
Research Article

Morphological and Syntactical Aspect on Student's Descriptive Composition

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Abstract: This research aims to analyse morphological and syntactical aspect on student's descriptive composition. Descriptive qualitative is used as a method in this research. It was conducted at SMK Telekomunikasi Telesandi Bekasi and SMK Tridaya Bekasi. The 60 sample was gained through random sampling technique. Student's descriptive composition documents as the research instrument. The technique of collecting data on this research used content analysis that was acquired from the students' writing product. The result of the research are: the highest frequency of error in morphological aspect is in Omission errors which consist of 98 errors (50%). The second place is Misformation error which consist of 70 errors (34,73%). The third place is Addition error 29 errors (14,74%). The lowest is Misordering error 0 error (0%). There is no any Misordering error found on students' descriptive composition. The details errors is categorized by inflectional error 35,02%, noun error 18,27%, adverb 12,18%, copula (be) 6,59%, adjective 5,07%, derivational 5,07%, preposition 4,56%, conjunction 3,55%, pronoun 2,53%, verb 2,03%, determiner 0,50% and superlative 0,50%. After counting the errors, the total numbers of errors are 160 errors in syntactical aspect. The highest frequency of error is in Omission errors which consist of 72 errors (45%). The second place is Misformation error which consist of 41 errors (25,62%). The third place of errors is Misordering. The total number errors are 24 errors (15%). The lowest errors made by students is addition error. The total number errors are 23 (14,37%). The errors in syntactical aspect are categorized by noun phrase 22,01%, passive voice 20%, simple sentence 19,37%, compound sentence 14,37%, complex sentence 10,62%, prepositional phrase 7,50%, adjective phrase 3,14%, and tenses 2,50%.

Key Words: Morphological Aspect; Syntactical Aspect; Descriptive Text; Error Analysis

Introduction

Language is an important tool in human life. Language is a means of communication used by humans in the process of interaction. It is also a means of communication between community members in the form of symbols sound produced by human speech. Language refers to a tool used to form thoughts, ideas, feelings, and desires of the speakers. It means, to speak in daily life and to carry out communication activities is the use of language. The use of language must be acceptable to the interlocutor.

It is widely accepted that English plays an important role in communication as it is used in all aspects of life. Because it is used as the primary language by the majority of nations worldwide. English is a language that is spoken by everyone. Mastering English will also enable people to communicate all over the world. Since English is a widely used business language, speaking it well helps one compete effectively. Having strong English abilities, being competitive, and adding self-worth. Learning English has benefits more than for communicating. It becomes a universal language used in almost all companies both in domestic and abroad. It means, by mastering English, it is easy to be accepted to work in domestic and abroad. Furthermore, to get abroad scholarship, to become a translator, and to be a basic language to learn other language in the world.



As one of international language, English indirectly occupies a strong position in Indonesian education world. Almost science and technology in every field written in English. In fact, why learning English is so important is many scientific journals are also written in English. As we know, million people use the internet everyday in their life. More than half contents on the internet are written in English. Knowing how to read in English will enable people to access billions of pages of information. Otherwise, people who have low proficiency in English will find difficulties both in reading scientific journals, discourses and information in English. So, it is clear that mastering English is very important as a support for digital activities.

The global community of the Industrial Revolution 4.0 is no longer separated by distance and time due to the rapid developments in the field of information technology. The only one bring proficiency in foreign languages, especially English, and door for Indonesian people to interact and become world citizens. This aspect is one of the main considerations that English and other foreign languages should be taught in schools. A copy of the attachment to the Regulation of the Minister of Education Number 69 of 2013 stated, “development of creative and cultural industries and education at the international level as basic skills of English subjects in middle and high school. To learn English as the language of communication international embodied in the spirit study”. The one international language that is particularly important to study or learn is English. Several nations, most particularly nations that are part of the English-speaking colonial empire, view English as the second language that must be learned after the native language of the country concerned. It means, English is very important to be learned at school in order to be able to have international communication.

Despite being a foreign language in Indonesia, English nevertheless holds a significant position in society. This is quite clear in Indonesian higher education. English is the only language that is taught to students from kindergarten through upper-level college. According to the 1994 curriculum, the government began introducing English to students in Elementary school. Since the introduction of the aforementioned curriculum, the study of English language has been a requirement for students in fourth grade of elementary school. Although the 2013 Indonesian curriculum has already been implemented in elementary school, it does not necessarily mean that English language instruction is being discontinued in schools. The school still has the option of offering English language instruction through an extracurricular program.

