AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING DESCRIPTIVE ESSAY MADE BY THE SECOND YEAR STUDENTS OF ENGLISH STUDY PROGRAM OF UNIVERSITAS RIAU

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Abstract*: The objectives of this research are to find empirical evidence of grammatical errors made by the second year students of English Study Program of Universitas Riau in writing descriptive essay and to find the sources that caused the errors. This is quantitative research with descriptive approach. Using cluster sampling, 25 students of class B were taken as the sample of this research. The data were collected throug writing test. The students were given blank papers contained a direction to write a descriptive essay with the topic "Describing Idol". In analizing the data, several terminologies which deal with Error Analysis Technique were adopted such as identification, description, explanation, and evaluation of errors. Based on the process of identification and description, it was found that the students committed 498 errors that classified into four types of error which belong to Surface Strategy Taxonomy, they are: omission (25%), addition (22%), misformation (48%), and misordering (5%). Not only types of error to identify, this research also tried to explain the sources that caused the errors, which are: interlingual transfer (58%), intralingual transfer (33%), communication strategy (7%), and context of learning (2%). In addition, the errors made by the students were reconstructed into the correct form as the evaluation. Furthermore, in order to be good in using grammar in writing, several recommendations were given to the students such as doing more writing excercises and extensive reading, due to a complex productive skill which need more practice and more time to produce a good writing. In line with it, teachers need to provide interesting techniques with clearer explanation both in writing and grammar subjects and to follow up their writing to prevent the errors occur in the future.*

Key Words*: Grammar, Error, Error Analysis, Writing, Descriptive Essay*

ANALISIS KESALAHAN GRAMATIKAL DALAM MENULIS ESAI DESKRIPTIF YANG DIBUAT OLEH MAHASISWA TAHUN KEDUA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui tipe kesalahan gramatikal yang dibuat oleh mahasiswa tahun kedua Pendidikan Bahasa Inggris FKIP Universitas Riau dalam menulis esai deskriptif serta sumber penyebab kesalahan tersebut. Penelitian ini adalah penelitian kuantitatif dengan pendekatan deskriptif. Dengan menggunakan teknik cluster sampling, dipilih 25 orang mahasiswa kelas B sebagai peserta. Data diambil menggunakan tes tertulis. Mahasiswa diminta untuk menuliskan sebuah esai deskriptif dengan topik "Mendeskripsikan idola". Dalam menganalisis data, dilakukan beberapa proses dalam Teknik Analisis Kesalahan, seperti identifikasi, deskripsi, penjelasan, dan evaluasi kesalahan. Dari proses identifikasi dan deskripsi dalam telaah analisis, ditemukan 498 kesalahan gramatikal yang tergolong dalam empat tipe kesalahan pada teori Surface Strategy Taxonomy, yaitu: omission (25%), addition (22%), misformation (48%), dan misordering (5%). Bukan sekadar mengidentifikasi tipe error yang dilakukan oleh mahasiswa, dalam penelitian ini juga dijelaskan sumber penyebab terjadinya kesalahan, antara lain: Interlingual transfer (58%), intralingual transfer (33%), communication strategy (7%), dan context of learning (2%). Selain itu, kesalahan – kesalahan tersebut diperbaiki ke dalam bentuk yang benar sebagai bahan evaluasi. Selanjutnya, beberapa rekomendasi diberikan kepada mahasiswa agar dapat menggunakan tata bahasa yang sesuai dalam menulis, diantaranya lebih banyak berlatih menulis dan membaca, sebab sebuah kemahiran menulis yang baik dapat dilatih seiring waktu dan latihan. Sejalan dengan hal tersebut, guru perlu mengimplementasikan pembelajaran yang menarik dengan penjelasan yang lebih mudah dimengerti, baik dalam pelajaran menulis maupun tata bahasa. Sebagai tambahan, guru juga harus menyadari kesalahan mahasiswa dan melihat kembali hasil tulisan mahasiswa untuk dievaluasi agar tidak terjadi kesalahan yang sama di masa yang akan datang.

