ANALYSIS ON STUDENTS’ ABILITY TO IDENTIFY CORRECT AND ERRONEOUS LANGUAGE FEATURES OF DESCRIPTIVE TEXT BY THE FIRST GRADE STUDENTS OF SMA NEGERI 5 SURAKARTA

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A THESIS

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ABSTRACT


This thesis is written to achieve some objectives as follows: (1) To get a clear description about the students’ problem in identifying language features of Descriptive text, (2) To know the highest percentage of the errors types, (3) To know the distribution of errors on the students’ work.

The method used in this study is descriptive method. The research was carried out at SMA Negeri 5 Surakarta, on May 8th, 2009. The population of the research is the first grade students of academic year 2008/2009 that of class X-9. There are 37 students used as the sample. Random sampling by lottery is used to get the sample. To get the data, the writer uses test as the instrument, i.e an essay test. The total number of items is 40. The six types of the language features of Descriptive text are observed.

Based on the collected data, there are 686 errors found in the students’ worksheets (46.35%). The writer finds that there are 191 grammar errors (27.84%) out of the total number of error, 187 appropriateness errors (27.25%) out of the total number of errors, and 308 grammar errors and appropriateness errors (44.89%) out of the total number of error. Language features in this study are limited to tenses, preposition, agreement, noun phrase, vocabulary, spelling and capitalization. The six types of errors having the highest frequency are: 107 errors in tenses (7.22%), 88 errors in preposition (5.94%), 112 errors in agreement (7.56%), 104 errors in noun phrase (7.02%), 140 errors in vocabulary (9.45%), 40 errors in spelling (2.70%), 95 errors in capitalization (6.41%). From the frequency, the writer can identify the students’ mastery as high as 53.7%. Referring to Suharsimi’s opinion, it is classified as poor.

This analysis is very useful for the teacher and students. It helps the students to know their weaknesses and difficulties in developing English grammar and structure, especially in developing language features of Descriptive text. The number of errors, indicate the effectiveness of teacher’s teaching technique. Teacher also can plan and determine an effort in teaching process to minimize the errors.
MOTTO

There is one quality which one must possess to win, and that is definiteness purpose, the knowledge of what one wants, and a burning desire to possess it.

(Napoleon Hill)

You'll never know what you will get, until you have really tried.

I am always doing that which I cannot do.

In order that I may learn how to do it.
DEDICATION

This thesis is heartedly dedicated to:

Her beloved mother and father
Her lovely brothers, sister in law and nephew
Her bestriends
Her almamater

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ACKNOWLEDGEMENT

Praise be to Allah SWT, the Sustainer of the world, who has blessed the writer in finishing the thesis as a partial fulfillment for getting the undergraduate degree of education in English.

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The writer hopes that this thesis will be useful for the educational improvement especially for the teaching of English. She realizes that this thesis is still far from perfect and there are always rooms for improvement. Therefore the writer would like to invite suggestion and criticism for the improvement of this thesis. Hopefully, this thesis will be useful for the readers.

Surakarta, 2010

Tetri Nur Hidayah
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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language and people have a close relationship, because the development and growth of language walk together with the development of people. English has been used as an international language. Because of its role as an international language, English is chosen as the first foreign language to be taught in Indonesia. So Indonesian learners have to study the foreign language whose system is different from that of Bahasa Indonesia.

In Indonesia, English is taught as a compulsory subject from the first year of Junior High School to the third year of Senior High School. But nowadays, English is not only taught in Junior High School and Senior High School but also in the Elementary School. We should master English earlier if we want to communicate with English well. Indonesia uses English to communicate with other nations in the world. In fact we use English in many contexts such as in politics, trade, culture, science, technology and of course education. So Indonesian people have to learn English if they want to communicate with other people in the world especially in this globalization era. By mastering English we can get many advantages as we can continue our studies abroad, comprehend English books well, get jobs, work as translators and so on. Besides, students tend to transfer their nature language system to the foreign language, English they are learning. Lado (1957: 52) says that...
individuals tend to transfer the foreigners’ culture and meaning of their native language as can be seen in the following statement:

Individuals tend to transfer the form and meaning and the distribution of forms and meaning of their native language and culture to foreign language and culture, both productively when attempting to grasp and understand the language and culture as practice by native.

The old curriculum for the school in Indonesia used the traditional way to teach English. The students were taught about language and how to know about language not to use the language. This condition made the students know about the structure, the vocabulary and the other English elements. On the other hand, they can not use English well in the real communication. Either spoken or written ability.

In the new curriculum or curriculum 2004, the ultimate objective of English instruction in the school is to develop the English communicative competence that covers four skills that should be developed in teaching English, i.e.: listening, speaking, reading and writing, in which they are related each other. The students are taught not only study the language but also elaborate their skill of using English for communication both spoken and written.

The teaching of English must be based on the types of text or genre, such as recount, narrative, procedure, report, exposition, explanation, review and procedure.

Understanding English for the beginner is not easy, because English as a foreign language in the world has patterns and rules. We have to master their patterns and ruler. When the learners get in learning a new language, they get several problems, because they should adapt the rules of the new language that they learn.
Errors made by the foreign language learner is natural, the Indonesian learners, especially the students, also find several problems caused by the different patterns and rules between English and Bahasa Indonesia as their native language, not only in structure, but also in the use of tense, spelling, agreement, etc. Because of those differences, identifying errors is greatly needed because the results of the errors give some contribution to the learning English especially language writing made by the students.

The fact shows that the abilities of the first grade students of SMA 5 Surakarta in writing are still low as can be seen on the students’ worksheets. This may be due to their poor mastery of the type of text, so that, their writing will not be arranged well and actually this happens almost every year. Therefore, the researcher wants to study the problems faced by the students through Analysis on Students’ Ability to Identify Correct and Erroneous on Language Features of Descriptive Text by the First Grade Students of SMA 5 Surakarta Academic Year 2008/2009.

