AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

Grammar error is one of the difficulties experienced by students in the writing process. This study conducted in order to investigate the grammatical errors in writing descriptive text made by the students of English Department of FKIP USI. This research aimed to know the grammatical errors that happen in writing class made by students of the second semester. In this study, the writer used Qualitative analysis, while the general pattern or the research design used by the researcher is a case study. This study found that the students make the grammatical error in writing descriptive text. Population taken in second semester of English student department. Purposive sampling is used in taking sample from the population. The researcher uses document papers as the instrument. The finding of this study showed that there are 6 types of grammatical error found namely: tenses, preposition, articles, voices, morphological, and verbs errors; the dominant grammatical error found is tense errors which has total occurrences of 75 (26.31%) specifically the use of past tense; the reason why students" made dominant error in using specifically past tense is the students" are lack of understanding the linguistic features of descriptive text. Based on the result, it is figured out that the students still have difficulties in applying grammatical structures in writing. In order to avoid the students in making another grammatical error, the researcher has suggested taking out remediation based on each problematic area of grammatical error categories.
Keywords: Grammatical Errors, Error Analysis, Descriptive Text

I.   INTRODUCTION
Background of the study

English taught in many countries including Indonesia. As an international language, there are four skills have to be mastered by foreign learners. They are listening, speaking, reading and writing. From those four basic skills mentioned, writing is the most complicated one. Writing is the most difficult one for all language learners whether the language is the first, second, or foreign language. Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form (Palmer, 1994). (Hyland, 2003) states that writing is not just arranging words into a sentence, linking the sentences into a paragraph, and ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written. In writing, there are a number of language aspects involved such as model texts, prepositions, spell - check, punctuation and grammar.

Most people think of themselves as grammar rebels, seeing the rules as strict, basic and arbitrary. However, grammar is actually complex, not to write essential. In correct grammar, can cause confusion and change the way you are perceive? At a high level, the definition of grammar is a system of rules that allow us to structure sentences. It includes several aspects of the English language, like Parts of speech verbs, adjectives, nouns, adverbs, prepositions, conjunctions, modifiers, etc.), Clauses (independent, dependent, compound), Punctuation (commas, semicolons, and periods), Mechanics of language (word order, semantics, sentence structure).

(Brown, 2001) said that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In learning English, it is common that students make mistakes or error in written form. The English lecturers must be competent in the subject matter that they teach and have to know the method of teaching English as a target language. Therefore, the lecturers have to improve their knowledge of the target language and the native language of the learners. Both of those

languages have to understand by the lecturers prior to teaching target language. English also gives a big influence to Indonesia education by adding English lesson into its curriculum starting from elementary level until University.

University students often use the way of thinking and concept from their native language to express their ideas in English as well. They need to learn how to transfer their knowledge of rule/grammatical concepts of target language from oral language to written language. The difficulties in applying the rules of the language in writing cause students make errors. Dulay in (Brown, 1994) states that an error is a noticeable deviation from the adult grammar of a native speaker. It means that learners make errors because they lack knowledge of the rules of the target language. They may make the same errors at other times.

Corder in (Troike, 2006) claims that the making of errors is significant because it is part of the learning process itself. He also added that the process of learning a second language is of a fundamentally different nature from the process of primary acquisition. Error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Mourtaga in (Abushihab, 2014) points out that errors and mistakes are different from each other because an error cannot be self - corrected and is caused by learners' inadequate knowledge of the target language whereas a mistake can be self-corrected. (Erdogan, 2005) emphasizes, "Error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language.

In this research, the writer focuses on analyzing grammatical error in writing descriptive text made by the second year students. Discussion text is one of the texts that should mastered by the students. To analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistake and error, because mistake and error are two different phenomena. (Brown, 2007) said that a mistake refers to a performance error that is either random guess or a "slip" in that it is failure to utilize a known system correctly.

Error is different from mistake. Making errors and mistakes are commonly done by the second language learners and foreign language learners. Without deep understanding, the learners usually tend to see the errors and mistakes similarly. Error is considered as students mistake in learning a language because the comprehension of that rules related to the student's ability.

One of the kinds of error is grammatical error. According to Burt and Kiparsky in (Putri & Dewanti, 2014), grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. Meanwhile, according to (Ellis, 1997) in (Putri & Dewanti, 2014) stated that grammar is traditionally concerned with the principles which determined the formation and interpretation of words, phrases and sentences. Therefore, the grammatical error is a kind of important considered by the learners because it does not match with the grammatical system of a language.

(Gerot & Wignell, 1994) argue that descriptive text used to retell events for the purpose of informing and entertaining. The generic structure of descriptive text is orientation events re-orientation. There are some specific linguistic features (lexico grammar) of every genre that makes them different each other. (Halliday, 1994) suggests that an investigation of the lexico garammatical stratum of language reveals the kinds of internal patterns of clause structures which are highly favored for interpreting experience. And the significant lexico grammatical features or descriptive text are focus on specific participant, using material process, using circumstances of time and place, use of past tense, and focus on temporal sequences. In short, Descriptive text is useful to amuse and to inform reader about past event.

Since English Education students are prepared to be English teachers, they should have a good competence in all language skills in order to be good English teachers. They should not only become good listeners and speakers, but also good readers and writers. It is impossible to teach effectively if their English ability is poor. They will teach writing effectively if they master writing and other language skills. In attempting to master aspects of writing skills, it is necessary to analyze grammatical errors in written text to find out how much their acquisition obtained in teaching process.

The problem also happens in students" writing especially descriptive text as produced by university students of USU. Based on the preliminary observation, students still committed some grammatical errors in writing descriptive text as presented below. "Earthquake that happens *in* December 26th, 2004 is the biggest natural disaster that ever happens in Indonesia especially in Aceh.

Even though it <u>happens</u> in Aceh, I think, my city, Medan, also <u>can feel</u> that. When that phenomenon <u>happens</u>, I <u>feel</u> this ground like little shake, but it's not really danger."

From the example illustrated in advance, we can see that there are some errors such as in <u>tenses</u>, morphology, and also *in using preposition*. <u>Happens</u> should be changed into happened because the event occurred in the past time. So, the use of simple present is not suitable and wrong. Then, the use of preposition *in* is not true because it includes date, month, and year. We usually utilize preposition in if it only covers month only or year only. Then, morphological error also appears such as the word danger. The word danger should be replaced by dangerous.

The fact revealed in the previous example is also in line with what (Limengka & Kuntjara, 2013). They found that several types of grammatical error in essay writings were made by Fourth-semester students of English Department, Petra Christian University, those who were at the end of their second year in the university and have assed their first, second, and third writing classes. They were expected to have good writing competence as they were in their last writing class. But, the researchers find that the students commit making grammatical errors, in which the most frequent error is miss information, especially the miss information of verbs and nouns. In conclusion, miss information, miss ordering, addition omission, and blends errors, and miss information are the most common errors which found in their essays.

Since descriptive text is one of the genres to be mastered in order to pass the lecture, the students should pay attention such as in grammatical parts and write this text well without committing any errors. This phenomenon takes writer's attention to conduct the research about grammatical errors in university students" descriptive text. The researcher expects to identify several grammatical errors in university students" descriptive texts based on (Abushihab et al, 2011). The researcher aims to find out the types of grammatical errors in students" descriptive text, the dominant error, and why students make errors since errors can be identified through learners" grammatical competence.

