

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Language is a system that connects thoughts, which cannot be heard, seen, or touched, with sounds, letters, manual signs, or tactile symbols. In case of definition of language and the function, Barbara Lust told, language is first and foremost symbolic. Through language, we can tell the truth or lie, regret or hope. We can deploy an infinity of demands, requests, contradictions, ranging from poetry to propaganda.

Amir Khan in his movie, titled PK, describing how awesome the function of language. Amir Khan, through his movie told that human needs language to represent and getting his goal. Such as Barbara's explanation above.

In addition as it was explained above, for some countries, the language is identity of a country. Almost all countries in this world have own language, such as, Indonesia, China, England, Thailand, Italy, Argentine, Spain, and etc. Each country has nation language which become his identity. Indonesia with Bahasa, China with Mandarin.

Jeremy Harmer said, nation language of the country usually become constitution language and lingua franca which used by their people. For example, in Indonesia, every law product, such as Indonesia Constitution, President Rule, Presidential Decree, and etc, written in Bahasa.

According to some theories and explanation above, language has substantial function in human life. We cannot read each other

minds. So, if we want to allow someone access to what we are thinking, we must provide them with clues that they can perceive. And the language can be clues.

Language has been a major topic of research for well over two centuries. Linguistic research intersects with anthropology, biology, computer science, history, human development, literature, philosophy, politics, psychology, as well as reading and writing.

The function of language is main reason why the language has seen a major topic of research, from student level research or professional research.

There are four language skills, speaking, reading, writing, and listening. Each skill allways interesting to be object of the research. Speaking ability seems to be the most important of the four skills. However, if measuring only a single skill (or fewer than four skills) provides a less than adequate estimate of what a person can do in a real-life setting.

Every language skill also can be many object of the research. Example, writting skill. Researcher can research every angle of the writting. Such as structure of language, translation aspect, and many more. For more explanation, in structure angle or aspect, many theme that can discussed by researcher, because related to the grammar. Andrew Radford, define the grammar to two kind. Traditional grammar and universal grammar. Every kind has own theory that can discussed by researcher. Within traditional grammar, the syntax of a language is described interms of a taxonomy (i.e. classificatory list) of the range of different types of syntactic structures found in the language. The central assumption underpinning syntactic analysis in traditional grammar is that phrases and sentences are built up of a series of constituents (i.e.

syntactic units), each of which belongs to a specific grammatical category and serves a specific grammatical function.<sup>1</sup>

Given this assumption, the task of the linguist in syntactic analysis, the syntactic structure of any given type of sentence is to identify each of the constituents in the sentence, and (for each constituent) to say what category it belongs to and what function it serves. For example, in relation to the syntax of a simple sentence like: it would traditionally be said that the sentence consists of two constituents (the word *students* and the word *protested*), that each of these constituents belongs to a specific grammatical category (*students* being a plural noun and *protested* a past tense verb) and that each serves a specific grammatical function (*students* being the subject of the sentence, and *protested* being the predicate).<sup>2</sup>

The overall sentence *Students protested* has the categorial status of a clause which is finite in nature (by virtue of denoting an event taking place at a specific time), and has the semantic function of expressing a proposition which is declarative in force (in that it is used to make a statement rather than e.g. ask a question). Accordingly, a traditional grammar of English would tell us that the simplest type of finite declarative clause found in English is a sentence like (1), in which a nominal subject is followed by a verbal predicate. Let's briefly look at some of the terminology used here.<sup>3</sup>

Based on statement above, the author thinks, it's equitable if language becomes an important part in the world of education in Indonesia. No wonder also if the language becomes part of the

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<sup>1</sup> Andrew Radford, *An Introduction To English Sentence Structure* (New York: Cambridge University Press, 2009), 11.

<sup>2</sup> Andrew Radford, *An Introduction To English Sentence Structure*, 12

<sup>3</sup> Andrew Radford, *An Introduction To English Sentence Structure*, 12

learning instrument that has a special place in the world of education.

For second time, based on statement above the writer would like and interested in discussing language in this paper. Aspects of the language that will be discussed in this paper is the product of writing students. And this papers will be focus on a descriptive text.

The writer would like to use the error analysis approach to discuss the the research object. However, not only the error analysis approach that will be used by the author, because it could have been a lot of other writers have discussed the research object with the same approach.

Besides using error analysis approach, the writer also using the personality of students approach. The author tries to discuss is there any correlation between the personality of students with academic values in this case the students' writing products. The author uses this approach because it strengthened if the competence of students is always associated with the intelligence of students who have been endowed by God or that is formed in accordance with the genes of both parents.

Society tends to regard intelligence as the determining factor of academic achievement. But the achievement that has been achieved by a student is the result of the interaction between the various factors that influence each other.

Research in the field of educational psychology find besides intelligence, academic achievement a person affected by non-cognitive factors. One factor is the type of personality. Past research shows the person's behavior and personality shaping influence study habits, so that will have an impact on academic achievement. According Nofle & Robbins, recent research

indicates that personality can predict academic achievement (Duckworth and Seligman Wagerman & Funder) even when cognitive ability and intelligence are already controlled.

Dr.H. Mahmud, M.Si in Educational Psychology book told, many factors including psychological aspects that may affect quantity and the quality of student learning gains. Among the factors that are psychic and essential is the level of intelligence, attitude, aptitude, interest and motivation.

Intelligence can generally be defined as the ability to react to stimuli psychophysical or adjust to the environment in an appropriate manner. Intelligence is not simply a matter of the quality of the brain. However, it concerns the quality of the organs of the body. However, the brain's role in relation to the role of intelligence is more prominent than the other body organs and tissues.

Almost all psychologists agree that the level of intelligence of the brain determines the level of success of teaching and learning. The higher the intelligence capabilities of a student, the greater the chances of success in learning. Conversely, the lower the intelligence of a student, the smaller the chances of obtaining success. But, the agreement is disputed by Daniel Goleman stating that only 20% of intelligence influence on someone's success, while 80% is determined by emotional intelligence.<sup>4</sup>

Education itself has a variety of devinisi. Al – G hazali define education as a process of habituation. Habituation is meant by Al-Ghazali is an effort to cause a response in guiding students through emotionally and physically. in this case according to Al-

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<sup>4</sup> Mahmud, *Psikologi Pendidikan*, (Bandung: Pustaka Setia, 2010), 95.

Ghazali, a process of habituation is to help students toward the highest goals.<sup>5</sup>

Meanwhile, some experts call an Islamic education educational terms with *tarbiyyah* or *ta'lim*. The original meaning of the word *tarbiyyah* is the painstaking care of the tree. While the original meaning of the word *ta'lim* is giving special mark on an object. In our language known by address. The next stage, the two words into the official terminology of education, even though the word *ta'lim* less popular than *tarbiyyah*. *Tarbiyyah* which became official terminology of education has a meaning, the process of forming the character of the individual student to achieve ethical perfection, has skill, mastering analytical acuity, have the ability to *self digest*, and ably express ideas through verbal language and arrangement of words.<sup>6</sup>

Understanding the meaning of education above shows the range of education used in the realm of psychology. When examined carefully, education in psychology is a process performed by a system to affect other systems through certain settings. In this case the education includes submission form character, skill formation, adoption of influence, and delivery of specific materials, systems and paradigms. so, psychology refer to education as an attempt delivery of messages to the soul of the student.

Talking about error analysis, Carl James define that error analysis is relevance to a good many important and vexatious

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<sup>5</sup> Mahmud, *Psikologi Pendidikan*, 95.

<sup>6</sup> Mahmud, *Psikologi Pendidikan*, 95

issues.<sup>7</sup> When the error occurred in a lesson, relationship between instruction language and error in speaking language.

In science the word “error” does not mean “mistake” or “blunder” but rather the inevitable uncertainty of all measurements, error analysis is the study and evaluation of these uncertainties.

The ability to write is not a naturally acquired skill it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environment writing skills must be practiced and learned through experience writing also involves composing which implies the ability either to tell or retell pieces of information in the form narrative or descriptive, to transform information into new texts, as in expository or argumentative writing.

Based on the statement above, the writer interested in discussing students’ composition, in this case, students’ writing descriptive text with student personality approach by the title “AN ERROR ANALYSIS ON STUDENTS’ WRITING DESCRIPTIVE TEXT AT PUTRA TAMA MANDIRI VOCATIONAL SCHOOL (A Case Study At Student of 12th Class of Putra Tama Mandiri Vocational School, Kopo, Serang, Banten)”

## **B. Statement of The Problem**

In this paper there are many problems that have been mentioned by the writer. Then the writers formulate specific statements as follows:

1. What are students’ errors on the descriptive text?

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<sup>7</sup> Carl James, “*Error In Language Learning and Use; Exploring Error Analysis*” (New York: Longman, 1998), 25.

2. What is the cause of students' errors in the descriptive text?
3. Are there correlation between students' achievement academic (students' errors in writing descriptive text) with student personality (personality based five factor theory)?

### **C. The objective of Research**

Based on problem formulated above, the writer put the following objectives:

1. To know the students' errors on their descriptive text
2. To find out the cause of students' errors on their descriptive text
3. To find out the result of correlation between students' achievement with student personality (personality based five factor theory)

### **D. Paper Organization**

This paper is consist of five chapters:

1. Chapter I, this chapter deals with the introduction which consists of the background of the study, identification of the problem, formulation of the problem, objective of the research, the limitation of the problem, and thesis organization.
2. Chapter II, this chapter deals with review of related literature which consist of error analysis, writing, and student personality.
3. Chapter III, this chapter deals with research method which consists of population, sample, sampling technique, method of data collecting, method of data analysis.
4. Chapter IV, this chapter deals with research result which involves the classification of the data based on the patterns, and data analysis.
5. Chapter V, this is the last chapter of the paper which involves conclusion.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. ERROR ANALYSIS

##### 1. Definition of Error Analysis

The range of using of error analysis theory is unlimited on one research aspect. Many object of research can analyzed by theory, language is the one.

