, C. A. (2008). *Writing to Communicate: 3. Essays and the Short Research Paper*. Pearson Education.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). New York, NY: Addison Wesley Longman.
- Byrne, D. (1988). *Teaching Writing Skill*. London and New York: Longman.
- Charlina, C., & Septyanti, E. (2019). Development of Work Sheets for Students (LKPD) in Writing Explanation Text. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 515–528. <https://doi.org/https://doi.org/10.34050/els-jish.v2i4.8050>
- Corder, S. P. (1981). *Error Analysis and Interlanguage*.

- Debata, P. K. (2013). *The Importance of Grammar in Second Language Teaching A Reassessment*. Language in India.
- Dietch, B. M. (2006). *Reasoning and Writing Well: A Rhetoric, Research Guide, Reader, and Handbook*. New York: McGraw-Hill.
- Dietsch, B. M. (2006). *Reasoning and Writing Well*. New York: McGraw-Hill.
- Dirgeyasa., W. (2017). *College Academic Writing a Genre-Based Perspective*. Jakarta: Prenada Media.
- Ermita, M., Emzir, E., & Lustyantje, N. (2019). Picture Word Inductive Model for 59 Better Descriptive Text Writing. *Indonesian EFL Journal*, 5(2), 73. <https://doi.org/10.25134/ieflj.v5i2.1736>.
- Faraj, A. K. A. (2015). Scaffolding EFL The, Students' Writing through Of, Writing Process Approach. *Journal Education and Practice.*, 6(13), 131– 142.
- Feltsen, P. (2009). *Language Acquisition and the Errors We Make - A comparison between beginners and intermediate learners*. 1–26.
- Flynn, N., & Stainthorp, R. (2006). *The Learning and Teaching of Reading and Writing*.
- Gerot, L., & Wignell, P. (2001). *Making sense of functional grammar: An introductory workbook*. Queensland. Australia: Gerd Stabler, Antipodean Educational Enterprises.
- Gerot, L. and W. (1995). *Making Sense of Functional Grammar*. Australia: Stabler.
- Grenville, K. (2001). *Writing from Start to Finish: A Six Step Guide*. Sydney: Criffin Press.
- Hacker, D. J., Dunlosky, J., & Graeser, A. C. (2009). *Handbook of Metacognition in Education*. (T. & Francis. (Ed.)).
- Harmer, J. (n.d.). How to Teach Writing. In 2004. Essex: Pearson Education 60 Limited.
- Harmer, J. (2007). *The Practice of English Language Teaching*- 4th Edition. (p. 265). London: Longman.
- Harmer, Jeremy. (2005). *The Practice of English Language Teaching*. London: Longman.
- Hyland, K. (2004). *Genre and second language writing*. United States of America: University of Michigan Press.

- Ismayanti, E., & Kholiq, A. (2020). An Analysis of Students' Difficulties in Writing Descriptive Text. *E-Link Journal*, 7(1), 10–20.
- Jacobs, Holly, L., Stephen, A., Zinggraf, Deanne, R., Wormuth, V., Faye, H. Jane, B., Hughey. (1981). *Testing ESL composition: A practical approach*. Rowley: Newbury House Publisher, Inc.
- Khansir, A. A. (2012). Error Analysis and Second Language Acquisition. *Theory and Practice in Language Studies*, 2(5). <https://doi.org/10.4304/tpls.2.5.1027-1032>
- Khasanah, N. (2015). Improving Students' Writing..., *Nailatul Khasanah*, FKIP UMP. Nailatul Khasanah, FKIP UMP, 7–16.
- Knapp, P. (2005). *Technologies for Teaching and Assessing Writing*. Sidney: UNSW Press.
- Klimova, B. (2012). The importance of writing. *Paripex - Indian Journal of Research*, 9.
- Langan, J. (2001). *English skills*. Boston: McGraw Hill.
- Langan, J. (2008). *College Writing Skills with Readings* (seventh ed). New York: Mc Graw Hill. Langan, J. (2010). Exploring writing sentences and paragraphs. In the second edition. New York: McGraw-Hill Companies.
- Leki, I., & Azar, B. S. (1982). Understanding and Using English Grammar. *TESOL Quarterly*, 16(4), 549. <https://doi.org/10.2307/3586472>.
- Lyons., H.-. (1987). *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge: Cambridge University Press.
- Maisitoh, S. (2015). "Improving Students" Ability in Writing Descriptive text Using Genre Based Approach. *International Journal of English Language Teaching*, 3(1), 4.
- Mayer, A. (2005). *Gateways to Academic Writing*. New York: Pearson Education, Inc.
- McCloskey, G. (2017). Error Analysis. *Journal of Psychoeducational Assessment*, 35(1–2), 242–250. <https://doi.org/10.1177/0734282916669911>.
- Miller, R. K. (2006). *Motives for Writing 5th Edition*. New York: McGraw Hill.
- Mumtazati, R. (2014). *Improving Students" Skill in Writing Descriptive Text Through Clustering Technique*. 15
- O'Malley, J., & Pierce, L. V. A. (1966). *Authentic Assessment for English Language Learners :Practical Approaches for Teachers*. Massachusetts: Addison Wesley Publishing Company.

