LEARNER ERRORS IN DESCRIPTIVE TEXT MADE
BY EIGHT GRADE STUDENTS OF SMP N 2 COLOMADU
IN 2013/2014 ACADEMIC YEAR

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LEARNER ERRORS IN DESCRIPTIVE TEXT MADE
BY SECOND YEAR STUDENTS OF SMP N 2 COLOMADU
IN 2013/2014 ACADEMIC YEAR

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ABSTRACT

This study aims to describing the learner errors made by the eight grade students of SMP N 2 Colomadu in their composition of written descriptive text; identifying the types of lexical errors, syntactical errors, and discourse errors; explaining the frequency of each type of errors; describing the dominant type of errors; and identify the source of errors. The type of this research is descriptive qualitative research. In collecting the data, the writer uses elicitation technique. There are some steps in collecting data, namely: the writer gets the data from the teacher, the writer reads every text made by the students accurately, the writer giving marks in erroneous sentences, the writer writes again all the erroneous sentences of the student’s composition in a list and it become a data. In analyzing data, the writer uses Dulay, Burt and Krashen classification of errors theory, Slamet theory for the frequency of each type of error, and Brown, Norrish, Richard are sources of errors theory. The result of the research shows that the eight grade students of SMP N 2 Colomadu still make 162 errors in their compositions. The writer finds that from 162 data, there are three classification of error based on the combination of linguistic category taxonomy and surface strategy taxonomy. There are lexical error consist of 32,7% which cover: wrong spelling 28,39%, false friends 1,23%, and use Indonesia word/ code switching 3,08%. Errors in syntactical consist of 52,41% which cover: bound morpheme (-S) 16,63 %, BE 35,78 %, misordering 11,72 %, article 1,85 %. Errors on discourse consist of 14,81 % which cover of component of discourse in reference 8,64% and conjunction 6,17 %. The writer also finds 2 dominant sources error, namely interlingual transfer and intralingual transfer. So, the students in SMP N 2 Colomadu especially eight grade class C doing many errors in their composition on descriptive text. The dominant of errors is in lexical error especially in wrong spelling and grammatical construction.

Keywords: error analysis, descriptive text, surface strategy taxonomy, linguistic category taxonomy.
A. INTRODUCTION

Language has two positions in Indonesia, mother tongue and second language. As a mother tongue, every people bring a language since they were born. For example, the child who speaks Javanese every day will learn another language when they entered school. The teaching English in Indonesia is important to increase the student’s communicative ability. Because of English as foreign language, the students who want to learn this language find so many problems.

The students found the problem about the first language (L1) and the second language (L2) in learning English. It indicates that there are the differences between Indonesian grammar and English grammar. The students must be able to communicate with the speakers of English using both the oral and the written English language. Writing is not easy for the students who in junior high school, especially in SMP N 2 Colomadu. SMP Negeri 2 Colomadu is one of Junior High School in Karanganyar. It is located in Pulosari, Malangjiwan, Colomadu, Karanganyar. This school also has English subject like the other school. It includes four language skills, namely: listening, speaking, reading and writing. The teacher used the method of teaching in order to improve the student’s capability in language learning. Practice their ability in vocabulary, phrase, idioms and sentences, especially in writing.

Language cannot be separated from text. According to Anderson (1997:1), “When these words are put together to communicate a meaning, a piece of text is created”. From the statement above, can be concluded that in spite of spoken, written skill is also important as the one of the four skill in mastering English. People need to learn writing English Academic Purpose because by writing students are able to express their thought. In fact, writing is the skill in which students produce sentences which are put in a particular order and linked together in certain ways. But still, essays production is the most difficult tiring task. Most of the students make errors when creating a
text. The students think that English is far more complicated. Teachers must concern with the problem.

