Grammatical Errors Analysis on Students' Descriptive Texts

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Abstrak *– Menulis dan tata bahasa menjadi kesulitan siswa dalam belajar bahasa Inggris. Tujuan artikel ini adalah untuk mengidentifikasi jenis-jenis kesalahan tata bahasa yang dilakukan siswa. Metodologi bersifat deskriptif kualitatif. Penelitian ini didasarkan pada teks deskriptif yang ditulis oleh mahasiswa kelas VII SMP Negeri 6 Semarang sebagai sumber data. Informasi dianalisis menggunakan teori kesalahan Dulay (1982) tentang taksonomi strategi permukaan. Hasil penelitian menunjukkan bahwa jenis kesalahan tata bahasa yang paling umum adalah penghilangan 56 kesalahan, terhitung sekitar 57% dari semua kesalahan. Dengan demikian, terdapat 20% kesalahan penambahan, 14% kesalahan informasi, dan 9% kesalahan penempatam. Alasan kenapa omision lebih tinggi dan misordering paling jarang ditemukan, karena pada omission siswa kurang teliti dalam menggunakan tanda baca, artikel, preporsisi, huruf kapital, dan menggunakan simple present tense. Kemudian, misordering ditemukan sangat sedikit karena siswa salah menempatkan tata bahasa, seperti menggunakan terjemahan word to word dari Bahasa Indonesia ke Bahasa Inggris.*

Kata Kunci: Kesalahan tata bahasa, Teks deskriptif, Menulis

Abstract *- Writing and grammar become students' difficulties in learning English. The purpose of this article is to identify the types of grammatical errors that students make. The methodology is descriptive-qualitative. This research is based on descriptive text written by class VII students of SMP Negeri 6 Semarang as a data source. Information was analyzed using Dulay's (1982) error theory and a taxonomy of surface strategies. The results show that the most common type of grammatical error is omission, accounting for 56 errors and about 57% of all errors. Thus, there are 20% addition errors, 14% information errors, and 9% misordering errors. The reason why omission is higher and misordering is most rarely found is because in omission, students are less thorough in using punctuation, articles, prepositions, capital letters, and the simple present tense. Furthermore, misordering was found to be very rare because students misplaced grammar, such as when using word-to-word translation from Indonesian to English.*
Key words: Grammatical error, Descriptive text, Writing

INTRODUCTION

As an English teacher, teaching students to learn English is very important, one of which is in writing. Learners need to write in English to form a text. The text becomes the result of written work from students. With regard to writing skills, there is reason to believe that an understanding of sentence structure can help raise sensitivity to some of the key elements that set effective writing apart from bad. Without understanding grammar, it would be impossible to learn a language properly since grammar teaches students to recognize grammatical structures that improve and clarify the presentation of meaning. It is supported that writing is one of the more difficult aspects of learning English because learners must have good English grammar, particularly regarding the differences between the learners' native language rules and the rules of the goal language being studied by the learners (Coulmas, 2002). Furthermore, writing can be defined as a cognitive activity to identify ideas, express the ideas, and obviously organize the ideas into statements and paragraphs. Students learn about a variety of topics in writing class. In the English classroom, students learn syntax, grammar, and vocabulary, which will help them produce good second language writing (Hermini, 2015). Grammar is the most challenging and complicated subject for students to master among all subjects.

Students looking to create sentences in a foreign language must first understand the grammar rules of that language. The reason is that students produce understandable sentences based on rules of grammar. This is supported by Huddleston's (2005) statement that, while knowledge of grammar will not start creating writing skills on its own, there is good reason to believe that understanding the syntax of sentences improves sensitivity to some of the important elements that differentiate good writing from bad. It would be impossible to learn a language

effectively if one did not understand grammar. Grammar helps learners identify grammatical forms, which help improve and polish the interpretation of meaning. Greenbaum and Nelson (2002) define grammar as a set of rules in a language that make it possible to merge several words into a larger unit. It means that a person's knowledge of grammar in a language is essential if they want to write understandable sentences.

