CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a way of interacting between individuals. It can be used to communicate both verbally and in writing. Based on (Pramesti, 2019), Language serves to connect social and people's lives. Every day, people utilize language to communicate or connect. When people understand a language, they may speak it and be understood by those who do as well. It is used to express the inner thoughts and emotions that people convey through words. There are several languages represented all over the world. English is the greatest globally uttered language here in the universe.

Language, particularly English, is critical in communication. English is a worldwide language or an international language. In several places, English was utilized to conduct communication over practically the whole globe. Because English is the language of international unification, people can communicate more easily between countries when they utilize it. Based on (Sanjaya, 2018), the four abilities are listening, speaking, reading, and writing must be acquired when studying English. Learners must also master language competence in addition to the four skills. Students should work on improving their writing skills, which is one of the four English language capabilities. Writing competency is defined as the ability to put one's ideas into actions in an useful way and cognitively communicate with a message. Writing, according to Anjayani (2016) in (Rahayu, 2019), is indeed the act of writing words on one sheet or other such surface to reflect the writer's clear messages, such as the usage of concepts and sentence patterns.

Writing is a part of four integrated skills in English teaching that is learned by the students. Learning how to write, according to Nunan (2003) as cited in (Suci, 2021), is both a process and a product. You'll need a little extra talent to compose exceptional writing. In English, writing is a complex skill to master. In writing a good English text, many important aspects must be considered by students one of them is grammar, but most students have not been able to understand it. Students should also pay attention to the content of the text which must be interconnected with the title. The bulk of pupils, in reality, frequently feel trouble to write. They were stumped as to what to write. For Indonesian pupils, the writing skill is regarded as the most challenging of the language skills. Listening is the initial step in acquiring a language. The students are able to comprehend what they have heard, but they are unable to write it down.

Grammar is the structure of a sentence. A sentence will be perfect if the correct structure is used. Arifuddin (2007) in (Sanjaya, 2018) stated that Although grammar influences educational institutions, it must be admitted that grammatical ability, and rather a lack of it, limits what could be accomplished in terms of skill performance. Knowing a student's grammatical mastery is critical information for trying to place them in the most appropriate class for skill development. In learning English, especially writing skill, grammar is the most important aspect to understand by the students. Because there are many components of grammar that students must master in order to write a text that follows proper English grammar. There are some of the components of grammar: Sentence, verb, noun, adjective, pronoun, adverb, conjunction, verb, tenses, preposition, etc. In the production of a

language, grammatical errors are common. Therefore, it makes it much easier to study the language.

Every school has Minimum Completeness Criteria or KKM. Below are listed the Minimum Completeness Criteria or KKM that occurred at SMP Negeri 5 Percut Sei Tuan from 2020 until 2022.

Table 1.1 The Minimum Completeness Criteria (KKM) 2020-2022

Year	KKM	Description
2020	75	Curriculum 2013 was used by SMP Negeri 5 Percut Sei Tuan in 2020.
2021	75	Curriculum 2013 was used by SMP Negeri 5 Percut Sei Tuan in 2021.
2022	75	SMP Negeri 5 Percut Sei Tuan is using the curriculum 2013 in 2021.

In the table above, SMP Negeri 5 Percut Sei Tuan use curriculum 2013 from 2020-2022. *Kurikulum 2013 lebih ditekankan pada kompetensi dengan pemikiran kompetensi berbasis sikap, keterampilan, dan pengetahuan Kurikulum yang dapat menghasilkan insan Indonesia yang: Produktif, Kreatif, Inovatif, Afektif melalui penguatan Sikap, Keterampilan, dan Pengetahuan yang terintegrasi* (Muhammedi, 2016).

The problem that students faced was the difficulties in writing descriptive and procedure texts. The writer found that many students made grammatical errors in writing. The students made errors in translating the sentences from Indonesian to English when students write and they could not use English grammar in the correct form. These circumstances occurred to pupils at VIII Grade of SMP Negeri 5 Percut

Sei Tuan. This issue is caused by the student's lack of motivation. The mostly majority of students' parents in this school are uneducated or lack a solid educational foundation. The majority of them were parking workers, housemaids, farm workers, and others.