In the error analysis of language, before explaining this theory perfectly, the writer would like to roll out another analysis theory applied in the first and second language learning. It is contrastive analysis. The theory which ever dominate the teaching world since the end of the second world war until the middle of 1960 decades.

According to Ali Akbar Khansir, there are two major approaches to the study of learners' errors, namely contrastive analysis and error analysis. Error analysis cannot be studied properly without touching upon the notion of the contrastive analysis.<sup>8</sup>

Contrastive analysis defined as the compare activity of first and second language structure to identify the different of them.

Carl maintained that contrastive analysis is a necessary component of a second language learning model which realibly

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<sup>8</sup> Ali Akbar Khansir, "Error Analysis and Second Language Acquisition", *Theory and Practi e in Language Studies*, Vol. 2, No. 5, (Finland: Academy Publisher, 2012), 1027.

forecasts that the speaker of an arbitrary first language is liable to produce grammatically deviant second language sentences, the structural description of which will resemble those of analogous first language sentences.<sup>9</sup>

Based on two meaning above, writer conclude, in the second language error research, contrastive analysis is the process of identification of error in using second language through language structure review.

Whereas error analysis according to Wenfen Yang, it's the process of determining the incidence, nature, causes and consequences of unsuccessful language.<sup>10</sup>

Another expert, Hendri Guntur Tarigan told, error analysis is unavoidable in the language learning process.<sup>11</sup> The error language learning process due to the influence of students' native language while they learn to use language. Therefore students who learn a second language or foreign language will find difficulties in using English language.

They will suffer so much because of errors in understanding the language of mother tongue attached to the student. Learning a second language is understanding the process of learning of foreign language, where in the learning process does not happen a plenty of students' errors.

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<sup>9</sup> Ali Akbar Khansir, "Error Analysis and Second Language Acquisition", *Theory and Practice in Language Studies*, Vol. 2, No. 5, 1027

<sup>10</sup> Wenfen Yang, "*A Tentative Analysis of Errors in Language Learning and Use*", *Jurnal of Language Teaching and Research*, Vol. 1, No. 3 (Finland: Academy Publisher, 2010), 266.

<sup>11</sup> Hendri Guntur Tarigan, "*Analisis Kesalahan Berbahasa*", (Bandung: Angkasa, 1994), 75

Douglas define that error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible source, not just those resulting from negative transfer of the native language.<sup>12</sup> Indeed lack of match in the language learning process resulted in a lot of errors made by students in the process of using good grammar, for example, when students are instructed by the teacher to write a good paragraph, the writing is still a lot of mistakes made.

The fact that learners do more errors, and that error can be observed analyzed, and mistake called error analysis.<sup>13</sup> Basically humans often suffer from an error in what is done in addition to the learning process.

In the thesis written by Fariani Emmaryana, another concept of error analysis is given by Brown, he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept inside same as the one proposed by Crystal i.e. Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.<sup>14</sup>

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<sup>12</sup> H. Douglas Brown, "*Principle of Language Learning and Teaching*" (London, San Francisco State University, 2000), 218.

<sup>13</sup> Jack C. Richards, "*Error Analysis; Perception on Second Language Acquisition*" (London: Longman Group Limited, 1974) 25

<sup>14</sup> Fajriani Emmaryana, "An Analysis on The Grammatical Errors in The Student Writing" (Strata One Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2010), 6.

From definition above, the writer conclude that error analysis is process of identify, classify, and finding the errors made by students or learners second language in speaking, writing, or translating.

## **2. The Differences Between Error and Mistake**

The word “error” and “mistake” are two synonym word which frequently finding in the daily activity. For some people, both of words are really not has different. They can choose the word they want to use. But in the language teaching, the term “error” and “mistake” are different.

The “mistake” usually by perfomance factor. The limitation in memorizing caused the mistake in pronouncing the language sound, word, word order, word or sentence stressing, and etc. This mistake is disordered. It means possibly happen in every linguistic level.

The “mistake” usually can be repaired by student by self if he has more self-correction, more aware of concentrate his attention. The students actually has known the linguistic system of their language, but, because something they forgot it. This forgetting usually temporary, and so because it, the mistaek is temprary too.

On the contrary, the error caused by competence factor. It means, the students really haven’t understand about linguistic system of language. The error usually occur consistenly, so systematically, itcan be happen in long time if not repaired. The repairing usually done by teachers, such as through remedial teaching, exercise, practice, and etc.

According to Ali Akbar Kansir, errors are an integral part of language learning.<sup>15</sup> In the other literature source, errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.<sup>16</sup>

### 3. Types of errors

#### a. Errors types Based Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structures are altered: learners may omit necessary items or add unnecessary one; they may misform item or misorder them.<sup>17</sup> And these are the errors types based surface strategy taxonomy:

##### 1. Omission

Omission errors are characterized the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence:

*Mary is the president of the company*

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<sup>15</sup> Ali Akbar Khansir, "Error Analysis and Second Language Acquisition", *Theory and Practice in Language Studies*, Vol. 2, No. 5, 1027

<sup>16</sup> Heidi Dulay, et al., *Language Two* (New York: Oxford University Press, 1982), 138.

<sup>17</sup> Heidi Dulay, et al., *Language Two*, 150

The word Mary, president, new, and company are the content morphemes that carry burden of meaning. If one heard:

*Mary president new company*

One could deduce a meaningful sentence, while if one heard:

*Is teh of the*

One couldn't even begin to guess what the speaker might have had in mind.

## 2. Additions

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.

Addition error usually occur in the later stages of language two acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use certain rules.

Three types of addition errors have been observed in the speech of both language one and language two learners. They are: double markings, regularizations, and simple addition.

### 2.1. Double markings

Many addition error are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, in most English sentence some semantic features such as tense

may be marked syntactically only once. If two items rather than one are marked for the same feature (tense, in these examples), this type of addition error has been called double marking.

To make more understand, the example of double marking error explained in the table below:

<b>Semantic</b>	<b>Error</b>	<b>Example Error</b>
<b>Feature</b>		
Past tense	Past tense is marked in the auxiliary and the verb	She didn't went
Present tense	Present tense is marked in the auxiliary and the verb	He doesn't eats

## **2.2. Regularization**

Regularization is more narrowly defined than the more commonly used term “overgeneralization” which has been used to describe almost all developmental error observed. A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns.

In most languages, however, some member of a class are exceptions to the rule. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in the plural, not *sheeps*.

### 2.3. Simple Addition

Simple addition errors are the “grab bag” subcategory of additions. If an addition error is not a double marking or a regularization. No particular features characterize simple addition other than those that characterize all addition errors.

Linguistic Item Added	Example
3 <sup>rd</sup> person singular – s	The fishes <i>doesn't</i> live in the water
Past tense (irregular)	The train is gonna <i>broke</i> it
Article <i>a</i>	<i>a</i> this
Preposition	<i>In</i> over here

### 3. Misformation

Misformation errors are characterized by the use the *wrong form of the morpheme or structure*. While in omission error the item is not supplied at all, in misformation errors the learner supplies something, although it is correct. For example:

*The dog **eated** the chicken*

A past tense marker was supplied by the learner; it was just not the right one.

### 4. Misordering

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



He is all the time late  
 All the time in the example above is the misordered.

#### 4. The Causes of Error

In teaching language one (L1) or two (L2), the teacher is not only need the teaching theories, but he also know the cause of the student's language error.

Heidi Dulay, Marina Burt, and Stephen Krashen in their book, titled 'Language Two' said, some times researchers distinguish between errors caused by factors such as fatigue and inattention, and errors resulting from lack of knowledge of the rules of the language. In some of the second language literature, performane errors have been called "mistakes" while the term "errors" was reserved for the systematic deviation due to the learner's still developing knowledge of the language two rule system.<sup>18</sup>

The distiction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis.

Contrastive analysis consider that errors caused by mother language interference into second language. It's mean that source of errors located at distinction language one and language two system. Concept of framework contrastive analysis considered not L1 errors are background such as the development error and the error because of generalization.<sup>19</sup>

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<sup>18</sup> Heidi Dulay, et al., *Language Two* 139

<sup>19</sup> Heidi Dulay, et al., *Language Two* 79

The language errors are has not students' L1 background in english called by term "L1 independent errors". The errors like this caused by many factors. Such as, learning strategy, teaching strategy, second language folklore, bilingual age, and students' sociolinguistic situations.

From explaining above, simply, the casues of errors are two. They are dependent or caused by L1 interference and independent or opposite from dependent.

## **B. WRITING**

### **1. Definition**

Has four components of language skills, they are, listening skills, speaking skills, reading skills, and writing skills.

Each of these skills is linked closely to one another by means of a wide range. In acquiring language skills, usually we go through a relationship regular order, for example, initially in childhood we learn to listen to the language, and then speak, after that we learned to read and write.

Fourth of language skills is basically a unity. Each skill is closely related to the processes that underlie language. One's language reflects his thoughts. The more skilled a person speaking, the more bright and clear as well his thoughts. Skills can only be acquired and mastered by practice and a lot of practice.<sup>20</sup>

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<sup>20</sup> Henry Guntur Tarigan, "*Menulis Sebagai Suatu Keterampilan Berbahasa*" (Bandung: Angkasa, 1993), 1.