- Olshtain, E., & Celce-Murcia, M. (2005). Discourse Analysis and Language Teaching. In *The Handbook of Discourse Analysis*. Wiley. <https://doi.org/10.1002/9780470753460.ch37>
- Oshima, A., & Hogue, A. (1999). *Writing Academic English (Third Edit)*. New York: Longman.
- Oshima, A. & Hogue, A. (1991). *Writing Academic English: A Writing and 63 Sentence Structure Workbook for International Students(3rd.) (3rd ed.)*. Massachusettes: Addison-Wesley.
- Pathan, M. A. K. (2021). The Most Frequent Capitalization Errors Made by the EFL Learners at Undergraduate Level: An Investigation. *Scholars International Journal of Linguistics and Literature*, 4(3), 65–72. <https://doi.org/10.36348/sijll.2021.v04i03.001>
- Pharr, D., & Buscemi, S. V. (2014). *Writing Today: Contexts and Options for the Real World*. Boston: McGraw-Hill Higher Education.
- Ploeger, K. (2000). *Simplified Paragraph Skills*. Lincolnwood, Ill.: NTC Publishing group.
- Pratiwi, K. D. (2015). Students' difficulties in writing English: A study at the third semester students of English education program At University of Bengkulu. *E-Journal Universitas Bengkulu*, 12, 1–13.
- Priyana, J. (n.d.). *English for Junior High School Grade VIII*. Pusat Perbukuan Departemen Pendidikan Nasional.
- Raimes, A. (1983). *Technique in Teaching Writing*. London: Oxford University Press.
- Ramli, D., Suhartono, L., Novita, D. (2013). *An analysis on the students' error in writing descriptive text*. Tanjungpura University, Pontianak.
- Rao, V. C. S., & Durga, M. V. S. (2018). Developing Students' Writing Skills in English-A Process Approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 2(6), 1–6. https://www.researchgate.net/profile/ChandraRao/publication/325489625_Developing_Students'_Writing_Skills_in_English-A_Process_Approach/links/5b113854a6fdcc4611da2674/Developing-Students-Writing-Skills-in-English-A-Process-Approach.pdf
- Regina L. Smalley, E. a. (2012). *Refining Composition Skills: Academic Writing and Grammar*. (Sixth Edit). Boston: Heinle Cengage Learning.
- Richards, J.C., Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