Kata kunci: Kesalahan Gramatikal, Kesalahan, Analisis Kesalahan, Menulis, Esai Deskriptif

INTRODUCTION

Writing—as one of the skills in English learning—is the most difficult skill to master especially for second language (L2) or foreign language (FL) learners. The difficulty of writing lies not only in generating and organizing ideas but also in translating the ideas into readable texts. For those reasons, the writer needs to pay attention to the higher and lower level skills, they are planning and organizing, as well as spelling, punctuation, word choice, etc (Renandya, 2002). As stated by Ghaith (2002), writing is about how to express thoughts and ideas to be a product. Writing is used to express feelings, ideas, thoughts, and opinions. So, writing requires and supports the development of thinking skill. In short, it can be said that writing is a hard work which needs more time for generating and organizing ideas with correct grammar, and it takes a process which needs a lot of practices to be good writing. So, it is inevitable for students of L2 or FL not making mistakes and committing errors in their English writing because it is the most complex skill.

Most university students are required to write a variety genre of writing, including business writing, papers, research proposal, and essays. With all the details needed to produce good writing, the foreign language students find English writing as a difficult assignment. The difficulty of writing is also faced by the second year students of English Study Program of Universitas Riau. It is supported by the writer's unstructured interview result with the lecturers. They said that several grammatical errors are often found in their English writing. Most of the students are not mastered yet in English tenses—even the basic tense namely simple present tense—so they got many errors. In some cases, it is found that students often translate their ideas from Bahasa Indonesia word by word into English sentences and it makes their sentences read unusual and wrong in English. It can be caused by the interference of the students' first language or their deficiency competence that reflected on how much the students had learned the grammatical rules of the target language. All the factors take a big impact for students in making errors.

An error is a noticeable deviation, reflecting the competence of the learner. It is a systematic deviation made by the learner who has not yet mastered the rules of the target language. The learner cannot self correct an error because it is a product reflects his or her current stage of L2 development, or underlying competence (Larsen, 1992). Error is different from mistake. Without deep understanding, people usually tend to see the errors and mistakes similarly. Brown (2007) gave the explanation about mistake that all native speakers make mistakes, or have a "performance lapse". He also stated that a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. Brown added that all people make mistakes in both natives and second language situation. Therefore, whether they are native speakers or second language learners, they probably could make mistakes in producing the language. Mistakes occur because the learners know the system but they fail to use it. Meanwhile, errors according to Brown (2007) are the result of one's systematic competence. An error reveals a portion of one's competence in the target language.

Therefore, an analysis is needed to analyze mistakes and errors. It is called error analysis. The above explanation stimulates the writer to conduct research in analyzing students' grammatical errors in their writing and finding out the sources of errors. An analysis means finding clear information about something, somebody or some cases

(Suharwinoto, 2001). The Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. Some linguists give several theoretical concepts to the types of error, the errors are classified into 4 categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy (Dulay, 1982). According to Corder in Ellis and Barkhuizen (2008), the procedure of Error Analysis are contains several steps: collecting the sample, identification of errors, description of errors, explanation of errors, and error evaluation.

The writer decided to conduct a research entitled "An Analysis of Grammatical Errors in Writing Descriptive Essay Made by the Second Year Students of English Study program of Universitas Riau". Since this research provides empirical evidences of the errors made by the students, it is hoped to be beneficial and useful for teaching and learning process, especially in the fields of grammar and writing.

RESEARCH METHODOLOGY

This research is quantitative research. Quantitative research method is the research method dealing with numbers and anything that are measurable in a systematic way of investigation of phenomena and their relationships. It is used to answer questions on relationships within measurable variables with an intention to explain, predict and control phenomena (Leedy, 1993). Tables and charts were used to show the results of this study. In accordance with Error Analysis Technoque, descriptive analysis was employed to deliver the results.

To determine the sample of the research, cluster sampling technique was used and 25 students out of 109 population were chosen. The research was conducted from April – May 2019 at English Study Program, Faculty of Teachers Training and Education, Universitas Riau.

In collecting the data, the students were given blank papers contained a direction to write a descriptive essay with a topic provided. The data of this research were all of the grammatical errors made by the second year students of English Study Program of Universitas Riau. After collecting the data, several termonilogies which deal with Error Analysis Technique were adopted from Corder in Ellis and Barkhuizen (2008):

1. Collecting sample of learner's errors

   The basic step is collecting the sample of students language, in this case: the evidence that indicated the grammatical errors that were found in students' writing. The students were given 90 minutes to write a descriptive essay with the topic "Describing Idol". After the students finished their writing, all the essays were collected in order to be checked.