By doing this research, the researcher hopes the problem can be easily identified, so that the study will be useful for the teaching of English.
B. The Identification of the Problem

Based on the background of the study, there are many problems that arise. The problems of the study are formulated as follows:

1. How much do the students know the language features of Descriptive text?
2. Do the students get any difficulties in identifying Descriptive text?
3. What problems do the students faced in mastering the language features of Descriptive text?

C. The Limitation of the Problem

In writing this thesis, the researcher limits the study on the following items:

1. The population is the first grade students of SMA Negeri 5 Surakarta academic year 2008/2009.
2. The method of the study is descriptive. It describes and analyzes the language features of Descriptive text, they are: simple present tense, preposition, agreement, noun phrase. In addition to these, the researcher also involves vocabulary, spelling and capitalization
3. The research instrument is essay test.
D. The Problem Statement

Based on the problem limitation above, the problems of the study are formulated as the follow:

1. To what extent do the students find out the errors in Descriptive text?
2. What is the highest percentage of errors made by students?
3. How are the errors distributed?

E. The Objectives of the Study

The objectives of the study are:

1. To get a clear description about the students’ problem in identifying language features of Descriptive text.
2. To know the highest percentage of the errors types.
3. To know the distribution of errors on the students’ work.

F. The Benefit of the Study

By doing the research, the researcher hopes that there will be some benefits in a learning process such as the learner, the teacher, and the other researcher. The benefits of this study are:

1. This study is expected to be able to encourage the learners and the teacher to pay attention in understanding English, especially the patterns and the rules of written English, such as tense, noun phrase, capitalization, spelling, etc.
2. The learners can study how to identify the errors in a text, in this case descriptive text.

3. The teacher can measure the students’ ability in identifying the errors in a text.

4. It can be used for the other researcher as an additional knowledge in doing further research.
CHAPTER II
THEORETICAL REVIEW

A. Students’ Ability to Identifying Correct and Error

1. Definition of Ability

Ability is a general term used to refer to any characteristics of a person that makes it possible for him to carry out activity successfully. It is determined by some factors, namely heredity, practice and training. ‘Ability’ according to Littlewood, is often restricted to cognitive aspects of a person’s ability to learn, notably intelligence and set of more specific language learning abilities called ‘language aptitude’ (1998:62). Hornby (1995:2) defines ability as the mental or physical capacity, power or skill required to do something. While according to Evison (1998:1) defines ability as the skill, the power to do something. Ability also can be defined as one’s general capability for performing tasks (www.upei.ca/~xliu/measurement/glossary.htm). The other definition of ability is also stated in www.wordreference.com/eng/def.asp?= as possession of the qualities to do something, necessary skill, competence, or power. Based on what was mentioned by www.hyperdictionary.com/dictionary/ability ability is the quality of being able to perform something.

From the definitions above, it must be clear that ability is the quality of being able to do or being able to perform something.
2. Definition of Identifying Correct and Erroneous

Every language has its own system. Students have to identify whether it is correct or erroneous. To judge whether it is correct or error, it must be based on the grammatical rules of English. Therefore students have to master them. Correct means the word or sentence is appropriate with grammatical rules of English.

Errors can arise when deviation arises as a result of “Lack of Knowledge”. Ellis (1994: 51) says that error can be identified as a deviation from the norms of the target language. Learner’s language causes errors when they have not understood the target language system. They cannot correct an error by themselves because it reflects the product of their current stage of second language development. It reminds us that actually we are only ordinary people who can make mistakes, even errors, anytime and anywhere.

Corder (1985: 132) states as follows:

… some of the rules the learner already know are also used in the production and understanding of the second language. This is what is meant by ‘transfer’; learners transfer what they already know about performing one task to performing another and similar task. But the learner does not know the full nature of the new task is; until he has learned in what way the two tasks are different he will perform the second task in the only way he knows, that is as if it were the same as the first task. He will continue to apply the old rules where the new ones are needed. And he will make mistakes, of course. Making errors in the second language can, in part be explained by the nation of transfer. It is sometimes called ‘negative transfer’ or interference. Where the nature of the two tasks happens to be the same, of course, this tendency to transfer is an advantage. This is called ‘positive transfer’ or facilitation.

As an example, in Indonesian, the adjective is placed after noun. Indonesian says “pagoda yang indah” while the English phrase is “the beautiful pagoda”.

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From the explanation above, the researcher can predict the errors faced by the learners’ language. Therefore the researcher comes to realize that the student’s errors need to be analyzed carefully.

3. The Differences between Errors and Mistakes

It is important for the researcher to make a distinction between errors and mistakes, in order to be able to analyze the learners or student’s errors properly.

It is normal for both native and second language learners to make mistakes. Native speaker are normally capable of recognizing and correcting such as “lapses” or mistakes that is not the result of some sort of breakdown of imperfection in producing speech. In producing speech of course they may make mistakes, such as hesitation, slip of the tongue, random ungrammaticalities and so on. So the learners are usually capable of recognizing their performance errors and capable of correcting them. While an error is caused by the incompetence of the learners and they are usually unable to recognize their errors or to correct them. They do not understand the linguistic system of the language. The teacher should do the improvement through the practice, exercise, or the remedial teaching. The errors will decrease if the competence degree increases continuously.

Tarigan (1990: 75 – 76) distinguishes between error and mistake, by saying following:

*Kekeliruan (mistake) pada umumnya disebabkan oleh factor performansi. Kekeliruan ini bersifat acak, artinya dapat terjadi pada setiap tataran linguistik. Kekeliruan biasanya dapat diperbaiki oleh para siswa sendiri bila yang bersangkutan lebih mawas diri, lebih sadar atau memusatkan perhatian. Siswa sebenarnya sudah mengetahui sistem linguistik bahasa yang digunakannya, namun karena sesuatu hal dia lupa*
From the explanation above, a mistake refers to a performance error. Mistakes are caused by inattention of the learners. While an error refers to a competence error, a failure dealing with the learner’s competence. So the differences between error and mistake are showed in the performance and competence of the learners.