Even if a written text is read without the author present, it is critical to make it understandable through proper grammar. Grammatical errors, on the other hand, remain a significant problem in writing, especially in the seventh grade of junior high school. Grammatical rules are essential for learners to correctly express and construe what they want to say. According to Burt (2006), grammatical mistakes are errors that students make when breaking grammatical rules, which can cause the texts to be wicked and undeliverable. The reason for errors in English that impact unclear definitions in reading and writing is a lack of mastery of basic writing competence and the other skills that support it. However, errors in writing are unavoidable for students, particularly at SMP Negeri 6 Semarang, even though writing is the most difficult aspect of creating descriptive texts. Most of the students struggled to translate Bahasa into English using proper grammar and structure. This is consistent with the theory of Dulay et al., (1982), according to which there are four kinds of errors: (1) omission, (2) addition, (3) misformation, and (4) misordering. Omission is the absence of an item that must be present in the sentence in order for the sentence to be complete. The opposite of omission is addition. Omission refers to the absence of an item that must occur. Nonetheless, the inclusion of an item that must not appear in a sentence makes it a suitable sentence. Misformation is the use of the incorrect form of an item in the correct position in a sentence. This occurs when students select incorrect phoneme, morpheme, structural, or lexicon forms. Then they insert the incorrect form where the correct form should be in the sentence. According to Sawalmeh (2013), the erroneous arrangement of a morpheme or collection of morphemes in a sentence is known as misordering. When learners produce an inaccurate statement because the sequence of components does not correspond to the correct order, this is referred to as a misordering error. Spelling is the process of combining letters to create a word.

A descriptive text is one that serves the objective of providing information about a specific object. According to Yoandita (2019), formulating and arranging ideas, as well as employing syntax, vocabulary, and mechanics to place words into sentences and paragraphs, are difficult for students while writing descriptive texts. Students regularly make mistakes when writing essays, whether they are due to carelessness or a lack of information. While creating a text, effective sentence organization is crucial. So that the readers may comprehend the content clearly, the students must make the sentences coherent. Descriptive text, which will be the focus of this essay, is one of the numerous styles of writing. Support the statement put forward by Blaylock (2006), which is mentioned in (Exdriko et al., (2011). A descriptive paragraph usually includes two primary sections: first, identification, which describes how to introduce a person, place, animal, or object. Second, it involves identifying something, such as an animal, a thing, a place, or a person, by describing its features, forms, colors, or anything else linked to what the writer describes. Descriptive text also has linguistic characteristics such as adjectives and compound adjectives being prevalent and the usage of the simple present tense. Several factors led to the selection of descriptive text. The tense that is employed in descriptive texts comes first. Simple present tense is used in the development of descriptive texts. In daily conversation, the simple present tense is typically utilized (Taslim, 2015).

Several studies have been conducted on this subject. The first study, titled "Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School" by Manik and Suwastini (2020), The focus of this research was to identify the key categories of grammatical problems and the major sources of grammatical errors in students' recount text writing. The results reveal that omission was the most common sort of grammatical error, accounting for 171 mistakes or 37.3% of all errors. Meanwhile, the most common form of grammatical errors was translation transmission, which resulted in 248 or 43.43% inaccuracy. Consequently, it can be stated that the most prevalent grammatical error that occurred among the subjects was an error of omission, with intralingual transfer being the most frequent reason for errors. The second is from Erlangga et al., (2019) with the title "An Analysis Of Grammatical Errors Made By The Seventh Grade Sudents of SMP N 2 Sukawati In Writing Descriptive Texts In The Academic Year 2018/2019". The purpose of this study was to describe the sorts of errors found in descriptive texts written by seventh grade students and to identify the reasons for those errors. The findings of this study revealed five sorts of errors in learners' descriptive writing; In this study, three types of errors were discovered: ignorance (40.67%), linguistic disruption (53.42%), and interpretation (5.91%). The third study, titled "Grammatical Errors Committed by Students of Mts. Nurul Huda Sawo in Writing Descriptive Texts." By Aliniah (2022) This study will look into grammatical faults in descriptive essays provided by students. The surface strategy taxonomy of Dulay, Burt, and Krashen was used to examine grammatical errors. The devices for collecting data were analyzing and writing test results. According to the findings of this study, the learners made 67 grammatical mistakes.

