A. Background of Study

For many years, English has been chosen to be taught in Indonesia as a foreign language. For a long time, English was taught to the students at Elementary School until Senior High School. In other hand, English is the important subject to be learned, and we know that English is one of the international languages that is used by people to communicate to other.

In the other hand, English is an important subject at school because English is one of the subjects that be examined in high school. For students of junior high school, English is difficult subject for them. Moreover, the government allows removing English lesson at Elementary School now. So the students start to learn English from the base, it makes the students difficult to learn English.

In English, the students have to master four skills of learning English, they are listening, speaking, reading, and writing. The main purpose of the learners’ writing activity is to catch grammar, spelling, and punctuation errors (Leki in Fauziati, 2010: 46). There are many aspects that students’ have to understand to write a text, such as, grammar, spelling, diction, and punctuation, etc. The students have to learn making the text correctly.

Their difficulties affect their abilities to make sentences in English. They will get difficulties to master vocabularies and grammar. Whereas curriculum demands the students to make a text in English, every level of grade has many types of the texts which mastered by the students. For the example, in SMP N 1 Gatak that is located Jalan Pramuka no.1 Sukoharjo. This Junior High School is one of the best schools in Sukoharjo. This school has a good achievement not only in non-academic field, but also in academic field. One of the main subjects thought in SMP N 1 Gatak is English subject. The students of seventh grade in SMPN 1 Gatak have to make some kinds of text, they have to make the narrative, recount, procedure, descriptive and report text correctly. The
teacher has to teach how to write a text because of the curriculum demands the students to master it.

The English teachers in SMP N 1 Gatak have to teach many aspects in English, for the example of the seventh grade students in junior high school. They have to learn about short simple functional text, such as, label, shopping list, announcements, advertisement, greeting cards, short messages, notices, and cautions. Those texts have function to help readers accomplish everyday tasks. In other part, they have to learn about dialogues and other kinds of text like descriptive text and procedure. Besides that, the students of seventh grade have to master some kinds of tenses to help them making grammatical sentences.

There are many kinds of texts that the students in high school have to master. At least 12 kinds of texts which are mastered by the students in junior high school to senior high school. There are narrative, spoof, anecdote, recount, news item, all of those texts have function to entertain or to inform the reader. In other texts are descriptive, report, procedure, and explanation, those texts have function to describe. And the last are discussion, review, analytical exposition, hortatory exposition, they have function to give reason. In high school, the students also have to learn about short simple functional text, such as, announcement, advertisement, memo and short message, invitation, personal letter, label, postcard, e-mail, and notice. Those texts have function to help the readers accomplish everyday tasks.

One of the texts that the seventh grade students of SMP N 1 Gatak have to master is descriptive text. They have to make the text correctly. The purpose of descriptive text is to describe a particular person, things, or place. The main purpose of the learners’ writing activity is to catch grammar, spelling, and punctuation errors (Leki in Fauziati, 2010: 46). Many aspects that students’ have to understand, they are grammar, spelling, diction, punctuation, etc. The students have to learn making the text correctly.

In the other hand, English is the important subject at school because of English one of the subjects that be examined in high school. For students of junior high school, English is difficult subject for them. Moreover, the government
allows removing English lesson at Elementary School now. So the students start learning English from the basic. It makes the students difficult to learn English. Their difficulties affect their abilities to make sentences in English. They will get difficulties to master vocabularies and grammar. Whereas curriculum demands the students to make a text in English, every level has many types of texts mastered by the students. For the example, the students of seventh grade have to be able to make a descriptive text. They have to make the text correctly. The purpose of descriptive text is to describe a particular person, things, or place.

For the beginners, making text is not easy to do, sometimes they make many errors in arranging a text. For the seventh grade students, making a descriptive text is not simple thing, they make a text in English as second language. For these reasons, the researcher will conduct the research about the errors which is usually done by students.

The examples of errors made by the students are:

* We are love you.
* I have some pencil.
* She has hair long.

The first sentence is ungrammatical, the kind of error of this sentence is addition, and the sentence should be “We love you”. The second sentence is ungrammatical, the sentence should be “I have some pencils”, the student has to add –s after “pencil” because of there is word “some” which indicates the noun is plural. The third sentence is ungrammatical, the sentence should be “She has long hair”, we can identify that the student only transfer it from Indonesia language as source language, we know that the sentences structure of source language and target language is different.