4. Sources of Errors

There are several sources of error made by the learner in learning foreign language. According to Brown (1994: 213 – 215) there are three factors that cause errors in learning a second language, they are: interlingual transfer, intralingual transfer and context of learning.

a. Interlingual Transfer

Brown states that the beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language or interference. In this early stage, before the system of the second language is familiar, the native language is the only linguistic system that the learner has mastered. As an example, we have heard English learner say “the book of Jack” instead of “Jack’s book”. This error is attributable to negative interlingual transfer. (Brown, 1994: 213)
While Tarigan (1990: 85) defines that interlingual error is an error which is caused by mother tongue’s interference of the learners to the second language which is learned.

b. Intralingual Transfer

Intralingual transfer (within the target language) is a major factor in second language learning. Richards (1984: 174) describes intralingual errors as those which reflect the general characteristics of rules and failure to learn conditions under which rules apply.

Meanwhile Tarigan (1990: 85) states:

“Kesalahan intrabahasa (intralingual errors) yaitu kesalahan yang merefleksikan ciri-ciri umum kaidah yang dipelajari seperti kesalahan generalisasi, aplikasi yang tidak sempurna terhadap kaidah-kaidah, dan kegagalan mempelajari kondisi-kondisi penerapan kaidah.”

c. Context of Learning

A third major source of error is the context of learning. “Context” refers to the classroom with its teacher and its material in the case of school learning, or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypothesis about the language. Students often make errors because of a misleading explanation of the teacher, faulty presentation of the structure or word in the textbook, or even because of the pattern that was rotely memorized in a drill but not properly contextualized (Brown, 1994: 215).
5. The Type of Errors

There are several types of error. According to Dulay, Burt, and Krashen (1982: 146) the most useful and commonly used as bases for the descriptive classification of errors are linguistics category, surface strategy, comparative taxonomy and communicative effect taxonomy.

a. Linguistic Category

Linguistic categories taxonomies classify errors according to either or both the language component or linguistic constituent. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse while constituents include the elements that comprise each language component (Dulay, Burt and Krashen, 1982: 146).

b. Surface Category

Surface category includes errors of omission, addition, misformation and misordered as stated by Dulay, Burt, and Krashen (1982: 150 – 162) that surface category highlights the way surface structures are altered learners may misform items or misorder them.

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well utterance.

Example: *Susilo Bambang Yudhoyono new President Indonesia*
The correct sentence is *Susilo Bambang Yudhoyono is the new President of Indonesia.*

2) Addition

Addition errors are the opposite of omission. It is characterized by the presence of an item which must not appear in a well-formed utterance.

Example: *The woman's doesn’t like smoking.*

In this case, the students make an incorrect sentence. They add “doesn’t” for *The woman's*. The correct sentence is *The women do not like smoking*.

3) Misformation

Misformation errors are characterized by the use of incorrect form of the morpheme or structure. In misformation errors, the learners supply something although it is incorrect.

Example: *The bird flied in the sky.*

The correct sentence is *the bird flew in the sky*.

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Example: *“What you are cooking?”* ,”you are cooking” is misordered and the correct sentence is *“What are you cooking?”.*

So, the meaning of ability on the students identifying correct and erroneous on language features of descriptive text is the skill of the students to identify the
language features of descriptive text whether there is correct or not based on grammatical rules of English.

B. Descriptive Text

1. Definition of Descriptive Text

There are 11 types of the text based on the 2004 curriculum in Indonesia for Senior High School. They are narrative, report, discussion, description, recount, explanation, exposition, news item, procedure, anecdote and review.

The reason why the researcher chooses Descriptive text is that it is based on the syllabus of the English teaching of the first grade of SMA semester 2.

This research is focused on Descriptive text especially on the language features. Descriptive text is a text that is used to describe a particular person, thing or place (Th. M Sudarwati, Eudia Grace, 2007: 172). When describing a subject, one can use two kinds of details; objective details and subjective details. Objective details are those that describe factual information about the subject based on the five senses (sight, touch, taste, smell and hearing). There is no emotion or opinion in objective detail. In contrast, subjective details are those that express personal opinion on the subject. The details do not have to be based on factual information. McCrimmon says that:

When a writer describes something, he or she need to capture both detail and wholeness. A writer must select specific, vivid details so that he or she can make his or her readers see what he or she sees. (McCrimmon, 1984: 163)
Description is a form of writing to present a verbal portrait of a person, place or thing. It can be used as a technique to enrich other forms of writing or as dominant strategy for developing a picture of “what it look like”. However, a successful description does not depend on merely visual effects. It attempts to evoke all the senses by identifying a subject’s significant features and by arranging those features in an appropriate pattern.

2. The Organization of Descriptive text is as follows:
   a. Identification

   To describe a person, identification contains: the name, occupation, profession and carrier. When it describes a place, identification just mention the special place.

   b. Description

   Description mentions the part, quality and characteristics of the subject being described.

3. The Language Features of Descriptive text are as follows:
   a. The Use of Adjectives

   Adjectives modify nouns or pronouns and noun phrases. They describe or limit the words that they modify. A noun phrase is a group of words that act as a noun.

   Example: In Bangkok there are around 400 beautiful pagodas.

   b. The Use of Linking Verbs
There are many kinds of linking verbs used in simple present tense, they are: is, am, are, appear, seem, look, become, taste, sound, feel and so on. A linking verb connects a noun or pronoun with words that identify or describe the noun or pronoun.

Example: *Thailand or Siam is one of the kingdoms in Asia.*

c. The Use of Simple Present Tense

Simple Present is a tense which expresses habit or repeated actions (the action that happen everyday, every week, etc). This tense is also used to express facts that are always/ generally true.

Example: *Thailand is the only country in Southeast Asia that is never occupied by the European.*

d. The Use of Degrees of Comparison

Degrees of comparison are other kinds of adjectives. According to (Hornby, 1962: 246), when we compare two objects, persons, qualities, degrees, etc., that are in some respects equal, we may use the Comparison of Equality. This is formed by the use of the adverb *as* before, and the conjunction *as* after, the adjective or adverb.