When the learners create their creativity to make a text, it will found so many errors because they don’t understand well about the target language. The teacher must be able and have competence to find the errors, identify the errors, find the sources of errors, and make a distinction between error and mistakes. It has purpose to correct and improve the students ability. The teachers often found errors when their students try to make a text. To start writing descriptive is not easy. The student should express the beginning of the story as interested as possible so that the story can attract the reader interest. In other case, the students often make errors at grammar. The researcher take some erroneous sentences made by students in daily examination.

“And now in Solo he live with me”

In this sentence, there is omission error. It is not a good English grammar because it is a lack of grammatical words to indicate the predicate in a sentence. In English language, second person pronoun “he” must be followed “-s” after verb. The correct sentence should be: “And now in Solo he lives with me.”

The second example, “The pen is a in the table”. In this sentence, there is addition of predication. The correct sentence should be: “The pen in the table.”

Based on the errors analysis of SMP Negeri 2 Colomadu, the researcher gets data of the student’s worksheet and can be used by teacher to minimize the student’s error in writing descriptive text. The problems of students usually are grammatical, structure, vocabulary, and etc. Errors analysis can also be used to show the mistakes of students in writing skill, especially in writing descriptive.

In the view of the stated value of errors and error analysis, the researcher uses it to find out the written English errors of second grade students of SMP N 2 Colomadu. The writer hope this research can offer
solutions to avoid those errors because she thinks that it is very important for teachers to show their students how to deal with writing and how to master it by analyzing the errors they commit in their writing.

The writer uses “Surface strategy taxonomy” and “Linguistic category taxonomy” in classifying, describing, and analyzing the data.

According to James, (1998:106), “surface strategy taxonomy is a classification system based on the ways in which the learner’s erroneous version is a different from the presumed target version”. This taxonomy categorizes errors in respect to the language components or the particular linguistic constituent that the error effects. For example, surface strategy taxonomy discusses the error from students when they omit necessary items or add unnecessary ones. They may inform items or disorder them. Based on this theory, error is classified into four types: omission, addition, misinformation, and misordering.

According to James, (1998:105), “the linguistic category taxonomy carries out errors in terms of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error”. This taxonomy shows the cognitive process that underlies the learners reconstruction of the new language learned. Sometimes the learners omit necessary item, add unnecessary one’s, misinformation and misordering this items. Language components may include phonology (e.g. pronunciations), syntax, morphology, lexical, and style.

According to the theory above, there are some differences and similarities between the writer’s findings and the theory. The theory says that the linguistic category taxonomy divides errors into four components those are: phonology, syntax, lexical, and style. While the writer divides the syntax into six components: bound morpheme (S), BE, pronoun, plural, article, and conjunction. The writer also classifies the errors based on lexical, which cover: wrong spelling, false friend, and code switching. Besides that, the writer also classify the discourse errors into one type, there is component of discourse errors. There are also similarities and differences based on the “Surface
strategy taxonomy”. The similarity lies on the existence of omission, addition, and misordering. The difference is that the writer does not discuss the existence of misinformation in the writer’s finding.

According to James (1998:1), “Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language”. Error analysis will influence the teaching process in the class by the teacher. According to Dulay (1982:138), “Error analysis has yielded insights into the L2 acquisition process that have stimulated major changes in teaching practice”. Before doing error analysis the teacher must understand for what doing this method. According to Richard (1985:63), “one of the goals of error analysis was to help construct an account of the second language learner’s linguistic competence”. The teacher’s knowledge will help the foreign language teacher to provide a grammatical explanation or correction that effective in classroom activities. Provide the materials like syllables and curriculum shown that errors can’t be predicted, for each students of a foreign language. According to Fauziati (2009:136), “the goal of error analysis is to draw certain conclusions about the learning strategies or the underlying cognitive mechanism used by the learner in his second language learning process”.

This research has been studied before. But, here this research show to enrich the theory or research before. It will help the teacher to find the errors of their students in order the teacher pay attention in their dominant of their errors and doing remedial to increase understanding of the students.

