

**THE ERRORS ANALYSIS ON WRITING DESCRIPTIVE TEXT MADE BY  
STUDENTS AT THE 7<sup>th</sup> GRADE OF SMP MUHAMMADIYAH 5  
SURAKARTA IN 2015/2016 ACADEMIC YEAR**



**PUBLICATION ARTICLE**

Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department

by

**KHOLEEYOH MALI**

**A320120079**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
APRIL, 2016**

**APPROVAL**

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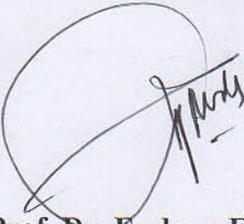
by

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Approved to be Examined by Consultant

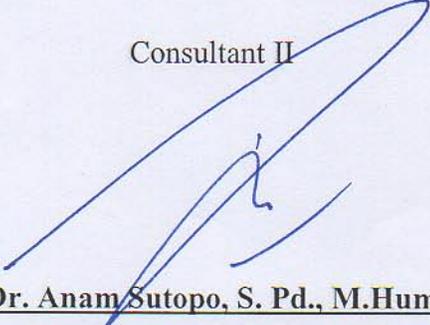
Consultant I



**Prof. Dr. Endang Fauziati, M. Hum.**

**NIK/NIP. 274**

Consultant II



**Dr. Anam Sutopo, S. Pd., M. Hum**

**NIK/NIP. 849**

ACCEPTANCE

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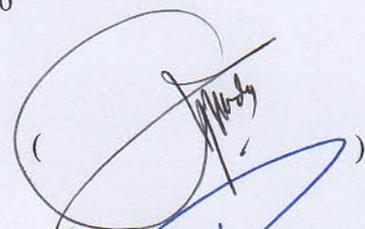
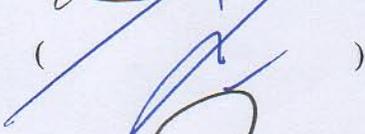
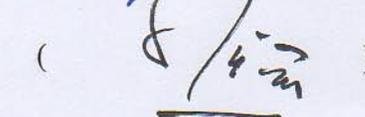
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Accepted and Approved by Board of Examiner  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta

On April, 2016

Team of Examiners

1. **Prof. Dr. Endang Fauziati, M. Hum.**  
(Chair person)
2. **Dr. Anam Sutopo, S. Pd., M.Hum**  
(Member I)
3. **Drs. Djoko Srijono, M. Hum**  
(Member II)

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Dean,

**Prof. Dr. Harun Joko Prayitno, M. Hum**

NIP. 196504281993031001

## TESTIMONY

Here, the writer testifies that this research paper there is no plagiarism of the research that has been made before to complete bachelor degree in a university and as long as the writer knows that there is also no work or opinion which ever been published or composed by the other, except those which the writing are referred in the manuscript and mentioned in the bibliography. Therefore, if it proves that there are some untrue statements here, the writer will be fully responsible.

Surakarta, April 2016



The writer

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**Kholeeyoh Mali, Endang Fauziati, Anam Sutopo**  
**Muhammadiyah University of Surakarta**  
[malikholeeyoh@gmail.com](mailto:malikholeeyoh@gmail.com)

**ABSTRACT**

The study aims at describing the learners' error made by seventh grade students of SMP Muhammadiyah 5 Surakarta in their composition of writing descriptive text: Identify the types of lexical errors, syntactical errors, and discourse errors; classification the frequency of each type of errors; describes the dominant type of errors; and identifying the source of errors.

The type of this research is descriptive qualitative research. There are three steps to collect data, namely (1) The researcher entered the class and asks students to make a descriptive text, (2) The researcher collected the data of students' writing then reads and marks the types of errors that occur in students' writing, (3) The researcher documented the erroneous then classifies the type of errors based on linguistic category and surface strategy category. In analyzing the data, the researcher uses James theory for classification of errors, Slamet theory for the frequency of each type of error and Brown, Richard for sources of errors theory.

