

AN ANALYSIS OF ERRORS ON THE USE OF ADJECTIVES IN DESCRIPTIVE WRITING AT SMPN 9 PALEMBANG

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Abstract:

This study was intended to find out the types of error in using adjective in writing descriptive text made by the eighth grade students of SMPN 9 Palembang. This study was conducted at SMPN 9 Palembang. This study was used quantitative approach and content analysis was employed as the research methodology. The total participants of this study were thirty-three students taken from eight grade of SMPN 9 Palembang by using purposive sampling. In collecting the data, the researcher used a descriptive writing test. The errors were collected, identified, and classified based on Dulay's (1982) Surface Strategy Taxonomy (SST) which consisted of four types of error namely omission, addition, misformation, and misordering. The results showed that there were four types of errors made by students in descriptive writing, there were: 1) omission (27.5%), 2) addition (21.25%), 3) misformation (30%) and 4) misordering (21.25%). This study indicated that misformation was the highest error made by students.

Keywords:

Adjective;

Descriptive text;

Error analysis;

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INTRODUCTION

Language is a communication system that produces symbols or sounds for people to interact each other. Keraf (2005) states two meanings of language. First, language is a communication tool that produces the sounds. Second, language is system of communication. In another, Halliday (2003) defines a language is a system of meaning. In addition, Aitchison (2007) states that language is a system formed from sounds with interdependent structures, so that it can produce creativity, placement, duality and the spread of culture. From the explanation above, it can be concluded that language is a communication system that involves a combination of symbols and sounds produced by the human speech apparatus itself that humans use to interact with each other. There are many languages in the world but the common language usually spoken by people is English.

One of the languages required to be learned is English. Crystal (2003) defines English as global language. It implies that English is widely spoken by people all around the world. Nowadays, English is becoming one of the most essential courses that should be learned by students from elementary to high school. English can be a bridge for students to achieve many things such as achievements on national and international events. Beside that English can also help students in pursuing their dreams of studying abroad. In learning English, one of the skills that students need to acquire is writing. As one of the components in learning English, writing has a significant role in the actual life of students. In actual life, they can send letters to anywhere and to anyone. It will make it easier for them to convey their feelings or their opinions to others. Moreover, in educational institutions, writing abilities will be beneficial to them to convey ideas for responding assignment from teachers. Consequently, writing skills will generate some benefit for students in reaching achievement in their studies.

In learning English, one of the most difficult skills to be mastered is writing. Writing is difficult because the students must accomplish everything at once. Students should produces extended words, sentences and paragraph at once. Depending on the reality that writing sentence in English is difficult for Indonesian students because English structure is different from Indonesian structure which is the reason for learning English is more difficult than learning Indonesian Language. Talking about structure, certainly cannot be separated from the main problem in writing, namely the grammatical error.

A grammatical error is an error that appears in students' writing which is incorrect in grammatical rules that may make writing being not good (Burt, 2006). It means that a grammatical error is an error that made by students in their writing which causes their writing to look not good. Besides error in

writing sentence structures, students also often make mistakes in using and placing adjectives. For instance “ball big” which is should be “big ball”. This mistake appear in as much as the learners interpreted Indonesian to English immediately. In short, the learners interpret the words one by one using Indonesian viewpoint. Another case generated by learners is in their spelling. As an example, they often write “waite” while the correct one is “white”. That is explanation of some error cases in learning English by students. Some problems that occur causes distinctions in English pattern and Indonesia pattern and they also don’t have information about the way to make writing well.

From the observation done by the researcher on January, 28th 2022 at SMPN 9 Palembang. It showed that some students had difficulties in writing descriptive text even though it had been taught by the teacher. The problems they faced also varied, such as the lack of ideas. Students had difficulties in composing sentences. They sometimes could construct one or two sentences in one paragraph. The second was incorrect in using adjectives. It was error on the use and placement of adjectives. Last problem was the lack of vocabulary. This was also the main cause for students who found it difficult to get ideas to compose a descriptive paragraph. In addition, students who paid less attention to the teacher's explanation were also a problem for teachers who taught writing descriptive texts. Based on informal interview with some English teachers and students at SMPN 9 Palembang, the researcher concluded that some students often made mistakes in writing due to their lack of understanding of the things they will write.