II.   REVIEW OF LITERATURE
Theoretical Framework
This chapter deals with a review of related literature and gives explanation of the related materials, which has a purpose of giving some clarifications of the terms used in this study. The terms are defined in order to avoid misconception and misleading that might occur in the process of getting a better insight of the discussion of the study.
Previous Relevant Research
The use of Error Analysis (EA) in analyzing the data of grammatical errors in EFL students" writing has been successfully proven by a number of researchers who have conducted in the area of class room situation. All these previous research are very helpful for this research. They will give some important distribution for the researcher especially in analyzing essay English writing competence. Some of the previous researchers as follows; (Abushihab,   et.al, 2011) investigated and classified the grammatical errors in the writings of 62 students of the Department of English Literature and Translation at Alzaytoonah Private University of Jordan. The students enrolled in a paragraph writing course in the first semester of academic year 2009/2010. They were asked to write an essay of 200 -250 words about "smoking is a bad habit". The written data were analyzed by the researcher and two other raters in terms of identifying and classifying of the grammatical errors which were found in tenses, prepositions, articles, active and passive voice, verbs and morphological errors. A total of 345 grammatical errors were found. It was observed that the category that included the largest number of errors was the errors of preposition, which comprised 26% of the total errors. There are two procedures of EA that were used by Abushihab, et.al in this research, namely classification of errors and analysis of errors. Whilst, in this research, the researcher analyzes the grammatical errors occur in the descriptive text writing by using six procedures of EA which designed by (Selinker, 2008). Abushihab, et.al did not mention certain related method in their research, they analyzed and classified the essay by themselves and then copies of the essay were given to other two examiners. The contribution of Abushihab et all to this study is the categories of grammatical errors used are also adapted by the writer in conducting this research.

(Limengka & Kuntjara, 2013) investigated a study deals with errors which included tenses (verb forms), number agreement, and active - passive voice, word order, and word formation on students" essays. The purpose of this study was to find out the types of errors committed by the students made in

their essay English writing which based on five categories which were addition, omission, miss information, miss ordering and blends. In this research, the writer used text analysis to find errors in the essays, and presented them to be analyzed. The writer found that they make frequent error was formation, especially the miss information of verbs and nouns. In conclusion, the students committed miss information, miss ordering, addition, omission, and blends errors; and miss information was the most commonly committed error found in their essays.

The purpose of the thesis written by (Purwati, 2011) was to find out the types of students" errors in English writing. The research used some theories proposed by Politzer and Ramirez, Burt and Kiparsky, regarding the Linguistic Category Taxonomy to discuss and analyze the type of linguistic error. The theory of Comparative Taxonomy was used to discuss the steps of errors using the descriptive qualitative method in describing the result. Based on the discussion of the research, there is a tendency that the longer the writing students make, the more errors they will make. From 142 errors the students made in their writing, 64.5% was developmental error, 28.1% was interlingual error, and the rest, 7.7%, was other error. This fact supports the so far research in error analysis of second language acquisition that the second language learners" errors are of developmental kinds. The interlingual errors that happened in this research were mostly in the noun phrase and simple past tense. In Indonesian, the simple past tense is formed in the construction of simple present. In line with the finding, the lecturers and curriculum developers should pay attention to this, and it is suggested that they pay attention to the errors found in this research. This research gives meaningful contribution to the current study that is on the category of errors of the students" writing based on the theory used in this study.

Additionally, (Putri & Dewanti, 2014) conducted a research entitled "An Analysis of Grammatical Errors in Writing Narrative Texts Done by the Second Semester Students at the Diploma Program English Department in Airlangga University Surabaya". In their research, it was found that The students sometimes make errors on the use of grammar when they produce an English writing, also in writing narrative texts. It is because Indonesian and English have their own grammatical system. This study aims to identify the types of grammatical errors based on theory of grammatical errors taxonomy and which type of errors is the most dominant one done by the second semester students at the diploma program English department in Airlangga University". The findings indicate that the students have difficulties in using correct verb-verb groups, especially in the omission of suffix –s/ -es/ -ed/ -ing. This problem may occur due to their lack of knowledge of English grammatical rules. The difference between what they have done with this research is the genre analyzed and theory of types of grammatical error.

Theory on Second Language Acquisition

Second language acquisition (SLA) is a relatively young field, but it is probably fair to say that the study of SLA has expanded and developed significantly in the past 40 – 45 years. Moreover, the development of SLA study itself has sophisticated increased until today.

(Troike, 2006) refers Second Language Acquisition (SLA) to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. He also explains that the scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.

(Fromkin, et al, 2007) states that second language (L2) is introduced after the language learners have achieved native competence in their first language (L1). The learners generally have an accent, and they may make syntactic or morphological errors that are unlike the errors of children acquiring their first language. Therefore, it usually requires conscious attention, if not intense study and memorization, to become proficient in a second language.

First Language Role

According to (Dulay et.al, 1982), "The first language has been long considered the villain in second language learning, the major cause of a learner's problems with the new language". He also states that in recent years, however, data have accumulated that place the L2 learner's first language in a more respectable, sometimes even valuable, place in the scheme of things. The first language is no longer considered an annoying "interference" in a learner's effort to acquire a second language. To a large extent, controversies over the role of the first language in a second

language acquisition have resulted from vague and varying uses of the terms "interference" and "transfer".

Mistake & Error

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors (Brown, 2000). (Corder, 1967) took notion of Chomsky"s "competence versus performance" relating to the distinction of error and mistake. Error refers to the systematic errors of the learner from which are able to reconstruct his knowledge of the target language. It reflects a portion of the learner's competence in the target language. Thus, error cannot be self-corrected. Meanwhile, mistake refers to a performance error that is either a random guess, slips of the tongue and memory lapses. They can be self-corrected when attention is called. Mistakes are of no significance to the process of language learning. To conclude, mistake is considered to have no relation with the learners" lack of competence, it occurs from learners" slip of tongue, memory lapses and individual performance. Error occurs because of the learners" incompetence in acquiring the TL

Error Analysis

The field of error analysis (EA) in second language acquisition field was established in the 1970s by Corder and his colleagues. EA is a branch of applied linguistics that focuses on the errors learners make. It consists of a comparison between the errors made in target language (TL) and within that TL itself. (Troike, 2006) states that error analysis is the first approach to the study of SLA which includes an internal focus on learners" creative ability to construct language. Additionally, (Gass et al, 2008) defines error analysis as a type of linguistic analysis that focuses on the errors learners make. In error analysis, the comparison made is between the errors a learner makes in producing the TL and the TL form itself.

According to (Corder, 1967) in (Gass, 2008), error analysis has two functions. The first is a theoretical one and the second an applied one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. In order to find out the nature of these psychological processes, we have to have a means of describing the learner's knowledge of the target language at any particular moment in his learning career in order to relate this knowledge to the teaching he has been receiving. The applied aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

Contrastive Analysis Hypothesis

According to (Dulay et al, 1982), "The Contrastive Analysis hypothesis held away over the field of applied linguistics and second language teaching for over two decades. Even though it is currently giving way to a more positive view of the rule of the first language in second language acquisition, it is useful to understand the theories which shaped so much early linguistic research and which therefore underlie much current L2 teaching methodology and materials".

He also states that Contrastive analysis (CA) took the position where the learner's first language „Interference" with his or her acquisition of a second language, therefore, comprises the major obstacle to successful mastery of the new language. The CA hypothesis held that where the structures in the L1 differed from those in L2, errors that reflected the structure of L1 would be produced.

Similarly, "positive transfer" refers to the automatic use of the L1 structures in both languages, resulting in correct utterances. Following this reasoning, linguists thought a comparison of a learner's L1 and L2 contrastive analysis should reveal areas of difficulty for L2 students, thereby providing lecturers and developers of
L2 materials with specific guidelines for lesson planning.