English learners are divided into two, which called Foreign Language Learners and Second Language Learners. The difference can be seen from which country these learners study English. A Foreign Language Learner is an English learner who only learns the language in school. It is not used in daily activity. Furthermore, Second Language Learner is a learner of English in school and also used in daily life as a communication tool. Indonesian uses English as Foreign Language (EFL) taught in school.

Learning English is a process that connects all English language skills (listening, reading, writing, speaking, and grammar). Listening and reading are considered receptive skills, while writing and speaking are considered productive skills. All language skills should be included when developing students' writing skills. The aim of mastering the skills are students will learn as soon as they can confidently express their thoughts to one another. In fact, the English rule turns out to be quite complicated because of language features such as sentences.

Fluency in English is used to make effective communication. English becomes more difficult when students are asked to speak in English or write essays. Composition is considered the most difficult academic task for many students. Essay writing is a complex activity that involves the mechanics of writing, including handwriting, spelling, and basic language skills. These include cognitive, metacognitive, autoregulation, and motivational aspects.

A successful learning in school is depends on writing skills. Therefore, learning to write is a higher priority than other language skills and must be acquired by children early in school life. Teachers should encourage creativity (brainstorming) in students to improve their ideas and document them in writing. In high-level language learning, not only listening, speaking, reading and writing, but also writing skills must be taught proportionally. The importance of students' writing skills, attention needs to be developed and maintained. The government also seeks to increase student creativity through regular writing competitions for students from

high school to university. This event will be a great opportunity to make slime further to increase students' interest in writing.

Writing is one of productive skills in language learning. The writing activity is different from other activities. It is less spontaneous but more permanent since it takes much time and concentrated practice. There are a number of language aspects involved such as model texts, grammatical structure, spell-check, punctuation and prepositions that play an imperative role in writing English. Harmer (2002:255) proposed, "writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation." It means, writing offers opportunities to increase students' vocabulary, knowledge of grammar and develops their understanding of how things are expressed and how well students' message is understood in the written form.

To achieve good writing performance, students should understand the structure of the language and able to learn the rules of writing, so the writing output will be a good writing. The students should have knowledge of morphology, syntax, and lexicology to help them understand the process of good sentence formation. The skills acquired on their own after a long time learning of a language itself.

Since the structural differences between Indonesian and English are able to cause students to make some grammatical errors especially in morphology and syntax, students should also learn the grammar. Grammar is divided into two terms referred as morphology and syntax as declared by James (1998:154) descriptive linguistics has historically been mentioned within the term of morphology and syntax, the previous handling morphology, the later handling structure larger than word. So, these two term have completely different comprehension.

Syntax and morphology are linguistic fields that students must master to improve their English skills, especially their writing skills. Syntax is the study of the principles and processes of constructing sentences in a particular language. The study of the syntax of a particular language aims to establish a grammar that can be seen as a kind of means for generating sentences in the language being analyzed. Syntax is basically a sentence structure. Sentences must follow certain structural rules to make sense. In conclusion, syntax is the study of how words are put together to form a sentence. Furthermore, morphology is the identification, analysis, and description of the structure of morphemes in certain languages and other linguistic units. In linguistics, morphology refers to the mental system involved in word formation, or the branch of linguistics that deals with words, their internal structure and formation. In conclusion, morphology is the science that studies the structure of words and their formation.

Students who do not have knowledge of writing rules will have difficulty in writing essays. Both syntactical and morphological are problems encountered by students in writing an essay. They tend to make some mistakes in writing. As we know, foreign language has its own rules and different from the learner's native language. Errors often occur when writing by students who are not focused and are not aware when writing essays. Likewise, the students often use the way of thinking and concept from their native language to express their idea in English as well.

In general, learning English for Indonesians means learning as a foreign language. Mechanistically mastery and knowledge of the first grammar will bring strength to the target language so as a consequently errors raised in making a sentence. Analyzing students' error is important to be learnt. It is because the student's learning English is still affected by their mother tongue. In other perspective, students' error may be caused by interlingual errors which are related to the native language, whereas intralingual errors are those which are due to the language being learned. It is inseparable from efforts to overcome the influence of the original language from language learning theory. A student will use his or her previous experience with the language to facilitate the process of learning a second language.

