

**ERROR ANALYSIS ON COMPOSITION MADE BY THE 8TH
GRADE STUDENTS OF 15 SURAKARTA JUNIOR HIGH
SCHOOL
IN 2018/2019 ACADEMIC YEAR**



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

by

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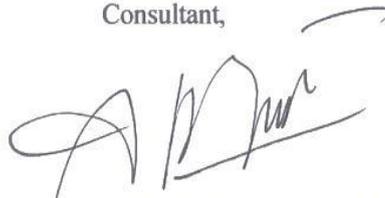
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ERROR ANALYSIS ON COMPOSITION MADE BY THE 8TH GRADE STUDENTS OF 15 SURAKARTA JUNIOR HIGH SCHOOL IN 2018/2019 ACADEMIC YEAR

Abstrak

Penelitian ini bertujuan untuk mengetahui jenis jenis kesalahan dan jenis kesalahan yang paling banyak ditemukan pada siswa kelas 8 SMP Negeri 15 Surakarta Tahun Ajaran 2018/2019 dalam membuat karangan deskriptif dalam bahasa Inggris. Penulis membatasi penelitian ini hanya dari segi kesalahan penggunaan rumus simple present tense dan simple past tense saja. Pada penelitian ini peneliti menggunakan metode deskriptif kualitatif. Beberapa kesalahan yang ditemukan kemudian dikategorikan dalam jenis kesalahan berdasarkan teori yang di kemukakan oleh Burt, Dulay dan Krashen yaitu teori Surface Strategy Taxonomy yang terdiri dari Omission, Addition, Misformation, dan Misordering. Dari 23 lembar karangan siswa yang telah peneliti dapatkan, terdapat total 273 kesalahan dari beberapa kategori. Dari total kesalahan tersebut ditemukan ada 104 atau 38% siswa melakukan jenis kesalahan omission, kemudian 22 kesalahan atau 8% pada addition, selanjutnya 122 kesalahan atau 45% pada misformation, dan 25 kesalahan atau 10% dilakukan siswa pada misordering. Kemudian dari seluruh hasil analisa kesalahan yang telah dilakukan oleh peneliti, dapat disimpulkan bahwa jenis kesalahan yang paling banyak dilakukan oleh siswa kelas VIII SMP Negeri 15 Surakarta Tahun Ajaran 2018/2019 adalah pada misformation yaitu sebanyak 122 kesalahan atau 45%.

Kata Kunci: Error Analisis, Deskriptif Kualitatif, Surface Strategi Taxonomy

Abstract

The research aims to find out the types of errors and the dominant type of errors made by the 8th grade students of 15 Surakarta Junior High School in 2018/2019 Academic Year in making English descriptive text / composition. The researcher focused on reviewing the pattern applied by the students in their text, namely simple present tense. The researcher applied descriptive qualitative method. The errors found were categorized based on the types of error according to the theory of Dulay, Burt and Krashen, namely Surface Strategy Taxonomy (Omission, Addition, Misformation, and Misordering). Out of 23 students' worksheets collected by the researcher, it was found that the total of 273 errors made by the students from all types of error. From all the total errors, there were 104 errors or 38% of omission, followed by 22 errors or 8% of addition, then 122 errors or 45% in misformation, and the last was 25 errors or 10% of misordering. It can be concluded from the results of error analysis done by the researcher, that the dominant type of error made by the 8th grade students of 15 Surakarta Junior High School in 2018/2019 academic year was misformation with the total errors 122 or 45%.

Keywords: Error Analysis, Descriptive Qualitative, Surface Strategy Taxonomy

1. INTRODUCTION

In Indonesia, English is the first foreign language which is taught from Junior High School or may be from Kindergarten to university. Since English is a foreign language, many Indonesia students consider that English lesson is a very difficult lesson. The students have some difficulties in learning English, especially in the structure (grammar) and speaking. English as foreign language (EFL) learners, no matter how much they know about the English language, still face many speaking difficulties. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teachers than by students (Hosni, 2014:22).