Example: *Your house is as large as mine.*

*Does John work as hard as Henry?*

When we compare two objects, persons, qualities, degrees, etc., that are in some respects unequal, we may use the Comparative degree of the adjective or adverb with *than*.

Example: *Thailand is more popular than Siam.*

*His new book is more interesting than his earlier books.*
*My house is smaller than yours.*

In addition to the above forms of Degrees of Comparison, there is also another form called Superlative Degree.

Example: *Kingdom is the oldest institution in Thailand.*

**The example of Descriptive text:**

<table>
<thead>
<tr>
<th>Identification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand</td>
</tr>
<tr>
<td>Thailand or Siam is one of the kingdoms in Asia. Thailand is more popular than Siam because Thailand means Free Country. That’s true, because Thailand is the only country in Southeast Asia that is never occupied by the European.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand is 514 square-kilometers. It equals to one third of the large of Southeast Asia peninsula. 90% of the Thais are Buddhist. Athletics is very popular in Thailand. Thai boxing is also very popular. It is combination of boxing and fighting. The boxers are allowed to use hands, knees, legs, or even heads to win the game.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand is ruled by a king. The Thais have sincere respect their king because first kingdom is the oldest institution in Thailand, second most of the kings are great ones that have succeeded in leading their people and country to prosperity, third the king is the protector of Buddhism and the national religion, fourth the king can do no wrong.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thailand is also called a country of thousands of pagodas. In Bangkok itself there are around 400 beautiful pagodas. Other tourist resorts are Ayudha, a city that used to be the capital of Thailand; Kwai bridge, it is a historical one because hundreds of Thais and British soldiers died in building up the bridge, during the Second World War.</td>
</tr>
</tbody>
</table>

(Kristono, A.R and Sri Lono Widodo., dkk 1990:73, Kompetensi Komunikatif Bahasa Inggris)
Besides the characteristics of descriptive text above, there are other characteristics which will be analyzed, namely: preposition, simple present tense, agreement, noun phrase, vocabulary, spelling and capitalization.

a. Preposition

Like transitive verbs, prepositions have objects but unlike verbs they have no subject and only one form. In other words, preposition is a particle or word equivalent used with a noun or pronoun (and is usually placed before it) to form a phrase, which usually performs the function of an adjective or an adverb.

Basically there are three types of preposition; those are: simple preposition, compound preposition and phrasal preposition. Simple preposition is the simplest in form which consists of a single preposition. The prepositions that are usually learned in the Senior High School such as: at, during, from, into, of, with, without, between, among, above, on, etc. For example, The Thais have sincere respect their king because first kingdom is the oldest institution in Thailand.

Compound preposition is formed by combining two words, it cannot expressed by only using the simply preposition, these are the manner of combinations: 1) preposition is attached to another preposition, example: in + to = into. 2) preposition that are formed by combining nouns, adjectives, or adverbs with prefix a- or be-, for example prefix a- : along, prefix be-: before, beside. Phrasal preposition is the preposition which consists of two or more words written separately but used as a single unit to show relation between nouns or a noun equivalent. For example is along with, in order to, etc
b. Tense

Tense is purely a grammatical idea. Tense is the grammatical marking on verbs that usually indicates time reference relative to either the time of speaking or the time at which some other situation was in force (Roderick, 1995: 187). In simple words, tense is the way to locate situations in time relative to some fixed reference point (Roderick, 1995: 194).

English have six tenses, namely simple present tense, simple past tense, future tense, present perfect tense, past perfect tense and future perfect tense. Descriptive text uses simple present tense.

Example: Kwai bridge is a historical one because hundreds of Thais and British soldiers died in building up the bridge.

c. Agreement

Agreement is concord or correspondence of one word with another in gender, number, case or person.

Example: Thailand equal to one third of the large of Southeast Asia peninsula.

The sentence above is incorrect, the correct sentence is “Thailand equals to one third of the large of Southeast Asia peninsula”.

d. Noun Phrase

Some phrases may have the same function in sentences as a single noun. Such phrases, which have a noun at their heart are called noun phrase (Harmer, 1998:38). In other words, noun phrase can be defined as a word or group of words that is the
name of a person, a place, a thing or activity. Nouns can be used as the subject or object of a verb. The modifier comes before the noun.

Example: *tourist resort*

*beautiful pagodas*

e. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order. Most spellings attempt to approximate a transcribing of the sounds of the language into alphabetic letters.

Example: *The Thais have sincere respect their king because first kingdom is the oldest institution in Thailand.*

There is misspelling for the word “institution”, the correct word is *institution*.

f. Vocabulary

Vocabulary is a list of words in a language with their meanings. As stated by Hornby (1987: 587), that vocabulary is the total number of the words which (with rules combining them) make up language. The learner needs to understand the choice of words especially in writing a text.

According to Hatch and Brown (1995: 376), there are two types of vocabulary, namely *receptive* and *productive* vocabulary. Receptive vocabulary is words that the students recognize and understand when they occur in context, but which they cannot produce correctly. Productive vocabulary is words which the students understand, can pronounce correctly and use constructively in writing.

*commit to user*
Example: *Most of the kings are great ones that have succeeded in leading their people and country to prosperous.* The word *prosperous* is false, the correct answer is *Most of the kings are great ones that have succeeded in leading their people and country to prosperity.*

g. Capitalization

Capitalization is the writing of a word with its first letters as an upper case and the remaining letters in lower case. There are many types of capitalization, such as the names of people; titles used with the names of people; months, days, holidays; the names of place (city, state, country, street, school, etc); the names of language and nationalities; the names of religion; the first word of a sentence; and the pronoun “I”.  
Example: *thailand* is ruled by a king.