2. Identification of errors

   The identification of errors involved a comparison between what the learners have produced and what a native speaker counterpart would produce in the same context. The writer identified which parts of each student's utterance/sentence differ from English grammar rules. Assuming that the parts were erroneous, they were circled and and written in a table based on the error classification.

Table 1 The Error Analysis Table

Identification	Classification of Error	Explanation	Sources of Error	Reconstruction

The number of errors were counted based on the error classification of Heidi Dulay (1982), they are omission, addition, misformation, and misordering. To get the quantitative result, the data were calculated using Microsoft Word 2007 and drawn up in the table of percentage which the formula used is based on Hatch and Farhady (1982):

Table 2 The Frequency and percent of Students' Errors in writing Descriptive Text

No	Name	Type of Errors				Total Errors	%
		Omission	AD	MF	MO		
	Total						

$$POM = \frac{Total\ Omission}{Total\ Error} \times 100\% = ...\ \%$$

$$PAD = \frac{Total\ Addition}{Total\ Error} \times 100\% = ...\ \%$$

$$PMF = \frac{Total\ Misinformation}{Total\ Error} \times 100\% = ...\ \%$$

$$PMO = \frac{Total\ Misordering}{Total\ Error} \times 100\% = ...\ \%$$

Explanation:
POM = Percentage of Omission
PAD = Percentage of Addition
PMF = Percentage of Misinformation
PMO = Percentage of Disordering

3. Description of errors

The next step was describing the errors. In this step, it was specified how the forms produced by students differ from native speaker's counterparts. In short, this step aimed to describe why the words or sentences were identified as errors.

4. Explanation of errors

Explaining errors involved determining their sources in order to account for why they were made. To determine the sources of errors, the writer used Brown's (2007) theory that was categorized into four sources: interlingual transfer, intralingual transfer, communication strategy and context of learning.

5. Error evaluation

This step containing the reconstruction of the errors made by the students.

After analyzing the students' error, the results were inter[reted descriptively by including several examples of error from students' writing. Finally, based on the results of the research, the writer wrote a conclusion and gave several recommendations.

RESEARCH FINDINGS

Frequency of Errors

In this research, four types of errors as stated by Heidi Dulay (1982) were found in the 25 descriptive essays written by the students. They are omission, addition, misformation, and misordering. The percentage of errors can be seen as the following table:

Table 3 The types of Error made by students

No	Types of Error	Total Errors	Percentage	Number of Participant Made Error
1.	Ommission	124	25%	24
2.	Addition	111	22%	23
3.	Misformation	241	48%	25
4.	Misordering	22	5%	9
	Total	**498**	**100%**	

The table shows that there are 498 total errors made by the students in writing descriptive essay with the most frequent errors were: 241 error of misformation (48%), 124 error of omission (25%), 111 error of addition (22%), and 22 error of misordering (5%).

Sources of Errors

After identifying the data of erroneous sentences, this research also tried to trace the sources of error according to Brown's (2007) theory by choosing five essays with

the highest number of error. Finally, the writer generally found the sources of students' errors, as in the table:

Table 4 The sources of Students' Error

No	Types of Error	Total Errors	Percentage
1	Interlingual Transfer	95	58%
2	Intralingual Transfer	54	33%
3	Communication strategy	11	7%
4	Context of learning	3	2%
	Total	**163**	**100%**

From the data provided in the table above, we can see that the errors made by the students were highly influenced by 58% their first laguage (interlingual transfer), 33% negative transfer within the target language (intralingual transfer), 7% communication strategy, and 2% context of learning.

Interpretation of Results

Types of Error

1. Misformation

Misformation is the most common errors made by the students in their descriptive essay which has 241 or 48% error. This kind of error is characterized by the use of the wrong form of the morpheme or structure (Dulay, Burt and Krashen, 1982). There are three types of Misformation error:

a) Regularization
Regularization is an item in which a regular marker is used in an irregular one, and vice versa.
Example:
"All of her siblings are *man*." It should be "All of her siblings are *men*."

b) Archi – Form
The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.
Example:
"She is a superwoman *which* can do anything." It should be
"She is a superwoman *who* can do anything."

c) Alternating forms
In this type of error, the students know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses them which one to use.