Learning English means learning the four skills, namely: speaking, listening, reading, and writing that cover sentences as the main point. It means that the sentences and the sentence patterns are considered as the subject of skills. So, it can be concluded that the success in learning English is affected by the ability in understanding the basic sentence patterns and mastering the words.

Most of learners admit that writing is the most difficult skill to master, because it is a very complex activity. In writing skill, the students need to master words, patterns, punctuation, content, and format. So, writing is complicated cognitive activity in improving the control of number variables, in order to express someone ideas or thoughts into written language in order to persuade or to inform some information to the readers.

Writing is used either as proof of successful learning or as a means of learning, because writing leads to a product that can be examined and be reviewed immediately. Principally, teaching and learning process cannot be free from mistake or error, misinterpretation and misapplication about something that have been learned.

In teaching and learning process, why required to analyze the errors in order to obtain and reconstruct new language systems. The analysis will give the teacher description of language acquisition.

Error analysis has also given insights about the second language acquisition process, which results in major changes in teaching practices. The errors, however are very much like those of young children make when they learn their mother tongue. These types of error indicate that they are gradually building a second language rule system. (Fauziati, 2002: 76).

Consequently, an error analysis on a student's work will be useful and give contribution to the process of teaching and learning process. Analyzing error is significant since this will lead to a greater understanding of the difficulties that the students face and perhaps assist in the development of pedagogic strategies.

The 8th grades students of 15 Surakarta Junior High School in writing a composition face those problems. That is why the writer was interested in analyzing how far the 8th grade students of 15 Surakarta Junior High School make errors in writing composition. The writer conducted a research paper entitled "an error analysis made by the 8th grades students of 15 Surakarta Junior High School". The purpose in conducting this research is to identify the category and the dominant errors made by the 8th grades students of 15 Surakarta Junior High School.

1.1 The concept of Writing

Most of the learners admit that writing is the most difficult skill to acquire, because it is a very complex activity. *Leki in Fauziati (2002: 148) stated that "the main purpose of the learners writing activity is "to catch the grammar, spelling, and punctuation errors"*. From this opinion, it can be concluded that the writing is a complicated cognitive activity in improving the control of a number of variables, in order to expredd someone's ideas or thoughts into written language in order to persuade or to inform some information to the readers.

Learning to writer involves selecting and organizing ideas, thought, and facts according to a certain purpose. In writing, a writer must keep in mind her purpose, think about the facts relevant to the purpose, and think about how to organize the facts into coherence paragraph. Besides, good writing must be easy to read. The read ability of a text depends on the ease of reader to identify and to comprehend its content.

1.2 Error Analysis

Error Analysis is believed to be able to help the teachers to do the following things: first, determine the sequence of presentation of target items in textbook and classroom, with the difficult item following the easier ones. Second, decide the relative degree of emphasis, explanation and practice required in putting across various items in the target language. Third, devise remedial lessons and exercises. And finally, select items for testing the learner's proficiency.(Sridhar in Fauziati 2002:77)

From the above explanation, it can be stated that error analysis is a procedure or process that covers collection of samples, identification, explanation, and classification of learners' errors according to their sources and evaluation of seriousness level of errors. In error analysis, attention has to be given to the following problems: **Overgeneralization**, it happened when someone used previously available strategies in new situation. It is made when the students learn the past participle form of verb, they may have used correctly the -d or -ed suffix in many cases, but the students will write the same rule for irregular verb, for example: put and see, so they will say *putted* and *seed* for put and see. **Performance Errors**, happened because the students do not know to pluralize a noun yet, but it can be the result of the fact that the students do not release the suffix clearly for the teacher to hear. For example a student pronounces the sentence "her mother brings a lot of magazines", a teacher may not hear the "s" after magazine and thinks that the students have made an error. **Marker of Transitional Competence**, it is happened when the students make some errors that are indicative of his lack of competence at any given stage development