Writing is lowered or depicting symbols a graph to depicting a language understood by someone, so that others can read the chart symbols if they understand the language and picture graphs.<sup>21</sup>

Writing is the process of using symbols (letters of the alphabet, punctutation and spaces) to communicate thoughts and ideas in a readable form. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A writer may write for personal enjoyment or use, or for an audience of one person or more. The audience may be known (targeted) or unknown. Taking notes for study purposes is an example of writing for one's self. Blogging publicly is an example of writing for an unknown audience. A letter to a friend is an example of writing for a targeted audience. As with speaking, it is important to consider your audience when writing. There are many different styles of writing, from informal to formal.

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

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<sup>21</sup>Henry Guntur Tarigan, “*Menulis Sebagai Suatu Keterampilan Berbahasa*”

You might be called upon to write a report, plan or strategy at work; write a grant application or press release within a volunteering role; or you may fancy communicating your ideas online via a blog. And, of course, a well written CV or resume with no spelling or grammatical mistakes is essential if you want a new job.

Correct grammar, punctuation and spelling are key in written communications, the reader will form an opinion of you, the author, based on both the content and presentation, and errors are likely to lead them to form a negative impression.

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols.

In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology that developed as tools developed with human society.

Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols. The result of writing is generally called *text*, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, maintaining culture,

dissemination of knowledge through the media and the formation of legal systems.

As human societies emerged, the development of writing was driven by pragmatic exigencies such as exchanging information, maintaining financial accounts, codifying laws and recording history.

Around the 4th millennium BCE, the complexity of trade and administration in Mesopotamia outgrew human memory, and writing became a more dependable method of recording and presenting transactions in a permanent form. In both Ancient Egypt and Mesoamerica writing may have evolved through a political necessity for recording historical and environmental events.<sup>22</sup>

Bob Kerstetter told, with the exception of speaking, writing is the most popular and prevalent method of creating connections among people. As a means of building links between individuals and within communities, writing serves as the flexible foundation for almost every type of communications media. Print, video, audio, speech and interactive web media all begin with writing.<sup>23</sup>

Writing connects people across time, space and culture. Because of the influence of writing, individuals can learn from yesterday, gain knowledge about today and design for tomorrow.

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<sup>22</sup> <https://en.wikipedia.org/wiki/Writing>

<sup>23</sup> Bob Kerstetter, <http://villagehiker.com/research-writing/what-is-writing-a-definition.html>

Writing—being inanimate, amoral and disinterested—can transmit good or evil. It can destroy or create, cover up or reveal. Writing can prevaricate or be straightforward. It can build up or tear down, poison or heal. Writing can cause conflict or encourage peace.

Because writing in itself is neutral and indifferent, its purposes and results depend totally on the intentions and hearts of writers and their audiences.

*Writing to inform* tells the audience about a person, place, thing or idea in a neutral, unbiased and fair manner. Informative writing seeks fairness because objectivity is impossible. The background and beliefs of the writer distort and skew attempts at objectivity. Instead of striving for objectivity, the information writer aims for even-handedness—researching a topic from multiple points of view before sharing the findings in a straightforward manner. Informed writing requires honest self-analysis, plus accuracy in research, followed by the services of a skilled editor to eliminate any biases. According to their own training and ethics, news reporters should write to inform with fairness, not objectivity.

*Educational writing* begins at the knowledge level of the audience and increases their learning. More than reporting information, writing to educate explains the meanings of personalities, locations, events, objects and concepts. The educational writer studies audiences to meet their intellectual

expectations. Researching with accuracy keeps this type of writing interesting and fair.

*Writing to entertain* is often the most effective means of transmitting a message. While there is no guarantee of successful results, amusing the audience may open otherwise closed minds. Writing to lighten the heart has the ability to remove the dread from frightening events and alarming ideas. In a world overly burdened by solemnity, a merry hearted delivery of serious content can keep audiences interested. Even so, the entertaining writer must research with accuracy and write with fairness and sensitivity.

*Persuasive writing* presents supportive arguments for a specific point of view. These favorable defenses must be, if not Socratically logical, at least thoughtful and reasonable. Importantly, this type of writing should acknowledge the positive values in other opinions. Showing this courtesy to alternative viewpoints adds confident strength to any argument. Persuasive writing should concentrate on ideas and actions, addressing personalities only when essential to the argument. It also requires the foundation of accurate research.

*Motivational writing* seeks to prompt people to action. Where persuasive writing asks for consideration of an opinion, writing to motivate requests changes in behavior. Unlike persuasive writing, motivational writing can ignore thoughtful and reasonable arguments. Appeals for emotional responses are common, often disregarding sensible evidence. Conversely, calls for action can result from carefully

considered lines of reasoning. Whether emotional or rational, motivational writing requires careful research and thought.

Writing consists of three major processes. They are, planning, translating, and reviewing.<sup>24</sup> The planning process consists of generating, organizing, and goal setting subprocesses. The function of the planning process is to take information from the task environment and from long-term memory and to use it to set goals and to establish a writing plan to guide the production of a text that will meet those goals. The plan may be drawn in part from long-term memory or may be formed anew within the planning process.

The translating process acts under the guidance of the writing plan to produce language corresponding to information in the writer's memory. And the function of reviewing process, which consists of reading and editing subprocess, is to improve the quality of the text produced by the translating process. It does this by detecting and correcting weaknesses in the text with respect to language conventions and accuracy of meaning.

## **2. Text**

In literary theory, a text is any object that can be "read," whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. It is a coherent set of signs that transmits some kind of informative message. This set of symbols is considered in

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<sup>24</sup> Gregg Steinberg, "Cognitive Process In Writing" (New Jersey:Lawrence Erlbaum Associates, 1982), 12.



terms of the informative message's *content*, rather than in terms of its physical form or the medium in which it is represented.

Within the field of literary criticism, "text" also refers to the original information content of a particular piece of writing; that is, the "text" of a work is that primal symbolic arrangement of letters as originally composed, apart from later alterations, deterioration, commentary, translations, paratext, etc. Therefore, when literary criticism is concerned with the determination of a "text," it is concerned with the distinguishing of the original information content from whatever has been added to or subtracted from that content as it appears in a given textual document (that is, a physical representation of text).

Since the history of writing predates the concept of the "text", most texts were not written with this concept in mind. Most written works fall within a narrow range of the types described by text theory. The concept of "text" becomes relevant if and when a "coherent written message is completed and needs to be referred to independently of the circumstances in which it was created."<sup>25</sup>

Ancient Chinese texts provide some striking examples of what may be referred to as non-linear textual structures. These peculiar textual structures differ markedly from texts organized in a linear way, that is, those whose constituent elements (chapters, paragraphs, phrases etc.) are connected

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<sup>25</sup> [https://en.wikipedia.org/wiki/Text\\_\(literary\\_theory\)](https://en.wikipedia.org/wiki/Text_(literary_theory))

like links in a chain. The constituent elements of these non-linear textual structures, in contrast, are related in complex multi-dimensional ways. These relationships are like those found between the units of a scheme (or diagram, map, table, chart, design, sketch, picture, etc.), that is, a class of graphic representations designated in the Chinese language by the character 图. This implies that the interconnections between the constituent elements of the textual structures in question are manifested through appropriate non-linear layouts corresponding to a specific. Under these circumstances a text serves a dual function, that of description and graphic representation. In order to highlight the complementary facets of this textual type, I propose to define it as a text-scheme.<sup>26</sup>

A variety of definitions of text have been advanced by reading theorists, linguists, and specialists in text analysis. One general definition of a text is “a verbal record of a communicative act”. Under this definition, a text could either be written or a transcribed version of speech. A similar definition offered by Wallace is “the physical manifestations of language,” which include not only orthographic symbols such as letters of the alphabet or characters but also non-verbal elements such as capitalization, punctuation, paragraphing, and format. To these basic definitions we can add this one: a sample of written language that has a unified meaning. This latter definition highlights the notion that the definition of text

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<sup>26</sup> Howard E. Gruber and Katja Bodeker, “*Creativity, Psychology, and The History of Science, History of Science, History of Text*” (Netherlands: Springer, 2004),

goes beyond a collection of random words or sentences, even if they are formatted to appear visually cohesive (e.g., in the form of a paragraph).<sup>27</sup>

Text analysts have attempted to define textual elements and explain how they interact to form a unified whole that conveys meaning. One model proposed by Kintsch, Kinstch and van Dijk, and Kintsch and van Dijk and Kintsch divides text into microstructure and macrostructure. The microstructure consists of individual text-based propositions, whereas the macrostructure organizes them into summary statements that capture the main theme of a text. Another model, described by Meyer and Meyer and Rice, utilizes the term “idea unit” rather than proposition and emphasizes how idea units are related to one another in a text (e.g., through cause-and-effect, problem/solution, description, and comparison). Although the models differ with respect to details, what the two lines of research on text structure have in common are: (1) an understanding that texts comprise both smaller, discrete pieces of text as well as an overall theme or meaning; (2) an awareness of the implicit and explicit ways in which smaller textual elements are connected to one another and to the meaning of the text as a whole; and (3) evidence that readers are better able to grasp and recall macrostructure and themes than individual propositions or idea units.

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<sup>27</sup> John S Hedgcock and Dana R Ferris, *Teaching Readers of English, Students Text and Contexts* (New York: Routledge, 2009), 79

### 3. Descriptive Text

In English, there are several types of text or commonly referred to as Genre. Genre classification in English is influenced by several things, including: Purpose author wrote this text, the function of the text, linguistic structure (Generic Structure) is used, the characteristics of what language is used in the text.