There are various errors that might be noticed in students' writing texts. Such as the relation between sentences and paragraphs, the use of inappropriate tenses, inaccurate word writing, etc. All of which have an impact on student evaluation. The average score of students over the last three years is shown in the table below, indicating that students' writing skills are still lacking.

Table 1.2 The Students' average score from 2020 to 2022

Year	KKM	Students' average score
2020	75	61
2021	75	67
2022	75	65

Based on the foregoing, more research into the types of writing errors committed by students is required. It is critical to recognize that an error analysis is critical in revealing some types of errors that pupils commited. This research focuses on analyzing students' errors in grammatical of writing descriptive and procedure text. Descriptive and procedure texts are two of the types of texts that students learn in high school. therefore, the writer is able to conduct a research entitled "An Analysis of Student's Grammatical Errors in writing Descriptive and Procedure Text At VIII Grade of SMP Negeri 5 Percut Sei Tuan"

1.2 The Problem of the Study

The following is the problem that this research is addressing :

"What types of grammatical errors are dominantly used in students' writing descriptive and procedure text at VIII Grade of SMP Negeri 5 Percut Sei Tuan?"

1.3 The Objective of the Study

The objective of the study is:

"To find out the dominantly types of grammatical errors used in students' writing descriptive and procedure text at VIII Grade of SMP Negeri 5 Percut Sei Tuan."

1.4 The scope of the Study

There were many errors in writing descriptive and procedure text based on the student's writing problems. Some various the students's writing problem for example the punctuation, grammatical, spelling, etc. However, this research will focus on students' grammatical aerrors in writing descriptive and procedure text. According to Dulay, et al. (1982) in (Riska, 2019), there are four types of errors were characterized. They are Linguistic Category Taxonomy, Comparative Taxonomy, Surface Strategy Taxonomy, and Communicative Effect. This theory was derived from the Surface Strategy taxonomy. A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecesary ones, they may misform items or misorder them. A person's linguistic errors can be viewed in general using surface strategy taxonomy. It is incorrect to add or remove unneeded items, arrange elements according to grammatical rules incorrectly, and remove or add elements that are not in

compliance with grammar. Surface strategy taxonomy is devided into 4, they are : omission, addition, misordering, and misformation. The writer will research at VIII grade of SMP Negeri 5 Percut Sei Tuan.

1.5 The Significances of the Study

1. Theoretically

Based on theoretically the result of the research hopefully can give important information about students' grammar errors in writing, especially in writing descriptive and procedure texts.

2. Practically

Practically, there are the significances of this study :

1. For the Students, The writer expects that by doing this research, the students would be able to write better descriptive and procedure text.

2. For the English Teacher, it can be used as a reference to guide students in writing text well, so that there are no grammatical errors made by the students.

3. For other researchers, to use as a reference for doing more research on the same issue in a dissimilar context.

CHAPTER II

REVIEW OF LITERATURE

2.1 Relevance Study

This research can be carried out since it is connected to previous studies. As a result, we must conduct a study to see how other researchers have approached the problem. There have been several studies done that are pertinent to this study. There are some previous research related to this research.

The first is "an analysis of student's grammatical errors in writing descriptive text by using the picture of 7th-grade students at SMPN 05 Tamansari" by (Irnawati et al., 2020). The study's main issue is the varieties of grammatical faults that students commonly make when writing descriptive essays. The purpose of this study is to determine which grammatical faults students create if writing descriptive text. The research approach was qualitative descriptive, and the participants were all seventh-grade students at SMPN 05 Tamansari. Interviews and documentation were used to gather information. According to the results of the analyzing data, the most common grammatical errors made by pupils are in verb-verb groups (33.98 percent), sentence structure (12.11 percent), noun-noun groups (10.15 percent), and preposition errors (7.17 percent).

The second, "An analysis of student's grammatical error in writing English text in the second-grade students of SMK-SMTI Banda Aceh" by (Qamariah et al., 2020). This research tries to determine the sorts of grammatical faults made by students when writing an English text. Ten children from SMK-SMTI Banda Aceh's second grade were collected to participate in this study. They were assigned the duty of writing English texts. The grammatical faults made by those 10 kids' writing

sheets were then examined. The findings revealed that there were 11 different types of grammatical errors: tenses, verb, adjectives, nouns, articles, to be, prepositions, modals or auxiliary, objective pronoun, and phrasal verb, with a total of 48 errors on the writing sheet. It can be argued that these ten kids are still unable to construct good sentences because they continue to make grammatical errors.