Example:
"A few days ago, Cindy Yuvia *has* announced her graduation,…" it should be
"A few days ago, Cindy Yuvia *had* announced her graduation,…"

2. Omission

The omission errors are characterized by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions. This error shows that the English students still influenced by their first language due to write a sentence. There are 124 errors with rate 25% made by the students. It is the second highest error made by English students. The writer found several cases of omission error in the students' writing, they are:

a) Omission of -s/es Verb Inflection
"Her patience always *make* me amazed." It should be
"Her patience always *makes* me amazed."

b) Omission of –s/es Noun Inflection in Plural Form
"…there are several *reason* why I choose Tom Cruise…" it should be
"there are several *reasons* why I choose Tom Cruise…"

c) Omission of 'to' Infinitive Marker
"…helping students *Ø* learn how to read and succeed." It should be
"…helping students *to* learn how to read and succeed."

d) Omission of Predicate Verb
"…she *Ø* always beside me…" it should be "…she *is* always beside me…"

e) Omission of 'to be' in Passive Voice
"The group *Ø* made by SM founder, Lee Soo-man." It should be
"The group *was* made by SM founder, Lee Soo-man."

f) Omission of Preposition
"Winwin debuted as part of the 2nd unit *Ø* NCT 127" it should be
"Winwin debuted as part of the 2nd unit *of* NCT 127"

g) Omission of Definite Article
"Last is *Ø* condition of members after disbanded" it shhould be
"Last is *the* condition of members after disbanded"

h) Omission of Indefinite Article
"My idol is Lee Ji eun (IU). She is *Ø* singer…" it should be
"My idol is Lee Ji eun (IU). She is *a* singer…"

3. Addition

Addition errors are characterized by the presence of an item that must not appear in a well- formed utterance. There are 111 errors or 22% made by students. The students wrote the words that didn't need in the sentence. It happened because the students had over-generalization and it turned to be error.

There are two terms of addition error found in the students' writing as the following:

a) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in:

"I *will can* make her happy everytime." It should be "I *can* make her happy everytime."

"They*'re feel lack* of food,…" it should be "They*'re lack* of food,…"

b) Simple Addition

No particular features characterize simple additions other than those that characterize all addition errors— the use of an item which should not appear in a wellformed utterance. Simple addition error is an error that does not belong to double marking.

Example:

"*…beside that* the fact that All of them *is* very good looking…" it should be "*…besides* the fact that All of them *are* very good looking…"

"She always helps anyone *when* she can *to help*." It should be "She always helps anyone *whenever* she can."

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddressing on the group of morphemes. The writer thought that this kind of error is caused by the negative transfer from source language to target language, where the word order between Bahasa Indonesia and English is different. Moreover, Misordering was the lowest type of error that found in the students' writing. It means that on the current level of the students, word order is not as difficult as the others rule in English grammar, since it is the basic rule that was taught before tenses and word form.

Example:

"She is an *athlete rowing*." It should be "She is a *rowing athlete.*"

"*His in game nick name Ø 'Faker'*." It should be "*His nick name in the games is 'Faker'*."

Sources of Error

1. Interlingual Transfer

Interlingual transfer is the highest common source of error made by students which the total result is 95 errors or 58%. Interlingual transfer occurred when the students are influenced by the first language in using the target language. It's commonly happened for the foreign learners when they learn second language or foreign language, the interference of first language involved in language learning process. Students who performed errors because of this source generally brought their native language behavior. They translated directly from their first language into English.

These are the example errors caused by interlingual transfer. The writer tried to explain how the source language influenced the students' writing by comparing the errors made by the students and the rules of Bahasa Indonesia according to *Buku Pedoman Umum Ejaan Bahasa Indonesia Edisi keempat* (2016).

a) "…the first thing he *says is* about his people." It should be "…the first thing he *said was* about his people."
Here, the student used wrong form verb caused by Interlingual transfer. The student was confused between the use of simple past and simple present tense. He described The Prophet Muhammad, and told the story of him which was happened in past time, so that he should use past form verb. here, the student wrote *says* instead of *said*. The writer assumed that the factor was first language interference.

In Bahasa Indonesia, time sequence in a sentence doesn't influence the verb. Whatever the time sequence is, the verb used is written similar. For example:
– *Dia **memakan** kue itu*
– *Dia sedang **memakan** itu*
– *Dia telah **memakan** kue itu*

This rule is different from English grammar rule which the verb used in a sentence defined by the time sequence. Example:
– He *writes* an essay.
– He *is writing* an essay now.
– He *has written* an essay since an hour ago.
– He *wrote* an essay two days ago.
– He *will write* an essay tomorrow.

b) "She is *an athlete rowing*." It should be "She is *a rowing athlete*."
The error occurred in this sentence are misordering and misformation. These two kinds of error influence each other. This happened because the word order in writing noun phrase in English and Bahasa Indonesia is totally different.