*“thailand”* as the name of country, has to be written in a capital letter. The correct answer is *Thailand.*
CHAPTER III
RESEARCH METHODOLOGY

An important thing to be considered before carrying out a research is methodology. Methodology that is used in a research is called research methodology (Syakur, 1993:49). According to Sutrisno (1983: 4), method is the way to do something while research is an effort to find out, develop, and test knowledge which is done by using scientific methods. Research methodology is the way which is used to collect the data (Arikunto, 1998). Research methodology is the use of scientific methods for the research. Research methodology plays as important role in the research, since it becomes the starting point when the researcher begins her work. Research methodology consists of, the place and the time of the study, the method of research, the technique of sampling, the technique of collecting data and the technique of analyzing data.

A. The Method of the Study

One of the important things in research methodology is determining the method of research. It can be a guideline for the researcher to do the research systematically. In this study, the researcher uses the descriptive method as the method of her study. Descriptive method can be defined as a procedure which solves the research problem by describing the recent condition of the object based on the facts objectively.
Moh. Natsir (1998: 63) states the purpose of descriptive research is to make description or picture of the facts, characteristics and phenomena systematically and accurately. Therefore the main purpose of the descriptive research is to give description systematically and factually about facts of a certain population. There is no need to find the correlation, making hypothesis or to get the implication of the variable in a descriptive research.

B. Place and the Time of the Study

The research will be carried out in SMA Negeri 5 Surakarta which is located at Letnan Jendral Sutoyo Street 18 Surakarta. It is based on the consideration that SMA Negeri 5 Surakarta is one of the qualified schools in Surakarta. The research conducted in May 8th, 2009.

C. The Subject of the Study

1. Population

Population is the whole individuals who are observed. Sutrisno Hadi (1983: 70) defines population as all of individuals for whom the facts from the sample will be generalized.

In this research, the researcher takes one class of the first year of SMA Negeri 5 Surakarta Academic Year 2008/2009 that is class X-9.
2. Sample and Sampling

As stated by Suharsimi Arikunto (1998: 117) sample is a representative the whole population the researcher wants to observe. It means that sample is a part of the population but it represents the population. The sample for this research is class X-9 consisting of 38 students. As the information, the first grade students of SMAN 5 Surakarta consist of nine classes.

Sampling is the technique which is used to take the sample (Sutrisno Hadi, 1983: 75). There are some ways or techniques in selecting a sample. According to Suharsimi Arikunto (1998: 120), there are some techniques of selecting the sample, they are: random sampling, stratified sampling, probability sampling, proportional sampling, purposive sampling, quota sampling and cluster sampling. In this research, the researcher uses random sampling technique to choose the class that will be the sample. By using random sampling all individuals have equal chance to be a sample member. The researcher uses lottery technique in this random sampling.

In this study, the researcher uses simple random sampling with lottery technique. The stages are as follows:

a. Making the list all of the individuals
b. Giving code number for each individual
c. Writing each code number on small sheets of paper
d. Putting all the rolled papers in a container
e. Shaking the container well
f. Taking the rolled one papers by one to get the number of needed.
D. Technique of Collecting the Data

Collecting data is a process of obtaining the data in a research. There are several techniques to collect the data, such as observing, experiment, survey and test. In this research, the researcher uses test to collect the data.

Suharsimi (1998: 139) defines a test as any series of questions or exercises or other means for measuring the skill, knowledge, intelligence and capacity of aptitudes of an individual or groups. By the test, the researcher wants to know the students’ ability in identifying the errors in descriptive text. In this case, the researcher uses a test from which the students have to find the errors based on their classifications and have to correct them.

In collecting the data, the researcher gives the test to all the research subject. The procedures that the researcher takes in collecting the data are as follows:

1. The researcher gave the answer sheets to all the students as the research subject.

2. The researcher collected the answer sheets after the students finished the test and used them as the research data.

3. Finally, the researcher analyzed the data to describe the students’ errors in using tense, preposition, vocabulary, spelling, capitalization, agreement and noun phrase in descriptive text.
E. Technique of Analyzing the Data

Data analysis is an important part in the study, because by analyzing the data the researcher can conclude the results of the study. Based on the descriptive method in analyzing the data, the researcher uses the following procedures:

1. Collecting the data.
2. Identifying errors from the students’ answer sheet.

   The students’ are identified into mistake when they are incorrect grammar and inappropriate words. One characteristic of making mistake is that students’ inconsistency in their answer. As long as students make mistake, they are capable to recognize and correct their own mistake. While students’ answer are identified into errors when they are not grammatically correct and not appropriately used. It happens because students do not know what is the correct and unable to correct it.

3. Arranging errors based on its category.
4. Classifying the errors.

   Based on students’ answer, some phenomenon will appear. This phenomenon can be classified into three categories, they are:

   a. Inappropriate words

      Students’ can be inappropriate if they can not use the words appropriately although their grammar is correct.

   b. Grammatical errors

      Students’ errors belong to grammatical errors when they are grammatically incorrect although the words they use are appropriate.
c. Inappropriate words and grammatical errors

This category refers to the expressions that indicate both inappropriate words and grammatical errors.

5. Counting the percentage of errors of each category

In analyzing the data, the researcher will use a percentage correction technique by using formula as follows:

\[ E = \frac{e}{i} \times 100\% \]

Where
- \( E \): errors percentage
- \( e \): the number of errors
- \( i \): the total number of errors

6. Categorizing students' competence in score category.

In this research, the researcher categorize the students' competence based on Suharsimi Arikunto (1989: 196), She suggests four categories:

1. 76% - 100% = good
2. 56% - 75% = fair
3. 40% - 55% = poor
4. 40% = very poor
CHAPTER IV
THE RESULT OF THE STUDY

A. Collecting the Data

Based on the research done in May 2009 in SMA Negeri 5 Surakarta, the researcher got the data needed to be analyzed in this chapter. In collecting the data, the researcher used the first grade students as the population. The researcher only took one class out of nine classes. The class taken was X-9 which consisted of 37 students.

The data were collected by means of a test. The test consisted of 40 items of an essay type (The blueprint of the instrument can be seen in Appendix I).