The result of this study shows that seventh grade student's of SMP Muhammadiyah 5 Surakarta make 288 errors in their compositions. The writer finds that from 288 data, there are three classifications of error based on the combination of linguistic category and surface strategy taxonomy. First, 'Lexical Errors' consist of 94 errors or 32.64%. Second, 'Syntactical Errors' consist of 158 errors or 54.9%. Third, 'Discourse Errors' consist of 36 errors or 12.5% of errors. The dominant errors from three types are lexical error in wrong spelling consist of 84 errors or 29.17% of errors. The sources error in this research, namely: interlingual transfer and intralingual transfer.

**Key words:** errors analysis, descriptive text, sources of errors, linguistic category taxonomy, and surface strategy taxonomy.

**ABSTRAK**

Studi ini bertujuan untuk menggambarkan kesalahan pelajar oleh siswa SMP Muhammadiyah 5 Surakarta dalam susunan penulisan teks deskriptif; mengidentifikasi kesalahan leksikal, sintaksis, dan wacana; menjelaskan frekuensi disetiap kesalahan; menjelaskan kesalahan yang mendominasi; dan mengidentifikasi sumber kesalahan.

Jenis penelitian ini adalah penelitian deskriptif kualitatif. Ada tiga langkah untuk mengumpulkan data, yaitu (1) Peneliti masuk kelas dan meminta siswa untuk membuat teks deskriptif, (2) Peneliti mengumpulkan data dari menulis siswa kemudian membaca dan menandai jenis kesalahan yang terjadi pada penulisan siswa, (3) dokumen peneliti yang salah maka mengklasifikasikan jenis kesalahan berdasarkan kategori linguistik dan kategori strategi permukaan. Dalam menganalisis data, peneliti menggunakan teori

James untuk klasifikasi kesalahan, teori Slamet untuk frekuensi setiap jenis kesalahan dan Brown, Richard untuk sumber teori kesalahan.

Hasil penelitian ini menunjukkan bahwa siswa kelas tujuh SMP Muhammadiyah 5 Surakarta telah melakukan 288 kesalahan dalam komposisi mereka. Penulis menemukan bahwa dari 288 data, ada tiga klasifikasi dari kesalahan berdasarkan kombinasi dari kategori linguistik dan strategi permukaan taksonomi. Pertama, 'leksikal Kesalahan' terdiri dari 94 kesalahan atau 32,64%. Kedua, 'Sintaksis Kesalahan' terdiri dari 158 kesalahan atau 54,9%. Ketiga, 'Wacana Kesalahan' terdiri dari 36 kesalahan atau 12,5% dari kesalahan. Kesalahan yang paling dominan dari tiga jenis ini adalah leksikal kesalahan dalam ejaan yang salah terdiri dari 84 kesalahan atau 29,17% dari kesalahan. Sumber kesalahan dalam penelitian ini, yaitu: Transfer interlingual dan mentransfer intralingual.

**Kata Kunci:** analisis kesalahan, teks deskriptif, sumber kesalahan, linguistik kategori taksonomi, dan strategi permukaan taksonomi.

## 1. INTRODUCTION

English as one of important language in the world is widely studied and used as tool of communication among people. It is communicated in oral and written. It is functioned to express some information, thought, feeling and develop any kind of science, technology and culture. That is why people in order to communicate each other and to help them to get information and knowledge.

In learning English, there are four basic language skills; listening, speaking, reading and writing. One of the language skills, writing is considered as the most difficult skill, especially for students in any level of English because to make a good writing, the learners should study to write extensively and they have to master some features that support those skills.

Teaching writing is different from teaching other language skills, because writing is a way of thinking process. As the students which develop their writing skill, their need some integrated abilities to make their writing correctly, such as structure, vocabulary, spelling, phonetic and meaning. As Harmer stated about teaching writing "When teaching writing, therefore, there are special considerations to be taken into account which include the organizing of sentences into paragraphs, how paragraphs are joined together, and the general organization of ideas into a coherent piece of discourse". That means that students should have competence to develop the word into sentences, and into paragraph. Therefore, the ideas that will be written, can be written in organize.