- Ridha, N. S. A. (2012). The Effect of EFL Learners' Mother Tongue on their Writings in English : An Error Analysis Study. *Journal of the College of Arts. University of Basrah*, 60(60), 22–45.
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29–31. <https://doi.org/https://doi.org/10.26417/ejls.v1i1>
- Saputra, J. B. (2014). *LANGUAGE TEACHING EVALUATION (Testing Writing) PROJECT*.
- Saragih, N., Silalahi, R., & Pardede, H. (2014). The Effectiveness of Using Recount Text to Improve Writing Skill for Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar. *IOSR Journal of Humanities and Social Science*, 19(1), 56–64. <https://doi.org/10.9790/0837-191125664>
- Sari, Mayang., & T. A. (2019). Discovery Learning Strategy on Students Reading Comprehension in Report Text. *Journal Pendidikan Bahasa*, 15(2), 19–26.
- Seyler, D. U. (2008). *Read, Reason, Write (An Argument Text and Reader)* (Eighth Edi). New York: McGraw Hill.
- Shweba, A. A. A., & Mujiyanto, Y. (2017). Errors of spelling, capitalization, and 65 punctuation marks in writing encountered by first year college students in almerghib university libya. *English Education Journal*, 7(2), 92–102. <http://journal.unnes.ac.id/sju/index.php/ej>
- Siburian, T. A. (2013). *Improving Students' Achievement on Writing Descriptive Text through Think Pair*. 3(3). www.ijllalw.org.
- Spencer, L. (2005). *A Step-by-step Guide to Descriptive Writing*. New York: The Rosen Publishing Group.
- Sudarwati, T. M. and E. G. (2005). *Look Ahead Senior, 2: An English Course for High School Students Year XI*. Jakarta: Erlangga.
- Sugiarto, D., & Sumarsono, P. (2014). The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts. *International Journal of English and Education*, 3(3), 206–215.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sutrisno, B. (2017). *Contrastive Analysis, Error Analysis, and Interlanguage*.
- Syahputri, D., and Masita, S. (2018). An analysis of the students' error in writing. *JurnalEduTech*, 14.

- Valette, R. M., & Harris, D. P. (1970). Testing English as a Second Language. *The Modern Language Journal*, 54(4), 300. <https://doi.org/10.2307/323128>
- Wahyuni, S. (2017). The Effect of Different Feedback on Writing Quality of College Students with Different Cognitive Styles. *Dinamika Ilmu*, 17(1), 39– 58.
- Weigle, S. C. (2002). *Assessing Writing*. University Cambridge: Cambridge Press.

APPENDICES 1
Students Work

SI
B. Inggris

No.: Mount Krakatoa Date: Rabu, 8-10-2023

Mount Krakatoa is one of the most famous mountains in Indonesia, even in the world. Especially after the eruption of mount Krakatoa which occurred in 1883.

Krakatoa is a volcanic mountain located between Java and Sumatra, precisely in the Sunda Strait. Currently, the mount Krakatoa area is a nature reserve with four small islands, namely Anak Krakatau Island, Panjang Island, Setung Island and Rakata Island.

As explained at the beginning, in 1883, the world was covered in very powerful volcanic ash, caused by the eruption of mount Krakatoa. At the time, not clouds and the tsunami had claimed up to 36,000 lives. The sound of the eruption of mount Krakatoa could be heard as far away as Alice Springs, Australia. In fact, researchers believe this is also the beginning of the blue moon phenomenon, due to the thick dust of mount Krakatau which covers the view of the moon at night.

When compared to the atomic bombs detonated in Nagasaki and Hiroshima at the end of world war II, Krakatoa's explosive power reached up to 30,000 times. What an extraordinary event. Mount Krakatoa is still active today.

January

In morning day I go to explore mountains. Come I in mountains, than I look ~~view~~ ^{view} is very beautiful, and very much tree with vegetables flying in the direction of the wind.

At the ~~the~~ first I continue walk while exploring to look other views.

After that I look a very beautiful river, animals, fish, monkey, and various caterpillars, birds and butterflies seen.

when it arrived in the home. I afternoon, we rush to get arrived as I walking, I surprised to look a very beautiful sunset.

Name : Nesti Maulini

KIS : XI TBS.

Descriptive : Pantai Pulau Pinang.

On Sunday I and my ~~two~~ friends go to beach ~~at~~ Pulau Pinang Island. When we were riding a boat in the middle of the sea we see beautiful coral and the sea beautiful and calm when we arrived at the island, there we were amazed by the beauty of the island.