Types of Error

According to (Dulay et al, 1982), errors can be classified into four types, they are:

a) Omission

According to (Dulay et. al, 1982), "Omission errors are characterized by the absence of an item that must appear in a well - formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others". He also states that content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. It can be seen from the following example:

Sheila very happy during her stay.

It should be: *Sheila is very happy during her stay.*

b) Additions

According to Dulay et. al. (1982:156), "Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance". There are three types of addition errors that have been observed in the speech of both L1 and L2 learners: double markings, regularization, and simple additions.

Source of Error

(Brown, 2000) says that the cause of errors can be divided into 2 categories, they are:

a) Inter lingual errors, that is error caused by interference of the learner's mother tongue. A different class of error is represented by sentences

b) Intra lingual errors,t hat is cause of errors resulting from complicated system of the target language itself.

(Richards, 1985) says that the intra lingual errors are divided into 4 terms, they are:

a) Over-generalization

Over-generalization happens when a learner uses a certain structure that is over-generalized in the target language. It is caused the learners" basic experience of certain structure. Generally, overgeneralization is the creation of one deviant structure in place of two regular structures, for example: "She can swim". In this case, there is an over form of a structure verb "swim" becomes "swims". It should be "She can swim". Because

"she" usually use verb + s. For example: She swims.

c) Ignore of rule restriction

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

Example: the cat running was

It should be: the cat was running

d) Incomplete application of rules

Incomplete application of rules means errors are due to the occurrence of structures whose deviancy represents the degree of development of rules required to produce acceptable utterance. The learners fail to produce a correct sentence according to the standards rules.

Example: I am is student

It should be: I am student

e) False Concepts Hypothesized

False concepts hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.

Example: they are not go to cinema yesterday

It should be: they did not go to cinema yesterday

English Grammar

According to (Quirk, 1985), "Grammar is a complex system, the parts of which cannot be properly explained in abstraction from the whole. In this sense, all parts of grammar are mutually defining, and there is no simple linear path we can take in explaining one part in terms of another". One of the important aspects in the process of learning the second language is the mastery of grammar.

Grammatical Error

According to (Burt & Kiparsky, 1974), grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. Therefore, the grammatical error is kind of important to be considered by the learners because it does not match with the grammatical system of a language. The English learners have to be able to understand what the grammatical rules of English and how to apply them well, especially in writing. The grammatical errors found in students" text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing.

Tenses Error

According to (Pardiyono, 2007) tense is a variation of the change of verb form includes full verb, be and auxiliary that are usually used as predicate in the sentence, which should be appropriated with the kinds of time expression. There are three main tenses: simple present tense, simple past tense and simple future tense.

The example of tenses error can be seen as the followings:

1. Yesterday, John go to Mickey Holiday (simple present instead of simple past)

2. Every morning, John is singing a beautiful song. (present progressive instead of simple present)

From those two examples given, it indicates that every tense is unique and it has time signal. Example 1 provides „yesterday" as adverbs of time which means that it is to signal that the activity occurred in the past time. So, we should put past verb. That's why the verb „go" is not suitable. Then, it must be changed into „went". Following example no 1, example no 2 also provides time signal „every morning" which remarks that the activity is regularly done and it is not limited to specific time. The use of present progressive or present continuous tens is not exactly right. So, we have to simple present tense by changing phrase „ is singing" into „sings".

Prepositional Error

Prepositions express a relation between two entities. English prepositions have different functions. The example of prepositional error is presented in the followings:
a. Budi is waiting Ani. (omission of preposition)
   The correct one is "Budi is waiting *for* Ani".
b. She reached in the station earlier. (addition of preposition)
   The correct one should be "she reached the station earlier". It doesn't need to put preposition „in" after the verb „reached"
c. His answer is same with his sister. (misuse of preposition)
d. The correct one is "his answer is same as his sister". The concordance of same is „as" not „with".

Articles Error

English has definite and indefinite articles. The use of articles depends on the noun premodified by the article. Definite article is used with specific reference. The indefinite article with generic reference is used with a singular countable noun when the reference represents the whole class. The examples are presented in the followings:
a. Burj Khalifa is one of biggest buildings in the world (omission of „the")
   It should be "Burj Khalifa is one of <u>the</u> biggest buildings in the world.
b. The gardener is staying at the home (addition of the)
   It should be „The gardener is staying at home".
c. Boni has pen (omission of a/an)
   The correct one is „Boni has <u>a</u> pen"
d. A people should check their ticket before entering the building (addition of a/an)
   The correct one should be „people should check their ticket before entering the building"
e. A biggest statue of the tiger is in Surabaya" (misuse of article)
f. The sentence should be „the biggest statue of the tiger is in Surabaya".

Voices Error

According to (Eckersley & Eckersley, 1960), "If the person or thing denoted by the subject of a sentence is the doer of the action, then that form of the verb is the active voice, e.g".

The man kicked the ball. (Active Voice)

If the person or thing denoted by the subject of a sentence is the receiver or sufferer of the action, then that form of the verb is the Passive Voice, e.g.

The ball was kicked by the man. (Passive Voice)

The passive voice is formed using the appropriate tense of the verb to be + the past participle of the verb.

Note that the passive may have the same form as be + past participle (used adjectivally), e.g.

The tree was uprooted by the wind. (Passive Voice) The tree was uprooted when we saw it. (be + Past Participle)

The passive is not merely a formal variant of the active voice; the passive can replace the active without any change of meaning; there is a difference in emphasis. The subject of the sentence is the main point of interest; the passive voice is the grammatical device that gives the object of a transitive verb prominence by making it the subject. So, when we want to place the emphasis on the performer of the action, we generally use the active voice; when we want to place the emphasis on the action, or on the receiver of the action, we use the passive voice. Thus, in the sentence:

John is cleaning the class. (Active Voice)

Our point of interest is primarily "John". The sentence is the answer to some questions like: "What is John doing?" In the sentence:

The class is being cleaned by John. (Passive Voice)

The emphasis is now on "the class" and the fact that it is being cleaned.

This sentence is perhaps the answer to the question: "What is happening to the class?" We are not concerned with who is cleaning it; quite often, we should omit all reference to the agent (i.e. the person or thing that performs the action) and simply say: "The class is being cleaned." This is particularly the case where the agent is vague, unimportant, or unknown. In many other cases, when the active construction is changed into the passive, it is better to omit the agent. For example, when turning the following sentence from the active voice to passive voice:

People in Brazil speak Portuguese.

The answer should be:

Portuguese is spoken in Brazil. NOT:

Portuguese is spoken in Brazil by people.

Morphological Error

There are some morphological errors focused in this research namely:

a) Omission of plural ending „s" Example: The seller has some card.

It should be the seller has some cards.

b) Misuse and addition of the plural ending „s" Example: The illutionist entertains the childrens.

It should be the illutionist entertains the children.

c) Misuse of possessive „s"

Example: We found some students"s works at the gallery.

It should be we found some students" works at the gallery

d) Incorrect use of comparative adjective

Example: His car is expensiver than my car

The correct one is His car is more expensive than my car

e) Wrong word form

Example: The develop of this country is so fast.

It should be the development of this country is so fast.

Verbs Error

(Eckersley & Eckersley, 1960) said that, though to have a sentence without a verb is possible, it is true that, in the great majority of sentences, the verb is the word that plays the most important part. It is primarily the "action" word in a sentence; the term "action" embracing not only the meaning "doing an action" but also "having an action done to a person or thing", nor must it excludes the absence of action, the idea of "being in a state of rest". This conception is expressed, more or less in the traditional definitions of a verb.