Writing English is not an easy skill, especially for the seventh grade students in Junior High School. The students still find difficulties in writing English and they can't yet to write the sentences well. This phenomenon happens to the seventh grade students of SMP Muhammadiyah 5 Surakarta. They are still need knowledge about English even though they have studied English. The students still construct English sentences by using Indonesian rules, for example:

- 1) \*Hanifis *boy* *handsome*
- 2) \*Brother *me* is *persons* *smart*
- 3) \*She *have* a beautiful cat
- 4) \**like* eating chocolate
- 5) \*mother *I* go *market*

From the example of the first sentence above, the students make error in their sentence, and they misorder in word *boy* and *handsome*. In the second sentences, the student uses *me* as the subject pronouns, actually *me* is the object pronoun. And they misorder in word *person* and *smart*. In the third sentence, the student uses *have* as the verb, but actually subject "she" must to use "has" to be the verb. In the forth sentences, the students do not write the necessary elements in their writing construction. This sentence has omission *subject* (plural) in the example of the sentence before. And the last example of the sentence, the student uses *I* as the object pronouns, actually *I* is the subject pronoun and uses "to" after "go".

Actually this research is not the first, there are some researchers who have conducted research on errors analysis. There are five researches that related to this research. They are: Effendy (UMS, 2014) in this research entitled *An Error Analysis in Writing Descriptive Text Made by 8<sup>th</sup> Grade Students of SMP Al-Islam Kartasura in 2013/2014 Academic*. Pratama (UMS, 2015) entitled *An Error Analysis in Writing Descriptive Text made by The Eight Grade Students of SMP Muhammadiyah 2 Masran in 2014/2015*. Bayinah (SyarifHidayatullah State Islamic University, Jakarta 2013) in her research entitled *The Grammatical Error Analysis on Using the Simple Past Tense in Writing Recount Text at the first grade on MA AL - Khairiyah*. Cholipah (SyarifHidayatullah State Islamic University, Jakarta 2014) entitled *An Analysis of Students' Error in Writing Recount Text (A Case Study in the second grade students of SMP Trimulia Jakarta Selatan)*. Wibisono (UB, 2014) entitled *Error Analysis on Recount Texts Produced by Twelfth Graders of SMAN3 Malang*.

Based on previous studies above, the difference between the current studies with the first previous study is the subject of the study. The current study is using descriptive text as subject of the study, then in object of the study, the researcher just focus on seventh grade students of SMP Muhammadiyah 5 Surakarta. The researcher also uses linguistic category and surface strategy taxonomy.

The aims of this research are: (1) to identify the types of errors made by seventh grade students of SMP Muhammadiyah 5 Surakarta in their writing descriptive texts, (2) identifying the types of lexical errors, syntactical errors, and discourse errors and also explain the frequency of each type of errors, and (3) describing the dominant type of errors, and identifying the sources of errors.

## **2. RESEARCH METHOD**

The writer uses descriptive qualitative method to describe the type of errors. The subject of the research is the student of SMP Muhammadiyah 5 Surakarta especially in seventh grade. The writer taken at class A, B, and C. The object of the research is errors in writing descriptive text made by seventh grade students of SMP Muhammadiyah 5 Surakarta. The data of this research are erroneous words, sentences and paragraphs made by the students. They are 60 compositions of writing descriptive text made by the seventh grade students. The data sources are the descriptive texts written by the seventh grade student of SMP Muhammadiyah 5 Surakarta. There are steps that the researcher used on collecting data in SMP Muhammadiyah 5 Surakarta: 1. The researcher asks students to make a descriptive text. 2. The researcher collects the data of students' writing then reads and marks the types of errors that occur in students' writing. 3. The researcher documentation the erroneous then classifies the type of errors based on linguistic category and surface strategy category. The next step after collecting the data is analyzes the data. There are the following steps to analyzing the data: 1. Identification of errors. 2. Classifying the errors based on linguistics category and surface strategy taxonomy (James, 1998:105-111). 3. Describing the frequency of errors. 4. Describing the dominant type of error. 5. Describing the sources of error.