There are also many people who visit to enjoy the very beautiful beach and swaying coconut trees.

In essence, Pulau Pinang is a view area, a place to take photos, a place to have fun and at the same time enjoy its very calm nature.

Sf

Deskripsi text: Tentang Pantai

* disimelre has a beautiful and spacious beach, the atmosphere looks more more attractive and beautiful.

* Many local people also visit this beach, which has beautiful beaches and attracts local people.

* The beach has clear water and very high waves, but the beach is popular with local people.

* However, this beach is very famous and many tourists visit the beach, even though the beach has high waves, there are still people who visit.

(The eagle)

Eagle has color feathers is light brown. it has a strong and sharp yellowish beak. it claws are very sharp. It hunts for fish in the sea but sometimes ~~chickens~~ chickens and small birds.

Eagle come in many, sizes, shapes, and colors, but eagle are easy to recognize because they have strong beaks, slender bodies, and very sharp claws for tearing their prey.

Eagles are also often called warm-blooded animals. The habitat that eagle like is forests and they often come to residential areas to look for food.

The way eagle reproduce is by laying eggs which have a hard shell. In the nest they make, they look after their young until they are able to fly.

Descriptive Text

- Dhea Isra Naisla
- Kls XI Tbs
- B. Inggris

56

Descriptive Text

°mountain°

- I really like going to the mountains because if we want to see all its beauty we have to climb it and we are at the top we can see its beauty and our tiredness disappears because we see its beauty.
- and also we can camp on top relax and have fun with friends enjoying a campfire
- what caught my attention was the beauty of the natural trees and the sunset.
- Apart from having fun, I also learned to preserve nature and its surroundings so that its beauty is maintained.

57

No.

Date

Text Descriptive of mother

My mother's name is Pitmawati, she was born on June 10, 1978 in Padang, Sumatera Barat. She likes the colors green and black. She is a housewife who has one daughter and two sons, my mother has a hardworking nature and doesn't give up easily. In his life.

My mother is a figure that I admire, my mother is someone I love, she has a beautiful face, wavy hair, beautiful eyes ~~and~~ and a warm smile which makes me want to be someone like her and I am proud to have a mother like her.

My mother is a person who never gives up and is patient. My mother is a woman who is good at cooking. Apart from being good at cooking, my mother is also good at sewing. I learned a lot about cooking and sewing with my mother.

My mother is a strong woman. Sometimes my father's ~~un~~unhealthy condition and poor family economy mean that my mother has to work and divide her time, sometimes even all day to make ends meet. My mother is a woman who is very valuable to me. I really appreciate and love her my mother.

58

Date:

Teks Deskripsi Tentang pantai

Simalur ~~atawa~~ island or what we usually know as Simeulue island is ~~an~~ an island located west of Simeulue, one of the districts in Aceh, Indonesia. With various tourist attractions that are very pleasing to the eye, one of which is the Tak. Di Ujung tourist attractions, which is located in Simeulue Cut district, Simeulue district.

On the edge of the coast there is a shop that can direct us directly to the beauty of the peaceful ocean, with fairly calm waves and cool winds. in this shop there are also various types of fish kept in ponds close to the sea, especially sharks which are one of the main objects. which are interesting.

The special feature of the nape at the tip increases when we visit the burial of one of the historical figures, namely Syaikh Kholilullah atau Teungku Di Ujung, who was a great scholar from Minangkabau.

The Tak. Di Ujung tourist spot is very unique and beautiful. Apart from that, the environment is still kept clean, plus the original view of the place itself makes many tourists ~~to~~ curious so this beach is never empty of visitors. Tourists ~~like~~ like to take photos and plus we can have fun while learning about the history of big figures in Simeulue.

59

Date:

DESCRIPTIVE TEXT: TENTANG PANTAI.

DISTRULUP HAS A BEAUTIFUL AND SPACIOUS BEACH, THE ATMOSPHERE LOOKS MORE ATTRACTIVE AND BEAUTIFUL.