Types of Text Learning English as a primary learning material in the subjects of English for high school. Most of the time, when studying English Types of Text spent to discuss Generic Structure and Language Features that diganakan as the material composing a text. Generic structure and Language Features is what made the difference in any type of existing English text.

There are 13 types of text in the English language as we know that starting from the Narrative Text, Recount Text, Procedure Text, Report Text, Analytical Exposition Text, Hortatory Exposition Text, Explanation Text, Descriptive Text, Discussion Text, News Item Text, Review Text, Anecdote text, text Spoof.

In this paper, the writer will not to discuss all of the text type. The writer will be focus on descriptive text. This is decision was taken to adjust theories that have been studied by students who became the object of the study writer.

Before discussing what is the definition of descriptive text as a whole, let us understand what is meant by the word descriptive itself. Descriptive is an adjective that if we mean in

Indonesian means that the description. If you were asked to describe an object, it means you have to describe the object in question both in the size, color and so forth. According to Wikipedia, description is the formulation of processing the data into something that can be expressed clearly and precisely with the aim that can be understood by people who do not directly experience it for yourself.<sup>28</sup>

Based on explanation description mean above, descriptive text can be interpreted as text that can be expressed clearly and precisely with the aim that can be understood by people who do not directly experience it for yourself. People are able to know something spesifically through the text.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general. The Social Function of Descriptive Text is to describe a particular person, place, or thing.<sup>29</sup>

Judging from the above understanding, then in fact we are able to understand what is the purpose of descriptive text. Another goal is to describe everything be it human, animal, plant or inanimate objects with properties attached to it such as size, type, color, and so forth so that the reader or the reader

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<sup>28</sup> <https://id.wikipedia.org/wiki/Deskripsi>.

<sup>29</sup> M Mursyid PW, "Englis Learning Handout, Learning Descriptive Text" (<https://mmursyidpw.files.wordpress.com/2011/02/learning-description.pdf>).

can figure out what something is out of the picture we convey even though he has not never seen.

Descriptive text has its own rules in writing, including in the structure or composition of which must be written in order. If you are prompted to create descriptive text, then make sure the structure is as follows:

Identification: This section - in the first paragraph - the goal is to identify something to be described or depicted. Explanation easy, Identification serves to introduce the reader about the object or something that we have described before we tell about its properties. The goal is not to get one of those readers. We want to describe a car, for example, but the reader assumed motors.

Example: you are asked to describe the new car, then the contents of his identification is: My dad just bought a new car. This car is long I craved, but only now my father bought. (Means to be portrayed is my car, not the car someone else).

Description: This section - in the second paragraph and so on - contains the properties inherent in something that you already introduced to the reader in the first paragraph.

Example (continued on cars above): This is my new car is the latest sports car from Toyota. Number bench only two, one for the driver and one for passengers, as well as the door. This car can be sped up to speeds of 500 km / h, almost equal to the speed of Fokker plane manifold.

Here is the other example of descriptive text:

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.

I know it is a very small house; but it is the best place I have ever seen.

### **3.1. Kinds of Descriptive Text**

As we know that descriptive text is a text to describe something, such as persons, places, or things. Here are the brief explanations:

#### **a. Description of person**

Every person is unique, and therefore they are also different. In describing someone, sometimes you may ask

“how or what’s look like”. There three different ways to describing someone depend on the situation: identification, impression, and character sketch.

1) Identification

Identification only consist certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

2) Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing. Although impression is usually less 30 complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive trait.

3) Character sketch

More complete descriptions of people are usually called character sketch; they may be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression.

b. Description of a place

There is no pattern for arranging sentences in descriptive paragraph in describing place. It is not necessary to begin with one area and then proceeds to another one. The



description must be organized so that the reader can imagine the scene described.

Smalley and Ruetten said that to make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the places being described, and the arrangement of the details in your description depends on your subject and purpose.

c. Description of a things

To describe a thing the writer must have a good imagination. Besides, to make our subjects interesting to our readers, the proper nouns and effective verbs can be used:

1) Using proper noun

To fill our descriptive writing with concrete details, we may also want to include a number of proper nouns, such as names of particular persons, places, and things that familiar with the readers and they can recognize easily; for example; Arizona, University of Tennessee.

2) Using effective verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves”. The verb chiseled also gives the reader a

more accurate picture of the winds" action than made does.

### **3.2. The Structure of Descriptive Text**

Every text has its own structure. One to another text has its own rules, and it is different. Here the explanation about descriptive text structure.

a. The generic structures of a description are:

1) Identification

This stage contains identification that identifies the phenomenon to be described.

2) Description of features

This stage contains important features description, such as physical appearance, qualities, and other characteristic from thing that the writer describes.

b. The generic features of description are:

1) Verb in present tense

In descriptive text, the writer should use present tense as verb.

2) Adjectives

Adjective is also important in descriptive text, because it used to describe the features of the subject.

3) Topic sentence

It used to begin paragraph and organize the various aspect of the description.

c. The factual description scaffold

- 1) A general opening statement in the first paragraph  
This statement introduces the subject of the description to the audience. It can give the audience brief details about the when, where, who, or what of the subject.
- 2) A series of paragraph about the subject  
Each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Each paragraph should describe one feature of the subject. These paragraphs build the description of the subject.
- 3) A concluding paragraph (optional)  
The concluding paragraph signals the end of the text. This paragraph is optional. Sometimes the writer use it, and sometimes not.

## **C. STUDENT PERSONALITY**

High school students are expected to have the ability to carry out their duties as students are learning to optimally match the demands faced. To meet those demands, then these students are expected to perform learning tasks appropriately. The students came to school on time, learn as scheduled with no ditching at hours subjects of ongoing, collect assignments on time, and do not procrastinate to learn or perform a given task.

Student academic achievement is influenced by several factor, one of them is personality. Ngalim Purwanto in his book, "Educational Psychology" explains, implies that personality is very complex. Personality includes several aspects and properties of the physical and psychic of the person. It is therefore difficult for psychologists to formulate restrictions on the right of personality.<sup>30</sup>

Psychologists make a statement in their own way, for example, M. A. May, "*Personality is that wich makes one effective, Gives one or influence over others. In the language of psychology it is one's social stimulus value.*"<sup>31</sup>

J.F. Dashiell explains, "*a man's personality is the total picture of his organized behavior, especially as it can be characterized by his follow Consist man in a way.*"<sup>32</sup>

L.P. Thorpe said, "*Personality is Synonymous with the idea of organismic functioning of the total individual, Including all his various verbally separated aspects, such as intellect, character, drive, emotionallized attitudes, interests, sociability, and personal appearance as well as his general social effectiveness.*"<sup>33</sup>

Related meaning of the word personality, Ngalim stated clearly, according to the origin of the word, personality comes from the Latin *personare*, which means a sound. This term is used to indicate the sound of conversation a showman through the mask he wore. At first the term *persona* means a mask that is worn by

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<sup>30</sup> Ngalim Purwanto, "*Psikologi Pendidikan*" (Bandung: PT Remaja Posda Karya, 2011), 155.

<sup>31</sup> Ngalim Purwanto, "*Psikologi Pendidikan*", 155.

<sup>32</sup> Ngalim Purwanto, "*Psikologi Pendidikan*", 156.

<sup>33</sup> Ngalim Purwanto, "*Psikologi Pendidikan*", 156.

the performer, where the sound is projected showman. Then word that means showman persona itself.

Then, *personare* or *persona* it indicates an understanding of the personal qualities of character that is played in the drama or show. Now the word personality psychologists used to denote something real and credible individuals; to describe how and what the individual actually.

From several explanations related to the personality above, the authors concluded that personality is something that describes how a person. Can be used for the boundaries of moral values.

As it has developed today in the community, to illustrate the morals of a person, people tend to use interpretation of personality as described by psychologists above. Society will call somebody has a good moral if he behaved well, and vice versa.

However, the link between personality with academic grades of students, Paul T Costa Jr. and Thomas A Widiger Widiger split personality of students to the five types. This theory is called Faive Factor Theory.

Previous studies on personality resulted in the emergence of several different theories about personality. One of them is the Five Factor Theory or commonly called Big Five is one of the most frequently used in explaining learning behavior and academic achievement in students. Big Five consists of five dimensions, namely extraversion, agreeableness, conscientiousness, neuroticism, and openness.

Neila Ramdhani, in her a psychology journal explained that categorization of personality traits that first put forward by

Goldberg. The term Big Five to describe the five personality types were made directly by Goldberg. Selection of the name Big Five personality that does not mean there are only five personalities, but the grouping of thousands of traits in the next five large set of so-called personality dimensions.<sup>34</sup>

### **1. Extraversion**

Paul T Costa Jr dan Thomas A Widiger Widiger explained, Extraversion refers to the quantity and intensity of preferred interpersonal interactions, activity level, need for stimulation, and capacity for joy. People who are high in E tend to be sociable, active, talkative, person oriented, optimistic, fun loving, and affectionate.<sup>35</sup>

### **2. Agreeableness**

Agreeableness, like Extraversion, is an interpersonal dimension and refers to the kinds of interactions a person prefers along a continuum from compassion to antagonism. People who are high in Agreeableness tend to be softhearted, good natured, trusting, helpful, forgiving, and altruistic. Eager to help others, they tend to be responsive and empathic and believe that most others want to and will behave in the same manner. Those who are low in antagonistic tend to be cynical,

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<sup>34</sup> Neila Ramdhani, "Adaptasi Bahasa dan Budaya Inventori Big Five, Jurnal Psikologi Volume 39, No. 2, Desember 2012:189-207" (Jogjakarta: Fakultas Universitas Gadjah Mada, 2012), 189.