The third, "An analysis of grammatical errors in students' writing descriptive text" by (Royani & Sadiah, 2019). The primary goal of this research is to examine students' grammatical faults in writing, particularly in descriptive language. The information was examined using student writing mistake analysis. The most common errors committed by students were verb agreement (41%), which was affected by using the wrong form of simple present, followed by pronoun (18%), usage (15%), grammatical structures (12%), spelling (9%), and capitalization error (9%). (5 percent). Students have to learn about more English grammar, also teachers should re-teach on verb agreement and pronouns as its most prevalent errors learners make in their text, according to the research.

The fourth, "students' grammatical errors in writing procedural text" by (Pasaribu, 2018). This research took a qualitative method. The focus of this study would be to see how well grade eleven students can write a procedural. In the discussion of this thesis, the object of the study is derived from the questions that are supplied to the students. The students made 170 grammatical errors, which were categorized into twelve categories of grammatical errors: There were 41 errors in use of tenses, 26 errors for the use of prepositions, 26 errors in the use of articles, 1 error with use of active and passive voice, 7 errors in the use of relative clauses and relative pronouns, 53 errors in use of part of speech, 15 errors in the use of relative

clauses and relative pronouns, 15 errors in the use of relative clauses and relative pronouns, 15 errors with the use of relative clauses and relative pronoun The most common types of error were errors in the use of part of speech (53 errors), and the most common causes of error were erroneous concept hypothesis, fossilization, overgeneralization, and simplification.

The fifth, "an analysis on the grammatical error of procedure text written by the third grade of SMPN 286 Jakarta" by (Soraya, 2020). The goal of this study is to discover empirical evidence of the English examination test content validity created by an English professor for the even semester of first grade SMPN 26 Jakarta and administered at the SMPN 286 Jakarta. Based on this assessment's findings, it can be concluded that omission is the most common sort of omission in the writing process text, followed by misformation, misordering, and addition. These data revealed that every learner's phrase requires an article, but that the learner ignored the required articles. Based on the examination of the students' erroneous sentences in their compositions, it can be concluded that the dissimilar grammatical systems of L1 and English are the factors that cause students to commit grammatical errors.

The sixth, an "analysis of students' grammatical errors in writing procedure texts" by (Husnayaini et al., 2021). This study investigated the most various types of grammatical errors created by male and female 3rd grade secondary students at SMP Muhammadiyah Pangkalpinang in writing procedure texts, as well as whether there were other significantly different over the errors produced by the learners when they were classified by gender. The researcher detailed this study in a method paper that concentrated on their errors. The entrants included 30 students from the

9th grade at SMP Muhammadiyah Pangkalpinang in Bangka Belitung Province. The information was gathered from the students' sentences as well as the test. In this study, the test results were analyzed using the pair samples t-test. The investigation revealed two key discoveries, according to the result of the analysis. When the students were divided into gender groups, the results revealed a considerable difference in the errors they made. As a result of the findings, gender influences the quantity and percentage of errors made by the learners.

The difference between the relevant study with this research is the research will do at VIII grade of SMP Negeri 5. Then, the writer will research descriptive and procedure text. Finally, these earlier research papers served as a guide for doing this study. These studies looked at grammatical errors in a similar way. Furthermore, the goals of this study are to learn about different types of errors and to identify the most prevalent mistakes students make when writing descriptive and procedure text.

2.2 Writing

2.2.1 Definition of Writing

Writing is the act of putting one's thoughts and feelings into a written product. Writing, in other definition, is an activity that involves the creation of a work that is intended to be understood by the reader and to serve as an indirect way of communication. Therefore, writing is a crucial skill to master in English. Javed (2013) in (Rahayu, 2019) said that the most primary function of writing skill is really to produce grammatically acceptable sentences that communicate information to the reader. To conclude, we must ensure that our readers comprehend

what we write in order to be a good writers. Being a skilled writer is challenging because it requires a writer to focus on the main goal of writing while also taking into account the numerous components of writing.