There are several previous studies related the analysis of errors in using adjectives in writing descriptive texts. Firstly, Murti (2020) found that several errors occur, included spelling errors (33.7%), incorrect punctuation (19.1%), grammatical errors (24.7%), and Usage mistakes (23.5%). The most common type of error in this study was spelling error. Secondly, Timur’s (2016) finding showed that students committed four categories of error. Those are omission, addition, misformation, and misorderintg. The overall error of each types were 132 errors which included 50 omission, 24 addition, 45 misformation, and 14 misordering. It can be concluded that students made the highest error in omission.

The similarities between this research and previous studies above were to find out the types of errors in using adjectives in writing descriptive text. The differences or the gaps between this research and previous studies above were the research designed that used by previous studies used qualitative descriptive while this study used quantitative approach and content analysis was used as research design.

Based on the research objective which is to find the types of errors made by students at SMPN 9 Palembang, so that the researcher conducted a study

entitled “An Analysis of Students Errors in Using Adjectives in Writing Descriptive Text of Eight Grade Students at SMPN 9 Palembang”

LITERATURE REVIEW

Error is a mistake that occurred repeatedly. According to Tarigan (2011), error is the part that has deficiencies in students' writing. Meanwhile, Norrish (1995) defines errors as a result of systematic departure that occurs when a student has not learned and regularly get things incorrect. He stated that the students in their native language make the same error at the sometimes. Similarly, when an English student makes an error on a regularly. So that, he has not learned the proper form.

The Types of Error

There are four categories of error in surface strategy taxonomy (Dulay et al., 1982). They are explained briefly below:

Omission

The omission usually occurs while there are items or letters that should be present but are not present, such as letters that are omitted or replaced in a word or sentence and can give different meanings. For example: students wrote “she is prety well” instead of “she is pretty well”.

Addition

Addition is the second most common error after omission, and this addition is the opposite of the previous category which is in this form of adding letters or words in a sentence For example: students wrote “the doll is a small” instead of “the doll is small”. In another, students wrote “my friend is very dilligents” instead of “my friend is very dilligent”.

Misformation

This category occurs when we used adjective with incorrect way. For example: her skin is chocolate instead of “her skin is brown”.

Misordering

Misordering is when put the adjective wrongly placed. For example: “she has eyes big” Instead of “she has big eyes”.

Error Analysis

Error analysis is a process that identifies errors in writing and speech. According to Richards (1973), error analysis refers to the study of mistakes which are made by second language students. It may be performed to

determine how well a person understands a language, how individuals learn a language, and to get information on frequent challenges in language acquisition, as an assistance in teaching or in the production of teaching materials.

Procedure of Analysis

The procedure of error analysis is quite critical. Error analysis will not be correct and clear if processes are not followed. Therefore, a student must understand the procedure of error analysis in order to know the correct way in writing. There are four procedures of error analysis: identifying, describing, explaining and evaluating as proposed by Ellis et al., (1997), as follows:

Identifying Error

The researcher should contrast the learner's sentence with the proper sentence in the target language. It demonstrates the error if the sentence is deemed to be incorrect in the target language or improper for a certain context.

Describing Error

Describing errors are documented and categorised errors into table to determine the frequency of error types. Error classification can assist teachers in analyzing learners' challenges with target language development.

Explaining Error

It will explain the categorize of error which is in the table description. The errors in the table which are classified be interpreted one by one.

Evaluating Error

Evaluating error be helpful to teachers in examining the error produced in students writing. Because of the lack of mistake analysis techniques, there will be many errors that the teacher does not know. So that, this part is crucial for teacher to know the error in students' writing.