1.3 Difference Between Error and Mistake

Errors are systematic, consistent deviancies, which are characteristic of the learner's linguistics system at a given stage of learning. Corder in Fauziati (2002: 76) has said that learners who do not yet fully command some institutionalized language system typically produce errors. In other word, errors arise due to the imperfect competence in the target language or the language the learners are learning. **Mistakes** are deviations due to performance factors such as memory

limitation (e.g. mistakes in the sequence of tenses and agreement in long sentences, spelling pronunciation). They are typically random and readily corrected by the learner himself when his attention is drawn to them. Corder in Fauziati (2002: 76) states that “a mistakes or lapses are ill formed utterances which are resulted from the failure to utilize a known correctly”. The native speaker, therefore, is normally capable of recognizing and correcting such mistakes or lapses.

1.4 Sources of Errors

According to Brown (1993: 171) the learners’ errors arise from several possible general sources, namely: interlingual error, intralingual errors, context learning, and communicative strategy. **Interlingual errors** are those caused by interference of the learner’s mother tongue. For example: if the learner produces “cat eat meat”, the researcher would translate the grammatical form “the cat eat meat”, then she/he compares both sentences to see if the learner’s first language structure is discernible in the second language sentences. **Intralingual errors** are those coming from the structure of the target language it self. Dulay (1982: 165) calls intralingual errors as developmental errors.

1.5 Classification of Errors

According to Dulay, Burt and Krashen (1981) in Fauziati (2004: 82), error can be divided into four categories, they are:

1.5.1 Linguistic category taxonomy that classifies errors according to both of the language component and the particular linguistics constituent that is affected by an error, with the example: My father cutted the gross yesterday (error in Morphology, addition –ed in irregular past tense). I not you (syntax error, the omission of “to be”).

1.5.2 Surface Strategy Taxonomy includes errors of *omission*, the learners more often omit the grammatical morphemes (preposition, conjunction, and article) than the content morphemes (noun, verb, adjective, and adverb). In sentence “Jones is manager of new company”, the article is omitted, is should be “Jones is the manager of a new company”. *Addition*, it is a type of errors, which are characterized by the presence of an item, which must not appear in a well-

formed utterance. At least there are three types of addition errors, which are, double marking, regularization and simple addition. *Misformation* errors are characterized by the use of wrong forms of morphemes or structures. There are three types of misformation errors: Regularization, archi-form, alternating forms. *Misordering* errors are characterized by the incorrect placement of a morphemes on group of morphemes in an utterance. Example : What Andi is doing? (This sentence is misordering). It should be : what is Andi doing?

1.5.3 Comparative Taxonomy is the classification of errors in a comparative taxonomy is based on the comparison between the structure of second language errors and certain other type of constructions. There are two types of errors of comparative taxonomy, they are: *Developmental errors*, Ex: His parents is come. The correct is “his parents is coming” and I am play with it. The correct is “I am playing with it” *Interlingual errors*, Ex: He has a book green. It should be “he has a green book” and She work in the store book. It should be “she work in the book store”.

1.5.4 Communicative Effect Taxonomy classifies errors based on the perspective of their effect on the listener or reader. There are two types of errors here: 1). *Global errors* are errors that effect overall significant sentence organization to hinder communication. 2). *Local errors* are those that effect single elements constituent in a sentence and do not usually hinder communication significantly

1.6 Procedures of Analyzing Error

Cited from the research paper conducted by Kotsyuk (2015) entitled English Language Error Analysis of the Written Texts Produced by Ukrainians Learners: Data Collection (Corder, 1973, 1975, 1981) has worked out the procedures of error analysis: Data collection, Identification of Errors, and Classification into error types.