According to (Purnamasari et al., 2021), Writing is an English language skill that learners should master since it can help them enhance their thinking skills as well as other language skills. As a result, writing is critical in the development of language skills. When learners want to create a text, they should use the following guidelines, and then they should consider the topic on which they will write. It takes a long time to think about the topic. They must consider the supporting notion after they have received the topic. To achieve good writing, they must also consider the topic of the writing, grammatical competency, paragraph unity, thoughts, background knowledge, information, and the entire composition in written form. So, students must go over what they've written and revise it. It is for this reason that writing has become the hardest talent to learn, it is complex and requires deep thought.

According to Syafi'i (2007) in (Rahayu, 2019), There are five main areas of writing performance that would need to be understood:

1. The content of the work; the idea communicated

2. The form: Content organization

3. Grammar: Grammatical forms and syntactic patterns are used in grammar.

4. Style: refers to the arrangement of structures and lexical elements in a text to offer it a particular tone or character.

5. Mechanics: about application of language's graphic standards.

2.2.2 The importance of Writing

Writing is necessary even though it is employed widely in education institutions and the profession, Walsh (2010) in (Klimova, 2013). Students who don't really know how to communicate successfully in writing will be unable to communicate with instructors, companies, friends, or pretty much anybody else. Documents, notes, assessments, packages, formal interviews, e-mails, and other kinds of professional communication are all part of the daily routine for a university student or successful graduate. Based on (Bou, 2015), Writing has two important separate but complementary tasks in the classroom. To begin with, it is an ability that involves the application of methods (such as preparing, reviewing, and modifying text) to fulfill a range of objectives, such like drafting or presenting a point of view backed up by evidence. Second, writing is a way for students to broaden and enhance their knowledge. It is a tool for studying the subject matter. Based on the previously discussed benefits of writing, it can be inferred that writing mostly enhances one's learning because it records one's progress, which may later be used to evaluate learning. It can also help learners get a better understanding of themselves and the events that occur around them. Finally, writing can help students enhance their communication skills, particularly in a writing form.

2.2.3 The Purpose of Writing

Meyer (1992) in (Herawati, 2019) categorized writing into three aspects: information, persuasion, and entertainment.

1. To provide information

To impart information, the writer frequently tells or discusses an idea, an activity, an event, a thought, a character, a place, or an object.

2. To convince is a verb that means to persuade someone

A writer aims to influence or change the audience's behavior. In this technique, the writer argues to such reasoning or passion of the reader.

3. To Educate and Entertain

The researcher tries to make the reader laugh, grin, be interested, shocked, or enraged in some way.

Based on Meyer's statement that the purpose of writing, the researcher determined that the writing we produce should provide information to our readers. Furthermore, it is intended that the writing will have an impact on the reader's psyche. It can persuade or entertain people in this instance.

2.2.4 The Characteristics of Writing

Boardman in (Saragih et al., 2014) states that producing a good text or paragraph requires three characteristics:

1. Coherence

If the supporting sentences are ordered according to principle, a paragraph has coherence. The phrases are structured in such a way that the reader may immediately   grasp   the   concepts.

2. Cohesion

In case a paragraph has cohesiveness, all of the supporting sentences work together to help the topic sentence.

3. Unity

Every supporting sentences must revolve around a subject sentence. It's easier to think of the order in a text or paragraph as direction because it's related to an organization but takes up less space. The sequence of steps represents the idea of the textual form.

2.3 The types of Writing Text

Text is a collection of sentences that has a specific coherence of meaning. According to Saragih (2013) in (Pasaribu, 2018), a text is a semantically, rather than a formal, unit that can be represented by sound, word, phrase, clause, or paragraph sentence. Depending on the communicator's objective, texts are classified into genres.

According to Anderson (2003), as cited in (Cholipah, 2014), the following forms of written texts exist:

1) A narrative text is one in which the author relates a story to the reader. It aims to entertain or instruct the reader or listener by providing a distinct point of view on the world.

2) A recount text is a piece of text that narrates the tale in its entirety of past occurrences in chronological order. The idea is to convey a narrative of how and when   it   happened   to   their   listener.

3) A procedure text is a section of writing which describes how to carry out a specific task. The objective is to show how something can be accomplished.

4) A descriptive text is a piece of writing in which it describes the subject event it people or not. This purpose is to provide a description of individuals, things, animals, or places to an audience.

5) A report text is a part of literature that delivers data on a definite topic. The text ordinarily includes information on the subject's parts, behavior, and attributes, as well as facts about it. Its purpose is to identify, discuss, or show information related to the topic.