Having known the definition of grammar, it is not hard for students to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learnt the language. Besides, it seems impossible to learn a language without learning the grammar because it tells how to use the language.

Descriptive composition text is one of English genre text that learnt in the school. It tells how something looks, feels, smells, tastes, or sounds. A good description is a word picture. The reader can imagine objects, places, or people in his mind. Descriptive is an activity to describe something in detail in an interesting

way. It is a verbal description of a person, place, and object. When people describe something or someone through essay writing, they try to appear as real as possible which can attract the reader's censorship. Sensory language includes the five senses; sight, smell, taste, and touch. People will describe through the sense of sight for the first time about the objects they seen.

Mistakes are what learners usually do when learning a language. The cultural differences between the learners and the target language they are learning are the most damaging points when it comes to making learners make mistakes or error. Harmer (2007:211) proposed that mistake can be divided into three categories. The first is slip. This is kind of mistake which student can correct themselves, once the mistake has been pointed out to them. Second is error. The Mistake which they cannot correct themselves. They do not realize and know which one is the error. The last is attempt. This mistake occurs when learners try to say something but do not know yet how to say it. From the explanation, we can know the different between the three kinds of mistakes.

Errors do not always give bad impact to the students and the teacher in teaching learning process. Analyzing the learners' errors provide much information about the system of the language that learners have already acquired. That information is useful to improve teaching learning process. English school students usually make various kinds of mistakes when writing compositions. They make this mistake for several reasons. It was mainly because they had no knowledge of it. Serious research needs to be done to find out what they often do. It is hoped that can find a remedial to fix the problem. By doing error analysis can be useful device both at the beginning and during the stages of foreign language teaching. Furthermore, analysis error is needed to find problems and find solutions. The research can be an invaluable solution for both teachers and students. It can be a source for some reviews to improve students' writing skills. Students can learn from it and realize the mistake. As a result, it may be better to become an English writer. Writing has complex part to build. So, the writer gives the limitation area to analyze students' error in morphological and syntactical area and surface strategy taxonomy (Omission, Addition, Misformation and Misordering).

By analyzing the errors in morphological and syntactical aspect, hopes that errors done by learners can be corrected so the errors in writing descriptive text won't be occurred again and the learners can make correct descriptive composition. Referred to the problem, the purpose of this research is to analyze morphological and syntactical aspect on student's writing descriptive composition.

Method

This research used descriptive qualitative as the method of the research. According to Donal (2002:426), "qualitative research is to gain an understanding of some groups or more phenomena in its natural setting." It means that both individual and collective phenomena are explained through qualitative research. The study's subject is not given any special treatment in order to gather information on the factual situation.

According to Travers. Rommel's R (2016:4), descriptive analysis tries to explain what already exists and pave the way for new discoveries. Including to collect data related to products, people, individuals, events and situations. The results are then organized, tabulated, presented and explained. This type of research design is often based on one or more research questions and does not follow structured research hypotheses.

The technique that is used in this research is content analysis (CA). It is a method applied in this study. Drisco & Maschi (2016:82) proposed, "qualitative content analysis as a set of technique for the systematic analysis of texts of many kinds, addressing not only manifest content but also the themes and core ideas found in the text as primary content." It implies that qualitative content analysis is a viable research technique for analyzing a variety of populations. In general, content analysis refers to a methodical approach for identifying and defining the meanings present in a variety of texts. This research uses content analysis as the research design. It is conducted by analyzing students' text and then interprets them by categorizing based on problem being studied. Descriptive text is used in this research to analyze errors in morphological and syntactical errors made by students.

The focus of this research is to analyze morphological and syntactical aspect on tenth grade student's in writing descriptive composition. Based on Dulay et al in James (2013:106-111) there would be four types of error under surface structure taxonomy which are Omission, Addition, Misformation, and Misordering.

Time of the research was done from March up to June 2023. The population of the research is all the 10th grade students of SMK Telekomunikasi Telesandi Bekasi and SMK Tridaya Bekasi. Using the Brewerton and Millward random sampling theory, the total sample taken from SMK Telekomunikasi Telesandi Bekasi and SMK Tridaya Bekasi is sixty (60) students.