<sup>35</sup> Paul T Costa Jr and Thomas A Widiger Widiger, "*Personality Disorders and The Five-Factor Model Personality Second Edition*" (Washington DC, American Psychological Association), 6.

rude or even abrasive, suspicious, uncooperative, and irritable and can be manipulative, vengeful, and ruthless.<sup>36</sup>

### 3. Conscientiousness

Conscientiousness assesses the degree of organization, persistence, control, and motivation in goal-directed behavior. People who are high in Conscientiousness tend to be organized, reliable, hard-working, self-directed, punctual, scrupulous, ambitious, and persevering, whereas those who are low in Conscientiousness tend to be aimless, unreliable, lazy, careless, lax, negligent, and hedonistic.<sup>37</sup>

### 4. Neuroticism

Neuroticism refers to the chronic level of emotional adjustment and instability. High Neuroticism identifies individuals who are prone to psychological distress. Neuroticism includes the facet scales for anxiety, angry hostility, depression, self-consciousness, impulsivity, and vulnerability.

Essentially, students who have a personality dimension neuroticism has properties such as easy tendency to worry, nervousness, emotional, sensitive, tense, anxious, and inadequate.<sup>38</sup>

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<sup>36</sup> Paul T Costa Jr and Thomas A Widiger Widiger, *“Personality Disorders and The Five-Factor Model Personality Second Edition”* 6

<sup>37</sup> Paul T Costa Jr and Thomas A Widiger Widiger, *“Personality Disorders and The Five-Factor Model Personality Second Edition”* 7

<sup>38</sup> Paul T Costa Jr and Thomas A Widiger Widiger, *“Personality Disorders and The Five-Factor Model Personality Second Edition”* 7

## 5. Openness

Openness is much less well known than either Neuroticism or Extraversion and, in fact, is often construed differently as the alternative label Intellect suggests. But Openness differs from ability and intelligence and involves the active seeking and appreciation of experiences for their own sake. Open individuals are curious, imaginative, and willing to entertain novel ideas and unconventional values; they experience the whole gamut of emotions more vividly than do closed individuals. By contrast, closed individuals (those who are low in Openness) tend to be conventional in their beliefs and attitudes, conservative in their tastes, and dogmatic and rigid in their beliefs; they are behaviorally set in their ways and emotionally unresponsive.

Essentially, students who have a personality dimensions of this openness has properties such as having an interest in a broad, creative, imaginative, not traditional, pleasant, and artistic.<sup>39</sup>

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<sup>39</sup> Paul T Costa Jr and Thomas A Widiger WiSdiger, *“Personality Disorders and The Five-Factor Model Personality Second Edition”* 7



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this part, the researcher will focus on population, sample, method of study, and technique of data analysis

#### **A. Population**

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. It is for the benefit of the population that researches are done. However, due to the large sizes of populations, researches often cannot test every individual in the population because it is too expensive and time-consuming. The population research in this paper is Putra Tama Mandiri Vocational School, Kopo, Serang, Banten.

#### **B. Sample**

Sample is simply a subset of the population. The concept of sample arises from the inability of the researchers to test all the individuals in a given population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. And the sample of this paper are 14 students in XII Computer Network Engineering class of Putra Tama Mandiri Vocational School.

#### **C. Method of Study**

In this study the researcher uses case study. According to Bill Gillham, a case study is one which investigates the above to answer specific research and which seeks a range of different kinds of evidence which is there in the case setting, and which has to be

abstracted and collected to get the best possible answers to the research questions.<sup>40</sup>

In this paper, the writer uses twelve classes of Computer Network Engineering Program Putra Tama Mandiri Kopo Vocational School as the sample of the research. Based on the research method in language learning book written by David Nunan, the sample is a subject of individuals or cases from within a population.

#### **D. Technique of Collecting Data**

The crucial step in doing a research is collecting data. In this study, the writer uses tests as the instrument of collecting data. A test is a systematic procedure of observing one's behavior and describing it with the aid of numerical devices and category systems. The form of the tests is the students' writing of descriptive text.

#### **E. Technique of Data Analysis**

After the data were collected, these must be analyzed to achieve the intended objective. The technique used to analyze data is descriptive statistics and error analysis. Based on the descriptive method applied in this study, the writer in analyzing the data of this study used the following procedure.

1. Collecting data
2. Data analyzing to identify the errors from the student's descriptive text sheet
3. Describing errors based on their type and calculating every type of errors percentage.

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<sup>40</sup> Bill Gillham, *Case Study Research Methods*, (New York: Continuum, 2000), 1.

4. Describing errors based on students' personality and calculating every type of errors percentage.
5. The exposure on the subject of research

In analyzing the data, the writer use a percentage correction technique by using teh formula as the follow:

$$\text{Error Percentage (\%)} = \frac{\text{The Number of Error Each Category}}{\text{The Total Error of The Number}} \times 100$$

The errors which have been calculated, then, analyzed or identified into surface strategy taxonomy which is divided into omission, addition, misformation, and misordering.

While to analyze students' personality type category, the authors use the gauge Big Five Inventory (BFI) developed by John. In processing the calculation of the test results, the BFI using a Likert scale. In the tests and assessments book written by Dr Supardi, M.Pd., Ph.D, a Likert scale is a scale used to measure attitudes, opinions and perceptions of a person or group of people about a phenomenon or a phenomenon that occurs particularly in the field of education. On this scale in the form of positive statements made to measure positive attitude or in the form of a negative for measuring negative attitudes.<sup>41</sup>

The options in the Likert scale are odd numbered and the most frequently used are the five choices such as strongly agree, agree, undecided, disagree, strongly disagree. Scores for positive statements are 5, 4, 3, 2, 1 (from strongly agree to strongly disagree). And scores for the negative statement is 1, 2, 3, 4, 5 (opposite).

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<sup>41</sup> Supardi, "Tes & Asesmen" (Jakarta: Hartomo Media Pustaka, 2013), 16

In this study, the authors used the Big Five Questionnaire published on the website of Paul Trapnell personal property. The questionnaire contained 30-item or characteristic that describes five types of personality. For the calculation of the score, Paul Trapnell explained, for item number 2, 9, 12, 13, 16, 22, 24 and 26 to get a score inversely with another number. In a Likert scale, the items in these numbers is a negative statement.

Moreover, 30 items in the questionnaire represent the personality types equally. It's means, for each personality type is represented by a six-item. For calculate the score, the formula used by adding the scores on the six-item personality types have been students. Furthermore, the type of personality that gets accumulated score terbesar lah who became the student personality type. Furthermore, the type of personality that gets the biggest accumulated score that was the type of personality of the student.

## **CHAPTER IV**

### **RESULT OF THE STUDY**

Based on the research conducted on 23rd of August 2016 at Putra Tama Mandiri Kopo Vocational School, Serang, Banten, the writer got the data needed to be analyzed in this chapter. There are 14 students in XII Computer Network Engineering class, and the data were collected from the descriptive text that has been written by students.

As stated in research methodology in chapter III, the procedure used by the writer after collecting data are analyzing the data to identifying the errors, describing errors by types of errors, describing errors based on students personality and calculating the percentages of every type of errors, and the last the exposure on the subject of research.

From the identification of errors, the writer finds out that none of the students who made the task correctly. They tend to make errors based surface strategy taxonomy theory.

Various kinds of errors made by students in making the descriptive text, both in terms of grammatical and sentence form. Although grammatical used in descriptive text is simple grammatical as simple present and the simple past tense, and it has been studied by the students since he was in junior high school until they enter the secondary level above (based on the testimony teacher of English), but still some errors performed by students.

#### **A. Data Analyzing**

Below, the writer describes each students error in writing descriptive text, classifies them, and gives the correction of each sentence and the reconstruction of each students composition. The writer divides each table three columns. The first column consist of students original writing, the second column consist of the types of errors the students, and the last column is the explanation of the students' errors in writing based on grammatical rules.

1. Dewi Melawati

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
I have my friends woman that good she that named umi. She beautiful but he annoing nag and ang he tacitrun very good person likes to help his own good woman black sweet little man of short stature, with log hair	Addition, Omission, Misordering, Misformation. Number of error: 14 errors	All types of errors found in an article written by Dewi Melawati, most is Omission. There are six Omission errors made by Dewi. Followed by Misformation with five errors, two errors Misordering, and Addition of the error.  Error has been seen since the first

<p>like helping others his own he rarely complain any case apah i like to meet with.</p>		<p>sentence. Dewi wrote, <i>"I have my friends that good woman that she named Umi"</i>. This sentence grammatically wrong. The sentence should be <i>"I have a good friend, her name is Umi"</i>.</p>
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## 2. Dewi Sinta

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>My friend is a beautiful person. She is not tall but not short. And she has curly hair. He color skin color light brown, and she has a beautiful smile.</p>	<p>Addition, Omission, Misordering, Misformation. Number of error: 6 errors</p>	<p>Although all types of errors found in the Dewi Sintas' writing, but in quantity, Dewi Sinta made a little errors.  There are four errors made Dewi Sinta and represent each type</p>

<p>She's a diligent student, never too late at school. Her name Wiwin. Wiwin have a hobby reading. It's a pleasure to be with her and I really enjoy her personality. I'm sure we'll always be close friends. Thank you</p>		<p>of error.</p> <p>For example, in the second paragraph, Dewi Sinta wrote "<i>Her name Wiwin</i>", it's grammatically wrong, it should be, "<i>Her name is Wiwin</i>".</p>
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### 3. Fitriani