Finite and Non – Finite

(Eckersley & Eckersley, 1960) said that the form of the verb that can form the predicate by themselves are finite verbs. On the other hand, the ones that cannot are non-finite verbs. He also mentions that the non-finites are the infinitives (e.g. to speak, to write, to do, to have spoken, to have written, to have been, etc.) the present participles and gerunds, (e.g. writing, speaking, being), and the past participles (written, spoken, been). All other parts of verbs are finite. Most English verbs have four inflectional forms, e.g. walk- walks – walked- walking. Some have five, e.g. give – gives – gave, given – giving. No verb has more than five except be (be, am, is, are, being, been, was, were). Some have only three e.g. put – puts – putting; can has only two can – could and must has no other forms. The examples are

1. Yesterday, Mirna and Boni decided joining that program. (the word „joining" should be changed into „to join" since the verb „decided" should be followed by „to infinitive" or non-finite.

2. The teacher has buy two toys as the gift. (the word „buy" is wrong so that it must be changed into „bought")

Regular and Irregular Verb

According to (Eckersley & Eckersley, 1960), "All English verbs belong to one or two conjugations; they are either Regular of Irregular verb". He also stated that regular verbs are those that form their past tense and past participle by adding – ed to the present tense and this ending is pronounced [t] if the root of the verb ends in a voiceless consonant sound other than [t]. On the other hand, irregular verbs form their past tense and past participle generally by a change of

vowel, e.g. give – gave – given. Here, some spelling changes should be noted in the formation of past tense, present participle (and gerund).

Transitive and Intransitive Verb

According to (Eckersley & Eckersley, 1960), "An action expressed by a verb may pass over from a subject to an object, for example, in the sentence "I hit the ball", the action of "hitting" is not confined to the doer only, but goes over from I to the ball. When the action is expressed by the verb goes from a subject to an object, that verb is called a Transitive verb". In the sentences: The sun rose; the child cried; a leaf fell, the actions do not go beyond the persons or objects performing them. These verbs, as used in these sentences, have no objects. They are Intransitive verbs. The only object that an intransitive verb can have is a cognate object, i.e. an object already implied more or less in the verb itself. Quite often, the same verb may be used transitively or intransitively. The following table is the example of Intransitive and Transitive taken from the book A Comprehensive of English Grammar (1960).

Writing

(Hyland, 2003) states that writing is not just arranging words into a sentence, linking the sentences into a paragraph, and ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written. According to (Patel & Jain, 2008), writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others.

Genre

(Swales, 1990) defines genre as a class of communicative events, the members of which share some set of communicative purposes. Additionally, (Gerrot & Wignell, 1985) state that genres are staged, goal-directed and purposeful. Additionally, (Eggins, 1994) argues that genre can be thought of as the general framework that gives purpose to interactions of particular types. According to (Pardiyono, 2007), there are thirteen types of text, they are recount, analytical exposition, news item, report, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, reviews, and spoof.

Descriptive text

(Gerot & Wignell, 1994) argue that descriptive text is used to retell events for the purpose of informing and entertaining. Additionally, (Dirgeyasa, 2014) gives more comprehensive definition that descriptive text is to retell personal stories which can be either factual or imaginative with the objective of informing and amusing readers (or both). As the conclusion, descriptive text is a text which is used to retell past events which can be factual or imaginative to amuse or to entertain readers.

The generic structure of descriptive text is orientation ^ sequence of events ^ re-orientation. And the significant lexicogrammatical features of descriptive text are focus on specific participant, using material process, using circumstances of time and place, use of past tense, and focus on temporal sequences. The example of the descriptive text can be seen as the following.

Table 1 The example of Descriptive text

Title	Travel on the train for the First Time
Orientation	Last year, I was Eighteen years old. I had graduated from my senior high school and I wanted to continue my education in Yogyakarta. . . I lived with my family in Cirebon during eighteen years So, I would live alone there and it was new experience for me.
Sequence of events	I went to yogyakarta by train, Before I came to the train station, I did not know how to check-in. All procedures were so new to me. Fotunately, a security guard helped me and gave me some directions to check-in. After that I entered to the train and sat on the chair. I listened to the song and I was Really enjoy when I was in the train. After 5 hours in the train , finally I arrived in Yogyakarta.
Reorientation	I would start my new life in yogyakarta. I was really excited to start my new adventure my new city.

Source: http://contohcontohteks.blogspot.co.id/2016/04/11-contoh-recounttext-pilihan-recount.html

Conceptual Framework

In detail, the focus of this research is to analyze grammatical errors in students" descriptive text. The analytical construction of this research is portrayed through the following figure.
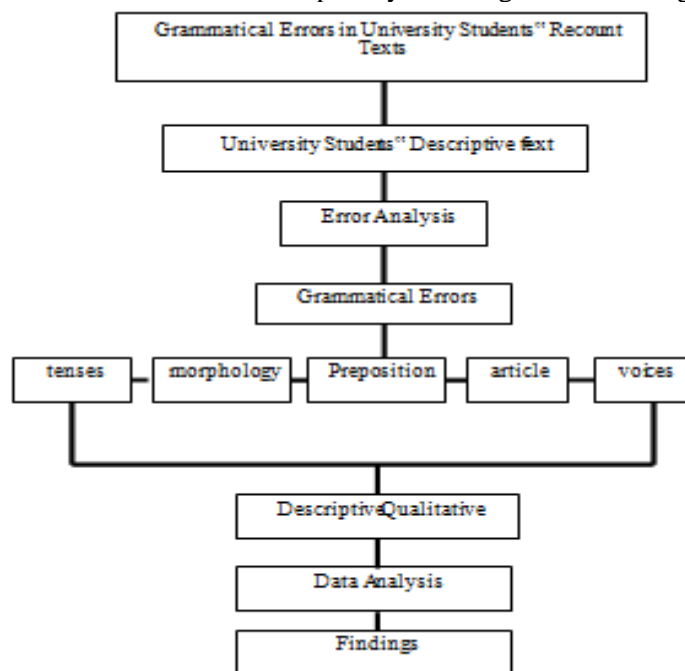
Figure 1
The Analytical Construction of "Grammatical Errors in University Students" Descriptive text"

III. RESEARCH METHOD

The Research Design

This research used qualitative descriptive method since the data which is analyzed and is explained descriptively. Bogdan and Taylor in (Moleong, 1988) clarify that the background of descriptive qualitative research is interpretative paradigm. Descriptive qualitative research does not focus on the result, the prioritisizes the process of research rather than the result of the research. Look on the setting and human as unity, therefore human and the setting are not simplified into variable, but those are looked as related unity.

The Data and Source of the Data

This study utilized purposive sampling technique specifically homogenous sampling. It selected a sub-group that is considered homogenous in attitudes, experiences and so on. The reason for choosing the sample was based on the following criteria namely: they should have the same approaches in learning writing namely genre-based approach. In line with the criteria, that"s why the samples were second-year students at the English department, Faculty of Cultural Sciences, University of Sumatera Utara. The number of participants taken as sample was 20 students. The source of the data was collected from spoof text totaling to 18 texts. The length of the text is 250-350 words. And the data for research questions 1-2 were taken from descriptive text written by students.

The Instrument of the Research

The main instrument in this research was the researcher herself. She becomes the planner, data collector, analyst, and finally the reporter of the research findings. The secondary instrument will be the writing sheets written by
16 students.