The Function of Error Analysis

There are three functions of error analysis including for teachers, for researchers, and for students (Corder, 1982). The first function for teachers is that errors can provide them with an understanding of how far the progress of students so that it can be useful for their evaluation materials in the future. Second, for research proof on how language is learned or obtained and the strategies which learners used. Third, for the learners themselves because by making mistakes it will lead to learning for students to make improvements.

Adjectives

Adjective is one of the part of speech which modifies a noun. According to Frank (1993), adjective is a modifier with the grammatical quality of comparing. It's frequently distinguished by distinct derivative ends or special adverbial modifiers that go before it. Its most common location is before the word which it's modifies, although it can also be used in other places.

Types of Adjective

Frank (1993) classified adjectives into two types: determiners and descriptive adjectives. It will be explained below:

Determiner

Determiner is a small category of structural words with no distinguishing form. The examples of determiner will be explained in the following sentences:

Article

The article also featured as a category of adjective. It is divided into two types: definite articles (the) and indefinite articles (a/an). Consider the following examples: (a) I have a glass of water; (b) The office is just next to my residence

Demonstrative adjective

Demonstrative adjectives and demonstrative pronouns are both terms for demonstrative adjectives. That and this for singular form while those and these for plural form. They can also be used to after a noun or a pronoun. Consider the following examples: (a) This is my book; (b) That is your book; (c) These are my books; (d) Those are yours.

Possessive Adjective

Possessive adjectives, such as my, your, her, his, its, our, and their, can be employed as adjectives. Consider the following examples: (a) Your pen is right here; (b) Humans feed using their mouths.

Numeral Adjective

Numeral adjective expresses the quantity of a word. There are two types of numerical adjectives: cardinal number like one, two, three, and so on, and ordinal number like first, second, third, and so on. For example: (a) I have one cat; (2) She come first to the class.

Adjectives of Indefinite Quantity

Adjectives of indefinite quantity express the amount of a noun but do not include numerals such as some, few, all, more, and so on. Consider the

following examples: he is buying some milk for today. The example does not demonstrate how much milk he buy, it just explain that he buy some milk today.

Relative and Interrogative Adjectives

Relative and interrogative adjectives are similar to interrogative pronouns in that they modify a noun or a noun phrase rather than asking a noun such as which, whose, what, and so on. Consider the following examples: (a) Which pen does she own?; (b). Who owns this ball?; (c) Can you tell me what time it is?; (d) With who do you go there?

Descriptive Adjective

Descriptive adjectives often reflect an intrinsic characteristic (such as gorgeous, lovely, or intelligent) or a physical state such as age, size, color, and so on. Only these adjectives can have inflectional and derivational ends. Some descriptive adjectives are as follows:

Proper Adjectives

Proper adjectives derived from proper names, such as French, Japanese, and so on. Consider the following examples: (a) Pizza is one of the most Italian food; (b) My brother loved west game.

Participial Adjectives

There are two types of adjectives in this category: (a) Present participial, It is made by appending the suffix "-ing." Consider the following examples: This building has a lot of meeting room

Past Participle

It is created by the third form of the verb. The following are some examples: (a) a bored dancer; (b) a spoiled daughter; (c) a tired baby sitter.

RESEARCH METHODOLOGY

This study was conducted by using quantitative approach and content analysis was used by researcher as research design. Creswell (2014) describes that quantitative approach interpret analysis of an idea by establishing cramped opinion and use data collecting to support or controvert the assumptions. Meanwhile, content analysis is a research method for the subjective exegesis of the content of text data (Hsieh and Shannon, 2005). According to Harwood and Garry (2003), content analysis is used to analyze written texts such as books, newspapers, magazines, and others.

The data were obtained from measuring students' writing test and it will be analyzed by surface strategy taxonomy. The researcher identified the errors

produced by the students through the test by providing them assignments. The researcher administered a writing test to eighth grade students at SMP Negeri 9 Palembang.