After giving the test, the researcher checked the students’ work. In the students’ answer sheets the researcher found 686 errors out of 1480 answer.

B. Presenting the Data

This study aims to find out and analyze the errors on Descriptive text made by the first grade students of SMA Negeri 5 Surakarta.

After the students do the test, the researcher analyzes their work. In this stage, the researcher tries to categories students’ erroneous answer into mistake or errors. The answer can be mistakes or errors depending on how frequently students make the deviations. Students make mistakes when they are not accurate in finding the errors. Besides, students are capable to recognize and correct these erroneous answers.
While, students make errors when they are consistent in correcting erroneous but they can not decide the correct answer. The factor is that students do not know the correct answer and unable to correct it. The outcomes are as follows:

1. The Frequency of the Students’ Errors

There are seven items which are used as an instrument of this study. They are tense (simple present tense), preposition, agreement, noun phrase, vocabulary, spelling and capitalization.

After giving the test, the researcher gets 1480 answers. Then, the researcher checks the students’ works. From the students’ answer sheets, the researcher found 686 errors and 794 correct answers.

The frequency of the students’ errors of each kind of language features of Descriptive text is presented on the following table:
### TABLE I

The Total Frequency of the Students Errors

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Features of Descriptive text</th>
<th>Total Errors of Each Kind of Language Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tense</td>
<td>107</td>
</tr>
<tr>
<td>2.</td>
<td>Preposition</td>
<td>88</td>
</tr>
<tr>
<td>3.</td>
<td>Agreement</td>
<td>112</td>
</tr>
<tr>
<td>4.</td>
<td>Noun Phrase</td>
<td>104</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary</td>
<td>140</td>
</tr>
<tr>
<td>6.</td>
<td>Spelling</td>
<td>40</td>
</tr>
<tr>
<td>7.</td>
<td>Capitalization</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>686</td>
</tr>
</tbody>
</table>
TABLE II

The Percentage of Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Language Features</th>
<th>Error</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tense</td>
<td>107</td>
<td>15,59%</td>
</tr>
<tr>
<td>2.</td>
<td>Preposition</td>
<td>88</td>
<td>12,83%</td>
</tr>
<tr>
<td>3.</td>
<td>Agreement</td>
<td>112</td>
<td>16,33%</td>
</tr>
<tr>
<td>4.</td>
<td>Noun Phrase</td>
<td>104</td>
<td>15,16%</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary</td>
<td>140</td>
<td>20,41%</td>
</tr>
<tr>
<td>6.</td>
<td>Spelling</td>
<td>40</td>
<td>5,83%</td>
</tr>
<tr>
<td>7.</td>
<td>Capitalization</td>
<td>98</td>
<td>13,85%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>686</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table II above, it is clear that vocabulary has the highest percentage of the students’ errors while the lowest is spelling.

2. The Distribution of Errors

The result of analyzing the students’ works indicates that there are a number of errors. The distribution of errors on each kind of language features of descriptive text is shown in the following table:
TABLE III

The Distribution of Errors

<table>
<thead>
<tr>
<th>No</th>
<th>Language Features</th>
<th>Grammar Errors</th>
<th>Appropriateness Errors</th>
<th>Grammar Errors &amp; Appropriateness Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tense</td>
<td>29</td>
<td>34</td>
<td>44</td>
<td>107</td>
</tr>
<tr>
<td>2</td>
<td>Preposition</td>
<td>16</td>
<td>23</td>
<td>49</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>Agreement</td>
<td>22</td>
<td>47</td>
<td>43</td>
<td>112</td>
</tr>
<tr>
<td>4</td>
<td>Noun Phrase</td>
<td>39</td>
<td>17</td>
<td>48</td>
<td>104</td>
</tr>
<tr>
<td>5</td>
<td>Vocabulary</td>
<td>38</td>
<td>33</td>
<td>69</td>
<td>140</td>
</tr>
<tr>
<td>6</td>
<td>Spelling</td>
<td>14</td>
<td>8</td>
<td>18</td>
<td>40</td>
</tr>
<tr>
<td>7</td>
<td>Capitalization</td>
<td>33</td>
<td>25</td>
<td>37</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>191</td>
<td>187</td>
<td>308</td>
<td>686</td>
</tr>
</tbody>
</table>

Based on the table above, grammar errors and appropriateness errors have the highest rank of the distribution of errors with total number of errors 308. Students mostly make errors when they have to correct vocabulary. While the second rank is grammar errors with 191 of errors and noun phrase contribute the highest errors. The last rank is appropriateness errors with total number of errors 187. In agreement students make lot of appropriateness errors.
Thus, the total number of three kinds of errors including grammar errors, appropriateness errors, grammar errors and appropriateness errors is 686. Vocabulary has the highest errors with 140 total numbers of errors.

Here are some examples of errors done by students.

1. Grammar Errors and Appropriateness Errors

   - Situation no.15
     Thailand is *ruler* by a king.
     Student’s erroneous answer: *Thailand is leaded by a king.*
     Correct answer: *Thailand is ruled by a king.*

   - Situation no. 22
     The Thais have sincere respect their king because first kingdom is the oldest institution in Thailand, second most of the kings are great ones that have succeeded in leading their *persons*.
     Student’s erroneous answer: *The Thais have sincere respect their king because first kingdom is the oldest institution in Thailand, second most of the kings are great ones that have succeeded in leading their human.*
     Correct answer: *The Thais have sincere respect their king because first kingdom is the oldest institution in Thailand, second most of the kings are great ones that have succeeded in leading their people.*
2. Grammar Errors

- Situation no.29

Thailand is also called *a thousands of country of pagodas.*

Student’s erroneous answer: *Thailand is also called a country thousands pagodas.*

Correct answer: *Thailand is also called a country of thousands pagodas.*

- Situation no.40

It is a historical one because hundreds of Thais and British soldiers died in building up the bridge during the *World Second War.*

Student’s erroneous answer: *It is a historical one because hundreds of Thais and British soldiers died in building up the bridge during the World War Second.*

Correct answer: *It is a historical one because hundreds of Thais and British soldiers died in building up the bridge during Second World War.*

3. Appropriateness Errors

- Situation no.7

It *equal* to one third of the large of Southeast Asia peninsula.