2. METHOD

Margono (1997:8) states that the aims of descriptive method are to solve the current actual problem and to collect the data, analyze them, and draw the conclusion. It means that descriptive method is collecting the data, analyzing them and drawing the conclusion to make a description of the problem or situation. In

this research, the writer uses descriptive qualitative one. The object of the research is the errors on sentences in composition made by the 8th grade students of 15 Surakarta Junior High School in 2018/2019 academic year. The writer carried out the research at the 8th grade students of 15 Surakarta Junior High School in 2018/2019 academic year. The data of the research are the erroneous sentences in students' compositions. The source of the data is the document or the compositions made by the students.

Method of Collecting Data is the researcher collaborated with the English teacher to give task to the students by asking them to make a composition or descriptive text about telling their hobby. After all of the students finished their task, the researcher collected all of the students' worksheets as the document, read it attentively and underlines the errors in order to find and identify its erroneous to be analyzed.

The credibility of the data is needed in analyzing the students' errors. In this research, the writer checked the data credibility with some friends and the English teacher of 8th grade students of 15 Surakarta Junior High School. The researcher made some procedures and used qualitative descriptive research to analyze the data. According to Elliot and Timulak (2005:147) the general framework of descriptive qualitative research are: Data Preparation, delineating and processing meaning units, finding an overall organizing structure of the data, generation of categories, and abstracting the main findings

The data that have been inputted and categorized then being analyzed by the researcher using qualitative descriptive method and also using the formula to calculate the percentage of each type of error made by the students.

3. RESEARCH FINDINGS AND DISCUSSION

This section discussed the result of finding research and discussion of the data interpretation.

3.1 Findings

The finding contains the answer of the research question about the types of error and the dominant type of error on the 8th grade students of 15 Surakarta Junior High School in making composition.

3.1.1 Types of Error

In finding the data which would be analyzed, the researcher collaborated with the English teacher to give the writing test about composition which has been prepared by the researcher to the students, that was by describing about their hobby. After the test was done, the English teacher gave the result of students writing to the researcher and the researcher analyzed the student's test with observation checklist. Observation checklist was an instrument which is used by the researcher to identify the types of error made by the 8th grade students based on Dulay's theory (1982), namely: Omission, Addition, Misformation, and Misordering. Then the researcher found errors which are made by the students in four parts types of error, they are **Omission** ($T = 104/273 \times 100\% = 38\%$), **Addition** ($T = 22/273 \times 100\% = 8\%$), **Misformation** ($T = 122 / 273 \times 100\% = 45\%$), **Misordering** ($T = 25 / 273 \times 100\% = 10\%$).

Here are some examples of error analyzed:

a. Omission:

1) *My hobby swimming.* (Appendix, sentence 1 of Student 1)

This sentence is called omission because student omitted "is" as to be which relate to *swimming* as a noun, the above sentence should be formed by subject + to be + noun, so the right sentence will be *my hobby is swimming* then it is called simple present tense.

2) *I happy listen music everywhere and everytime, because listen music is happines to do.* (Appendix, Sentence 2, student 2)

This sentences is also called omission because the student omitted "am" as to be which relate to subject that is followed by adjective, then he also omitted "to" as the conjunction of verb, and omitted "noun" which follow the adjective. The right sentence should be *I happy listening to music everywhere and everytime, because listening to music is happines activity to do.*

3) *I like dangdut music 2 year ago* (Appendix, Sentence 8 of Student 3)

This sentence is called omission because the student omitted adverb of time. The right sentence should be *I like dangdut music since 2 years ago.*

4) *That's why I happy and really enjoy swimming* (Appendix, sentence 6 of student 6)

In above sentence, the student omitted to be at the adjective structure. The correct sentence is *That's why I am happy and really enjoy swimming*

5) *When I go home from school I always reading book* (Appendix, sentence 2 of student 7)

The student omitted the article and to be for the conjunction of present continuous tense and the correct sentence should be *When I go home from the school I always read book.*

6) *In different time, I like listen a sad song* (Appendix, sentence 7 of student 9).