Population and Sampling

This study was conducted at SMPN 9 Palembang. This school were chosen as the population because this school had been a common experience of students' errors in using adjective in writing descriptive text and they had been more convenient access to conduct this research. Then, the researcher chose the second grade students as research respondent because of preliminary studies that indicated students at the second grade from this school faced many error in writing descriptive text. The population of this study was all the students at eight grade. There were 11 class, start from VIII.1 to VIII.11 which consisted of 380 in total population of this study. The researcher choose only 1 class, which consists of 33 students at class VIII.11. The respondents of this study were taken by using purposive sampling technique. Based on Creswell (2012), purposive sampling was proceeded after a study began when the researcher asked participants to suggest other people to be sampled. In line with Suri (2011), purposive sampling was employed mostly in qualitative research to help find cases. In a brief, the purposive sampling technique was used to select students who understand with the phenomenon. The class was chosen since it has the lowest score in writing, based on the teacher's recommendation.

Data Collection and Analysis

In order to get the data, this research conducted the writing test in the form of descriptive text. According to Arikunto (2013), a test is an instrument or procedure used to know or quantify students' performance by using a set of ways and rules. The test was all about the forms of the adjectives to identify the students' error on this topic. The students were asked for writing 2 paragraphs of descriptive text. The data were obtained from measuring students' writing test and it will be analyzed by surface strategy taxonomy by Dulay et al. (1982) which consisted of four categories. There were omission, addition, misformation, and misordering. The were four types of procedure analysis included identifying, describing, explaining, and evaluating (Ellis, 1997). After the data were analyzed then to know the highest frequency of error, the researcher used formula by Sudijono (2010). The formula will explain in the following:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = frequency of errors in each item.

N = the total number of error.

FINDING AND DISCUSSION

FINDING

The data were obtained from writing test and the students' writing results were listed in Table 1 as the following:

Table 1
Identifiacion and Classification of Errorrs in Using Adjectives of Eight
Grade Students at SMPN 9 Palembang

No	Types of Error	Identified Sentences
1	Omission	1) They make a sound for <u>the</u> mother 2) He is a little <u>anoying</u> . 3) I have <u>motorcycle</u> . 4) There is <u>lot of</u> candy. 5) She is not <u>tal</u> . 6) My mom is cute, <u>beatiful</u> , and scary. 7) I am <u>hapy</u> . 8) He is not <u>handsom</u> . 9) He is <u>cut</u> . 10) He <u>lik</u> to help. 11) I have <u>cat</u> . 12) My <u>firs</u> sister is beautiful. 13) My <u>secon</u> brother is handsome. 14) She is <u>character</u> from one piece. 15) The toy is <u>smal</u> . 16) Watching football also <u>nervos</u> and funny. 17) My eagle is <u>hansome</u> . 18) Jojon has <u>a</u> orange tone. 19) I can read one or <u>tw</u> books. 20) His food is very <u>delicios</u> . 21) I have <u>som</u> novels. 22) My novels have white and <u>blu</u> color. 23)

No	Types of Error	Identified Sentences
2	Addition	1) I like a novel thats talk about. 2) Abut has <u>a furs</u> . 3) Abut has <u>a childrens</u> . 4) I am <u>verry happy</u> . 5) I try to be <u>a famous</u> . 6) Use soy sauce and have <u>a the sweeter</u> . 7) Noodles with <u>the a chewy</u> texture. 8) I have <u>a some candy</u> in my house. 9) They are <u>very very strong</u> . 10) My mom has <u>a white skin</u> . 11) My father has <u>a kind</u> character. 12) I have <u>a hobbies</u> . 13) I really like to sing <u>a kpop songs</u> . 14) He has <u>a straight</u> hair. 15) My mom has <u>a curly hair</u> . 16) He has <u>a fingers</u> . 17) I have <u>a two cats</u> .
3	Misformation	1) Abut baby has grey, black, <u>chocolate</u> , and orange tone. 2) <u>Her</u> name is Isco. 3) <u>He's</u> favorite member is Lisa. 4) <u>He's</u> favorite food. 5) My <u>fryt</u> cat. 6) My <u>bittle</u> brother is tall. 7) I always <u>yuzing</u> fishing tool. 8) My mom has white skin, beutifuel eyes. 9) <u>I</u> hobby is coloring view. 10) My parents <u>proub</u> . 11) I will be a <u>sucsesful</u> person. 12) Creative mode <u>witch</u> can be a diamond sword. 13) Spectator is <u>tho</u> mode to see all player. 14) Hard mode is for <u>hire</u> player or veteran. 15) Peaceful mode is <u>sotable</u> for new player. 16) Futsal result is <u>winner two</u> . 17) My cat <u>its</u> adorable and cute. 18) My ball has <u>circle shape</u> .