Student’s erroneous answer: *It equaled to one third of the large of Southeast Asia peninsula.*

Correct answer: *It equals to one third of the large of Southeast Asia peninsula.*

commit to user
• Situation no. 16

The Thais has sincere respect their king.

Student’s erroneous answer: The Thais had sincere respect their king.

Correct answer: The Thais have sincere respect their king.

3. The Percentage of Total Errors

Among the students answer sheets the researcher found 686 errors out of 1480 answer.

The percentage of total errors can be found by dividing the total number of errors with the total number of data. By applying the formula, the percentage of total errors is 46.3%.

The percentage of errors on each kind of language features of Descriptive text out of the total errors can be divided by dividing the number of errors on each kind with the total number of data.

Table IV below, shows the percentage of errors on each kind of language features of Descriptive text out of the total number of data.
TABLE IV

The Percentage of Total Errors on Each Kind of Language Features of Descriptive Text

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Features</th>
<th>Number of Errors</th>
<th>Number of Data</th>
<th>Percentage of Total Errors (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tense</td>
<td>107</td>
<td>222</td>
<td>7,22</td>
</tr>
<tr>
<td>2.</td>
<td>Preposition</td>
<td>88</td>
<td>222</td>
<td>5,94</td>
</tr>
<tr>
<td>3.</td>
<td>Agreement</td>
<td>112</td>
<td>222</td>
<td>7,56</td>
</tr>
<tr>
<td>4.</td>
<td>Noun Phrase</td>
<td>104</td>
<td>222</td>
<td>7,02</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary</td>
<td>140</td>
<td>185</td>
<td>9,45</td>
</tr>
<tr>
<td>6.</td>
<td>Spelling</td>
<td>40</td>
<td>222</td>
<td>2,70</td>
</tr>
<tr>
<td>7.</td>
<td>Capitalization</td>
<td>95</td>
<td>185</td>
<td>6,41</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>686</td>
<td>1480</td>
<td>46,3</td>
</tr>
</tbody>
</table>

4. The Percentage of Errors on Each Kind of Language Features of Descriptive Text and the Students’ Mastery.

The percentage of errors on each kind of language features of Descriptive text made by the students can be obtained by dividing the number of errors on each kind with the number of data on each kind. The result of the computation is shown in the table.

From the data analysis, the total percentage of students’ errors is 46,3%. So, the students’ mastery is 53,7%. Based on the category of the passing grade proposed...
by Arikunto, the result shows that the students’ mastery on the application of language features of Descriptive text is poor.

Table V shows the percentage of errors on each kind of language features of Descriptive text and the students’ mastery.

### TABLE V

The Students’ Mastery and the Percentage of Errors on Each Kind of Language Features of Descriptive Text

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Features</th>
<th>Number of Errors</th>
<th>Number of Data</th>
<th>Percentage of errors on each kind of LF (%)</th>
<th>Students’ Mastery (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tense</td>
<td>107</td>
<td>222</td>
<td>7.22</td>
<td>51.81</td>
</tr>
<tr>
<td>2.</td>
<td>Preposition</td>
<td>88</td>
<td>222</td>
<td>5.94</td>
<td>60.37</td>
</tr>
<tr>
<td>3.</td>
<td>Agreement</td>
<td>112</td>
<td>222</td>
<td>7.56</td>
<td>49.55</td>
</tr>
<tr>
<td>4.</td>
<td>Noun Phrase</td>
<td>104</td>
<td>222</td>
<td>7.02</td>
<td>53.16</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary</td>
<td>140</td>
<td>185</td>
<td>9.45</td>
<td>24.33</td>
</tr>
<tr>
<td>6.</td>
<td>Spelling</td>
<td>40</td>
<td>222</td>
<td>2.70</td>
<td>81.99</td>
</tr>
<tr>
<td>7.</td>
<td>Capitalization</td>
<td>95</td>
<td>185</td>
<td>6.41</td>
<td>48.65</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>686</td>
<td>1480</td>
<td>46.3</td>
<td>53.7</td>
</tr>
</tbody>
</table>
C. Analyzing the Data

Based on the result of the analysis above, the researcher made some interpretation as follows:

1. The total frequency of students’ errors is 686 out of 1480 answers. So, the percentage of the students’ errors for all items is 46.3%, which can be grouped into 7 language features as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Language Features</th>
<th>Number of Errors</th>
<th>Percentage of Total Errors (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Tense</td>
<td>107</td>
<td>7.22</td>
</tr>
<tr>
<td>2.</td>
<td>Preposition</td>
<td>88</td>
<td>5.94</td>
</tr>
<tr>
<td>3.</td>
<td>Agreement</td>
<td>112</td>
<td>7.56</td>
</tr>
<tr>
<td>4.</td>
<td>Noun Phrase</td>
<td>104</td>
<td>7.02</td>
</tr>
<tr>
<td>5.</td>
<td>Vocabulary</td>
<td>140</td>
<td>9.45</td>
</tr>
<tr>
<td>6.</td>
<td>Spelling</td>
<td>40</td>
<td>2.70</td>
</tr>
<tr>
<td>7.</td>
<td>Capitalization</td>
<td>95</td>
<td>6.41</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>686</strong></td>
<td><strong>46.3</strong></td>
</tr>
</tbody>
</table>

2. On the table of distribution errors, it is clear that grammar errors and appropriateness errors constitute most errors with the total number of errors 308. It indicates that students have big potential to make both grammar errors and appropriateness errors.
3. From the percentage of students’ errors on each kind of language features of Descriptive text above, it is clear that the students make many errors. The highest number of errors made by the students is vocabulary. The total number of this kind of error is 140 which equals to 9.45% out of the total errors. Agreement follows in second rank with the total number of errors 112 or 7.56%. The third rank is tense with 107 errors which equals to 7.22% out of the total error.