## **3. FINDING AND DISCUSSION**

The writer presents the research finding and the discussion of the learner errors in writing descriptive text made by students of SMP Muhammadiyah 5 Surakarta. The research findings show types of error, frequency of error, dominant of error and sources of error of students product in writing descriptive text made by seventh grade students.

### **A. Research Finding**

The research findings were analyzed based on the research problems. In the research problems this research findings and discussion present some point based on data analysis. The researcher devised research finding into 6 steps. They are the type of lexical errors, the type of syntactical errors, the types of discourse errors, the frequency of each type of errors, the dominant type of errors, and the sources of error.

#### **1. The Type of Lexical Error**

From the data of the students, the researcher found many errors in lexical form that made by the students. There are wrong spelling, false friend and code switching.

##### **a. Wrong Spelling**

Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the misselection of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998:133).

Based on the data of the students, the researcher finds 84 errors of wrong spelling. Such example:

She like *reed* book

*read*

The students' uses *reed* in the sentence above and it is Indonesian words or the students do not understand that word. The correct word is *read*

#### **b. False Friend (Similar in Form)**

False friends are the words that are similar in spelling and/or pronunciations in two languages but have different meanings. The researcher finds 6 error sentences of false friend (Similar in Form). For example:

He is *beautiful*

*handsome*

From the sentence above, the word *beautiful* used for women, but in this sentence used *beautiful* for subject 'He'. It is incorrect sentence, the correct sentence is He is *handsome*.

#### **c. The Use Indonesian Word/ Code Switching**

The students have used Indonesian word to switch cultural bound words which untranslatable. The students are difficult to find equivalent words to switch them.

Based on the data of students, the researcher finds 4 error sentences. For example:

Her *faforit* drink orang *jus*

*favorite, juice*

The students' uses *faforit* and *jus* in the sentence above and it is Indonesian words. The correct words are *favorite* and *juice*.

## **2. Type of Syntactical Error**

Syntactical errors consist of the use of various elements of Indonesian grammar to convey the intended meanings in English. There is several of Syntactical Errors:

#### **a. The Use of Verb Tense**

Verb tenses are an attribute of verbs that tell us about time. Remember that verbs are words that show actions or states of being.

The types of Error in The Use of Verb Tense in this research are categorized as omission of s/es for 3rd Person Singular, Misuse of Have/Has, and The Use of Gerund.

#### **1. Omission of s/es for 3rd Person Singular**

Normally in the present tense we add **-s/es** to the end of the verb in the 3rd person (He, She, It).

The researcher found 15 sentences error of omission of s/es for 3rd Person Singular. Such as in the examples:

She *like* reed book

*likes*

The sentence clearly shows that the students omit the “-s” at the end of the verb for 3rd person singular in their sentences. The Students uses *like*. The correct word is *likes*.

## 2. Misuse of Have/Has

It is characterized by the incorrect verb in using the sentence Based on the data of students, the researcher finds 9 errors. For example:

She *have* whit skin.

*has*

From the example of this sentence show that the subject (She, He, It) should be followed *has*.

## 3. The Use of Gerund

A gerund is a verb in its ing (present participle) form that functions as a noun that names an activity rather than a person or thing. Any action verb can be made into a gerund

The researcher found that 5 errors sentence in the use of gerund, for example:

She like *cook*

*cooking*

From the example above there are errors in the use of -ing form. The students use the word *cook*. The correct word is *cooking*.

### b. BE

A good sentence always needs verb in the composition. If there is no full verb, it can be given linking verb in the composition. BE can be used as linking verb.

The type of error categorized as Omission of BE as Predicate.