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>I to have, a boy friend, his name is Ahmad Junaedi Al Farisi. Ahmad Junaedi Al Farisi is my classmate, he has tall body, he is 170 cm, he has straight black hair,</p>	<p>Addition, Omission Number of error: 3 errors</p>	<p>Only two types of errors found in Fitriani's writing. Those are Addition and omission. Error already seen in the first sentence in the text made by Fitriani.</p>



<p>he has oval face, he has small eyes, he has sharp nose, he has thick lips, he has dark brown skin, he has thin body, he always wears black shirt, he is kind, he is smart, he is helpful, he is generous, and he is diligent.</p>		<p>Fitriani wrote <i>"I to have, a boy friend"</i> it's grammatically wrong, it should be <i>"I have a boy friend"</i>.</p>
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#### 4. Fitri Setiawati

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>I have girl friend she named Sutihat. She is the best. He was a taitum but He was a sociable He was a clever student but she annoying. He always wants to</p>	<p>Omission, Misordering, Misformation. Number of error: 12</p>	<p>Many repetition of errors found in the writing made by Fitri Setiawati. Many repetition errors made Fitri Setiawati in using pronoun of the third person singular.</p>

<p>win his own, He's Always angry when his will is not obeyed But He was a solidarity.</p> <p>I like Sutihat because she beauty but not attractive we often quarrel but not considered serious sometimes we often compete for something that is not important.</p> <p>When learning he used to joke that it becomes the center of attention of the friends as well as teacher</p> <p>I'm happy to be friends with her because we are hard-happy always together</p>		<p>In the first sentence of the article, Fitri explained that if she had a female friend, but in a sentence so on, the pronoun for the third person singular is used by Fitri is a pronoun for the third person singular male (He), should Fitri using the pronoun for third person women (She). In writing form, Fitri also made repetition of errors, Fitri often use capital letters even though it was not the beginning of a sentence or a person's name.</p>
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## 5. M Rusmani

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>My firend named Rohiman he was once understands and corteous to the elderly.</p> <p>And likes to play ball tall and muncular body simple funny and not overbearing</p>	<p>Omission, Misordering, Misformation.</p> <p>Number or error: 5 errors</p>	<p>Although the writing made by Rusmani quite a bit, but there are three types of errorss made by Rusmani in the text. One of the errors seen in the beginning of the first paragraph. Rusmani writes, "<i>My friend named Rohiman</i>", it's should be "<i>My firend is Rohiman</i>".</p>

## 6. Rinrin A.M

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>I have a very good friend, she was</p>	<p>Omission, Misordering</p>	<p>There are at least five errors made by</p>

<p>named Windy Kurnia Ningsih. A small body but she was not high and not to short. She has stragiht hair and tidy but very thin hair, black hair and seh had eyes dark brown. She is weak, coward but she was very good. She alwasys thought tha is not necessarily the case, his gate was always empty when there are things that crossed his mind. She is not like durian.</p>	<p>Number of error: 5 errors</p>	<p>Rinrin in his writings. These errors represent two types of errors, it's omission and misordering. One of the errors made by Rinrin is the use of the possessive pronoun. Rinrin make a descriptive text describing the figure of his female friend, but the possessive pronoun used by Rinrin that showed male. Rinrin writes "... <i>crossed his mind</i>", it's should "... <i>crossed her mind</i>".</p>
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#### 7. Siti Apriani

STUDENTS' WRITING	THE TYPES OF ERRORS IN WRITING	THE EXPLANATION
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<p>I have a female friend he named Tanti Julianti, he has personality very jolly, the pereson is beautiful but sometimes very annoying because he was to chatty.</p> <p>He was a good man but he always teased mewith a song, he had a posture that is not too high and not too short can say is the tall (there feet not up) but it was funny because he cuteness i often giggle.</p> <p>So enough from me</p> <p>Wassallam.</p>	<p>Addition, Misordering Number of error: 7 errors</p>	<p>There are two types or error found in Siti Aprianis' writing. But such as Fitri Setiawati, many repetition of errors found in the writing made by Siti Apriani. Many repetition errors made Siti Apriani in using pronoun of the third person singular.</p> <p>In the first sentence of the article, Fitri explained that if she had a female friend, but in a sentence so on, the pronoun for the third person singular is used by Fitri is a pronoun for the third person singular male (He), should Fitri using the pronoun for third</p>
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		person women (She).
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## 8. Siti Nuraeni

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>I have a friend, she is beautiful girls. Her name Sulfhia Fitri Fadhilah. Usually call Sulfia. She has a little body but high. She has uncommunicative and her have some hobby, play badminton and cooking she has eyes big and brown. Her culry hair. She likes study IPA and English better than fisika because her wish a doctor.</p>	<p>Omission, Misformation, Misordering. Number of error: 5 errors</p>	<p>There are three types of errors found in the writings of Siti Nuraeni. Those are omission, misformation, misordering. Errors seen in the first paragraph. Siti Nuraeni wrote "<i>Her name Sulfhia</i>". It is grammatically incorrect form. Supposedly "<i>Her name is Sulfhia</i>".</p>

## 9. Sulfhia F.F

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>I am like it is she st nuraeni cooking to eat dilicious, and people nice, hard word, and easy to get along he did not look poor or rich, Her man not easily discouraged always confident and the spirit of learning well enough once.</p> <p>He she anei people stout because waste food, it is my hobby to eat and like singing, ideal he's businessmen, and usually called fat, i</p>	<p>Addition, Omission, Misformation, Misordering. Number of error: 12 errors</p>	<p>Too many errors found in posts made by Sulfhia. All types of errors can be found in the writings of two paragraphs.</p> <p>Errors can already be found since the writing of the first sentence.</p> <p>Sulfhia writes <i>"I am like it is she st Nuraeni cooking to eat dilicious"</i>.</p> <p>Maybe that meant by Sulfhia is <i>"I like Siti Nuraenis' cooking, it's delicious."</i></p>

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## 10. Sutihat

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
<p>I have a friend she woman Her name is pure Fitri Setyawati He is called Fitri. He was a good man like helping a friend of his own. She is also beautiful. But she has a bad trait that is rather against the teacher and hers jolly and cute. I thin he's the type to hang otu with anyone because he was her cool sense</p>	<p>Addition, Omission, Misformation, Misordering. Number of error: 12 errors</p>	<p>All types of errorss found in an article written by Sutihat, most is Misordering. Error has been seen since the first sentence. Dewi wrote, "<i>I have a friend she women</i>". This sentence grammatically wrong. The sentence should be "<i>I have friend, she is woman</i>".</p>



of humor, her daily life at home often helps booth the parents who can not see his parents. Especially his mother hard enough so i told my friend nature thanks		
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## 11. Tanti Y

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
I have A good woman friend but he was very taciturn he named siti apiani. He has a personality that is very very quit. But he was very funny because of her innocence.	Addition, omission, misformation, misordering. Number of error: 10 errors.	Many repetition of errors found in the writing made by Tanti Yulianti. Many repetition errors made Tanti in using pronoun of the third person singular. In the first sentence of the article, Tanti

<p>He was a lovely woman and black sweet and he also frequently accompanied me to vent.</p> <p>Apri was highbut he did not have a posture like me (alamahoy) he had long hair and straght and i like to mak friends with him so many of my gratitude wasalam.</p> <p>“no words capable of separately sopken again about him because he’s my good friend”</p>		<p>explained that if she has a female friend, but in a sentence so on, the pronoun for the third person singular is used by Tanti is a pronoun for the third person singular male (He), should Tanti using the pronoun for third person women (She).</p> <p><i>“He has a personality that is very very quit”</i>, it’s grammatically wrong, Tanti should write <i>“she has a quite well personality”</i></p>
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## 12. Umi

STUDENTS’ WRITING	THE TYPES OF ERRORS IN WRITING	THE EXPLANATION
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<p>I to have A friend women that named Dewi Melawati she a women that very beuatiful. Wild and cencorius but one very well. I like play with she. Dewi melawati that very well. Which has a fairly high body she is very noisy when chatting together friend but i am very happy to meet with him. He ith its people enjoy and people do not know her very shy. So enough from me “no words capable of saporately spoken again</p>	<p>Addition, Omission, Misformation, Misordering Number of error: 12 errors</p>	<p>Empat tipe kesalahan ditemukan dalam tulisan Umi. Bahkan sejak kalimat pertama di paragraf pertama kesalahan tersebut telah ditemukan.</p> <p>Di paragraf dan kalimat pertama Umi menulis, “<i>I to have A friend women that named Dewi Melawati she a woman that very beautiful</i>”. Tentu secara gramatikal kalimat tersebut salah. Dalam kalimat tersebut pun terdapat lebih dari satu tipe kesalahan.</p> <p>Seharusnya kalimat yang ditulis Umi adalah “<i>I have female friend, her</i></p>
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about him because he's my good friend"		<i>name is Dewi Melawati, she was very beautiful woman".</i>
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## 13. Windi Kurnia Ningsih

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
I have a beautiful friend. My best friend is a beautiful person. his name Rinrin. A.M. she has curly hair and black. She is very nice. and very friendly. She loves to help people. and she very like fruite durian. She has the little body contain. and she has too face the sweet. She is form the fun divide each	Addition, Misordering, Misformation. Number of error: 8 errors	There are three types of errorss made Windi in his writings. Errors can be seen from the many structural elements of the sentence or other grammatically. Windi many do not use capital letters even though the word is the beginning of a sentence. Besides it, Windi was wrong in using the possessive pronoun. Windi wrote " <i>His name Rinrin</i>

people. I love my best friend. because you are friend true me.		<i>A.M" should "Her name is Rinrin A.M".</i>
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## 14. Wiwin

<b>STUDENTS' WRITING</b>	<b>THE TYPES OF ERRORS IN WRITING</b>	<b>THE EXPLANATION</b>
My friend's Dewi Sinta Dewi Sinta my best friends. People beautiful and good and solictary and polite, and body hight. Dewi Sinta pens bolliwod actor Ishani and ranveer and the hobby selfy and diligent clean class and doughter	Addition, Omission, Misordering, Misformation. Number of error: 9 errors.	Four types of errors found in the Wiwins' writing. Most are misformation. Wiwin also add a word that should not be there and eliminate that supposedly exist. For example in the sentence " <i>Dewi Sinta my best friend, people bautifull</i> " should Wiwin wrote " <i>Dewi Sinta is my best friend, she is a beautiful</i> ".

youngest, and dewi sinta is treasurer in class and people emotional, merry and like laugh.		
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Previously, the author told, to analyze students' personality type category, the authors use the gauge Big Five Inventory (BFI) developed by John. In processing the calculation of the test results, the BFI using a Likert scale. And the result of BFI indicates, five of 14 students in Agreeableness, three in Neouriticsm and Openness, two in Conscientiousness, and the last one in Extraversion.