**B. RESEARCH METHOD**

This study use descriptive qualitative research, because the writer purposes to describe the errors made by the second grade of SMP Negeri 2 Colomadu in their writing descriptive based on surface taxonomy strategy and linguistic category taxonomy, to describe the frequency of errors, explain the dominant type of error made by the students.

The data are in the form of erroneous sentences and paragraph made by the students. They are 34 compositions of descriptive text that made by the
students on November 26, 2013. The data sources are the composition written productions by the second grade of SMP Negeri 2 Colomadu, academic year 2013/2014.

The writer uses elicitation method in her research. The step for collecting the data, the researcher uses as follows: The writer has collected of data in the form erroneous sentences and paragraph form the writing descriptive text made by the second grade students of SMP Negeri 2 Colomadu, the writer identifies and define the descriptive text product made by the students, then the writer reads and marks the types of error in the student’s works. So the writer can find the erroneous sentences. After this step, the writer writes the erroneous sentences and classifies all types of error based on surface strategy taxonomy and linguistic category taxonomy.

After data are collected, the writer analyzes the collected data using following steps: classifying the error, describing the frequency of errors, describing the dominant type of error, and describing the sources of error.

C. RESEARCH FINDING AND DISCUSSION

This subchapter discusses the finding of writer’s analysis and discussion. From the research of the descriptive text composition, the finding of the analysis is follows:

1. The Type of Lexical Errors

According to Liach (2011:72), “lexical error is a deviation in form and/or meaning of a target language lexical word”. The learners when produced a foreign language often makes error of various types. This is the process of language learning. Lexical errors are the most frequency occurring category of errors in written English.

In the type of lexical error, the researcher finds wrong spelling, false friend and code switching. The students made error based on the type of lexical errors (52 errors or 32,7% of errors). The error is classified into three errors, there are wrong spelling (46 errors or 28,39% of errors), similar in form of false friend (1 error or 0,61% of errors), and use Indonesian word/ code switching (5 errors or 3,08% of errors).
The first is wrong spelling. Spelling error or misspelling represents a syllable or morpheme in forming part of a word (James, 1998:133). In wrong spelling, the researcher finds 45 errors. For example: *He was bron on February. In this case, the students were using a letter to represent the spelling of the words. The students do not attention about what they write, because they think that they write is right. But, it makes the sentences meaningless. The correct words are born.

Second, false friend (similar in form). According to Erichsen (2014, p.1), “false friends are the words that are similar in spelling and/or pronunciations in two languages but have different meanings”. The researcher finds one sentence, like: *My mother is beautiful. Piss. From the sentences above, the students apply the same form between both sentences. For example in the first sentences, the word piss. The students think the spelling piss and peace is same.

Third, use Indonesian word/code switching. According to Nordquist (2014, p.1), “Indonesian word or code switching is the practice of moving back and forth between two languages or between two dialect or registers of the same language”. The researcher finds 5 erroneous examples: *She was born on Maret 3th 1969. The sentence clearly shows that the students used Indonesian word in their sentences. The student uses word *Maret in the sentence, it is Indonesian word. It is student’s error because the target language that they produce still uses Indonesian word. The correct word is March to apply on the sentence.

2. Type of Syntactical Errors

According to Karakas (2014:1), “syntactic errors are those which disobey the phrase structure rules and, by this way, violate the formation of grammatically correct sentences”. In the type of syntactical errors, is divide into four sub themes, there are bound morpheme (S), BE, misordering, and article. The students made error based on the type of syntactical errors (84 errors or 52.41 % of errors). The error classified
into twelve errors, namely: the use of bound morpheme (S) from possessive adjective in omission of (-S) (1 errors or 0,61% of errors), the use of bound morpheme (S) from omission of (-S) in present tense (5 errors or 3,08% of errors), the use of pronoun from subjective for possessive adjective form (5 errors or 3,08 % of errors), the use of pronoun from possessive adjective for subjective form (7 error or 4,32% of errors), the use of pronoun from misuse of possessive adjective pronoun form (5 errors or 3,08% of errors), the use of pronoun from misuse of subjective pronoun form (2 errors or 1,23% of errors), the use of pronoun from omission of possessive adjective form (5 errors or 3,08% of errors), the use of plural (2 errors or 1,23% of errors), the use of BE from addition of BE in present tense form (3 errors or 1,85% of errors), the use of BE from omission BE as predicate copula (28 errors or 17,28 % of errors), the use of misordering form (19 errors or 11,72 % of errors), the use of article from omission of article form (3 errors or 1,85 % of errors).