#### 1. Omission of BE as Predicate

Based on the data, the researcher found 47 error sentences due to the omission of Be as predicate:

my sister \_\_\_ 11 years old

*is*

The sentence is error. Because the students do not use to be, the correct sentences is my sister *is* 11 years old.

### c. Plural

Plurals of nouns are normally indicated by the ending -s or -es. Plural is containing, involving or composing of more than one person or thing.

In this research the plural errors categorized as omission of plural marker.

#### 1. Omission of Plural Marker

It is characterized by the absence of an item that must appear in a well-formed utterance. The researcher found that 7 error sentences in omission of plural marker:

he have 2 *brother*

*brothers*

The sentence contains error. The students omit the “-s” at the end of the plural verb. The correct sentence is ‘he have 2 *brothers*’.

### d. Article

Articles are a special case of determiners in English. Articles in English are the definite article *the* and the indefinite articles *a* and *an*.

In this research the Article errors categorized as Omission of Article.

### 1. Omission of Article as Predicate

It is characterized by a word that used with a noun to indicate the type of reference being made by the noun. The researcher found 11 wrong sentences:

I have brother

I have *a* brother

The sentence contains error. The correct sentence is 'I have *a* brother'

### e. Pronoun

A pronoun is a part of speech based on grammar. A pronoun can replace a noun or another pronoun. There are four types of errors made by the students concerning pronoun:

#### 1. Subjective for Possessive Adjective

Possessive adjectives are not pronouns, but rather determiners. It is useful to learn them at the same time as pronouns, however, because they are similar in form to the possessive pronouns. Possessive adjectives function as adjectives, so they appear before the noun they modify. The researcher found 4 error sentences due to the use of possessive for subjective pronoun, such as in the sentence below:

*She* job a house wife

*Her*

From the sentence above, it is the wrong choice of pronoun. The correct form is using *her* for possessive adjective in the sentence.

#### 2. Possessive of Subjective

A subjective pronoun acts as the subject of a sentence—it performs the action of the verb. The subjective pronouns are *he, I, it, she, they, we,* and *you*.

The researcher found 4 error sentences due to the use of possessive for subjective pronoun, such as in the sentence below:

*His* is crazy

*He*

It is not appropriate or students do not understand about possessive of subjective, so the correct word is using *He*.

#### 3. Misuse of Subjective Pronoun

A subject pronoun is a personal pronoun that is used as the subject of a verb. Subject pronouns are usually in the nominative case for languages with a nominative–accusative alignment pattern. The researcher found 10 error sentences due to the use of misuse of subjective pronoun, such as in the sentence below:

My brother handsome, I love *you* so much.

*Him*

From the sentence above, the students wrong in choosing *you* for subjective pronoun. It is not appropriate, so the correct pronouns are using *him*.

#### 4. Addition of Possessive Adjective

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance. The researcher found 6 error sentences due to the use of addition of possessive adjective, such as in the sentence below:

I have a *my* cat  
*I have a cat*

From the sentence above, The Subjective pronoun *my* is unnecessary used. Because it so much about possessive adjective.

### 5. Omission of Subjective Pronoun

Omission of subjective pronoun is characterized by the absence of an item that must appear in a well-formed phrases or sentence. The researcher found 9 error sentences of omission of subjective pronoun. For example:

\_\_\_favorite foud fried rice  
*Her*

From the sentence above, it is incorrect sentence. The students forget to use subject in the sentence. The correct sentences are used the subject 'Her'.

### f. Phrase

A phrase is a small group of words that adds meaning to a sentence. A phrase is not a sentence because it is not a complete idea with a subject, verb and a predicate.

In this research the phrase errors categorized as misordering.

### 1. Misordering

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The students do not clearly understand of placement of a morpheme or a group of morphemes The researcher found 13 sentences errors in misordering, such as in the sentence below:

She has *hair black*  
She has *black hair*

From the sentences above is incorrect, because the students ordering words using Indonesian rule. The correct word is *black hair*.