MANY LOCAL PEOPLE ALSO VISIT THIS BEACH, WHICH HAS BEAUTIFUL BEACHES AND ATTRACTS LOCAL PEOPLE.

THE BEACH HAS CLEAR WATER AND VERY HIGH WAVES, BUT THE BEACH IS POPULAR WITH LOCAL PEOPLE.

HOWEVER, THIS BEACH IS VERY FAMOUS AND MANY TOURISTS VISIT THE BEACH, EVEN THOUGH THE BEACH HAS HIGH WAVES, THERE ARE STILL PEOPLE WHO VISIT.

510

No.:

Pantai

Date:

On Sunday I go to the fast with my friend and we enjoy the very beautiful atmosphere of view beautiful.

Then we see the huge waves of ~~ambush~~ and the wind that was blowing at us. gusts.

and we enjoy the atmosphere on the beach on the beach. There are also various types of canteens and food provided for visit beach. HS.

Arriving in the afternoon I see the very beautiful view of the sunset very beautiful and visitors enjoying the sunset in the beach.

nama: Nani Anegun Muliati

KCS : XI TBS

b. Studi :

" Mountain "

In the morning I go to explore the mountains. Arriving in the mountains I see various types of trees, many of which were swinging in the direction of the wind.

At the time I continued walking to see other views. I also see various types of bustling animals in the mountains. I see a very beautiful river, and the river was very clean. Then I rested for a moment while enjoying the view of the mountains.

Arriving late in the afternoon I rushed to go down and up the mountain to go home, as I ~~was~~ walk I see the Sun rising which was very beautiful.

SZ

No.

Date:

Let me introduce my self, my name is Ginta Bella.
I have a friend who used to be so close to me that i
considered her my own sister, but without realizing it,
she was being two-faced behind my back, until an
incident happened. which makes my heart really hurt,
to the point that now i don't consider him a friend
anymore, it hurts but it can't be helped, that's
all from me.

Nama: Putri Ca Naura Sari

Class: XI IPS

513

No.:

Date:

Descriptive Text tentang : Beach.

Today I go to the beach with my friend and we enjoy the atmosphere beach.

Our hobbies is swimming, play game and diving

when we dived we enjoy the sea atmosphere the beauty of the coral reefs and the fish add to the beautiful atmosphere.

The point is that the beauty of the beach and the sea is very beautiful and calm, it really make the heart calm and the beauty of the beach and sea must be maintained.

Slq

No.:

Date:

Beach.

On Sunday, I and my friends go to Lantle Beach right at 16.00 hrs we were there enjoy the very beautiful beach atmosphere.

There we also enjoyed very beautiful waves and the wind blowing toward us and birds flying above the sky.

At the beach there are many Latu food and drinks available, we order these food and drink.

As the afternoon goes by, the people at Arany increasingly crowded visit the beach and enjoy the very beautiful sunset atmosphere.

95

No:

Date:

Nama : CUT AISYAH

kelas : XI ITBS

" Mountain "

Simeulue has beautiful tourist attractions. Mountain
 tourism, for example, is located in the middle of
 Simeulue regency.

every holiday, tourists travel there. They climb
 very high mountains, they see beautiful views,
 green trees, birds singing, and breathe fresh
 air.

they found something very beautiful there.
 there they could see various kinds of things.

there they also found a house built there for
 tourists who could shelter or shelter from wild
 animals.



PEMERINTAH ACEH
DINAS PENDIDIKAN
CABANG DINAS WILAYAH KABUPATEN SIMEULUE
Jl. Letkol Ali Hasan Desa Linggi Sinabang Kec. Simeulue Timur Kab. Simeulue - Provinsi Aceh Kode Pos 23891
Email : eabdinsimeulue@gmail.com

Nomor : 400.14.5.4 / 705
Lamp : -
Hal : Izin Melaksanakan Penelitian Skripsi.