According to preliminary observations, SMP Negeri 6 Semarang students were sufficiently active in using this kind of tense in conversation with their friends as opposed to other tenses. As a result, it was anticipated that

students would have no trouble writing descriptive texts in the simple present tense, as they are already familiar with it. The second reason was that descriptive text formed the initial English text that junior high students learned. According to the Curriculum Merdeka syllabus, descriptive text is the first type of English text for junior high school students. As a result, the purpose of this article is to identify the types of grammatical errors made by learners while writing descriptive text. Based on previous research, the novelty of this study is to explain why students experience errors in grammar writing on omission and addition, where students neglect the vocabulary but also neglect the addition of unnecessary words. To support this research, we need to have an interview related to student errors in grammar writing in descriptive texts. This research would also like to know kinds of grammatical errors the learners made in writing descriptive text and the root causes of the most dominant and least prevalent types of errors.

RESEARCH METHODOLOGY

In this article, descriptive and qualitative methods are used. According to Moleong (2010), descriptive qualitative research is a study that describes the phenomenon of the subject of research holistically and the way of explaining the outcome in the form of words and sentences. According to the explanation, qualitative research does not rely on data in numbers. He also claims that the research question and procedure are broad at first and grow more specific as the investigation develops. Data sources were critical for this article in order to obtain the study's results. Giving learners writing assignments in the task could provide a source of data. There were more faults in the descriptive texts of VII C learners than in the other seventh-grade classrooms at SMP Negeri 6 Semarang. There were 34 students in this class. Furthermore, the subjects of this study were different forms of grammatical faults in descriptive texts written by 34 students from class VII C at SMP Negeri 6 Semarang.

The initial step after obtaining the data is to detect the grammatical error. The obtained data were identified in this step to highlight grammatical faults in students' writing. The data is then classified in the second stage. The grammatical faults discovered were classified according to their types. The grammatical error is calculated in the third stage. Following the classification, the inaccuracies were calculated and moved to their proper location. Calculating the errors yielded information on the overall number of errors discovered as well as the rate of errors. The formula below is used to calculate the error percentage:

$$P = \frac{f}{fn} \times 100\%$$

f　　　= the type of error　　　fn　　　= total amount of error type

Then investigating the source of the error. The error was studied and confirmed by comparing the error to the hypothesis about the reasons for errors. The result of the analysis is then reported. The outcomes of the data analysis were described in a descriptive manner. The final step is to come to an end. Finally, the article's conclusion was developed based on the findings of the analysis.

RESULTS AND DISCUSSION

1.　Results

The writer describes the findings of the analysis, such as the types of grammatical errors made by students when writing descriptive texts, as well as the writer's analysis of this study utilizing Dulay et al.'s (1982) surface strategy classification. The specifics of the error's nature, quantity, and percentage are shown in Table 1.

Table 1. Error categories and occurrence

No.	Kinds of Grammatical Errors	Frequency
1.	Omission	56
2.	Misformation	14
3.	Addition	20
4.	Misordering	9
	Total	98