The student omitted to as conjunction of verb1 in simple present tense. The correct sentence should be *In different time, I like to listen a sad song.*

7) *Since I am young, my parents put me on dance club* (Appendix, sentence 2 of student 11).

The student omitted article of noun. The right sentence should be *Since I was young, my parents put me on a dance club.*

8) *It makes me healthy and energic* (Appendix, sentence 3 of student 12)

The student omitted the adverb of adjective. The correct sentence should be *It makes me be healthy and energic*

9) *I usually fishing in Waduk Cengklik every Sunday* (Appendix, sentence 7, student 14).

The student omitted verb on the above sentence. The right sentence should be *I usually do fishing in Waduk Cengklik every Sunday.*

b. Addition :

1) *I'm feel relax, comfort and calm when listen music.*(Appendix, sentence3 of student 2)

This sentences is categorized as addition because student added to be 'm/am' after subject which is followed by verb, actually the simple present tense pattern is only consist of subject + verb1 + object, so the right sentence will be *I feel relax, comfortable and calm when listening to music.*

2) *I'm go to swimming pool every Sunday.*(Appendix, sentence 10 of student 1)

The above sentence is also called addition because the student put to be “m/am” before verb that actually “to be” is not required in this sentence pattern. It should be *I go to swimming pool every Sunday.*

3) *I always listening in everytime* (Appendix, sentence 2 of student 3)

The sentence is called addition which is the student put double marking in the adverb of time. The right sentence should be *I always listen everytime.*

4) *My favourit player is a christiano Ronaldo* (Appendix, sentence 7 of student 5).

The student should not add article before the name of people, it was called regularization error. The right sentence is *My favourite player is christiano Ronaldo.*

5) *My father is always support me to be a good swimmer* (Appendix, sentence 7 of student 6).

The student should not put to be before verb. The correct sentence should be *My fathers always supports me to be a good swimmer.*

c. Misformation :

1) *The tools is swimming clothes, glasses and float* (Appendix, sentence 6 of student 1)

The sentence made by the student had wrong structure in applying “is” as the to be of plural noun, and misformation of the right subject. The student should put “are” as the to be of plural sentence and change tools with equipments. The correct sentence should be *The equipments are swimsuit, glasses and float*

2) *Actually swimming is not difficult, we study we can* (Appendix, sentence 7 of student 1)

The student had misformation in applying the verb. The right sentence should be *Actually swimming is not difficult, as long as we learn we can do it.*

3) *My favourite chef is my father and chef Juna* (Appendix, sentence 8 of student 4)

The student made misformation in writing noun as subject followed by plural and misformation in applying the right to be. The correct sentence should be *My favourite chefs are my father and chef Juna.*

4) *For me, swimming is good for my healthy* (Appendix, sentence 5 of student 6).

The student misformed noun to adjective. The correct sentence should be *For me, swimming is good for my health.*

5) *In the future I really want to be a artist and have my own gallery* (Appendix, sentence 13 of student 8).

The student misformed in writing article of a noun which is followed by vocal letter. The right sentence should be *In the future I really want to be an artist and have my own gallery*

6) *It's make me have fun, sad, or peace* (Appendix, sentence 3 of student 9).

The student misformed in putting to be before verb and misformed in writing verb1 of singular subject. The sentence should be *It makes me have fun, sad, or peace.*

7) *Where I have free time, I like to go to travelling with my friends* (Appendix, sentence 10 of student 10).

The student made misformation error in writing verb ing after to.

The right sentence should be *Where I have free time, I like to go to travel with my friends*

8) *Dancing make me feel like a princess in Disney* (Appendix, sentence 6 of student 11).