In collecting the data, the writer used research instrument to gather data that is observation and documents. In this case, the document is in the form of the student's writing descriptive composition. Here are the steps that have done on this research: the researcher conducted this study in the following steps: preparing the topic for the students' writing descriptive composition, instructing the students to write descriptive composition as a guide and rules, analyzing the result of students' worksheet, recognizing morphological and syntactical errors in students descriptive composition, identifying the types of errors, correcting the incorrect sentence into the right one, describing error based on Dulay's theory, classifying the type of error based on the code, counting of errors based on the theory in morphological and syntactical aspects, calculating the proportion of each sort of error in the table and diagram, making conclusion accompanied by the result of percentage of error made by students.

Results and Discussion

Results

After getting all data, the writer will present the numbers of type of error on the table and figure so it will be easier to be read. Then the writer can analyze what is the cause of those errors occurs. The description of the total number and the percentage of the error made by students in morphological and syntactical errors on students' descriptive composition can be displayed below:

Tabel 1 The Result of Student's Descriptive Composition in Morphological Aspect

Linguistic Level	Kinds Of Error	Om	MF	Ad	Mo	Total	Percentage
Morphology	Inflectional	60		9		69	35,02%
	Noun	12	28	4		44	18, 27%
	Adverb	5	15	4		24	12,18%
	Copula Be	6	6	1		13	6,59%
	Adjective	2	6	2		10	5,07%
	Derivational	2	6	2		10	5,07%
	Preposition	4	3	2		9	4,56%
	Conjunction	3	2	2		7	3,55%
	Pronoun	1	2	2		5	2,53%
	Verb	1	2	1		4	2,03%
	Determiner	1				1	0,50%
	Superlative	1				1	0,50%
	Total	98	70	29	0	197	100%
Percentage		50%	35,53%	14,74%	0,00%	100%	

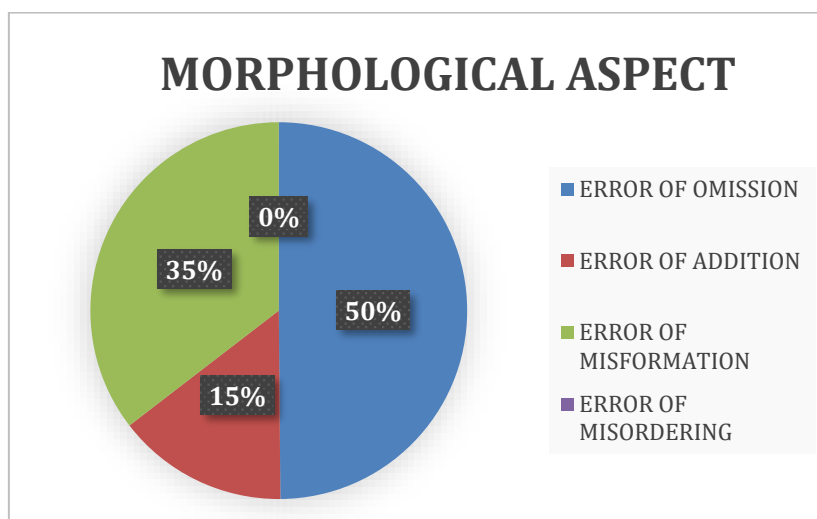
From the tables above, it can be seen that the total numbers of errors are 197, these errors are found in 60 of student's descriptive compositions. The errors can be classified into 12 categories of morphological aspect. These categories are: inflectional, derivational, noun, adjective, verb, conjunction, adverb, preposition,

determiner, copula be, determiner, and superlative. From the calculation above, it is known that the most type of errors in Morphological Aspect on Student's Descriptive Composition is in Omission error 98 (50%), it is followed by Misformation error 70 (35,5%), Addition error 29 (14,74%), and the lowest is in Misordering error 0 (0%).