4. From the data analysis, the total percentage of students’ errors is 46.3%, so that the students’ mastery is 53.7%. Based on the category of the passing grade proposed by Arikunto, the result shows that the students’ mastery on the language features of Descriptive text is poor.

5. The Types of Errors

The researcher classified errors based on linguistics category (Dulay, Burt, and Krashen, 1982: 146). In this study, types of errors are classified into two types, grammar (syntax and morphology) and lexicon (meaning and vocabulary). The highest errors are grammar. The total number of this kind of types of errors is 506 which equals to 74% out of the total number of errors. While lexicon errors constitute a small number of errors than grammar. There are 180 errors which equals to 26% out of the total number of errors. Examples of two types of errors are follows:
1. Grammar

   - **Situation no.1**
     
     Thailand or Siam is one of the kingdoms at Asia.

     Key answer: *Thailand or Siam is one of the kingdoms in Asia.*

     Students’ erroneous answer: *Thailand or Siam is one of the kingdoms of Asia.*

   - **Situation no.12**
     
     The boxers were allowed to use hands, knees, legs or even heads to win the game.

     Key answer: *The boxers are allowed to use hands, knees, legs or even heads to win the game.*

     Students’ erroneous answer: *The boxers is allowed to use hands, knees, legs or even heads to win the game.*

   - **Situation no.6**
     
     Thailand is 514 *Square-Kilometers.*

     Key answer: Thailand is 514 *square-kilometers.*

     Students’ erroneous answer: Thailand is 514 *square Kilometers.*

2. Lexicon

   - **Situation no. 36**
     
     Kwai bridge is a historical one because hundreds of Thais and British soldiers died.

     *commit to user*
Key answer: *Kwai bridge* is a historical one because hundreds of Thais and British soldiers died.

Students’ erroneous answer: *Kwai briged* is a historical one because *hundreds of Thais and British soldiers died.*

- Situation no. 22
  Most of the kings are great ones that have *success* in leading their people and country.

Key answer: *Most of the kings are great ones that have succeeded in leading their people and country.*

Students’ erroneous answer: *Most of the kings are great ones that have succeeded in leading their people and country.*
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

A language is a means of communication, it is used to transfer ideas, opinions, desire and information to other people. It can be spoken or written. When we write, it means that we communicate with others through writing. Good readers’ respond and readers’ attention become the final expectation needed by the writer to fulfill his communicate desire if the text is well written and the readers feel easy to understand. It is said that the goal is successfully reached.

To get a clear description about the students’ problems, the teacher explain the types of the text and the language features of the text and give them exercises. Then the teacher gives a test. The fact is that many students still make many errors. In order to write a good text, the students has to master types of texts, such as report, narrative, descriptive, recount, discussion, etc and their language features. For example, when the learners write a descriptive text, they use simple present tense so they have to master it. Using tenses will be easy for its native speaker but it will be difficult for those who use English as a second or foreign language. Therefore, learning and practicing structure are badly needed by target language learners. In addition to this, learning and practicing structures will hinder learners from false application.
People communicate in two ways, spoken and written form. Unlike spoken form which stresses in meaning rather than correct form, written form requires both meaning and form. So it must be grammatically correct and appropriately used. In this study, the written form is applied in order to know how far students’ ability in applying the English grammatical rules. Besides, it is used to know the frequency of students’ errors and to seek source of errors.

Collecting, classifying and analyzing the data have been presented in previous chapter. Here the researcher has the result. The researcher concludes that there are a number of errors made by students in using language features of Descriptive text. The students fail in using grammatical rules.

The result of the study shows that there are a number of errors made by the first grade students of SMA Negeri 5 Surakarta in the 2008/2009 academic year. In the computation of errors in developing language features, table IV shows that there are 686 errors or 46.3% from the possible errors (1480). From the 1480 possible answers, there are 107 errors in tenses (7.22%), 88 errors in preposition (5.94%), 112 errors in agreement (7.56%), 104 errors in noun phrase (7.02%), 140 errors in vocabulary (9.45%), 40 errors in spelling (2.70%), 95 errors in capitalization (6.41%).

Based on the data above, it shows that the highest frequency of errors is in vocabulary (140 errors or 9.45% of the total number of data), whereas the lowest one is in spelling (40 errors or 2.70% of the total number of data).

From the data analysis, the total percentage of students’ errors is 46.3%, it means that the students’ mastery is 53.7%. Based on the category of the passing grade...
proposed by Suharsimi Arikunto (1989: 196), the result shows that the students’ mastery in developing of language features of Descriptive text is poor.

B. Implication

Based on the result of the study, it can be concluded that the ability of the students is poor and the students still encountered some difficulties in developing the language features of Descriptive text. The error that needs more attention is grammatical error, especially vocabulary. So, mastering English structure and vocabulary is the appropriateness way to hinder the erroneous expression in English. In this way, teacher can also plan and improve teaching and learning process that will be useful to minimize the same errors.

C. Suggestion

Having found the errors, teacher should pay close attention to students. She should realize that the students still have many problems in writing. She should find effectiveness strategies in order to help students’ master types of text.

Therefore, students should be given a great deal of practice to construct appropriate and correct structure. They should be given continuous practices to apply the English structure based on the type of text. Remember that teaching types of text is meant to lead students to write well.
In writing, vocabularies are also important because one word may have more than one meaning. So, learners must have abilities in choosing words. Sometimes learners only transfer their native language to English.

To help the students enlarge their vocabularies, the researcher suggests to return to curriculum 1994 which said that teaching of English was based on many kinds of field the so called thematic. For example, education, environment, health, etc. So, the students can learn many words.

Teacher should motivate the students to write, to join the English writing contest, to have penpall, etc. One thing teacher should remember is that learner will be able to write well if teacher always guides and motivates them to write.