2.4 Descriptive Text

2.4.1 The definition of Descriptive Text

Based on Rinastuty (2014) as cited in (Rahayu, 2019), a descriptive text is one that specifically represents an individual, thing, location, or place, and maybe condition. The purpose is to convey the writers' experience. It's about what they see, read, or feel can be the experience.   The first and third-person pronouns are commonly used as points of view in descriptive texts. Descriptive text is one that has the goal of providing information. It employs simple present tense to describe the topics that will be written. According to Azar (2000) (Fatmawati, 2016), To express events or situations, the simple present tense is used. To summarize, descriptive writing is used to describe something or someone in terms of appearance, sound, and taste. The description should be detailed or specific. For instance, the pupils describe "My book" The item must be specific. From the things that describe color, form, and other characteristics.

2.4.2 The purpose of Descriptive Text

According to Pardiyono (2008), as cited in (Herawati, 2019), descriptive text is a variety of text that has the express purpose of providing information of an object (human, or not).

2.4.3 The Language Feature of Descriptive Text

There are some main features language of Descriptive text Wardiman (2008) in (Herawati, 2019). The first, descriptive text has a specific participant. Descriptive text is used to explain a description of a specific object so that the reader's attention is drawn to the author's specified object. Second, Adjectives are used. The objective in descriptive writing, as we have known, is towards describe someone or something. The result, adjectives are used to describe the object that will be described.

Example : Pretty, bad, large, small, white, black, delicious, chubby, etc.

The last, the usage of Simple Present Tense

Simple Present Tense has a form :

a) For Verbal Sentence   : S + V1 (+s / es) + O

b) For Nominal sentence : S+ To be (am, is, are) + Adj/ Adv

2.4.4 The Generic Structure of Descriptive Text

Wardiman(2008) in (Herawati, 2019) divides descriptive text's generic structure into two parts, introduction and description are two of them.. The part of

the paragraph that introduces the character is called the introduction. The character description is a section of the passage in which the character is described.

Example of Descriptive Text :

My wonderful Mom

My mother is a wonderful person. Mrs. Susanti is her name. She works as a teacher. She is employed at one of my town's public vocational high schools. There, she teaches English. My mother will be 40 years old in March, but she still looks like a teenager. My mother's figure is beautiful, yet she is a little frail. She stands approximately 164 centimeters tall. Her skin is completely white. My mother has an oval-shaped face. Her brown eyes are stunning. Her chin and nose are also pointy. My mother's hair has a darkish brown tone. Her bob haircut suits her well. My mother is intelligent, which is why I usually seek her help in doing my assignments. She is an English instructor who is also proficient in maths and science. Aside from that, my mother is an excellent cook. Her entire menu is excellent, especially the fried chicken.

2.5 Procedure text

2.5.1 The definition of Procedure Text

Procedure text is a sort of English literature or genre that depicts a process in generating or operating anything to demonstrate how something is done in a systematic manner. A procedural text is one that explains way a task is completed through a succession of actions or procedures . According to Istiana (2003), as cited in (Pasaribu, 2018), procedures are developed to help us in performing a task. They

can be a set of guidelines or instructions. The majority of our daily activities revolve around the procedure. That is why we should know what a process text is, how to create one, and how to use one.

2.5.2 The purpose of Procedure Text

A procedure text instructs the reader on how to do or create a task. The data is given in a logical sequence of events, which is broken down into little sequential stages or instructions on how to perform a specific task. A recipe is the most prevalent type of procedural text. It includes things like game rules, science experiments, traffic safety guidelines, and even how to conduct tasks manually, among other things. Texts that explain how to use various items, such as an appliance, a machine, or a computer.

2.5.3 The Language Feature of Procedure Text

According to Knapp and Watkins (2005) in (Prihatna & Him'mawan Adi Nugroho, 2015), In Procedure text, there are five general components of linguistic features. There are: use Imperative (example: add, make, use, etc), add the Connectives (example: first, the, next, finally, etc), the use of Action verbs (cook, take, cut, wash, etc), the use of Adverbials (for 3 minutes, 5 centimeters from the top), use the Simple present tense :

a) For Verbal Sentence   : S + V1 (+s / es) + O

b) For Nominal sentence : S+ To be (am, is, are) + Adj/ Adv

2.5.4 The Generic Structure of Procedure Text

Procedure text, according to Knapp and Watkins (2005) in (Prihatna & Him'mawan Adi Nugroho, 2015), is focused on telling someone how to accomplish something. As a result, procedure texts are typically organized by: Tittle/goal (example: how to make omellete), Materials/ingredients (example: spoon, plate, egg, salt, etc), and Steps (put 1 glass of water, cut the carrot).

