

**THESIS**

**AN ANALYSIS ON GRAMMATICAL ERRORS  
IN WRITING DESCRIPTIVE PARAGRAPH  
OF THE ELEVENTH GRADE STUDENTS  
OF SMAK LAMAHOT WITIHAMA  
IN THE SCHOOL YEAR 2019/2020**



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FACULTY  
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**Presented in partial fulfillment of the Requirements for Sarjana Pendidikan  
Degree in English Language Education**

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2020**

**APPROVAL SHEET**

**AN ANALYSIS ON GRAMMATICAL ERRORS  
IN DESCRIPTIVE PARAGRAPH  
WRITTEN BY THE ELEVENTH GRADE STUDENTS  
OF SMAK LAMAHOT WITIHAMA  
IN THE SCHOOL YEAR 2019/2020**

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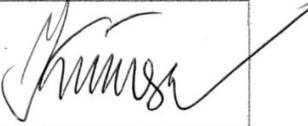
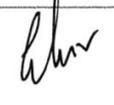
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# **Motto**

**“Be yourself. Everyone else is already taken.”**

**-Anonymous-**

## **DEDICATION**

**This thesis is particularly dedicated to:**

- 1. My Parents; Dahalia Dai Pain, Kopong Ola Hilarius and Annie Prunty**
- 2. My Beloved brothers and sisters; Leo Trisno Mia Take, Yulianus Tokan, Tura Tokan, Magdalena Tuto Rumat, Rosario Bulu Uhen, Regina Dai Aten.**
- 3. My Beloved Grand Father: Bernadus Boro Ola**
- 4. My very best friends : John Egan and Mary Anne Egan**
- 5. My Beloved Almamater: Widya Mandira Catholic University.**

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Kupang,

The Writer

## ABSTRACT

This study is entitled “**AN ANALYSIS ON GRAMMATICAL ERRORS IN DESCRIPTIVE PARAGRAPH WRITTEN BY THE ELEVENTH GRADE STUDENTS OF SMAK LAMAHOT WITIHAMA IN THE SCHOOL YEAR 2019/2020**”. It aimed to identify the types of errors made by students of eleventh grade when writing descriptive text and the dominant types of error made by students. This study was using descriptive qualitative method and the procedure of errors analysis to describe the errors made by students in writing descriptive text. Twenty students of XI BAHASA were taken as the sample of the study. The data was collected through single test instrument with four topics provided. (My Idol, My hometown, My best friend and Famous Tourist place) to the students. This study was trying to find errors made by students in the final version of their writing. The time allocation was 90 minutes. This study focused on errors analysis such as omission (O), addition (A), misformation (MF), and misordering (MO). The result of analysis shows that the eleventh grade students of SMAK Lamahot Witihama committed errors comprises misformation errors 81 (38.76%), omission 57 (27.28%), addition 44 (21.05%), and misordering errors 27 (12.91%). It is clearly seen that the most common errors is misformation errors. A number of suggestions would be offered to many sides in accordance with their competence and responsibility: For the English Teacher of eleventh grade students of SMAK LAMAHOT WITIHAMA is suggested to give more attention to teach the students about grammar especially in tenses, verb, noun, adjective, conjunction, preposition, suffix and article. For the writer, she is suggested to study hard about English grammar, acquire as many knowledge in errors analysis and try a good way of how to teach them to students. The students are suggested to learn more about grammar of tenses, verb, noun, adjective, conjunction, preposition, suffix and article. This can be done by doing the skills of learning language covering listening, speaking, reading, and writing. Doing the basic skills of learning language can improve the mastery of vocabulary, grammar, pronunciation, and spelling

*Key Words: Error, grammatical errors, errors analysis, descriptive text*

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