### g. Preposition

Prepositions usually describe the position of something, the time when something happens and the way in which something is done, although the prepositions "of," "to," and "for" have some separate functions.

In this research the preposition errors categorized as omission of preposition.

### 1. Omission of Preposition

It is characterized by the word that shows the relationship between a noun or pronoun and other words in a sentence. The researcher found 4 error sentences of omission of preposition. For example:

He study\_\_\_UMS  
*at*

From the sentence above, the students forget used preposition in the sentence. The correct word is *at*.

#### **h. Conjunction**

A conjunction is a part of speech that connects words, sentences, phrases, or clauses. In this research the conjunction errors categorized as omission of conjunction.

##### **1. Omission of Conjunction**

From the data students, the researcher found 8 error sentences of omission of conjunction, such as in the sentence below:

her fruit water melon, apple

her fruit water melon *and* apple

From the sentence above, the students do not understand how to use conjunction. The correct sentence is needs addition of conjunction *and*.

#### **I. Subject Construction**

A simple subject is probably the most basic unit in sentence construction. A subject is a noun, which is a person, place, thing, or idea. A subject tells us who or what the sentence is going to be about. Without a subject, we cannot have a complete sentence.

In this research the subject construction errors categorized as omission of has/have predicate.

##### **1. Omission of Has/Have Predicate**

Any morpheme or word in a sentence is a potential candidate for omission. There are 6 sentences error containing of omission of has/have predicate, such as in the sentence below:

he black eyes and brown skin

he *has* black eyes and brown skin

The students do not understand how to use has/have. If the subject (He, She, It) should follow *has*. And the subject (I, We, You They) should follow *have*.

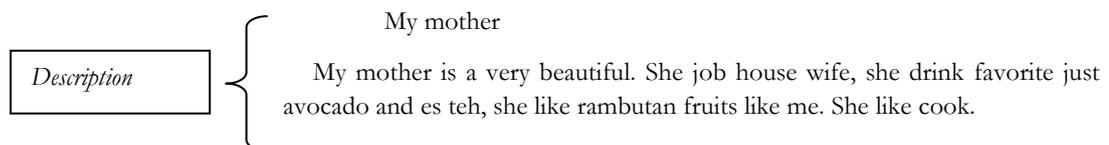
### **3.Type of Discourse Error**

Discourse analysis actually work at several level of description: the structure and function of various types of discourse types or genre. Discourse error usually relate to the way in sentence are organized in whole text.

The researcher only finds two errors type that is component of discourse error, namely: generic structure and component of discourse error from reference.

#### **a. Generic Structure**

Generic structure is the way which elements of the text are arranged to match its purpose. Generic structures is important because to construct the text. In descriptive text, generic structure consists of identification and description. Researcher found 28 error sentences of generic structure of discourse error. For example:



The students omitted identification of generic structure, it is because they forget or do not understand about identification of descriptive text. The student only use descriptions element of generic structure.

#### b. Reference

Reference is the act of referring for proceeding or following element, it deals with semantic relationship.

Based on the data, researcher found 9 error sentences of reference in discourse:

(1) \*I have cat. Color blak and white. *She* like funny  
*It*

From the example above, the students make an error in reference of discourse. This sentence is error in anaphoric reference because the student uses “She” to refer word “cat”. It should be used “It”.

#### 4. The Frequency of Each Type of Error

The researcher counts the frequencies of errors in order to know the percentages of each type of errors as the table below.

Table 4.1  
 Type of Error

No.	Type of Errors	Number of Error	Frequency of Errors %
<b>I.</b>	<b>The Type of Lexical Error</b>		
	Wrong Spelling	84	29.17%
	False Friend (Similar in Form)	6	2.08%
	The Use Indonesian Word/ Code Switching	4	1.39%
		<b>94</b>	<b>32.64%</b>
<b>II.</b>	<b>Type of Syntactical Error</b>		
	The Use of Verb Tense		
	Omission of s/es for 3rd Person Singular	15	5.21%
	Misuse of Have/Has	9	3.13%