In Bahasa Indonesia, the modifier is put after noun, in some cases, there is addition of conjuction *yang* between noun and modifier. In addition, there is no definite/indefinite article, but quantifiers that are not influenced by the noun. For

example: *kemeja putih, anak yang baik, seorang gadis cantik, seorang mahasiswa yang aktif, seorang pemain bola, beberapa penari tradisional, seorang atlet dayung,* etc.

On the other hand, in English, the modifier must be written first, and the definite article used in English depends on the first letter of the noun. If the noun started with consonant sound, the article used is *a*, and if the noun started with vowel sound it should be *an*. For example: *a white shirt, a good boy, a beautiful girl, an active student, a football player, a traditional dancer, a rowing athlete, etc*. Due to this rules, the student's sentence was errorneous because he used wrong word order and followed by using wrong indefinite article. He should use *a* rather than *an*, because the noun is started by consonant sound: *rowing athlete*.

c) "Her acting **Ø more good** than before." "Her acting **is better** than before."

This sentence is wrong because the student used wrong form of comparative adjective: *more good* instead of *better*. The student might literally transfer the meaning of "*lebih baik*" from Bahasa Indonesia into English. Also, the student omitted to be *is* before adjective.

In English, there are two ways in writing comparative adjective; by giving *–r/-er* adjective inflection (for two-syllable noun and irregular noun) or by putting *more* in front of the adjective (for three or more-syllable noun). In Bahasa Indonesia, the comparative adjectives are written by putting the word *lebih* followed by adjective. In this case, the student tried to apply this rule in writing English sentence that lead them to an error. Look at the following examples.

Bahasa Indonesia:
–   *lebih tinggi*
–   *lebih cantik*
–   *lebih aktif*
–   *lebih baik*

English:
–   *taller*
–   *pretier/ more beautiful*
–   *more active*
–   *better*

2. Intralingual Transfer

The other factor that influenced the learners' errors is the second language itself or called Intralingual transfer which has 54 errors or 33%. According to Richards (1984), intralingual interference refers to items produced by the learners which do not reflect the structure of mother tongue, but generalizations based on partial exposure to the target language. In other words, it is the incorrect generalization of rules within the target language. When students who learned a rule of target language but they have not mastered it yet and they applied it in the new rule, it is called intralingual transfer.

Therefore the students had incorrect sentence structure because they generalized one rule to others. These are the examples of intralingual transfer:

a) "Everyone in the world **have** an idol in their life." It should be "Everyone in the world **has** an idol in their life."

b) "The third EXO's album is OVERDOSE which **is** released in 2014." It should be "The third EXO's album is OVERDOSE which **was** released in 2014."

3. Communication Strategy

The third source of error takes 11 errors or 7%. Communication strategy related to the students' learning style. The students made a strategy to comprehend the material easily. They try to explore a way in delivering their intended message in writing based on their version. Unfortunately, their strategy leads them to produce the error. These is example of communication strategy:

"I hope God always bless her and hope that I *will* can make her happy everytime."

In this sentence, the student wanted to express the meaning easily and end with double marking error because there are two Modal Auxiliaries in a sentence. He used whatever came to his head and wrote it. As we can see from the sentence, the grammar is also wrong although we translate the meaning into Bahasa Indonesia. This caused by the wrong communication strategy of the student.

4. Context of Learning

The lowest source of error is context of learning which the error is 3 or 2%. Context of learning can be caused by the teacher, textbook material, or the student itself. Sometimes, the teacher mislead explanation improperly contextualized based on the textbook when he/she explains the pattern in the classroom or the textbook itself gives hardly comprehensible explanation for the students, and may be the students have misperception of teacher's explanation from the materials given that leads them to make the error. These are the examples of context of learning:

"And now, she only can pray to god, and *asked if* she *wanted* her father *would* comeback to her family" it should be "And now, she only can pray to god, and *ask that* she *want* her father comeback to her family"

This sentence prove that the student was influenced by the rule of english in the textbook. The meaning that he wanted to express is actually easy. But because of the mislead of the textbook or material, he became confused and ended with error of addition—double marking.