Sinabang, 6 November 2023
Yang Terhormat,
Sdr. Kepala SMK Negeri 1 Sinabang
di
Tempat

KEPALA CABANG DINAS PENDIDIKAN WILAYAH KABUPATEN SIMEULUE dengan ini memberikan Izin Penelitian Kepada :

Nama : PUJA AMANDA SARI
NIM : 1911060028
Pekerjaan : Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan – Universitas Bina Bangsa Getsempena.
Alamat : Desa Sinabang - Kabupaten Simeulue.

Untuk melaksanakan Penelitian Skripsi pada Kegiatan Pembelajaran di Sekolah, dengan Judul " *The Students Errors of SMK Negeri 1 Sinabang in Writing Descriptive Text*", berdasarkan Surat dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena, Nomor : 3640/131013/F1/KM/X/2023, tanggal 30 Oktober 2023.

Demikian Surat Izin ini kami berikan untuk dapat digunakan sebagaimana mestinya.

Ace
sejara & Pijar
di Jalur Pengabdian
oleh Keskul
Pengajaran

7/11-2023

KEPALA CABANG DINAS PENDIDIKAN
WILAYAH KABUPATEN SIMEULUE,



HAMDAN AMIN, S.Pd
PEMBINA

NIP. 198008032008031001

ND. 800.1.11.1 / 689 / Tgl. 01-11-2023

Tembusan :

1. Kepala Dinas Pendidikan Aceh
2. File,-



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMK NEGERI 1 SINABANG

Jalan. T. Dijuang km 4,5 Sinabang – Lasikin Desa Suak Buluh Kode pos 23891
email. smkn1sinabang@gmail.com



No : 421.5/426/SMKN 1 SNB/2023

Lamp : -

Perihal : **Izin Penelitian**

Kepada Yth:

Bapak Kepala Cabang Dinas Pendidikan
Wilayah Kabupaten Simeulue

di-

Sinabang

Assalamu'alaikum Wr. Wb.

1. Sesuai surat dari Kepala Cabang Dinas Wilayah Pendidikan Wilayah Kabupaten Simeulue Nomor: 3640/131013/F1/KM/X/2023, tanggal 30 Oktober 2023.
2. Maka Berdasarkan surat tersebut di atas, Kepala Sekolah Menengah Kejuruan (SMK) Negeri 1 Sinabang, Kecamatan Simeulue Timur, Kabupaten Simeulue dengan ini menerangkan :

Nama : **PUJA AMANDA SARI**
NIM : 1911060028
Pekerjaan : Mahasiswa Fakultas Keguruan dan ilmu Pendidikan-Universitas
Bina Bangsa Getsempena
Alamat : Desa Sinabang-Kabupaten Simeulue

3. Benar yang namanya tersebut telah melaksanakan kegiatan Penelitian di SMK Negeri 1 Sinabang pada tanggal 07 November 2023 dalam rangka untuk keperluan penulisan Skripsi dengan judul "*The Students Errors of SMK Negeri 1 Sinabang in Writing* "

Demikian surat ini kami buat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Sinabang, 24 November 2023

Kepala Sekolah,



AFDALISA LIHARJO, SE

NIP. 19651101 200504 1 001

APPENDICES 2

Research Dokumentation of Students at SMKN 1 Sinabang









Appendices 9 Researcher Biodata

RESEARCHER BIODATA



A. Personal Data

Name : Puja Amanda Sari
Place and Date of Birth : Meunafa, 01 August 2000
Gender : Female
Religion : Islam
Address : Desa Air Dingin, Kec Simeulue Timur, Kab
Simeulue
Hp/Wa : 082294877633
e-mail : pujaamanda939@gmail.com
work : Student
Parents' Name
• Father : Amanadi Firdaus
• Mother : Yenni Sartika

B. Educational Background

- SD Negeri 11 Simeulue Timur 2007 - 2013
- MTSN Sinabang 2013 - 2016
- SMKN 1 Sinabang 2016 - 2019
- UBBG, FKIP, PBI 2019 – 2024

C. Papers

: The Students' Errors of SMKN 1 Sinabang in
Writing Descriptive Text

Thus, this curriculum vitae has been prepared correctly and can be accounted
for.

Banda Aceh, 17 January 2024

Puja Amanda Sari