The student misformed the writing of verb1 after singular subject in simple present tense. The right sentence should be *Dancing makes me feel like a princess in Disney*

9) *I love dancing ballet and also Javanese traditional dance* (Appendix, sentence 10 of student 11)

Above sentence is misformation on verb. The right sentence should be *I love to dance ballet and also Javanese traditional dance.*

10) *And me will be as a famous basket player in Indonesia.* (Appendix, sentence 11 of student 16).

The student misformed in applying the subject. The sentence should be *And I will be as a famous basket player in Indonesia*

d. Misordering :

1) *When we swimming should have tools for swimming* (Appendix, sentence 5 of student 1)

This sentence is misordering because student wrote incorrect places of sentences and the student should wrote “We should have swimming equipments when we will swim”.

2) *Actually I can not swimming, but my father always teach me and now I can swimming* (Appendix, sentence 4 of student 1)

The student wrote incorrect structure of time in the above sentence, and the correct sentence should be *Actually I can not swim, but my father always teaches me and I can swim now.*

3.1.2. The dominant type of error

The results show that the most common errors made by the students is misformation with the total percentage 45%. From the observation checklist data, the researcher concluded that the students did not pay attention to the patterns and words. They generalized all of the structure by what they knew in their own language. This case happened because the students did not master the pattern and a lot of words to build a sentence, and they could not distinguish between verb, adjective and noun. Moreover, some of the students unable to understand that if the verbal sentence do not need to be added “to be” after subject. The next common dominant errors that made by students is omission with total percentages 38%. This case happened because students omitted determiner before noun or subject, reduce conjunction and forget to put “to be” before adjective in building adjective sentence. Then, part of errors that made by students is misordering with total percentages 10%. This case happened because students made incorrect placement in their writing. The last, students made errors in addition part. This case happened because the students added morpheme or “to be” before verb in verbal structure of sentence and made double determiner or marker in the sentence.

Type of Error	Total errors	Percentage
Misformation	122	45%
Omission	104	38%
Misordering	25	10%
Addition	22	8%
TOTAL	273	100%

3.2. Discussion

After the researcher observed the English learning Process between English teacher and 8th grade students, the reseacher collected the data and gave conclusion if the 8th grade students almost entirely made errors in their writing especially In writing descriptive composition. This problem was found by the researcher based on the result of errors analyzed with observation checklist. And the errors can be classified into four types of error based on surface strategy taxonomy, they are omission, addition, misformation and misordering.

Based on the data, it was identified that the students produced the total number of 273 errors in making the descriptive composition and it was found that the highest frequency of error on making descriptive composition is misformation with the total errors 122 or 45%, followed by omission with the total errors 104 or 38%, then misordering with the total errors 25 or 10% and the lowest frequency of error is addition with the total of errors 22 or 8%.

By all of the data aboves, it can be concluded that the dominant type of error or the highest frequency of errors made by the students is misformation with the total of errors 122 or 45% and the lowest frequency of errors is addition with the total of errors are 22 or 8%. It is similar to Brown's statement (2000:76) that *error* is noticeable from adult grammar or native speaker reflecting the inter language competence of learner.

Based on the previous study conducted by Mufidah (UMS, 2011), it was found that the highest frequency of errors made by the students are TOBE errors and verb errors. She found the highest frequency of error based on linguistic category. This previous study has similarities with the current study about the error analysis in students written composition, but there is the difference about the

aspects and the theory being used, because the current study analyzed the students error based on surface strategy taxonomy. Then the research paper conducted by Anwar (Syarif Hidayatullah Islamic State University Jakarta, 2014), he described many types of errors made by the first grade students of SMA Dua Mei Ciputat based on the theory from Dulay, Burt and Krashen, those are omission, addition, misformation and misordering. The dominant type of error was misformation with the total of errors 82 or 54%, it was same with the current study that the highest frequency of errors is in misformation with the percentage is 45%. Then the next researcher, Effendy (UMS, 2014) applied linguistic category taxonomy in his research and he grouped the category of errors made by the students in three main categories namely : lexical errors, syntactical errors and discourse errors, while the current study applied the surface strategy taxonomy. After that, there was still other researcher, Putri Mega (2017), in her study, she focused on the error analysis using surface strategy taxonomy theory and the factors that influence the students in making grammatical error of 8th grades students of SMP 1 Candi Sidorejo, and she found that the most common error made by the students is misformation with the total percentage 52%. And the last previous study is from Saraswati (2018), in her research, she applied the theory from Dulay that is surface strategy taxonomy. She found the most common error made by the students is misformation.