No	Types of Error	Identified Sentences
4	Misordering	19) My basketball has <u>circle shape</u> .
		20) My ball has <u>oranye</u> color.
		21) Playing footbal is <u>funny</u> .
		22) <u>Deris</u> color white and black.
		23) My father is <u>greed</u> in fishing.
		24) <u>He</u> food is very delicious.
		1) It has <u>color white</u> .
		2) I also like <u>food sweet</u> .
		3) They're handsome and <u>character great</u> .
		4) They have <u>power great</u> .
		5) I like one of <u>hero beautiful</u> .
		6) She has <u>skin white</u> .
		7) I <u>happy feel</u> with that.
		8) <u>Skin my father</u> is yellow.
		9) It has <u>color black</u> .
		10) Gummy bear has <u>taste sweet</u> .
		11) He has <u>color white</u> .
		12) And <u>body big</u> .
		13) <u>Color white</u> .
		14) They have <u>body small</u> than popoy.
		15) He has <u>eyes sharp</u> .
		16) He has <u>finger sharp</u> .
		17) I will be <u>player great</u> .
Total of Error		80 Errors

Table 2
Frequency of Error in Each Category

No	Types of errors	Number of students	Frequency of errors	Percentage
1	Omission	15	22	27.5%
2	Addition	14	17	21.25%
3	Misformation	16	24	30%
4	Misordering	11	17	21.25%

Based on the research above, the researcher found 15 students made error in omission with the total error is 22 errors on percentage 27.5%. In this case, students miss some required element. They omitted the item that should be appear in the sentence. The students often committed error in omission of spelling. For example *my eagle is hansome*. In this case, the student omitted

the consonant “d” for word handsome. That sentence should be like *my eagle is handsome*.

There were 14 students made error in addition with the total error is 17 errors on percentage 21.25%. The students put the extra consonant or letter or word that should not appear in a sentence. For example, *I am very very like games*. It should be *I am very like games*. Moreover, the student wrote *I have a some candy*. It should be *I have some candy*.

There were 16 students made error in misformation with the total error is 24 errors on percentage 30%. Students might face difficulties in selected and formed adjective included wrong adjective or wrong spelling of word into correct sentences. First, the students put wrong word of an adjective. For example *creative mode witch can be diamond sword*. The word witch is not proper to use in modifying a noun. It should be *creative mode which can be diamond sword*. Moreover, the students tended to select the wrong spelling such as *my bittle brother is tall*. It should be *my little brother is tall*.

There were 11 students made error in misordering with total error is 17 error on percentage 21.25%. In this case, the students put a word in wrong place. For example *they are handsome and character great*. It should be *they are handsome and great character*. Moreover, the student also wrote *she has skin white*. It should be *she has white skin*.

To sum up, there were 22 omission errors that made by 15 students on the percentage 27.5%, 17 addition errors that made by 14 students on the percentage 21.25%, 24 misformation errors that made by 17 students on the percentage 30%, and 17 misordering errors that made by 11 students on the percentage 21.25%.

DISCUSSION

The discussions were presented as the way to discover the ideas related to the findings, previous studies, and existing theories. The finding showed that the eighth grade students of SMPN 9 Palembang contributed the four types of error proposed by Dulay et al. (1982), there were omission, addition, misformation, and misordering on students' descriptive writing.

Based on the findings of the study, it could be concluded that the types of adjective error occurred in students' descriptive writing. From the result of calculation was misformation became the highest frequency of error on students' descriptive writing, omission became the second most frequent type of error on students' writing descriptive text, and the third was addition became the third most frequent type of error on students' descriptive writing, and the last was misordering became the lowest frequent type of error.