According to Table 1, of the four types of errors students make in analyzing descriptive texts, many of which are errors of omission, as many as fifty-five), learners frequently make mistakes such as the absence of articles, punctuation, capitalization, prepositions, etc. However, there is also a pronoun error in the second grammatical

error that is most common in addition errors, which account for as many as twenty faults in writing. This error happens due to the addition of words that are not needed. Fourteen faults in misformation were discovered as a result of students using incorrect grammar and word forms. It contains verb tense mistakes. And the last as many as nine misordering faults. The percentage of error in the following formula was calculated by the analyst:

$$P = \frac{f}{fn} \times 100\%$$

a. Error of omission

$$P = \frac{56}{98} \times 100\% = 57\%$$

b. Error of misfromation

$$P = \frac{14}{98} \times 100\% = 14\%$$

c. Error of addition

$$P = \frac{20}{98} \times 100\% = 20\%$$

d. Error of misordering

$$P = \frac{9}{98} \times 100\% = 9\%$$

After formulating and getting the results, a pie graph was created by converting the amount of the recapitulation of learners' errors. The next image shows the mistaken percentages depending on surface strategy taxonomy.

Figure 2. Grammatical errors identified in descriptive texts written by students
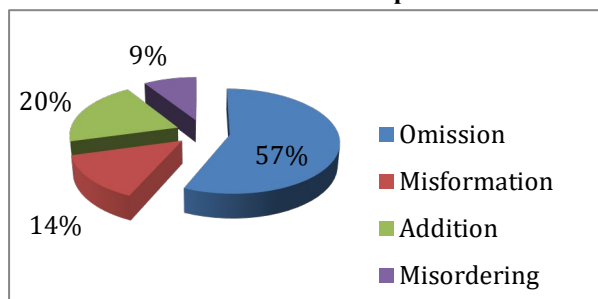
a. The error of omission

Errors of omission in the writing of students with descriptive text were found in as many as fifty-six, for a percentage of 57%. In the findings. The following is an example of an error made by a student.

(×) I have a sweater it is an original sweater its from indonesia.
(√) I have a sweater; it is an original; it is from Indonesia.

(×) i was very happy. i put my sweater **on** cupboard.
(√) I am very happy. I put my sweater **in the** cupboard.

(×)There is **a** abstract pattern i really love **it, its was beutiful**.
(√)There is **an** abstract pattern **that** I really love; **it is beautiful**.

(×) It has two **hand.**
(√) It has two **hands.**

(×) My **Favorit** Doll.
(√) My **Favorite** Doll.

(×) I have doll. It is original doll.
(√) I have **a** doll. It is **an** original doll.

(×) I am very happy**,** I put my bottle **On tabel**.
(√) I am very happy, so I put my bottle **on the table**.

(×)The body is **rectangle**.
(√)The body is **rectangular**.

(×) **the** tall is about 2 cm and the width is about 3 cm**,** it is made of iron, there is flower the is round.
(√) **The** tall is about 2 cm and the width is about 3 cm; it is made of iron, **and** there is **a** flower that is round.

(×) I put my watch **on** table.
(√) I put my watch **on the** table.

(×) I have a **parfum,** it is an original **parfum** from Indonesia.
(√) I have a **perfume;** it is an original **perfume** from Indonesia.

(×) **it** is made of **alcho**l, water, **Fragrance**.
(√) **It** is made of **alcohol**, water, **and fragrance**.

(×) I **was** very happy**,** I put my story book **on** drawer.
(√) I **am** very happy, **so** I put my story book **in a** drawer.

(×) I have a dinosaur **it** is an original toy.
(√) I have a dinosaur**.** **It** is an original toy.

(×) There is cartoon pattern I really love it.
(√)There is **a** cartoon pattern **there that** I really love.

(×)I have a toy it is an original toy from **malaysia.**
(√)I have a toy**.** It is an original toy from **Malaysia**.

(×) **the** tall is about 24,7 **centimeter.**
(√)**The** tallest is about 24.7 **centimeters**.

(×) The tall is about 16 cm **And** the width is about 7cm **it** is made of plastic.
(√) The tall is about 16 cm**, and** the width is about 7 cm**. It** is made of plastic.

(×) I put my drinking bottles **on** bag.
(√) I put my drinking bottles **in a** bag.

(×) There is flower pattern.
(√) There is **a** flower pattern.