In bound morpheme (S), the researcher is dividing into some sub theme; they are possessive adjective, present tense, pronoun, and plural. The researcher finds one sentence in omission of (-S) in possessive form, like: *My mother name is Untari. From the sentence above, the student omit (-S) in the sentence. The correct sentence is added (-S) because it has function as a sign of the owner. So the correct sentence is My mother’s name is Untari. In present tense marker, the researcher finds 5 sentences, for example: *She live in Gawanan. In this case, the students also apply Indonesian rule into English rule. They think without adding BE in present tense, their sentences still have meaning. So they omit BE in the sentences. The correct sentence is, “She lives in Gawanan.”

In pronoun, there are many variation of error made by the students in their composition. Subjective for possessive adjective, the researcher finds 5 data, for example: *She hobby is watching TV. From
the sentences above, the subject *she* has function as subject in the sentences. The students made error in misuse of pronoun. The subject *she* has function for subjective pronoun. It is not appropriate, because for indicate of possession should uses possessive adjective *her*. In possessive adjective for subjective, the researcher finds 7 data, example: *Her* was born on August 26th 1972 in Tuban. From the sentences above, the possessive adjective pronoun *her* has function for subject in the sentences. But the students use the third plural person in that sentence. It is not appropriate, because for indicate of subject should use subjective pronoun *she* for *her*. In misuse of possessive adjective pronoun, there are 5 error sentences, for example: *She has brown skin. His hair is short.* Based on the sentences above has misuse of possessive adjective pronoun, his refers to *she* whereas *she* has function for the girl, so the correct is using *her* for *she*. In misuse of subjective pronoun, the researcher finds 2 data, for example: *Her skin is white. He hair short black and straight.* From the sentences above, the first sentence uses *he* for subject whereas *he* refers to the sentence before, “*her skin is white*”. So, the sentence not appropriate. The suitable possessive adjective pronoun is *her*.

In omission of possessive adjective pronoun, the researcher finds 5 data, for example: *Her body is fat, __ hobby is cooking, __ favorite food is meatballs, and __ favorite drink is Aqua.* Based on the sentence, the students omit possessive adjective pronoun in their sentences. After conjunction, the students forget to add possessive adjective pronoun *her*, that refers to possession of the word *favorite* in the sentences, so it becomes error. In plural, the researcher finds two sentences, for example: *She has many magazine.* Based on the sentence above, the students omits (S) in their sentences. The students forget to add (S) as plural form. In BE, there are divide into some sub theme, there are addition of BE in present tense, and omission BE as predicate copula BE. In addition of BE in present tense, the researcher finds 3 data, for example: *She is lives in
Jetis at RT 01/10. Based on the sentences, the students adding double verb in their sentences. Those sentences show that the sentence is simple present tense. The students not aware that their sentences ungrammatical. The correct sentence is, “She is live in Jetis at RT 01/10.” In omission BE as predicate (copula BE), the researcher finds 28 data, for example: *Her hair _____ long and straight. The subject of those sentences is possessive adjective pronoun and it has function as conjunction between the sentences, so it called copula. The students omit the predicate in that sentence. In misordering, the researcher finds 19 data, for example: *Hobby her is cooking. In this case, the students do not obey the grammatical structure in their sentences. They only focus in making a sentences with apply their Indonesian language. The correct sentence is “Her hobby is cooking.” In article, there are 3 data that show an omission of Article. For example, *She was bron __ October 19th 1975, in Boyolali. From the sentences above, the students tend to omit article ‘a ‘and ‘an’ in their sentences. The error occurs because the students do not understand what the function both the article is. They think the article has not meaning.