Example of Procedure Text :

Tittle/goal: "**How to make Lemon Tea**"

Ingredients :

– 1 bag of Teabag

– 2 tablespoons of sugar

– 1/2 piece of Lemon Orange

– 50 ml of hot water

– Ice cubes as needed

– 150 ml of cold water

Steps :

• 50 mL hot water + 1 brewed teabag

• Stir in the sugar until it is uniformly distributed.

• Make a lemon squeeze. After that, add lemon juice to the tea.

• Add 150 mL of cold water and ice cubes.

• Stir until the lemon juice is evenly distributed throughout the tea.

• As a finishing touch, garnish with lemon slices. It's time to pour the iced lemon tea.

2.6 Error Analysis and Grammatical Error

2.6.1 Error Analysis

Error analysis is a common occurrence in classroom activities. Because of the disparities in linguistic and learning levels, error analysis occurs during the learning process. The finding that a learner's mistake may be researched, identified, and classified to reveal information about a learner's process has inspired a surge in learner error research. It's known as error analysis (Brown, 2007) in (Meliyanti, 2013). In other words, teachers are able to observe students' faults in learning English. The errors can also be evaluated and classified to learn more about them.

Based on Schmidt & Richard (2010:201) in (Riska, 2019), The study and analysis of second language learners' error. It is possible to use error analysis to Identify the language learning strategies that students employ and try to figure out why they make mistakes. get information on typical language learning challenges as a teaching tool or for the production of instructional materials. As a result, error analysis is necessary to clarify what types of errors students make, identify the most common faults, and determine how students might learn from their mistakes and repair them in their writing.

This could be deduced from the definitions offered by experts that students make mistakes when learning a foreign language because it is not their

native language. As a result, no more students will make the same mistakes when learning a foreign language.

2.6.2 Grammatical Error

When learners write something, they frequently make some errors. It may occur because pupils do not speak English as their first or second language. English is a foreign language in Indonesia. As a result, the learners struggle to communicate effectively in English. One of the reasons for errors is poor grammar. In this study, students frequently make grammatical errors when writing, particularly when composing descriptive language.

Every language, without exception, has its own set of grammatical rules. English is thought to be a language with tough grammatical rules to comprehend. It may have caused the student to make some errors throughout the learning process. There are various types of errors that a student might make, including errors in spelling, pronunciation, and writing. A student's writing error is an error made in a large context. A grammatical rule is occasionally indicated by a writing error.

Based on Lado (1961) in (Fatmawati, 2016), grammar is the study of rules that are supposed to instruct learners on what they should and shouldn't say in order to speak the socially educated class's language. (Romadhon et al., 2020) state that teachers and lecturers have to improve their teaching methods and skills by preparing more organized material. Grammatical mistakes analysis has been the subject of some research. According to these definitions, a grammatical error occurs when a rule that shows how words are combined and organized is not followed correctly.

2.6.3 Types of Error

Based on Dulay (1982) in (Riska, 2019), there are four types of errors were characterized. They are Linguistic Category Taxonomy, Comparative Taxonomy, Surface Strategy Taxonomy, and Communicative Effect. This theory was derived from the Surface Strategy taxonomy, which includes:

1. Omission

Omission error is defined as the absence of an item that must be present with a very well sentence. It means students have missed one of its language's structural features. Furthermore, the phrase structure baffled the students.

2. Addition

The occurrence of an item that should not appear in a well-formed utterance is known as an addition error. It denotes that it is not required to be used in the paragraph. Addition errors are divided into three categories:

a) Double Marking

Some additional errors actually fail to delete some elements that are necessary for a few language forms but not for others. The aspect of addition that changes or abbreviates is referred to as this.

b) Regularization

Regularization is a linguistic term that refers to a set of rules applied to a group of linguistic objects. It means that a regularization is a form of error that describes how to use linguistic items such as verbs.

c) Simple Addition

Simple addition has no distinctive features other than using a component that should not be present in a very well utterance, which characterizes all addition errors. Simple addition is an element that does not present in the text.