(×) It has two ears, two hand and two leg.
(√) It has two ears, two hand**s**, and two leg**s**.

(×) **it** is an **Original** bottle**,** from indonesia
(√) **It** is an **original** bottle from **Indonesia.**

b. The error of addition

(×) I have a sweater it is an original **sweater its** from indonesia.
(√) I have a sweater; it is an original; **it is** from Indonesia.

(×) There is a abstract pattern i really love it**,** its was beutiful.
(√) There is an abstract pattern that I really love. it is beautiful**.**

(×) There is cartoon pattern I really love **it.**
(√) There is a cartoon pattern there that I really love**.**

(×) my parfume very big, and the **colour** is pink.
(√) My perfume is very big, and the **color** is pink.

(×) My sweater is big, and the **colour** is white.
(√) My sweater is big, and the **color** is white.

(×) I put my bottle on tabel.
(√) I put my bottle **on the** table.

(×) **the** colour my smartphone is turquoise.
(√) **The** color **of** my smartphone is turquoise.

(×) the prize expensive.
(√) **The** price **is** expensive.

(×) The colour is transparant**, the** cup of the bottle is orange.
(√) The color is transparent**, and** the cup of the bottle is orange.

(×) This a **Favorite** doll
(√) This **is** a **favorite** doll**.**

(×) I put my doll **on** living room.
(√) I put my doll **on the** living room.

(×) **my** parfume very big, and the colour is pink.
(√) **My** perfume **is** very big, and the color is pink.

(×) My Favorite Rabbit **doll.**
(√) My Favorite Rabbit **Doll.**

(×) **my** toy is very small and the color is blue **it** is made of rubber
(√) **My** toy is very small and the color is blue. **It** is made of rubber**.**

(×) **it** is made of plastik.
(√) **It** is made of plastic.

(×) **From Indonesia my Father** gave it to me last year when my birthday
(√) **My father** gave it to me last year for my birthday.

(×) I have a drinking **bottles.**
(√) I have a drinking **bottle**.

(×) the **colour** my smartphone is turquoise.
(√) The **color** of my smartphone is turquoise.

(×) Its from **malaysian.**
(√) It's from **Malaysia**.

(×) The **colour** of its **green, the** eyes is black
(√) The **color** of its eyes is black.

(×) My drinking bottle**s** is very small, and the colour is white.
(√) My drinking **bottle** is very small and white in color.

(×) It is made of glass, **(head body)** is round
(√) It is made of glass, and it has a **round head**.

c. The error of misformation

(×) the **prize** expensive.
(√) The **price** is expensive.

(×) The colour is **transparant,** the cup of the bottle is orange.
(√) The color is **transperent,** and the cup of the bottle is orange.

(×)There is a abstract pattern i really love it, its was **beutiful.**
(√)There is an abstract pattern that I really love
. it is **beautiful**.

(×) The colour of **is** eye is white.
(√) The color of **its** eye is white.

(×) I have a sweater it is an original **sweater its** from indonesia.
(√) I have a sweater**. It** is an original. **It is** from Indonesia.

(×) My **bolpoin** is very small, and the colour is black.
(√) My **pen** is very small, and the color is black.

(×) it is made of **plastik**.
(√) It is made of **plastic**.

(×) I really like.Thank you.
(√) I really like **it**.Thank you.

(×) I bought **my self**.
(√) I bought it for **myself**.

(×) It is made of pieces of fabric and **froam**, wool.
(√) It is made of pieces of fabric and **foam, as well as** wool.

d. The error of misordering

(×) I have a novel, **made in Indonesia,** that my mother **bought for my birthday.**
(√) I have an Indonesian novel that my mother **purchased for my birthday**.

(×)My drinking bottles is very small, and the **colour is white**.
(√) My drinking bottle is very small and **white in color.**

(×) **Its is woll** the **head is round.**
(√) **It has** a **round head** and it **is made of wool**.