The Procedures of the Research

Data Collection

In analyzing errors, the researcher will apply the procedures of collecting data described clearly as the followings:

1. Collecting data – The data of research is obtained from the students" report text based on a given topic.
2. Identification of error - – In this step, the researcher tries to identify the errors students make by marking the errors emerged.
3. Coding the data. The data coding will be put in the following table based on (Abushihab et al, 2011).

Table 2 Types of Error in Using Tenses

No	Types of Errors	The number of Error	Percentage
1	Simple past instead of Present Perfect		
2	Simple present instead of Pres. Perf		
3	Simp. Past instead of Simp. Present		
4	Pres. Prog instead of Simp. Present		
5	Past Perfect instead of simple past		
6	Simple presen instead of simple past		
7	Simple present instead of past perfect		
8	Simple past instead of past perfect		
9	Simple present instead of present progressive		
10	Simple past instead of past progressive Total		

Table 3 Types of Error in Using Preposition

No	Types of Errors	The number of Error	Percentage
1	Omission of preposition		
2	Addition of preposition		
3	Misuse of preposition		
	Total		

Table 4 Types of Error in Using Article

No	Types of Errors	The number of Error	Percentage
1	Omission of "the"		
2	Addition of "the"		
3	Omission of "a"/"an"		
4	Addition of "a"/"an"		
5	Misuse of Articles		
	Total		

Table 5 Types of Error in Using Voices

No	Types of Errors	The number of Error	Percentage
1	Passive Auxiliaries be omission		
2	Active with verb be addition		
3	Preposition confusion		
	Total		

Table 6 Types of Morphological Error

No	Types of Errors	The number of Error	Percentage
1	Omission of Plural ending „s"		
2	Misuse and addition of the plural ending „s"		
3	Misuse of possessive „s"		
4	Incorrect use of comparative adjective		
5	Wrong word form		
	Total		

Data Analysis
1. Classification of error – After identifying the errors, the researcher classifies the errors into its grammatical categories which are going to be analyzed.There are five types of grammatical errors analysis which includes in this research, namely; preposition, morphology, tenses, voices, verbs, and articles.
2. Quantification of error – The researcher counts the frequency of number of errors in each category to obtain its numerical data.
3. Counting the dominant grammatical errors found in students" report text. \

4. Inferences making: The direct evidence about the inferred phenomena is characterized by the results of analysis and validation efforts. In this study, the result of the analysis in grammatical errors found in students" report text.

The Trustworthiness of the Data

The trustworthiness of the data covers credibility, dependability, and transferability. In this research, the trustworthiness of the data was gained by using credibility and dependability. Credibility as noted by (Kvale, 1989) in (Miles & Huberman, 1994) is stated as the process of checking, questioning, and theorizing, not as strategy for rule-based correspondence between our findings and the real world. The deep and detail observation on the data analysis was carried out in order to achieve the credibility of the data analysis. Thus, the data analysis can be regarded as credible. The data analysis was read and reread carefully and comprehensively until they was certainly in accordance with the research questions.

The triangulation techniques, which utilized sources outside the data verify the data analysis or to compare them, was used in order to get the dependability of the data analysis. Consultants" judgments and sources were significantly important and practical in this study. Judgment from Dr. Matius C.A. sembiring, M.A. and Dr. Roswitas Silalahi, M.Hum. as the thesis consultants were needed to verify the research data. The data analysis was discussed and consulted with the consultants. Moreover, sources from books and other researches which were related to experiential function theory were used to match up the findings in this study.

IV. DATA ANALYSIS, FINDINGS, AND DISCUSSION

In this research, the data which were in the form of 16 students" writing sheets were analyzed by using Error Analysis procedure designed by Gass & Selinker in 2008. The data analysis deals with the explanation of the data analyzed based on the theory provided with the examples. Writing sheets which had been gathered from students of FIB-USU were the data in this study. In this part, the researcher analyzed the data by collecting data, identifying errors, classifying errors, and quantifying errors. After the data of students" writing sheets collected, the grammatical errors were identified. The data were analyzed terms of tenses, preposition, article, voice (active and passive voice), morphological and verb. The data analysis is presented as the followings.

Data Analysis

Tenses

In this category, there are eight categories which are divided into:
1. Simple present instead of present perfect
2. Simple past instead of simple present
3. Present progressive instead of simple present
4. Simple present instead of simple past
5. Present perfect instead of past perfect
6. Simple past instead of past perfect
7. Simple present instead of present progressive 8. Simple past instead of past progressive 36

The number of error in tenses is 75 which comprise 26.31% of the total errors. The following table is the total number of error occurrences in tenses:

Table 7 The Number of Error in Tenses

No	Types of Errors	The Number of Error	Percentage
1	Simple present instead of present perfect	1	1.4
2	Simple past instead of simple present	2	2.5
3	Present progressive instead of simple present	1	1.4
4	Simple present instead of simple past	66	88.0
5	Present perfect instead of past perfect	1	1.4
6	Simple past instead of past perfect	2	2.5
7	Simple present instead of present progressive	1	1.4
8	Simple past instead of past progressive	1	1.4
	Total	75	100%

Simple Present instead of Present Perfect

It is one of the categories in tenses. In the text, there is only 1 occurrence or 1.4%. It is the lowest number of errors in tenses. The example of simple present instead of present perfect is presented in the following table:

Table 8 The Example of Simple Present instead of Present Perfect

Text Number	Erroneous Sentence	Correct Sentence
1	Earth quake that happens on December 26th 2004 is the biggest natural disaster that <u>ever happens</u> in Indonesia especially in Aceh	Earth quake that happens on December 26th 2004 is the biggest natural disaster that <u>has ever happened</u> in Indonesia especially in Aceh

There is only one student making this error. From the example, it can be seen which the sentence uses "ever" in which "ever" is used in present perfect. It can occur, may be the student forgets the using of "ever" in what tense is. And the student made the error.

Simple Past instead of Present Perfect

This category has 2 occurrences or 2.5% found in the text. The example of simple past instead of present perfect is illustrated in the following table:

Table 9 The Example of Simple Past instead of Present Perfect

Text Number	Erroneous Sentence	Correct Sentence
9	I <u>never felt</u> a big earthquake like that	I <u>have never felt</u> a big earthquake like that

Word "never" relates to present perfect. That is one of the adverb of time in present perfect. Because of that, such of those error happened.

Present Progressive instead of Simple Present

The occurrence of this error is 1 or 1.4%. It is also the lowest number of errors in tenses. The following table is the example of present progressive instead of simple present:

Table 10 The Example of Present Progressive instead of Simple Present

Text Number	Erroneous Sentence	Correct Sentence
13	I <u>am telling</u> about my experience when the earthquake happened.	when I <u>tell</u> about my experience when the earthquake happened.

It can be seen from the table above that as we know if we want to write a sentence, but that it not part of the story, that will be present tense. From the sentence, actually the student wants to write that she was writing the story. That's why she writes the sentence in present progressive. The error occurred.

Simple Present instead of Simple Past

The occurrence of this error is 66 or 88%. This is the biggest number of errors occurred in the category of tenses error. The example of this error illustrated as follows:

Table 11 The Example of Simple Present instead of Simple Past

Text Number	Erroneous Sentence	Correct Sentence
6	When we <u>look for</u> a news in TV, the earthquake was from Aceh.	When we <u>looked at</u> news on TV, the earthquake was from Aceh.

The example in advance explains that students clearly do not know or forget the grammatical features of descriptive text in which the text must use simple past tense. It causes most of students make tenses error. They forget the grammatical features of descriptive text. Then, it can be seen that meaning of "look for news" and "look at news" are different. They forget the meaning of the word. That"s why the errors can occur.