Error analysis is the first approach to the study of SLA which includes an internal focus on learner’s creativity ability to construct language (Saville-Troike in Fauziati 2009: 135). For the example of error is in the sentence “We are love you”. The sentence is ungrammatical, the sentence should be “We love you”.


The purpose of error analysis is “to identify the principles for an effective error correction, it helps teachers to devise remedial lessons which can help learners better learn target language” (Fauziati 2009:155).

According to Dulay, Burt, and Krashen (1982:138), there are two pedagogic purposes of learning errors: (1) it provides data from which inferences about the nature of the language learning process can be made; (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract from a learner’s ability to communicate effectively.

Errors tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are means whereby learners test their hypotheses about the second language (James in Fauziati 2009:135).

From the explanation above, the researcher decides to do a research about AN ERROR ANALYSIS IN WRITING DESCRIPTIVE TEXT MADE BY STUDENTS AT THE 7TH GRADE IN SMP N 1 GATAK IN 2015/2016 ACADEMIC YEAR.

B. Limitation of the Study

In this research, the researcher limits the problem only in error writing descriptive text made by the students especially the seventh grade students in SMP N 1 Gatak in 2015/2016 academic year, the data will be analyzed by using error analysis theory of linguistic category and surface strategy taxonomy by James (1998) to get more focus and thrift the time.

C. Problem Statement

The writer formulates the problem statement as the following:
- What are the errors made by the seventh grade students of SMP N 1 Gatak in their writing descriptive text?

The writer formulates the research questions as the following:
1. What are the types of morphological error in writing descriptive text made by the seventh grade students of SMP N 1 Gatak in 2015/2016 academic year?
2. What are the types of syntactical error in writing descriptive text made by the seventh grade students of SMP N 1 Gatak in 2015/2016 academic year?
3. What are the types of discourse error in writing descriptive text made by the seventh grade students of SMP N 1 Gatak in 2015/2016 academic year?
4. How is the frequency of each error in writing descriptive text made by the seventh grade students of SMP N 1 Gatak in 2015/2016 academic year?
5. What are the sources of errors made by the seventh grade students of SMP N 1 Gatak in their writing descriptive text?

D. Objective of the Study

The objectives of the study are:
1. To describe the types of morphological error of writing descriptive text made by the seventh grade students of SMP N 1 Gatak 2015/2016 academic year.
2. To describe the types of syntactical error of writing descriptive text made by the seventh grade students of SMP N 1 Gatak 2015/2016 academic year.
3. To describe the types of discourse error of writing descriptive text made by the seventh grade students of SMP N 1 Gatak 2015/2016 academic year.
4. To know the frequency of each errors in writing descriptive text made by the seventh grade students of SMP N 1 Gatak 2015/2016 academic year.
5. To know the sources of errors made by the seventh grade students of SMP N 1 Gatak 2015/2016 academic year.

E. Significance of the Study

The significance of this study will be divided into two, they are:

1. Theoretical Significance
   a. The result of the research can be used as the reference for those who want to conduct a research in writing error analysis.
   b. The result of the research can be useful for teacher and others who want to know about errors which made by the students.

2. Practical Significance
a. It can help the teachers and others to correct the students’ writing errors especially in writing descriptive text, especially for the English teachers of SMP N 1 Gatak.

b. It is hoped that the result of this research can show us the error types made by the students, especially the students of SMP N 1 Gatak.

**F. Research Paper Organization**

In this paper, the researcher constructs the research paper organization into five chapters, they are:

Chapter I is introduction, which consists of background of the study, limitation of the study, problem statements, objectives of the study, significance of the study, and research paper organization.

Chapter II is review of related literature, which consists of the notion of error analysis, pedagogical purpose of error analysis, the classification of error, and descriptive text.

Chapter III is research method, which consists of type of the research, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion where the researcher describes the morphological error, syntactical error, discourse error, the frequency of error, the sources of error, and the discussion.

Chapter V is conclusion, pedagogical implication, and suggestion that concerns with the conclusion of the research finding drawn by researcher.