According to Hourani (2008:42) "causes of error in English writing is language transfer because we need process between SL (source language) to TL (Target Language), this factor caused students need more understanding. Besides, mother tounge could influenced student's writing". From this theory we can conclude of understanding English language and practice everyday is necessary to avoid error in using English language. According to Hourani (2008:18) "Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching".

From the five previous studies mentioned above, there were some similarities and differences between them and the current study. The difference was about the

theory being used and also the aspects being analyzed. The global similarities about the previous study and the current study was they all focused on analyzing the error made by the students in writing test. But there were significant similarities found on the research of recent study, Anwar (2014), Putri Mega (2017) and Saraswati (2018), that the most common type of error made by the students was misformation.

Similarly, the studies discussed the importance of error analysis. This could help English teacher found the next media or technique to teach writing and help students if they found difficulties in made paragraph. This theory is supposed by the previous study that described error analysis had important role to find a solution by the teacher about what they will do in explaining the material especially writing paragraphs and for the students, error analysis could be used as material correction of their task. Therefore, if they got a writing task, they would not make same mistake. In line with the data finding and discussion, it was found and can be stated that the 8th grade students of 15 Surakarta Junior High School in 2018/2019 academic year in making descriptive composition committed all the types of error based on the theory of Dulay, Burt and Krashen, they are omission, addition, misformation and misordering.

4. CLOSING

4.1 Conclusion

Based on the result of collecting data and discussion in the previous section, the conclusions can be stated that most of the 8th grade students of 15 Surakarta Junior High School did all error types of surface strategy taxonomy. Out of 23 students' worksheets collected by the researcher, it was found that the total of 273 errors made by the students. From all the total errors, there were 104 errors or 38% on omission of determiner or subject, followed by 22 errors or 8% on addition of to be, then 122 errors or 45% in misformation of verb or vocabulary, and the last was 25 errors or 10% on misordering in an incorrect placement of writing. The results of error analysis had been done by the researcher, it can be concluded that the highest frequency type of error made by the 8th grade students of 15 Surakarta Junior High School in 2018/2019 academic year was

misformation with the total errors 122 or 45% and the lowest was *addition* which consist 22 errors or 8%. From the data, we could know that the 8th grade students of 15 Surakarta Junior High School had a problem about using tenses and vocabulary mastering in descriptive composition. They were confused using tenses was applied in paragraph.

4.2 Pedagogical Implication

By doing this research, the researcher got information that the 8th grade students of 15 Surakarta Junior High School in 2018/2019 academic year committed the error in make a composition or writing, and the researcher got more knowledge about analyzing the error on composition made by the students. According to the researcher, error analysis is very helpfull to the students to improve their ability in making a good sentence and for the teacher, it can be a media to improve the technique in English teaching process to minimize the students' error.

4.3 Suggestion

Based on the conclusions presented previously, the researcher gives some suggestions to improve students' ability in writing descriptive text: English teacher and the students have to be cooperated in learning activities and find the solutions together when the students have difficulty in learning English, especially in applying sentence patterns basically simple present and simpe past tense. English teacher may ask the students to practise compose text or build sentences in frequently time with the variatif topics untill they are able to apply the correct patterns in building sentences. Then the teacher have to identify the error made by the students and discuss them to other students, so the other students will also understand the errors made by their friends and they will not have same mistake in the next.

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