Present Perfect instead of Past Perfect

This category also has 1 occurrence or 1.4% found in the text. The example of simple present instead of past perfect is described in the following table:

Table 12 The Example of Present Perfect instead of Past Perfect

Text Number	Erroneous Sentence	Correct Sentence
10	My family and I had to decided to vacation after the Christmas but suddenly the disaster <u>has come</u> and made everybody was shock and terrified.	My family and I had to decide to vacation after Christmas but suddenly the disaster <u>had come</u> and made everybody was shocked and terrified.

This error was done by only one student. It can occur because may be he think that present perfect is similar to past perfect. And that is his experience which it occurred in the past. It should be past perfect.

Simple Past instead of Past Perfect

This error occurs also 2 times or 2.5%. It is illustrated in the table below:

Table 13 The Example of Simple Past instead of Past Perfect

Text Number	Erroneous Sentence	Correct Sentence
14	After the earthquake <u>stopped</u>, people became calm.	After the earthquake <u>had stopped</u>, people became calm.

It clearly can be seen from the sentence above. If there is sentence using "after", the sentence must use past perfect and followed simple past tense. But, in the sentence, the student just wrote it using simple past tense. Maybe the students forget the using of tenses in specific part. That"s why this error can occur.

Simple Present instead of Present Progressive

This category is also one of the lowest numbers of tenses error. It is only 1 occurrences or 1.4%. The sentence can be seen in following table:

Table 14 The Example of Simple Present instead of Present Progressive

Text Number	Erroneous Sentence	Correct Sentence
14	Now, I write this to tell you about my experience.	Now, I am writing this to tell you about my experience.

Clearly, there is adverb of time "now", it means it occurs at this time. So the sentence must be in present progressive. It can happen, because may be the student forget about that. The student made such of that error.

Simple Past instead of Past Progressive

The occurrence of error in this category is also 1 or 1.4%. The example of this category can be seen in the following table:

Table 15 The Example of Simple Past instead of Past Progressive

Text Number	Erroneous Sentence	Correct Sentence
12	At that time, I stayed with my family	At that time, I was staying with my family

From the table above, there is sentence by using adverb of time "at that time". It must be in past progressive not in simple past tense. It can happen, the student is inaccurate, and this error occurred only one time.

Preposition

There are three categories in preposition errors, namely omission of preposition, addition of preposition and misuse of preposition. The total number of occurrences of this error is 47 occurrences or 16.50%. The exact number of errors is described in the following table:

Table 16 The Number Error in Preposition

| No	Types of Errors	The Number of Error	Percentage
1	Omission of preposition	9	19.20
2	Addition of preposition	8	17.02
3	Misuse of preposition	30	63.82
	Total	47	100%

Omission of Preposition

This type of error is found that there are 9 occurrence or 19.2%. The example of this error is presented in the table, as follows:

Table 17 The Example of Omission of Preposition

Text Number	Erroneous Sentence	Correct Sentence
13	<u>03.00 AM</u>, all the people in my hometown became so scary and I see them pray to ask His mercy for the sins that they had made.	<u>At 3.00 AM</u>, all people in my hometown became so scared and I saw them pray to ask His mercy for the sins that they had made.

It clearly can be seen from the sentence in the table above. We should mention the time by using preposition "at". It may be occur because the students forget to put the preposition to mention the time. It causes there are occurrences of the omission of preposition.
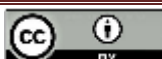
The Addition of Preposition

This category has 8 occurrences or 17.02%. It is the lowest total number of preposition errors. It can be seen from the sentence in the following table:

Table 18 The Example of Addition of Preposition

Text Number	Erroneous Sentence	Correct Sentence
10	There is many <u>an accident</u> everywhere starts from flood, house damaged, tsunami and also so many people die.	There are many <u>accident</u> everywhere started from flood, house damaged, tsunami and also so many people died.

Actually this error occurred 8 times. It is the lowest number of error in preposition. From the sentence above, it is very clear that the sentence is plural because he wrote "many" and after that he mentioned the accidents one by one. But, he wrote "many" and also "an". Clearly, it is the error. He added the preposition in which it should be not put in the plural sentence. The students is inaccurate to write the sentence, then they made such of those errors.

Misuse of Preposition

This category is the biggest total number of occurrences in preposition error. It has 30 occurrences or 63.82%. The error is illustrated in following table:

Table 19 The Example of Misuse of Preposition

Text Number	Erroneous Sentence	Correct Sentence
11	As long as I remember, <u>in December 26th 2004</u> in Medan, there was an earthquake followed by tsunami which killed thousands of people there.	As long as I remember, <u>on December 26th 2004</u> in Medan, there was an earthquake followed by tsunami which killed thousands of people there.

From the sentence in the table above, the students are wrong to write the specific month and date by using "in" instead of "on". If we want to write only the month, we must use preposition "in". But, if we want to write the specific month or date, we should use "on". It can occur because the students have perception that writing the month use preposition "in". The students always make errors in writing English sentence especially in those errors.

Addition of "the"

The occurrence of this error is 11 or 44%. It is the biggest total number of article errors. The example of this error can be seen in the table below:

Table 20 The Example of Addition of "the"

Text Number	Erroneous Sentence	Correct Sentence
13	Some of <u>the house</u> destroyed by <u>the</u> dragon"s move beneath the earth and <u>the people</u> got disaster.	Some of <u>houses</u> were destroyed by <u>dragons</u>" moved beneath the earth and <u>people</u> got disaster.

The sentence above is the error of addition "the". Not all nouns can be put article "the". It can be seen from the sentence "some of the house", there is the error inside. It should be "some of houses". The students may forget to not to use article "the". So, the error happened in this sentence.

Omission of "a/an"

This category has only one occurrence or 4%. It is the lowest of total number of article error. The example of this error is presented as follows:

Table 21 The Example of Omission of "a/an"

Text Number	Erroneous Sentence	Correct Sentence
14	At that time, big disaster occurred	At that time, a big disaster occurred

The sentence in advane, especially in the table above, if the student does not write the article "a", it means that there are many disasters. So, if there is article "a" before noun phrase "big disaster", it is specific that is only one big disaster occurred.

Addition of "a/an"

It has 8 occurrences or 32%. The example is described in the table below:

Table 22 The Example of Addition of "a/an"

Text Number	Erroneous Sentence	Correct Sentence
3	From the earthquake, it made <u>a</u> <u>tsunami</u> in Aceh.	From the earthquake, it made <u>tsunami</u> in Aceh.

The sentence above clearly can be seen that the word "tsunami" do not need article. The students may guess that all of disasters can be put all of articles. The error happened and the students made such of those errors.

Misuse of Articles

This is the last category in the article error. This category has only two occurrences or 8%. The error can be illustrated in the sentence as follows:

Table 23 The Example of Misuse of Articles

Text Number	Erroneous Sentence	Correct Sentence
12	I remembered at the time many people from Aceh move to Medan <u>an the some children</u> of them study in my school.	I remembered at the time many people from Aceh moved to Medan, <u>some children</u> of them studied in my school.

The sentence above explains that the students want to write "some children", but they put article when they want to mention the quantity of noun. It is useless. It does not need article. So this error has been made by the students.