(×) **And the** width is about 22 cm **it is made of wool the body.**
(√) **The width is approximately** 22 cm, **and the body is made of wool.**

(×) The head is round **it has don't have ears and hands**.
(√) The head is round**, with no ears or hands.**

(×) **From China my friend** gave it to me.
(√) **My friend** gave it to me **from China**.

(×) **The colour of its pink**, the eyes is black.
(√) **The eyes are black,** and **the color is pink**.

(×) It is made of glass, **(head body) is round**
(√) It is made of glass, and **it has a round head**

2. Discussion

An analysis of the outcomes of these types of grammatical errors is discussed in the following article: Based on a previous study by Manik and Suwastini (2020), Erlangga et al. (2019), and Aliniah (2022), focusing on research and finding similarities with this article, which is to find the types of errors in grammar.

Now, in this article, discover the novelty, which is to find the reasons why the types of grammatical errors are more dominant and rarely found. In the results found, it can be seen that omission errors become the highest error with 57%, and errors in misordering become errors that are rarely found with 9%. Types of grammatical errors in the writing of students in descriptive texts, it can be noted that omission has the highest number of grammatical errors. Suppoterd by Dulay et al., (1982) An omission is the lack of an item that must be present in the sentence in order for the phrase to be complete. According to the findings, students are less thorough in their writing, such as punctuation, use of such as the end of a word that should use a period, but students actually use a comma. Then, the use of capital letters in letters such as the name of the country and the name of the person should use capitals, but in the following example:

(×) Its from **malaysian.** (Student 23 Line 5)

(√) It's from **Malaysia**. (Student 23 Line 5)

From the sentence above, students are less thorough in using capital letters in the name of the country. Other causes of such omission errors use articles, such as a, an, and the. "A" is used before singular nouns that begin with a consonant. Examples of student writing:

(×) I have doll. (Student 30, Line 3)

(√) I have **a** dol. (Student 30, Line 3)

In the sentence, the student does not write the article after the noun. Furthermore, "An" is used before singular nouns that begin with a vowel. Here is an example given by students:

(×) There is abstrack pattern, I really love it. (Sudent 32 Line 11)

(√) There is **an** abstract pattern, and I really love it. (Sudent 32 Line 11)

In the student's less thorough writing, the word "abstract" is preceded by the comma "a", and the letter is included in the vowel comma, such as: i,u,e, o. Then the correct sentence before "abstract" "is given for the article. Furthermore, the use of "The" is used to refer to nouns of a specific or particular nature. In the student's writing, it says as follows:

(×) I put my bottle on tabel. (Student 9 Line 6)

(√) I put my bottle **on the** table. (Student 9 Line 6)

In writing, if the word "table "indicates a specific noun where the author gives an explanation related to the object in the writing, then before the noun should be placed the article "the. The next omission error is in the language feature, which is simple present tense. Many uninitiated students use formulas from the simple present tense, such as the following example;

 (×)i **was** very happy. (Student 1 Line 3)

(√)I **am** very happy. (Student 1 Line 3)

(×) There is **a** abstract pattern i really love **it, its was beutiful**. (Student 9 Line 5)

(√) There is **an** abstract pattern i really love**; it is beautiful**. (Student 9 Line 5)

(×) the prize expensive. (Student 10 Line 8)

(√) **The** price **is** expensive. (Student 10 Line 8)

In the use of to be, in the simple present using (is, am, are), students actually write "was," which is used for the past, such as the simple past. In addition, the use of s,-es is also found in the following student writing:

(×)It has two **hand.** (Sudent 7 Line 12)

(√)It has two **hands**. (Sudent 7 Line 12)

In the plural, it is necessary to use the suffix "-s, while the singular does not use "-s." But in the student's writing, it is exactly the opposite. After observation in class, when doing questions, many students do not understand the use of simple present tense. Another omission is the use of prepositions, as demonstrated by the following student writing:

(×) the colour my smartphone is turquoise. (Student 13 Line 5)

(√) The color **of** my smartphone is turquoise. (Student 13 Line 5)

(×) I put my drinking bottles **on** bag. (Student 5 Line 5)

(√) I put my drinking bottles **in** a bag. (Student 5 Line 5)

In this writing, prepositions are conjunctions that are usually used to explain the direction, time, place, position, and so on. In this paper, the preposition "has" should be used to explain that the author's smartphone has a turquoise color. Next, the use of "on and in." The student misinterprets the preposition "on," when in fact the correct one is to use "in."