Here is the test results:

<b>NO</b>	<b>NAME</b>	<b>E</b>	<b>A</b>	<b>C</b>	<b>N</b>	<b>O</b>	<b>CATEGORY</b>
1	Dewi M	21	29	17	15	21	A
2	Dewi Sinta	19	25	24	15	22	A
3	Fitriani	16	28	25	18	25	A
4	Fitri S	21	20	22	11	26	O
5	M. Rusmani	17	23	25	20	24	C
6	Rinrin, A.M	20	17	18	19	21	O
7	Siti Apriani	11	20	22	18	21	C
8	Siti Nuraeni	26	23	19	16	25	E
9	Sulfhia F.F	15	15	19	19	19	N
10	Sutihat	19	23	22	19	22	A
11	Tanti Y	24	24	20	21	26	O

12	Umi	21	24	19	20	21	A
13	Windi K	15	22	19	27	21	N
14	Wiwin	16	21	21	22	21	N
<b>TOTAL</b>		<b>1</b>	<b>5</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>14</b>

## B. Describing the Frequency of Errors

The next step after identifying and classifying students' errors is describing the frequency of errors based on the result of computation. As stated in chapter III, in analyzing the data, the writer use a percentage correction technique by using teh formula as the follow:

$$\text{Error Percentage (\%)} = \frac{\text{The Number of Error Each Category}}{\text{The Total Error of The Number}} \times 100$$

As stated at the previous page, the errors are classified into four types namely, omission, addition, misformation, and misordering. The distribution of the errors in each type percentage will be presented in the table bellow:

**Table 1: The Number of Errors Based on Type Errors**

No	Type Of Errors	Number Of Errors
1	Omission	21
2	Addition	15
3	Misformation	26
4	Misordering	58
Total		120

**Table 2: The Percentage of Each Type of Errors**

No	Type Of Errors	Number Of Errors	Percentage (%)
1	Omission	21	17.5 %
2	Addition	15	12.5 %
3	Misformation	26	22 %
4	Misordering	58	48 %
Total		120	100 %

The table above shows that misordering errors have the highest percentage (48 %). It is followed by misformation errors (22 %), omission errors (17.5 %), and addition errors (12.5 %).

The majority of errors in the misordering category made by students lies in the use of pronouns. Students are still have a lot of wrong in using the third singular pronoun male or female. Students also made many errors in using possessive pronoun.

Meanwhile, such as stated by writer previously, besides using error analysis approach, the writer also using students personalities approach. The author tries to discuss is there any correlation between the personality of students with academic values in this case the students' writing products. The author uses this approach because it strengthened if the competence of students is always associated with the intelligence of students who have been endowed by God or that is formed in accordance with the genes of both parents.

The distribution of the errors in each type precentage will be presented in the table bellow:



**Table 3: The Percentage of errors based on students personality**

No	Student Personality	Number Of Errors	Number Of Students	Mean Of Errors	Percentage (%)
1	Extraversion	5	1	5	4 %
2	Agreeableness	47	5	9.4	39 %
3	Neuroticism	29	3	9.6	24 %
4	Openness	27	3	9	23 %
5	Conscientiousness	12	2	6	10 %
	Total	120	14	8.5	100 %

Generally, the table above shows that number of errors related to Agreeableness has the highest percentage (39 %). It is followed by Neuroticism (24 %), Openness (23 %), Conscientiousness (10 %) and Extraversion (5 %).

But, refers number of mean errors, Neuroticism has the highest number by 9.6 errors. It is followed by Agreeableness by 9.4 errors, Openness 9 errors, Conscientiousness 6 errors, and Extraversion 5 errors.

### **C. The Exposure On the Subject of Study**

The exposure of table above shows, from the 14 students who became the object of the study authors, all of them made a error in writing the descriptive text. From the four types of errors (Addition, Omission, Misordering, and Misformation), the type of error that is most commonly found as many as 58 errors misordering. While the other three types of errors, as much as 26 misformation error, omission 21 errors, and Addition 15 errors.

The majority of errors in the misordering category made by students lies in the use of pronouns. Students are still have a lot of wrong in using the third singular pronoun male or female. Students also made many errors in using possessive pronoun.

Based on English teacher's explanations, the whole theory used in writing the descriptive text has been studied by the students, in fact, according to the teacher, several theories have been given since junior high school.

The persistence of the mistakes made by students, the author analysis, the majority of students have forgotten some theories they have learned. It was seen from the misplacement of sentence formulation. For example, structurally correct sentences that the students made, but students seem to have misplaced word, which is supposed to show the female pronoun used by students, but the pronouns for male use.

Besides having forgetfulness students to some theories, the errors made by the students most likely also due to the unfamiliarity of students to such theories. It was seen from irregularity structure descriptive writing students and the use of theory. For example in the text, students use two at the same pronoun (he and she). Then construction descriptive text any less true.

Then, in terms of personality of students, from five types of personality of students (Openness, Extraversion, Conscientiousness, Agreeableness, and Neuroticism), on average, students who entered in Neuroticism personality type that makes most errors with a total of 9.6 errors. But in the total number of errors, Agreeableness personality type most widely by the number 47 errors in the 120

error (39%). The amount contributed by the five students who entered the personality type.

Three students who entered in Neuroticism personality types make errors as much as 29 errors, this figure who on average make these types of students in the highest number of errors.

A positive value shown by a student included in Extraversion personality type. From the descriptive text, there are only five errors. With this, both the number of errors as a whole, as well as a number average, this student is the least wrongdoing.

The authors assess the results of this study should be used as an evaluation for teachers and other education personnel. It is considered necessary to improve student academic achievement, especially in the subjects of English.

Because of the results of this study the authors found some important things related to teaching, learning and student achievement academic value. One of the most important is, the negative stigma against students who get bad value in subjects. The problem, the stigma was made unilaterally without analyzing the cause of students' achievement.

Either recognized or not, as long as this time (especially in schools that became a study authors), which shall be responsible for the low grades achieved by students is the students themselves. With a wide range of stigma, such as stupid students, stubborn students, lazy students, and another bad designation.

After doing research, according to the authors' opinion, it should be evaluated. Students may only be responsible for achievement of academic value, but not alone. There are others who must also take responsibility. They are the subject teachers.

Because the value of students' academic achievement however is the result of educational interaction between teachers and students.

Sardiman A.M through his book explains, educational interaction is the interaction that takes place in a bond for the purpose of learning. Therefore, educational interaction needs to be distinguished from other forms of interaction. More specific sense in the field of teaching, known for their teaching and learning interaction term. In other words, what is called educational interaction, in particular is a learning interaction.<sup>42</sup>

For furthermore Sardiman A.M explaining, learning interaction contains a meaning of their activities interaction of instructor or teacher who carry out the task of teaching on the one hand, with the learners (students, pupils / subject of study) who are conducting learning activities on the other hand. Interaction between teachers with learners, expected to be the motivation process. That is, how in the interaction process the teacher is able to provide and develop motivation and reinforcement to students to perform optimally learning activities.

In connection with the matter above, it should be stressed that the principle of teaching is to facilitate and provide motivation of learning activities. So the teacher has a duty to provide facilities or convenience for a student learning activities. So, many issues that must be considered by the teacher, for example, how the teacher should be able to guide or direct the students' learning in order to achieve the expected goal of education; How can the form of guidance or direction mainly to deal with large numbers of students.

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<sup>42</sup> Sardiman A.M. *“Interaksi dan Motivasi Belajar Mengajar”* (Jakarta: Rajawali Pers, 2014), 1.

With these explanations, the authors assess, students and teachers have equal responsibility of the achievements of student academic value. Because as has been explained previously that these achievements are the result of the educational interaction between students and teachers. If there is any question, who is responsible for this, the authors will answer the teacher. Why? Sardiman again explained, the interaction will always be linked with the term communication or relationship. The communication process is known there is an element communicants and communicators.