3. Misformation

The inaccurate use of morphemes or structure is defined as a misformation error. A misformation error occurs when a pupil delivers incorrect information. It signifies that misformation is one of the flaws that the teacher discovered in the writing of students who used the incorrect structure in their sentence arrangement.

4. Misordering

Misordering is the mistaken position of a morpheme or a group of morphemes inside a sentence. It means that students can choose the appropriate forms for the situation of the writing process.

Example :

Error: She doesn't know why am I tired

Correct: She doesn't know why I am tired

The position of 'to be' *am* is an error

As a result of the study, grammatical errors are used to provide examples of wrong conduct, also including modifications for missing verbs, and categories of errors include omission, addition, misformation, and misordering. Individuals are always learning and making errors. Students commit errors when they fail to complete ability aspects from native speakers competing for ideas, and they mistake when they perform badly on competency features from native speakers competing for   ideas.
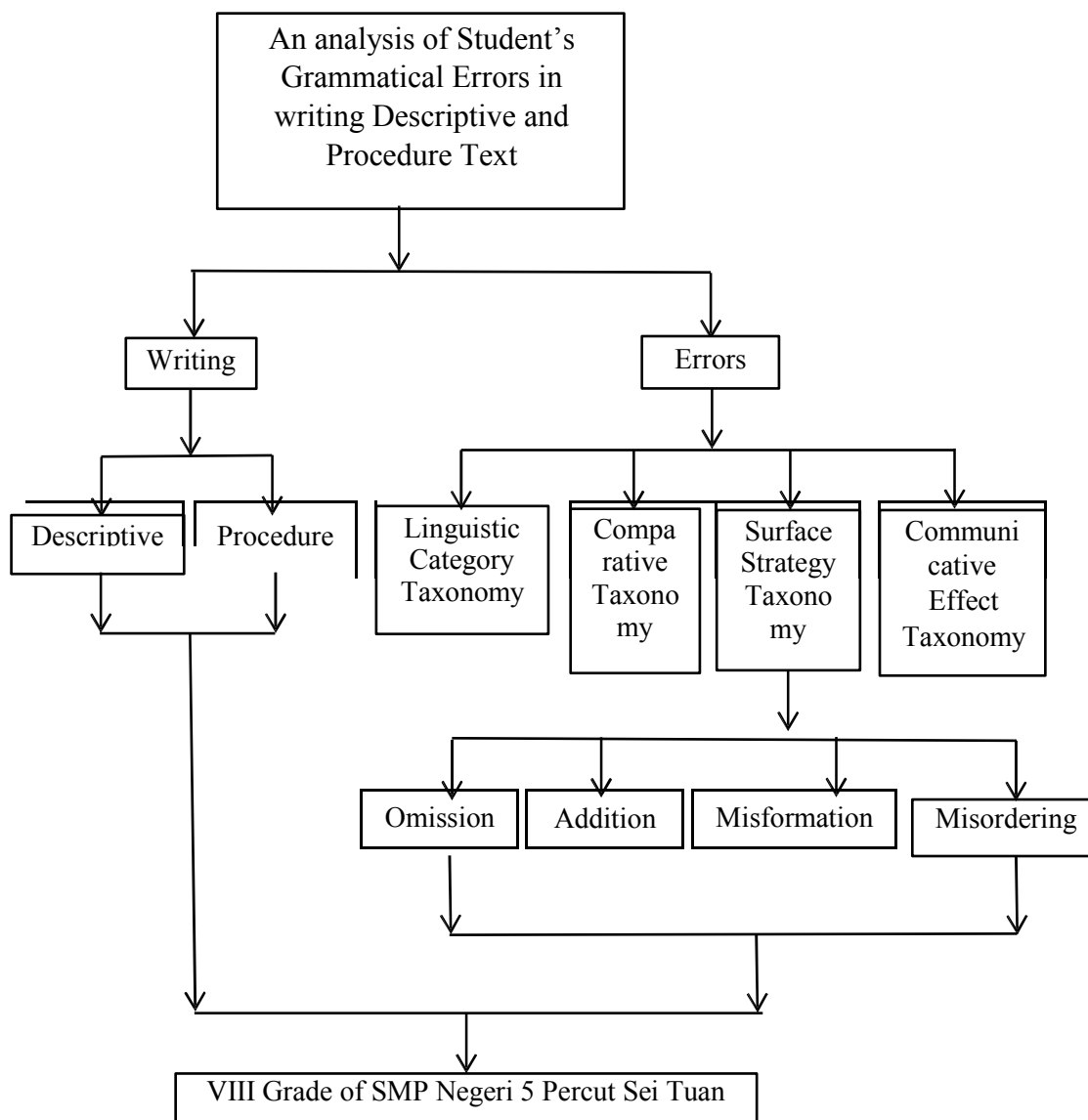
2.7 Conceptual Framework

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                    │  An analysis of Student's│
                    │  Grammatical Errors in   │
                    │  writing Descriptive and │
                    │  Procedure Text          │
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	An analysis of Student's Grammatical Errors in writing Descriptive and Procedure Text	

Writing		Errors

Descriptive	Procedure	Linguistic Category Taxonomy	Comparative Taxonomy	Surface Strategy Taxonomy	Communicative Effect Taxonomy

Omission	Addition	Misformation	Misordering

VIII Grade of SMP Negeri 5 Percut Sei Tuan

Table 2.1 Conceptual Framework

Based on the conceptual framework outlined above, this study looked into students' writing errors in descriptive and procedure text. This study looked into the mistakes pupils make when writing descriptive and procedural language. The errors studied were divided into four items: omission errors, addition errors, misformation errors, and misordering errors, with the omission error being the most common. The errors were committed by the VIII grade of SMP Negeri 5 Percut Sei Tuan.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The goal of this research was to find out what kinds of errors eighth-graders make when writing descriptive and procedure text. Because this study's data was in the form of sentences, and paragraphs, the researcher employs descriptive qualitative research. (Smythe & Giddings, 2007) states through interviews, observations, and/or text access, qualitative research tries to place the topic of concern in its everyday setting and to hear the voices of those directly involved.

Based on Dulay's theory, this study categorizes errors into four categories: omission, addition, misformation, and misordering (surface strategy taxonomy). The purpose of this study is to look at a grammatical error committed by SMP Negeri 5 Percut Sei Tuan eighth-grade pupils in the form of descriptive and procedure text. The researcher concentrates on describing and explaining the types of errors in the students' writing.

3.2 Population and Sample

3.2.1 Population

A population is a group of individuals who share a characteristic, (Creswell, 2012). As a result, all VIII grade students from SMP Negeri 5 Percut Sei Tuan will be included in this study, which includes 258 students from eight classes: VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, and VIII-8.

3.2.2 Sample

According to (Creswell, 2012) a sample is a subset of the population that the researcher intends to research to make generalizations about the target population. The researcher only took one class, VIII.1, with a total of 15 students.

3.3 The instrument of Collecting Data

An instrument is a tool that is used in research to collect data. The writer used a writing test as the instrument for gathering data. The writing activity has designed to identify the different types of errors that students made when writing descriptive and procedure texts. The learners have assigned to create a descriptive and procedure text by the writer. The text has taken 60 minutes to write.

3.4 The Technique of Collecting Data

Conducting research necessitates a procedure or a series of steps. As part of the research process, the writer followed various steps:

1. Getting the instrument ready

In the form of essays, the writer has given the instrument or tools. The author used the essay test to collected data so that the activity can run smoothly.

2. Student test preparation

The writer has created a test for students to use in gathering information.

3. Assigning tests to students

A written test would be provided to students and the time to do the test is 60 minutes.

4. Collecting the students' writing test

The writer would compile the findings of previous student tests so that the authors are aware of the outcomes of future evaluations.

3.5 The Technique of analyzing data

The writer has analyzed the data after gathering it in order to fulfill the objective. The writer had use the following procedures to analyzed the study's data:

1. Organizing and preparing the data for analysis.

2. Identify the errors. The writer identified the results of student's writing errors. Things that are not related are done by underlining words and sentences that are categorized as errors made by students.

3. Classify or categorize various error types. Many errors committed by pupils would fall within the Dulay's (1982) categories of errors in surface strategy taxonomy. They are omission, addition, misordering, and misformation.

4. The writer will count the dominant grammatical errors in writing descriptive and procedure text.