From the explanation related to the error of omission, students make many mistakes because of the lack of thoroughness in using punctuation. It is very simple, but when underestimated or put with the wrong punctuation, usually the sentence will also have a different meaning. Afterwards, the error of omission in capital letters is very noteworthy, both in English and Indonesian writing, where the use of capital letters has been taught from an early age. Then, in the use of the article in the sentence, the use of the article needs precision in seeing the noun before writing. In addition to the important article used to express the noun. Furthermore, the error of omission in the use of prepositions (prepositions are used to explain positions or places) is often encountered in the writing of student descriptive texts, many of which incorrectly use these two prepositions. The last is the use of simple present tense as a language feature in descriptive text. When observations are made in the classroom, many students do not understand the subject matter of English; therefore, they are often confused when writing descriptive texts. And, the lack of understanding of the fundamental study of English, as well as the accuracy of students in writing, leads to omissions that should be words, which should be the correct sentence, but due to a lack of thoroughness and not having studied, the errors of omission in writing letters are the highest.

Misordering becomes the least type of grammatical error, after discussing about omission. . Misordering is where an error in ordering is characterized by the incorrect placement of a morpheme or group of morphemes in both word order and word writing (mispelling). This is supported by the statement Dulay et al., (1982) Misordering is the incorrect placement of morphemes or groups of morphemes in a sentence from the analysis of students ' descriptive text, there are 9 sentences found that are in the wrong order. The percentage of error of this error is 9%. In the findings on the writing of students, the least descriptive text was found because working students use smartphones to help write sentences. Students often use Google Translate to decipher texts into English. As example:

(×) **The colour of its pink**, **the eyes is black**. (Student 19 Line 7)

(√) **The eyes are black,** and **the color is pink**. (Student 19 Line 7)

Students try to write from their point of view by translating instantly using google Translate, but unfortunately the strategy leads them to error. in addition to other factors, teachers usually provide material in the form of power points uploaded on google classroom, so that students will copy the answers by changing the subject. Thus, the writing that students make is not the result of their own thinking. Often, learners make this mistake because they are doing word-to-word translation from their first language to the target language. This type of error occurs because learners use structure of Indonesian into English sentences.

CONCLUSION AND SUGGESTION

This article discusses grammatical errors in descriptive text writing in students at SMP Negeri 6 Semarang, in examining the findings of descriptive text writing learners to use the theory of Dulay et al. (1982), there are omission, addition, misinformation, and misordering. Take note of the following in the results and discussion: Omission total error 57% is the most common error in students writing descriptive prose. The second difficulty is addition with a 20% amount inaccuracy. Misformation 14% is the third fault. Finally, the lowest error is Misordering, with a total inaccuracy of 9%. Then, the reason this type of omission error is more dominant and misordering is very rarely found in the article is that in errors of omission, students are less thorough in using punctuation, capital letters, prepositions, and the simple present. Then, in misordering, students often translate word for word from Indonesian to English, so that grammar becomes an error.

The learners still need to acquire and enhance their grammar writing skills. Despite having been educated about it previously, when they wrote a text, they failed to pay attention to capitalization, articles, punctuation and lacked vocabulary expertise. Therefore, this article is expected to provide benefits for students, especially eleventh grade students of SMP Negeri 6 Semarang, so that they can learn to write descriptive text well. Then, the students will learn from their mistakes in writing. In addition, the students will exercise their understanding in writing descriptive texts.

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