The correlation between communicators with communicant usually because encounters something, which is known by the term "message". Then to convey or contacting the necessary message needs the media or channels. So the elements involved in the communication are: a communicator, communicant, messages and channels or media. So is the correlation between human with another one, the four elements to the process of communication that will always be there.<sup>43</sup>

Referring to the explanation, the low academic achievement of students value may be caused by media or methods used by teachers in teaching. This was confirmed by Arif S. Sadiman. In his book written together with other educational experts, Arif S. Sadiman told, teachers and educational media should work together in providing ease of learning for students.<sup>44</sup>

Related educational interaction that have an influence on the value of student academic achievement, Arif S. Sadiman

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<sup>43</sup> Sardiman A.M. "*Interaksi dan Motivasi Belajar Mengajar*" 6

<sup>44</sup> Arif S. Sadiman, *et al*, "*Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*", (Depok: Rajawali Pers, 2012), 11.

explained, the learning process is essentially a process of communication, namely the process of delivering a message from the message source via a channel or a particular medium to the message recipient. Message, the message source is the channel or media and the recipient are the components of the communication process. Message to be communicated is the teaching materials or education in the curriculum. Source of the message, can be a teacher, student, others or author and media producer. The channel is the medium of education.<sup>45</sup>

Arif S. Sadiman illustrates, Master A was upset because the energy is almost all gone, a widely used and the sound was almost lost from the throat but his students did not understand what He explained. Then he asked, who is the stupid? He or his students. When asked a simple question of 40 students only two are right, half less precise answer, while the rest are wrong. They answered nonsensical. If the teacher only asked who is the stupid, it still better than it has been decided that the students are stupid.

Recognized or not, Arif S. Sadiman illustration above is still a lot going on in our education. The author does not rate it occurs in all educational institutions in Indonesia, but the authors believe, in most of the educational institutions it still going on. One was in a writer doing research, and in school writer ever entered while was in primary school to secondary. Teachers easily say the student is stupid if he can not understand the lesson and answer the question.

Referring to the explanation, a joint evaluation properly is needs to be done so that education could be better and expected.

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<sup>45</sup> Arif S. Sadiman, *et al*, “*Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*”, 11.

In connection with the matter above, it should be stressed that the principle of teaching is to facilitate and provide motivation of learning activities. So the teacher has a duty to provide facilities or convenience for a student learning activities. So, many issues that must be considered by the teacher, for example, how the teacher should be able to guide or direct the students' learning in order to achieve the expected goal of education; How can the form of guidance or direction mainly to deal with large numbers of students.

The correlation between communicators with communicant usually because encounters something, which is known by the term "message". Then to convey or contacting the necessary message needs the media or channels. So the elements involved in the communication are: a communicator, communicant, messages and channels or media. So is the correlation between human with another one, the four elements to the process of communication that will always be there.

Furthermore, in his book written together with other educational experts, Arif S. Sadiman told, teachers and educational media should work together in providing ease of learning for students. Related educational interaction that have an influence on the value of student academic achievement, Arif S. Sadiman explained, the learning process is essentially a process of communication, namely the process of delivering a message from the message source via a channel or a particular medium to the message recipient. Message, the message source is the channel or media and the recipient are the components of the communication process. Message to be communicated is the teaching materials or education in the curriculum. Source of the message, can be a

teacher, student, others or author and media producer. The channel is the medium of education.

Based on the theory advanced by the experts above, the teacher as a messenger needs to provide a medium that can facilitate students as recipients of the message to receive the message. And that happened in the place of the study authors, the provision of media that can facilitate students receive a message (in this case is the lesson) is still quite lacking.

From the result of interviews conducted by the author with subject teachers of English in the school where the author conducted the research, found that teacher generalizing the student. That is, the teacher assumes that all students can receive lessons with the same media and method. So the result was exactly like the illustrations that have been described by Arif S. Sadiman above. From 18 students, only a few students are able to receive lessons, even when accumulated in one test (which became the instrument of the study authors) all students made mistakes which show that the lessons delivered by teacher can not be accepted by the students well.

Learning about the importance of media and its influence on students' academic achievement grades, Arif S. Sadiman explained, the media initially only considered as a tool for teachers to teach. The tools used are visual aids, such as pictures, models, objects and other tools that can provide concrete experience, motivation to learn and enhance absorption and retention of student learning. But unfortunately, because it is too focused on the visual aids he uses the less attention to aspects of design, production and evaluation of learning development. With the influence of audio technology around the middle of the 20th century, a visual tool to



concretize this doctrine is equipped with audio equipment so that we know their audio-visual tools.<sup>46</sup>

Various tools can be used by teachers to deliver the learning message to the student through sight and hearing to avoid verbalism is still possible if only used visual aids alone.

In the late 1950s, the theory of communication began to affect the use of audio visual aids, so in addition to the media as a tool also acts as a conduit messages or information learned. Since then, the audio-visual tools not only viewed as a tool for teachers, but also as a means of channeling the message or media. This theory is very important in the use of media for learning activities. However, according to Arif there are other things that also need attention, ie, factors of students who become a major component in the learning process.

Citing the teachings of B.F. Skinner related to student behavior theory, Arif explained the theory affect the use of media in learning activities. Theory encourage people to pay more attention to students in the learning process. According to this theory, to educate is to change student behavior. This change in behavior should be embedded in students so that was customary. So that such behavior was customary, any changes towards the desired behavior should be the strengthening of the notification that the behavior is exactly correct.

Related media of learning itself, Rudy Bretz, identifying the main characteristic of the media into three main elements, namely sound, visual and motion. Visual divided into three namely images, lines and symbols that constitute a continuum of forms that can be

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<sup>46</sup> Arif S. Sadiman, *et al*, "Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya", 8

captured by the sense of sight. In addition, Bretz also distinguishes between media broadcasting and recording media so that there are eight classifications media. They are: 1) The audio-visual media motion, 2) audio-visual media silence, 3) audio media semi-motion, 4) visual media motion, 5) visual media silence, 6) media semi-motion, 7) media audio and 8) print media.

Of the exposure, a lot of media that can be used by teachers in the learning process, so that it can facilitate the students, regardless of any personality, receiving lessons as expected. For example, students who have openness personality in our everyday environment possible is a concrete example of the artist. In this case students who have paid more attention to the things that intersect with art. So that the students can easily accept the lesson, it might be worthwhile, teachers can use the ways of art to convey a lesson, for example, using a musical instrument, involving the student directly.

Still based on some the above explanation, the authors assess the teacher is supposed to be more creative in preparing instructional media to be used in the learning process. Of course, learning media is tailored to the personality of students. It is deemed difficult and require more thought, but that's the work of teachers. Not easy, and requires more thought and effort. To be sure, authors assess the difficulties and sacrifices that are the biggest reason why for a job as a teacher called noble job.

## CHAPTER V

### CLOSING

#### A. Conclusions

Based on writers' study about "An Error Analysis On Students' Writing Descriptive Text At Putra Tama Mandiri Vocational School (Approach To Student Personality) (A Case Study At Student of 12th Class of Putra Tama Mandiri Vocational School, Kopo, Serang, Banten)" the writer conclude that:

1. Students made errors in writing the descriptive text. It is seen from the descriptive writing that has been created by students. Judging grammatically, some wording to the sentence written by students are incorrect grammatically.
2. Judging from the number of errors in the writing of descriptive text, overall, the most common errors made by students is Misordering. Of the 18 students, Misordering error 157 errors. The second largest is Misformation with 122 errors, furthermore, some 120 Omission errors, and the last is Addition a total of 112 errors.
3. Generally, there are two factor caused the errors on students' writing. The first, students' understanding of mother thongue and the second, understanding of structure and system theory of language two or target.
4. The differentiation structure of mother tongue with the target of language may affect to the students' writing products, which

became the cause of students made a mistake in writing the descriptive text.

5. Students have forgotten or do not understand some basic formulas Gramer they have learned, for example, the use of the word used to indicate the male / female, or use simple tenses.
6. Percentage of mistakes made by students in writing the descriptive text are, 23% Omission, 22% Addition, 24% Misformation, and 31% Misordering.
7. Students' personality have a significant impact on students' academic achievement, this refers to the number of errors in the students' writing descriptive text which subsequently adjusted to the type of students' personality.
8. In terms of the type of students personality, four students who entered in extraversion personality types make mistakes as much as 24 errors. Two students who entered agreeableness personality types make mistakes as much as 22 errors. 5 students who entered in neuroticism personality types make mistakes as much as 32 errors, then 4 students who fall into personality types openness not do the job at all so the authors conclude if the student made a mistake in the whole text. And lastly, the three students who entered in conscientiousness personality types make mistakes as much as 33 mistakes.
9. Refers to the average error, students who fall into personality types openness do most of the error, followed by agreeableness, conscientiousness, extraversion and neuroticism.

## **B. Suggestions**

Based on analyzing result of the students' error in writing descriptive text, it can prepare what the best strategies to be used for students, so the can not make errors anymore. So with the teacher. Based on coclusion has formulated abvoe, the writer would like to give suggestions as follow:

1. The students follow the directions given by the teacher and pay attention to any subject matter.
2. The students should frequently reread the subject matter that has been given by the teacher.
3. The student has to comprehend the content of descriptive text writing especially the grammar.
4. The student has to comprehend the form and some criteria of descriptive text.
5. The student may join english club or course in order improving their knowledge.
6. The teacher pay attention to the most students' errors in writing descriptive text.
7. The teacher pay attention to the students personality.
8. The teacher must explain grammar clearly and have the appropriate learning strategy in order to make the students understand about the material.
9. The teacher must be more creative in teaching English.
10. The teacher should give extension lesson to the students that often do error, by giving them many exercises in order they have competence in understanding grammar.

11. The teachers should carry out a personal approach to students who often get to make mistakes or difficult to absorb the subject material.
12. The institution should create the language laboratory in order to support the teaching process.
13. The institution creates environmental conditions favorable for foreign language proficiency.