Discussion

Based on the data in the research findings, there are 498 errors found in 25 essays made by the second year students of English Study Program Universitas Riau. In analyzing the data, the writer used error analysis technique adopted from Corder (1974), they are collecting the data, identification of errors, description of errors, explanation of errors, and error evaluation. Based on the analysis, it was found that the students committed 498 errors that classified into four types of error which belong to Surface Strategy Taxonomy stated by Heidi Dulay (1982), they are omission, addition, misformation, and misordering. The most frequent error was Misformation with number of error 241 or 48%. There is no students wrote the essays without making wrong form of pronoun, verb, or noun.

The errors performed by the students were caused by several factors which happened in their learning process. A study made by Tandikombong, M., Haryanto Atmowardoyo, and Sukardi Weda (2016) also found that grammatical errors happen

because of poor grammar knowledge and interference from the first language. Students who performed errors because of this source generally brought their native language behavior. They translated directly from their first language into English. Selinker (1974) stated that learners adopted different strategies interlanguage building, that could be the potential sources of errors. If errors occur as a result of the native language, the process is called interlingual transfer. These errors could systematically be found at the beginning of second language learning. Since the learners are beginners, they tend to rely on a transfer from their mother language.

Supporting the previous study, the writer also found that the main source of the errors made by the students was Interlingual Transfer (58%). Errors caused by the influence of the first language came from the first language to the target language, so it occurred when the students try to transfer the structure of Bahasa Indonesia into English as the target language, which has many different rules. Based on the analysis, the writer concluded that if the most frequent type of error found in the students' writing was Misformation, then the main source of error was Interlingual Transfer, means that the different rules between formation in Bahasa Indonesia and English is the main problem of the students in producing their English writing.

The other factor that influenced the learners' errors was the second language itself. Brown (1980) defined these causes as intralingual errors. According to Richards (1984), intralingual interference refers to items produced by the learners which do not reflect the structure of mother tongue, but generalizations based on partial exposure to the target language.

In conclusion, it can be said that the second-year English students in Universitas Riau still make some errors particularly grammatical errors in writing descriptive essay. Consequently, their writing is below the expectation of the teachers. While, in fact, writing is one of the most important skills that need to be mastered by university students.

CONCLUSION AND RECOMMENDATION

Conclusion

In Indonesia, most of students have learned English as foreign language since they were in primary school. However, their English proficiency, especially writing, is still below the expectation. One of the most important elements in writing is grammar. This study was an effort to systematically investigate the types of grammatical errors made by second year of English Study Program of Universitas Riau in writing a descriptive essay. The study aimed at identifying, categorizing, and describing the types of grammatical error made by the students and the sources that caused them.

Based on the data provided in the previous chapter, it sa be concluded that the second-year students of English Study Program of Universitas Riau still made many errors in writing descriptive essay. From the data provided in the findings, 498 errors were found in the essays written by the students. The errors were classified into four categories based on Heidi Dulay's Surface Strategy Taxonomy, they are *Misformation* with the number of errors is 241 or 48%, *Omission* with the number of error is 124 or 25%, *Addition* with the number of error is 111 or 22%, and *Misordering* is 22 error or

5% . Generally, the students made such kinds of errors because they were influenced 58% by their first laguage (*interlingual transfer*), *33%* negative transfer within the target language *(intralingual transfer),* 7% *communication strategy,* and *2% context of learning.*

Recommendation

In order to be good in using grammar in writing, several recommendations were given based on the results found in this research and the conclusion that was summed up above:

1. The writer thought that errors in students writing can be minimized if modern techniques in teaching writing and grammar were adopted. The teachers should use their creativity to develop teaching materials by using a variety of methods or strategies for learning English so that the students will better understand the grammar rules in writing.

2. The teachers should give clearer explanations of English grammar rules, especially related to word formation or tenses so that the students can apply those rules correctly in writing.

3. Teachers should be more aware of the types of errors and provide the necessary follow up work to check the problem areas. It is important for teachers to establish the possible sources of errors which will enable the teachers to work out a more effective teaching strategy to deal with them and finally to decide how serious the error is to have a remedial work.

4. In line with it, the students need to do more writing exercises and to be encouraged to use correct grammar. In addition, students need to do extensive reading, looking critically and analytically at native speakers' writing due to support their own writing. Simultaneously, the learners will improve their general language proficiency by following these strategies.

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