	The use of Gerund	5	1.74%
	Be		
	Omission of BE as Predicate	47	16.32%
	Plural		
	Omission of Plural Marker	7	2.43%
	Article		
	Omission of Article as Predicate	11	3.82%
	Pronoun		
	Subjective for Possessive Adjective	4	1.39%
	Possessive of Subjective	4	1.39%
	Misuse of Subjective Pronoun	10	3.47%
	Addition of Possessive Adjective	6	2.08%
	Omission of Subjective Pronoun	9	3.13%
	Phrase		
	Misordering	13	4.51%
	Preposition		
	Omission of Preposition	4	1.39%
	Conjunction		
	Omission of Conjunction	8	2.78%
	Subject Construction		
	Omission of Has/Have Predicate	6	2.08%
		<b>158</b>	<b>54.9%</b>

<b>III.</b>	<b>Type of Discourse Error</b>		
	Generic Structure	28	9.72%
	Reference	8	2.78%
		<b>36</b>	<b>12.5%</b>
	Total	<b>288</b>	<b>100%</b>

#### 5. The Dominant Error

After the researcher counts the frequency of errors made by the students, the researcher divided the errors into three types. First, the type of lexical error has dominant in wrong spelling with total number of errors are 84 errors or 29.17% of errors. Second, the type of syntactical error has dominant in Omission of BE as Predicate with total number of errors are 47 errors or 16.32% of errors. Third, the type of discourse error has dominant in generic structure with total number of errors are 28 errors or 9.72% of errors. The researcher concludes that the dominant type of error is wrong spelling with total number of errors are 84 errors or 29.17% of errors.

#### 6. The Source of Error

In this case the researcher tries to find the source of errors. In order to find the sources of errors itself. He should identify the sources of errors. The researcher classified the sources of errors into two errors. Those errors are interlingual transfer and intralingual.

#### 4. CONCLUSION

The result of this study shows that the seventh grade students of SMP Muhammadiyah 5 Surakarta made many errors in their writing descriptive text. The result of the analysis is sixty students' compositional works produce two hundred and eighty-eight errors which are grouped into three main categories, namely: lexical errors, syntactical errors and discourse errors.

'Lexical Errors' consists of 94 errors or 32.64% that cover 'wrong spelling', 'false friend (similar in form)' and 'use Indonesian word/ code switching'.

'Syntactical Errors' consists of 158 errors or 54.9% that covers 'The Use of Verb Tense': Omission of s/es for 3rd Person Singular, Misuse of Have/Has, and The use of Gerund. 'BE' consist of Omission of BE as Predicate. 'Plural': Omission of Plural Marker. 'Article' consists of Omission of Article as Predicate. 'Pronoun' consists of Subjective for Possessive Adjective, Possessive of Subjective, Misuse of Subjective Pronoun, Addition of Possessive Adjective, Omission of Subjective Pronoun. 'Phrase' : Misordering. 'Preposition': Omission of Preposition. 'Conjunction' consists of Omission of Conjunction. 'Subject Construction' consists of Omission of Has/Have Predicate.

'Errors on discourse' are made up of 36 errors or 12.5% of errors. The error classified into two errors, namely: generic structure and reference.

Based on the categories of types of errors above, the most errors made by seventh grade students of SMP Muhammadiyah 5 Surakarta are syntactical error with 158 errors or 29.17%. It means that the students do not understand about grammar and the rule of syntactical errors in English. The writer concludes that the students lack of knowledge of syntactical rules.

For the source of errors, the writer finds out is 'Interlingual Transfer' and Intralingual Transfer'. In interlingual transfer, the students usually transfer the system of mother tongue into second language that they learn. The intralingual transfer is the source of errors that is produced by the learners who do not reflect the structure of mother tongue but a generation based on the partial exposure to the target language. Interlingual transfer and intralingual transfer are the main factor of making errors in students writing descriptive text. It can be concluded that the most dominant errors are lexical, syntactical and discourse errors of students writing descriptive text.

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