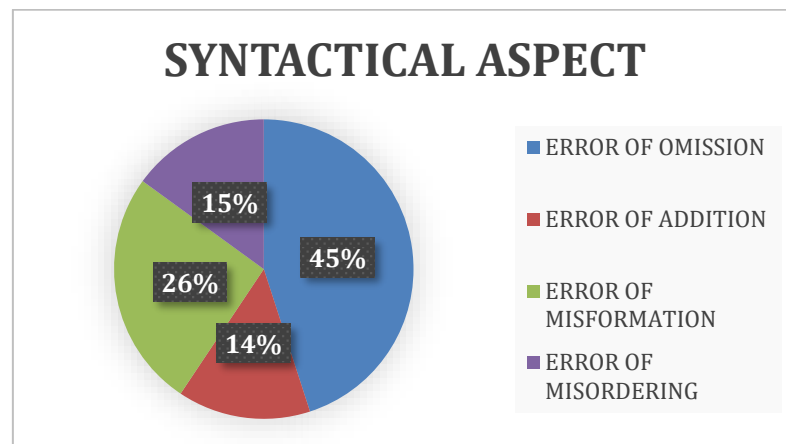
Tabel 2 The Result of Student's Descriptive Composition in Syntactical Aspect

Linguistic Level	Kinds Of Error	OM	Add	MF	MO	Total	Percentage
Syntax	Noun Phrase	14	1	5	6	36	22,01%
	Passive Voice	7	5	10		32	20,00%
	Simple Sentence	19	10	2		31	19,37%
	Compound Sentence	11	3	7	2	23	14,37%
	Complex Sentence	4	2	10	1	17	10,62%
	Prepositional Phrase	3	1	4	4	12	7,50%
	Adjective Phrase	2		2	1	5	3,14%
	Tenses			4			2,50%
	Total	72	23	41	24	160	100%
Percentage		45%	14,37%	25,62%	15%	100%	

From the tables above, it can be seen that the total numbers of errors are 160. These errors are found in 60 of student's descriptive compositions. From the calculation above, it is known that the most type of errors in Syntactical Aspect on Student's Descriptive Composition is in Omission error 72 (45%), it is followed by Misformation error 41 (25,62%), Misordering error 24 (15%), and the lowest is in Addition error 23 (14,37%).



Picture 1 Morphological Aspect on Student's Descriptive Composition



Picture 2 Syntactical Aspect on Student's Descriptive Composition

Discussion

The data of the research are collected from Descriptive composition made by tenth grade students of SMK Telekomunikasi Telesandi Bekasi and SMK Tridaya Bekasi. As stated in previous chapter, the researcher focuses to analyze about Morphological and Syntactical Aspect on Student's Descriptive Composition. For the further steps, the researcher analyzes and finds the error and also classified the errors into 4 surfaces taxonomy by Dulay (Omission, Addition, Misformation, and Misordering). After analyzing and classifying the data, the researcher found some errors made by students in Morphological and Syntactical Aspect on their compositions. The result of the errors can be described as follows:

Morphological Aspect on Student's Descriptive Composition

There are common errors made by students in Morphological Aspect on Student's Descriptive Composition. The total numbers of errors are 197 errors. The highest frequency of error is in Omission errors which is consist of 98 errors (50%). The highest errors are in inflectional morpheme and noun. The total errors are 60 from 98 total errors in inflectional morpheme. The researcher mostly found the students omit Bound Morpheme or omit suffix “-s” in plural noun. The countable nouns must be added by “-s” or “-es” if they indicate plural noun. The students mostly omit suffix ‘-s’ that should be put after the noun. Further, the same errors are frequently done by the students in writing the noun. The total errors are 12 from 98 total errors in error of omission. It can be caused by the lack of grammatical knowledge that the students have in learning English. Moreover, there is quantifier such as ‘many’ or ‘lots of’ in the sentence as a result the students still make errors. The students do not know when the noun becomes plural and when does the noun becomes singular. So, the errors are occurred in the sentences. The next omission error is in Copula (be). The total error is 6 from 98 omission errors. The students omit ‘to be’ even ‘be’ that should be write in the sentences. It becomes incomplete sentences if the students forget to put the copula (be). Next, omission error is happened in Adverb. The total errors in adverb is 24 from 98 omission error. In writing adverb, the students sometimes forget to put adverb in the sentence, even to write the complete name of adverb. The students make error in adverb of frequency, adverb of time, adverb of place. Next part is omission error in adjective. The total omission error in adjective is 10 from 98 omission error. In the area of adjective, the student makes incomplete adjective words in the sentences. So, it is meaningless if the students write incomplete adjective. Furthermore, the omission error is in the use of preposition. Omission error in preposition is 4 from 98 the total omission errors. The students forget to put the preposition that should be written in the sentences. It also makes the sentence is ambiguous. Further, the omission error is in the use of conjunction. There are 3 omission errors made by all the student from thee total 98 omission errors. The students do not use the conjunction to connect the noun, even the subject in the sentence. The next omission errors is in the part of determiner. The small percentage of errors in the use of determiner with 1 error from 98 errors of omission in the sentence. The student forgets to put determiner that should be in the sentence. An omission error is in the use of verb and it

is indicated by 1 error. The student does not write the verb that should be in the sentence so it becomes ambiguous and meaningless.

The second place is misformation error which consist of 70 errors (34,73%). There are common errors produced in writing noun and adverb. The total errors in writing noun is 28 from 70 errors in error of misformation. It can be seen that some students lack ability in writing noun. The students still confuse in writing some noun vocabularies so that the students write incorrect noun writing. Further, the total errors in the third place is in writing adverb. The total amount of the adverb errors are 15 from 70 errors in misformation error. The same cases is in derivational morpheme. There are 6 errors. The students are wrong to select the suitable derivational morpheme that should be attached in the main verb, noun, or adjective. Further, misformation error is in the area of adjective with 6 errors in the sentences. The students are wrong in using and selecting even writing the adjective in the sentences so they become meaningless. The same total errors is in the use of copula (be). The students are wrong in choosing the right copula (be) even in writing. The same cases that students are wrong in choosing the right preposition in the sentences. The total errors is 3 from 70 misformation errors. Misformation errors in using preposition is indicated by 2 errors. The students are wrong in choosing the right pronoun. It makes the readers confuse to mean the sentences.

The third place is addition error with 29 errors (14.74%). The researcher finds addition errors in students' composition. The errors are in inflectional morpheme. The total errors are 9 from 29 total errors in addition. The students mostly add suffix or bound morpheme '-ing' to put after the word 'to'. Mostly students also add bound morpheme '-ing' that should not be attached in the verb. Further, addition errors are in the part of noun and indicated by 4 errors in the students' compositions. The students add such as bound morpheme or suffix '-s' in writing noun meanwhile it is singular noun. Students also add double words in writing noun. It is caused by lack of knowledge in English grammatical and lack of vocabularies. The same total errors is in the use of adverb. The total error is 4 addition errors. Those are occurred when the students add adverb that should not be in the sentence. The students also do the errors by adding words in writing the adverb. The students also make errors in derivational morpheme. There are 2 misformation the area. It is indicated by suffixes which is included into derivational morpheme. The next is in the use of prepositional. The total errors are 2 in students' compositions. The students add double prepositions in the sentence. The students make 2 addition errors in pronoun and also conjunction. A students add pronoun that should not exist in the sentences and another student add double pronoun in the sentence. The last place is misordering error 0%. There is no misordering error found in students' composition.

Syntactical Aspect on Student's Descriptive Composition

There are common errors made by students in Syntactical Aspect on Student's Descriptive Composition. The total numbers of errors are 160 errors. The highest frequency of error is in Omission errors which is consist of 72 errors (45%). There are common errors produced in making simple sentence and passive voice. First errors of omission is in simple sentence. The total errors are 19 errors from 72 error of misformation. The students made incomplete sentences. In addition, the students did not write the subject and predicate even only 'subject' and 'predicate' itself in the sentence. To make a simple sentence, subject and predicate in the form of verb or linking verb must be exist in the sentence.

The second part of omission error that should become attention is the use of passive voice. The total errors are 17 from 72 errors. To form a passive sentence, 'to be' and 'past participle' must be added in the sentence. Thus, it can be concluded that omission errors in morphological aspect is the students omit subject, predicate in making simple sentence and also omit to be and past participle in passive form. The errors are regularly done by the students in making passive sentence. The problem indicates that students still have low knowledge and understanding in forming passive sentence.

Third part of omission error is noun phrase. The total errors are 14 errors. In forming noun phrase, sometimes the students make incomplete noun phrase by omitting the determiner, the noun itself, the suffix '-s', and '-est'.

The fourth place in omission error is in compound sentence. The total errors are 11 errors from 72 errors of misformation. The students made incomplete compound sentences. The students sometimes omit

subject and predicate not only in the first independent clause but also in the second clause. Furthermore, the students omit to write the conjunction that should be exist in compound sentence to connect the clauses. The fifth place is in complex sentence. The total errors are 4 from 72 errors of omission. The same cases is as forming compound sentence, the students omit subject, predicate not only in independent clause but also in dependent clause. The students also forget to put the conjunction or relative pronoun to connect the clauses and as a result the sentences are meaningless. The reason why the students make the errors are having the low understanding and knowledge in English grammar.

Error of omission is also occurred in prepositional phrase. The errors are in the sixth place with the total errors are 3. The students omit preposition that should be attached before the noun or place. The last part of omission error is in adjective phrase with the total errors are 2. The students make incomplete words to form adjective phrase. The researcher assumes that the students have low memory to remember vocabularies especially related to adjectives.

Additionally, misinformation becomes the second higher errors in the students writing product. The total number errors are 41 (25,62%). There are common errors produced in making complex sentences, and passive voice on student's Descriptive composition. The total errors in complex sentence is 10 errors from 41 errors. In misinformation errors, the researcher mostly found the errors in the use of wrong relative pronoun. The students still do not understand the difference among the relative pronoun 'which, whose, that, when' and the use of conjunction 'because and because of' in making complex sentence. Further, the total errors in passive voice is 10 errors from 41 total errors. In misinformation errors, the researcher found error in making passive voice sentence. The next is in compound sentence with the total errors are 7 errors. It is followed by misinformation error in noun phrase with the total errors are 5 errors from 41 errors of misinformation. In prepositional phrase, the students make 4 errors. In adjective phrase, there are 2 errors of misinformation. The last is in simple sentence with 2 errors. The students make incorrect to form the categories. Once, those are can be occurred because the students having low knowledge in English grammar.

The third place of errors in students' writing product is Misordering. The total number errors are 24 (15%). There are common errors produced in ordering noun phrase and prepositional phrase in sentences. The total errors in noun phrase is 16 from 24 total errors. Further, the total errors in prepositional phrase is 4 and 4 errors also in tenses from 24 errors. The students do misordering error in placing the prepositional. The students do not know the right order while forming the prepositional phrase. Further, there are 2 errors of misordering in compound sentence and 1 error in complex sentence. The students make incorrect orders in forming the compound and complex sentence. The last place of misordering error is in adjective phrase with the smallest error. There is only one error made by student. In conclusion, the students do know how the right orders because the students are lack of knowledge in English grammatical. The students use the pattern in their mother tongue in forming the English sentences. Because their mother tongue and their foreign English have different structure so the misordering errors can be occurred in the sentences.

The lowest errors made by students is addition error. The total number errors are 23 (14,37%). There are common errors produced in making simple sentence. The total errors is 10 from 23 total errors in error of addition. The students add the words that should not be written in simple sentence. Next, error of addition in the sentence is in passive voice. The total error is 5 errors from 23 addition errors. The students add components that should not be in passive sentence as a result the sentences are incorrect form. Furthermore, there are 3 errors in compound sentence and 2 errors in complex sentence. The small portion error is prepositional phrase and noun phrase. Each of them is 1 error of addition. The students make errors of addition because the students do not know the limitation of the structure. In other words, the students have lack of knowledge in English grammatical.

Conclusions

The findings of the study show that there type of errors which made by students on descriptive composition writing is both morphological and syntactical aspect. In morphological aspect errors occur in inflectional, derivational, noun, verb, adverb, preposition, copula (be), adjective, conjunction, determiner,

pronoun, and superlative. Furthermore, in syntactical aspect is classified into simple sentence, compound, complex sentence, passive voice, noun phrase, adjective phrase, prepositional phrase, and tenses.

Considering the fact that there are a lot of errors on the descriptive written composition made by the students, the teacher give more emphasize and attention to the student about how to make a right sentences based on English grammatical so that the students are correct in making a sentence even in a paragraph and a text. In addition, to give more attentions to the students who still have difficulties in writing English. Teacher should check students writing and give correction on it so the student can know the errors and won't do the same errors. To give more exercises to student to write since writing is difficult skill and take time and also process to master it.

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