3. Type of Discourse Errors

In the type of discourse error, the researcher only finds two types; there are generic structure and the component of discourse errors. The students made error based on the type of discourse errors (24 errors or 14,81% of errors). The error classified into two errors, namely: component of discourse errors from reference (14 errors or 8,64% of errors), and component of discourse errors from conjunction (10 errors or 6,17 of errors).

In reference, the researcher finds 14 data. For example: *My mother’s name is Mrs. Elisabeth. He was born on February 14th, 1897 in Klaten. Based on those sentences above, the students uses anaphoric because they use the act of referring to a preceding of following element, dealt with a semantic relationship. Like in the example, word “he” is
refers to the word “My mother’s name is Mrs. Elisabeth”. The students make error in using subjective pronoun. The subjective pronoun of My mother’s is she, not he. In conjunction, the researcher finds 10 erroneous sentences. For example: *Her nose is pointed ___ her eye is small. From those sentences, the students not gave the conjunction word in their sentences. Conjunction has function to connect two clauses, whereas it uses to connect two sentences. So, it becomes an error.

4. The Frequency of Each Type of Errors

The researcher finds 162 errors made by the students. These errors are arranged into the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Errors</th>
<th>Number of Errors</th>
<th>Frequency of Errors (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>The Type of Lexical Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Wrong Spelling</td>
<td>46</td>
<td>28,39 %</td>
</tr>
<tr>
<td>2</td>
<td>False Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Similar in Form</td>
<td>1</td>
<td>0,61 %</td>
</tr>
<tr>
<td>3</td>
<td>Use Indonesian Word/ Code Switching</td>
<td>5</td>
<td>3,08 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>52</td>
<td>32,7 %</td>
</tr>
<tr>
<td>II</td>
<td>The Type of Syntactical Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Bound Morpheme (S)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Possessive Adjective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Omission of (-S) in Possessive Form</td>
<td>1</td>
<td>0,61 %</td>
</tr>
<tr>
<td></td>
<td>b. Present Tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Omission of (-S) in present tense</td>
<td>5</td>
<td>3,08 %</td>
</tr>
<tr>
<td></td>
<td>c. Pronoun</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Subjective for Possessive Adjective</td>
<td>5</td>
<td>3,08 %</td>
</tr>
<tr>
<td></td>
<td>2) Possessive adjective for subjective</td>
<td>7</td>
<td>4,32 %</td>
</tr>
<tr>
<td></td>
<td>3) Misuse of Possessive Adjective Pronoun</td>
<td>5</td>
<td>3,08 %</td>
</tr>
<tr>
<td></td>
<td>4) Misuse of Subjective Pronoun</td>
<td>2</td>
<td>1,23 %</td>
</tr>
<tr>
<td></td>
<td>5) Omission of Possessive Adjective</td>
<td>5</td>
<td>3,08 %</td>
</tr>
<tr>
<td>Error Type</td>
<td>Number</td>
<td>Percentage</td>
<td></td>
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<td>----------------------------------</td>
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<td>------------</td>
<td></td>
</tr>
<tr>
<td>d. Plural</td>
<td>2</td>
<td>1.23%</td>
<td></td>
</tr>
<tr>
<td>2. BE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Addition of BE in Present Tense</td>
<td>3</td>
<td>1.85%</td>
<td></td>
</tr>
<tr>
<td>b. Omission BE as Predicate Copula</td>
<td>28</td>
<td>17.28%</td>
<td></td>
</tr>
<tr>
<td>3. Misordering</td>
<td>19</td>
<td>11.72%</td>
<td></td>
</tr>
<tr>
<td>4. Article</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Omission of Article</td>
<td>3</td>
<td>1.85%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>52.41%</td>
<td></td>
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</tbody>
</table>