This study revealed that the most frequent type of adjective errors contributed by eight grade students' of SMPN 9 Palembang on their descriptive writing was misformation with the highest frequent. Misformation was marked by where some element presented in incorrect form whether in structure or morpheme (Dulay et al., 1982).

Most of the students made errors on misformation with the frequency of errors was 24 in the percentage 30%. It was a very high frequency of errors because the students might face difficulties in selecting and forming adjective included wrong word of an adjective or wrong spelling of word into correct sentences. First, the students tended to use inappropriate adjective to modify a noun. Moreover, the students tended to select the wrong word. With those frequencies, the teacher should pay more attention to this type of error. Similary, a study conducted by Sasmiasih (2014) found that the most common errors on the students' in used adjective was misformation on the frequency 53.33%. Students have paid attention in writing process in adjective phrase. Meanwhile, caused the researcher found that the error occurred because the students used a wrong form of word in a sentence. For example in a sentence "*Abut baby has grey, black, and **chocolate** color*" instead of "*Abut baby has grey, black, and **brown** color*". That sentence indicated the students did not get the production strategies in interpreting the sentence form.

The second level of errors was in omission with the frequency of errors 22 in the percentage 27.5%. It was second high frequency because most of them have made errors on the test regarding the omission with some required element. They omitted the items that should be appeared in the sentences. First, the omission of noun. The students omitted the necessary noun in a sentence. Moreover, the student also committed error in omission of spelling. Similary, a study conducted by Herawati (2019) found that that the frequency of omission errors was 50% and it became the highest type of error. Omission errors were characterized by the absence of an element that must appear in well form. Although any morpheme or word in a sentence was a potential candidate for omission, some types of morphemes were omitted more than other. Error in omission in this study was caused by the students omitted an item that should appear in a sentence. For example in a sentence "*My mom is **beatiful***" instead of "*My mom is **beautiful***". From that sentence the students omitted consonant "u" in a word "beautiful".

The third level of errors was in addition with frequency of errors 17 in the percentage 21.25%. It was third high frequency because the students add some unnecessary or incorrect element. Moreover, it was supported by Effendy (2014) who argued that addition was the students add some unnecessary or incorrect element. Nevertheless, it did not mean the students have not known the vocabularies and spelling before. However, both of

vocabularies have their own spelling and it may cause students' confusion, which then occurred some errors.

The last level of errors was in misordering with the frequency of errors 17 in the percentage 21.25%. The students have made errors on the test regarding the misordering, it happened because of students put some element/word in wrong place. The students committed errors when they use adjective to describe a noun. This findings was supported by Timur (2016) who found that misordering errors was the students put some element/word in wrong place. It was caused by the students' difficult in distinguish words between adjective and noun. For example "*It has **color black***" instead of "*It has **black color***".

From all discussion above, it could be summed up that the eight grade students of SMPN 9 Palembang contributed adjective phrase errors mostly in misinformation category. It was caused the students' had difficulties in selected and formed adjective. Moreover, error in omission, addition and misordering were also found in this study. The students were expected to practice writing frequently and tried to write without any aids (dictionary or google translate) in order to know how to write properly.

CONCLUSION

This study collected some important information from the eighth grade students at SMPN 9 Palembang about descriptive writing in terms of adjective. Based on the findings and discussion in the previous chapters, it can be concluded that (1) The students contributed the four types of error in term of used adjective in their descriptive writing. The types of error were 1) omission 27.5%, 2) addition 21.25%, 3) misinformation 30% and, 4) misordering 21.25%. (2) This research revealed that the most frequent type of error in used adjective contributed by students on their descriptive writing was misinformation (30%). It was marked by students used a wrong form of adjective phrase. It indicated the students were failed in understanding the correct form of adjective in sentences.

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The researcher realizes that this thesis is far from perfect. Therefore, critics and suggestion is needed. Hopefully, this thesis will be beneficial for the reader and researcher who want conduct a research

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