Voices

In this category, there are three categories included namely passive auxiliaries be omission, active with verb be addition, and preposition confusion. The total number of occurrences of this error is 14 (4.92%). The exact number of errors is illustrated in the following table:

Table 24 The Number of Errors in Voicing

No	Types of Errors	The number of Error	Percentage
1	Passive Auxiliaries be omission	2	14.28
2	Active with verb be addition	11	78.57
3	Preposition confusion	1	7.15
	Total	14	100%

Passive Auxiliaries be Omission

This type of error only occurs 2 times. The example of this error is presented in the following:

Table 25 The Example of Error in Pasive Auxiliaries be Omission

Text Number	Erroneous Sentence	Correct Sentence
2	The news about earthquake and tsunami can watched on tv	The news about earthquake and tsunami can be watched on tv

There are two students committing this error. In the example above, it can be seen that the sentence is meaningless because the news can"t do watching or as actor but exactly the news should be positioned as object in the passive form. It has been also signaled that after auxiliary „can", „be" must be put to form passive voice. Another sign is that the student put past participle verb „watched" instead of „watch". The student may forget to write the verb „be" after the auxiliary. It happened may be because in their first language there is no copula be. Therefore, when they made an English sentence particularly in passive voice, they made such of those errors.

Active with Verb be addition

The occurrence of this error is 11 times. This is also the biggest number in the category of voicing error. The example of this error is presented in the following table.

Table 26 The Example of Error in Active with Verb Be Addition

Text Number	Erroneous Sentence	Correct Sentence
15	It was really frightened me	It really frightened me

The example above explains that the student wants to write active sentence but she adds verb „was". The verb „was" should be omitted in order to make the sentence meaningful because in that sentence it doesn"t need any additional to be. It happened maybe because students are confused in order to distinguish whether this sentence is active or passive. Additionally, we have pronoun „it" which is impersonal and tends to be used in the passive voice. Therefore, they made this kind of error.

Preposition Confusion

This kind of error only occurred once since students understand that the use of *by* is to signal the doer in the passive form. The example of this preposition confusion can be seen in the following:

Table 27 The Example of Error of Preposition Confusion

Text Number	Erroneous Sentence	Correct Sentence

| 3 | The news was announced from broadcaster | The news was announced by broadcaster |

In the above category, the students made an error in order to signal the doer. He puts *from* rather than *by*. The use of Preposition *by* is used to signal the doer of the activity and it is important. This happened may be because the student forgets to put preposition *by*.

Morphological Errors

This kind of error also appeared in the data. There are 3 types of error occurred in the data which have the total number of occurrences 58 (20.35%). This is also in 3rd place of predominant grammatical error found in this study. The distribution of this error can be seen as presented in the following table.

Table 28 The Number of Morphological Errors

No	Types of Errors	The number of Error	Percentage
1	Omission of Plural ending –s	7	12.06
2	Incorrect use of comparative adjective	2	3.46
3	Wrong word form	49	84.48
	Total	58	100%

Omission of Plural Ending „s"

This kind of error appears in the data with the total occurrences of 7 times.
The example can be observed in the following example.

Table 29 The Example of Omission of Plural Ending -s

Text Number	Erroneous Sentence	Correct Sentence
13	Some of the house were destroyed by the move	Some of the houses were destroyed by the move

In the above category, the student commits error because *house* is a countable noun. The word „some" indicates that *house* should be written in the plural form. So, *house* should be written *houses*. This may happen due to unawareness of the students. He understands that when the word some appears followed by plural noun, the verb should also in the plural form. But, he missed to put the ending „–s". There are seven times of this error written by students in the data. This also may happen because in *Bahasa Indonesia*, there is no difference between singular and plural in the form of noun such as "ada sebuah rumah (there is a house)" and "ada dua buah rumah (there are two houses". In *Bahasa Indonesia,* there is no „ending-s" to signal or indicate the plural form. Another example can be seen in the table below.

Table 30 The Example of Omission of Plural Ending -s

Text Number	Erroneous Sentence	Correct Sentence
12	It was now wonder if the earthquake is one of the biggest disaster in Indonesia	It was no wonder if the earthquake is one of the biggest disasters in Indonesia

Incorrect Use of Comparative Adjective

This kind of error also appears in the data which has the total number of 2.
The example of this example is presented in the following table:

**Table 31 The Example Incorrect Use of Comparative Adjective**

Text Number	Erroneous Sentence	Correct Sentence
15	I was still young than now	I was still younger than now

The word *than* indicates that there is a comparative degree there. It means that we compare two entities. It has a rule that if an adjective is not more than 2 syllables, it must be put ending „-er" such as clever □ cleverer, short □ shorter, tall □ taller. So, the word „young" is not suitable in that sentence and must be changed into „younger" since it has only one syllable. This kind of error may happen due to unawareness of the student in comparing entities without paying attention on the number of syllable possessed by adjective itself. Another example is also presented in the following table.

Table 31 The Example Incorrect Use of Comparative Adjective

Text Number	Erroneous Sentence	Correct Sentence
16	We saw that Aceh got the worse effect of this earthquake.	We saw that Aceh got the worst effect of this earthquake.

The example shows that students can"t differ between comparative degree and superlative degree form of adjective. The correct form should be bad □ worse □ worst. It is special because it doesn"t follow the order by using ending
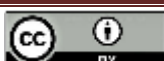
„er" and „est" or by using more+adjective for comparative degree and most+adjective for superlative degree. This sometimes makes the students confused and makes an error such as „She is gooder than her sister" instead of
„She is better than her sister".

Wrong Word Form

This kind of error also appears in the data with the total number of 49 occurrences. The examples of this error can be seen in the following tables:

Table 32 The Example of Incorrect Use of Wrong Word Form

Text Number	Erroneous Sentence	Correct Sentence
15	I saw all people stand and prayed	I saw all people stand and pray.

From the example above, it is clearly seen that there is an error in morphological order. The verb „prayed" should be replaced by „pray" because it proceeds after linking verbs. After linking verbs such as „see", „hear", „listen" „become", „look", „happen", „appear", „sound", „feel", and „taste", the verbs proceeds after it can be either in bare infinitive or v+-ing. And then, it is also linked by conjunction „and" which means to form parallelism. The writer made an error after conjunction „and". He writes „prayed" instead of pray.

Another example of morphological error in wrong word form is the matter of derivation. The example is exhibited in the following table:

Table 33 The Example of Incorrect Use of Wrong Word Form

Text Number	Erroneous Sentence	Correct Sentence
13	All the people in my hometown became so scary and I see them pray	All the people in my hometown became so scared and I saw

The example above provides that there is an error in derivational affixes.

The word „scary" is not suitable to be put there. It must be changed into adjective due to the use of „so". Thus, the word should be replaced by „scared". This may happen because students have less understanding about derivative. They don"t know or even get confused which form should be the best put in. For example, they use noun instead of adjective as presented in the example above. It is also found that they also get confused when they have to differ and put the adjective ending in „-ed" or „-ing" such as "I am frightening or I am frightened". That case also appeared in the data that clearly shows us that students have problem with affixes.

Verbs Error

This type of error has a great number in the data. It occurs 66 times or 23.15% or in the second position of predominant grammatical error found in students" descriptive texts. The distribution of the error is portrayed in the table below.

Table 34 The Number of Verbs Error

No	Types of Errors	The number of Error	Percentage
1	Omission of the verb „be"	23	34.84
2	Addition of the verb „be"	21	31.81
3	Misuse of the verb „be"	8	12.12
4	Misuse of the verbs	14	21.23
	Total	66	100%

Omission of the Verb „Be"

This kind of error has the total occurrences of 23. The example can be observed in the following example.

Table 35 The Example of Omission of the Verb „Be"

Text Number	Erroneous Sentence	Correct Sentence
1	They also really afraid.	They were also really afraid

The example above presents that there is omission of verb „be". Nominal sentence is indicated by the presence of „be". In that sentence, nominal sentence is indicated by the absence of infinitive. So, we have to add „be" after the subject because it is a sine qua non part. It happens may be because the students can"t differentiate between nominal sentence and verbal sentence. They don"t notice the differences so that the missing of „be" in the nominal sentence. Thus, this kind of error is commonly found in the data.

Addition of the Verb „be"

This kind of error appears in the data with 21 occurrences. The example of this error is presented in the following table.

Table 36 The Example of Addition of the Verb „be"

Text Number	Erroneous Sentence	Correct Sentence
1	I saw everything was moving	I saw everything moving

From the example above, it is clearly seen that there is an error in addition of the verb „was". The phrase „was moving" should be written „moving" only because it proceeds after linking verbs. After linking verbs such as „see", „hear", „listen" „become", „look", „happen", „appear", „sound", „feel", and „taste", the verbs proceeds after it can be either in bare infinitive or v+-ing without having any „be" addition. This error may happen because students do not understand the use of linking verbs. Thus, the number of error in this category is high.

Misuse of the Verb „be"

This kind of error appears in the data with 8 occurrences. The example of this error is presented in the following table:

Table 37 The Example of Addition of the Verb „be"

Text Number	Erroneous Sentence	Correct Sentence
1	I and my sister was watching a cartoon on tv.	I and my sister were watching a cartoon on tv.

The category of error presented above deals with subject-verb agreement matter. There is an error of using „be". The subject of the sentence in the plural form, but „be" used in the sentence is in singular form. „I" and „my sister" are plural. So, „were" is best to be placed to substitute „was". This may happen because students get confused in order to determine whether the subject is in the singular form or plural form.

Misuse of the Verbs

This category of error presents in the data with 14 occurrences. The example of this category is illustrated in the following table.

Table 38 The Example of Misuse of the Verbs

Text Number	Erroneous Sentence	Correct Sentence
7	We tried to looking for the safe places	We tried to look for the safe places

The category of error presented above deals with infinitive. After verb „try" can be followed either to-infinitive or gerund. The reason why students make an error in this category is may be they get confused in order to determine the concordance of the verb whether it is followed by either to-infinitive or gerund.

Table 39 The Example of Misuse of the Verbs

Text Number	Erroneous Sentence	Correct Sentence
6	I must thanks God	I must thank God.

The category of error illustrated in advance presents that there is an error after using modal. The pattern is after using modal, it must be followed by bareinfinitive. That"s why the attachment of ending –s in verb after modal is not right. This is also common error found of misuse of the verb especially after modal, or the use of infinitive and gerund.

Findings

Based on the data analysis, it was found that there are 285 occurrences of grammatical error in university students" descriptive text. The findings obtained can be seen in the following points.

1. There are 6 types of grammatical error found in university students" descriptive text namely: tenses, preposition, articles, voices, morphological, and verbs errors. The details of each category can be seen in Appendix 1.

2. The dominant grammatical error found in university students" descriptive text is tense errors which has total occurrences of 75 (26.31%) specifically the use of past tense. Successively, it is followed by verbs error (66 occurrences or 23.15%), morphological error (58 occurrences or 20.35%), prepositional error (47 occurrences or 16.5%), article error (25 occurrences or 8.77%), and the last is voicing error (14 occurrences or 4.92%). The details of every category are presented in appendix 1.

3. The reason why students" made dominant error in using specifically past tense is the students" are lack of understanding the linguistic features of descriptive text. They do not pay attention carefully that one of the linguistic features of descriptive text is the dominant use of past tense. Another

reason is they are also lack of understanding and comprehension of nominal and verbal sentence since the number of verbal error appears after tense error which has range only about 3%.

Discussion

There are some factors that affect the existence of grammatical error in university students" descriptive text. Based on the source of error, the writer predicted that the students are affected by two types of source of error. The first is interlingual that occur because the interference of the L1 of the student as Indonesia Language user. The construction of the mother tongue affects the construction in the target language. For example, in Indonesia there is no tense that indicates time signal as in past, present or future tense. So, there is no change in using verb in order to explain the activities that is happened in past, present or future.

The second factor comes from the intralingual. It means that the student confused in applying the rules in target language itself. It is because of error of Intralingual includes overgeneralization, ignorance of rules restriction, false concepts hypothesis, and incomplete application of rules.

In this research, some of the students wrote the text by using simple present. So, it is not suitable because in telling past event we should use past tense. It can be seen from the dominant grammatical error which is in the category of tenses error specifically the use of past tense. It is relevant with the linguistic features of the genre itself. (Gerot & Wignell, 1994) argue that descriptive text is used to retell events for the purpose of informing and entertaining. There are some specific linguistic features (lexico-grammar) of every genre that makes them different each other. One of the significant lexicogrammatical features of descriptive text is the use of past tense.

This finding is also relevant to some previous research, for example, a research conducted by (Rizquna, 2017) entitled "An Error Analysis of Descriptive text Written by Eigth Grader of MTs Negeri Kunir Blitar". He also finds out that students also make error dominantly in using simple past tense. So, the finding of Rizquna"s study support the findings discovered by the writer. Even though the subject used is different, but the genre observed in both of the researches are same. This problem actually can be minimized and overcome when the lecturer is teaching this genre, he has to emphasize the linguistic features of the descriptive text without ignoring social function or communicative purpose of the text, and also generic structure of the text.

Another finding of predominant grammatical error is error in using verbs such as omission of the verb „be" and addition of the verb „be". Some of the students are still confused to differentiate between nominal and verbal sentence. So, in the data, it is also found that when the students write a nominal sentence, they miss writing „be" such as "I afraid of seeing the earthquake" instead of "I am afraid of seeing the earthquake". And vice versa, they add „be" in verbal from which is not in the progressive form.

It is commonly known that writing is not easy since it needs understanding and enough capability to compose a good writing. (Hyland, 2003) states that writing is not just arranging words into a sentence, linking the sentences into a paragraph, and ordering the paragraphs into a text. It also requires grammatical and lexical knowledge, understanding in applying the grammatical knowledge into different context and purposes and knowledge of topic that are going to be written. The ability of grammar is urgently required in order to make our writing meaningful and can successfully achieve the communicative purpose of our writing.

V.　CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings and discussion, the conclusions are:

1. There are 6 types of grammatical error found in university students" descriptive text namely: tenses, preposition, articles, voices, morphological, and verbs errors.
2. The dominant grammatical error found in university students" descriptive text is tense errors which has total occurrences of 75 (26.31%) specifically the use of past tense. Successively, it is followed by verbs error (66 occurrences or 23.15%), morphological error (58 occurrences or 20.35%), prepositional error (47 occurrences or 16.5%), article error (25 occurrences or 8.77%), and the last is voicing error (14 occurrences or 4.92%).

3. The reason why students" made dominant error in using specifically past tense is the students" are lack of understanding the linguistic features of descriptive text. They do not pay attention carefully that one of the linguistic features of descriptive text is the dominant use of past tense. Another reason is they are also lack of understanding and comprehension of nominal and verbal sentence since the number of verbal error appears after tense error which has range only about 3%.

Suggestions

In accordance to the conclusion, the suggestions are proposed as the followings:

1. Lecturers should understand the lexicon grammatical features of a certain genre in order to teach it effectively and efficiently because the linguistic features of a certain genre is specific and has their own distinction in order to minimize the problem of grammatical error.

2. Further research, there is a need to extend the scope of research that involves syntactical error or other texts that can also be observed in terms of grammatical error such as exposition, narrative, descriptive, and procedure texts.

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