III The Type of Discourse Errors

1. Generic Structure
2. Component of Discourse Error
   a. Reference
      1) Anaphoric 14  8.64%
      b. Conjunction 10  6.17%
   24  14.81%
   Total 162  100%

The type of lexical errors has frequency in wrong spelling with total number of errors are 46 errors or 28.39% of errors. The type of syntactical errors has frequency in the use of BE from omission BE as predicate copula with total number of errors are 28 errors or 17.28% of errors. The type of discourse errors has frequency in reference with total number of errors are 14 errors or 8.64% of errors.

5. The Dominant Errors

The dominant error is lexical error. Lexical errors consist of 32.7% which cover: wrong spelling 28.39%, false friends 1.23%, and use Indonesia word/ code switching 3.08%. Errors in syntactical consist of 52.41% which cover: bound morpheme (-S) 16.63 %, BE 35.78 %, misordering 11.72 %, article 1.85 %. Errors on discourse consist of 14.81 % which cover of component of discourse in reference 8.64% and conjunction 6.17 %.

6. The Source of Errors

In the sources of error, the researcher finds 73 data, for example:
*He is lives at RT 02/RW 01 Ngasem in Colomadu. From the sentences above, the students applies two predicates, there are is because the
students confuse which predicate is appropriate to use. In this case, the student should use one predicate in the sentence. The correct sentence is

*He lives at RT 02/RW 01 Ngasem in Colomadu.*

**D. CONCLUSION**

Based on the analysis above, the writer can draw some conclusion of Learner’s Errors in Descriptive Text Made by Second Year Students of SMP Negeri 2 Colomadu in 2013/2014 Academic Year as follows:

1. The students of SMP Negeri 2 Colomadu, especially second grade, made many errors in their writing descriptive text. The writer uses ‘surface strategy taxonomy’ and ‘linguistic category taxonomy’ in analyzing the data. The writer finds 162 errors which are classified into three main categories, namely: lexical errors, syntactical errors, and discourse errors.

2. Lexical error consist of 32.7% which cover: wrong spelling 28.39%, false friends 1.23%, and use Indonesia word/ code switching 3.08%.

3. Syntactical error consist of 52.41% which cover: bound morpheme (-S) 16.63%, BE 35.78%, misordering 11.72%, article 1.85%.

4. Discourse error consist of 14.81% which cover of component of discourse in reference 8.64% and conjunction 6.17%.

5. The dominant errors made by the students are lexical errors, especially wrong spelling 28.39% which equaling 46 errors.

6. The source of students errors that the writer finds out is “interlingual transfer” and “intralingual transfer”. And in “intralingual transfer” divided into three parts, there are ignorance of rules restriction, over generalization, and false concepts hypothesized. The researcher finds 18 interlingual errors or 11.11% and intralingual 75 errors or 46.29% within student’s errors. The intralingual errors consists of ignorance of rules restriction (67 errors or 41.35%), over generalization (6 errors or 3.7%), and false concepts hypothesized (2 errors or 1.23%).

**E. SUGGESTION**

1. For the English Teachers
To make the students write more accurately, they need more practice on produce their grammatical sentences, especially in lexical grammatical sentences. The teachers must provide a lot of intensive contextualized practices to students in order errors related to those aspect will not recur.

The teachers should focus on major error types rather than trying to correct every sentences error. The error to concentrate on should be those that are most frequently occur by the student’s composition.

2. For the Next Researchers

In recent study, the researcher limits study in the error on the levels surface in writing descriptive text made by the second grade students of SMP N 2 Colomadu in 2013/2014 academic year. Here, the researcher suggest for next researcher to analyze the types of errors by the levels of language deeper than this research. The next researcher can analyze from the different object, like oral production. And also the next researchers are expected to extend this research. So, the reader will be deeper and better understanding related to the study.

REFERENCE:


