

**THESIS**

**AN ANALYSIS ON GRAMMATICAL ERRORS  
IN WRITING DESCRIPTIVE TEXT  
OF THE TENTH GRADE STUDENTS  
OF SMK KENCANA SAKTI KUPANG  
IN THE SCHOOL YEAR 2018/2019**



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Kupang,

The writer

# **MOTTO**

ALL THINGS HAPPEN BECAUSE OF GOD'S  
MERCY

## **DEDICATION**

**This thesis is dedicated especially to:**

- **My Father Marthen Albinus Tiran.**
- **My mother Silpa Tiran Neno.**
- **My beloved brothers and sisters (Paul, Ezra, Elia, Christin).**
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## ABSTRACT

This thesis is entitled “AN ANALYSIS ON GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE TEXT OF THE TENTH GRADE STUDENTNS OF SMK KENCANA SAKTI KUPANG IN THE SCHOOL YEAR 2018/2019”. It was conducted to answer the following questions: (1) What types of grammatical errors are committed by the tenth grade students of SMK Kencana Sakti Kupang? (2) What is the most common grammatical error committed by the tenth grade students of SMK Kencana Sakti Kupang in writing descriptive texts? Based on the problems stated above, the objectives of the study were as follows: (1) To find out the grammatical errors in writing descriptive text made by the tenth grade students of SMK Kencana Sakti Kupang. (2) To find out the most common grammatical error committed by the tenth grade students of SMK Kencana Sakti Kupang in writing a descriptive texts. The subject of this study are the tenth grade students of SMK Kencana Sakti Kupang. The total number of the tenth grade students of SMK Kencana Sakti Kupang was 100 students. The sample of the subject of the study was 30 students. The method applied in this study was descriptive method and the instrument used was writing task. The students were given chance to write a composition based on the topic. The taxonomy used by the writer in analyzing the data was surface strategy taxonomy, consisting of ommision, addition, misformation, and misordering. The result of the analysis showed that the errors committed by the tenth grade students of SMK Kencana Sakti Kupang in the school year 2018/2019 were misformation 228 (57.86%), ommision 106 (26.90%), addition 33 (8.37%), misordering 27 (6.85%). The most frequent error was misformation. Based on the result of this study, the following were the suggestions for the teacher and the students. (1) The teacher should teach the students on how to write a good text especially in writing descriptive text and give the students chance to learn more about good text and focus on grammar, especially tenses and subject verb agreement. (2) The student should learn how to write a good text and focused on grammar especially tenses and subject verb agreement.

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