

AN ANALYSIS OF STUDENTS' ENGLISH ERROR IN WRITING DESCRIPTIVE TEXT AT MTS HIDAYATUL ULUM AI-HASANI

Ilham Fahmi¹, Muhammad Yassin², Dewi Ismu Purwaningsih³
English Education Study Program Teacher Training and Education Faculty
Universitas Nahdlatul Ulama Kalimantan Barat
elhamispd@gmail.com

Abstract (English)

This research aims to find out the errors that students experience when writing descriptive texts and their causes. The method used is qualitative descriptive method. The instruments used in this study were student writing tests and interviews. The number of students in this study included all students at class VII with a total of 15 students as samples in this study. In analyzing the data, the researcher used the theory of Azhar, (1989) where students' writing errors were calculated and classified into thirteen errors. The results showed that students experienced thirteen errors in writing descriptive text. This is evidenced by the finding of thirteen errors such as singular plural, word form, word choice, verb tense, add or omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, unclear meaning, and run-on sentence. The analysis results show that the highest number of errors is in errors such as singular plural, word choice, verb tense, and spelling. In addition. There are 3 categories of causes of students' errors, lack of proficiency in English skills, lack of time knowledge of descriptive text material, and the influence of Madurese language in learning English.

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Abstrak (Indonesia)

Penelitian ini bertujuan untuk mengetahui kesalahan-kesalahan yang dialami siswa ketika menulis teks deskriptif dan penyebabnya. Metode yang digunakan adalah metode deskriptif kualitatif. Instrumen yang digunakan dalam penelitian ini adalah tes menulis siswa dan wawancara. Jumlah siswa dalam penelitian ini meliputi seluruh siswa di kelas VII dengan jumlah 15 siswa sebagai sampel dalam penelitian ini. Dalam menganalisis data, peneliti menggunakan teori dari Azhar, (1989) dimana kesalahan penulisan siswa dihitung dan diklasifikasikan menjadi tiga belas kesalahan. Hasil penelitian menunjukkan bahwa siswa mengalami tiga belas kesalahan dalam menulis teks deskriptif. Hal ini dibuktikan dengan ditemukannya tiga belas kesalahan seperti bentuk jamak tunggal, bentuk kata, pilihan kata, bentuk kata kerja, menambah atau menghilangkan kata, urutan kata, kalimat tidak lengkap, ejaan, tanda baca, penggunaan huruf besar, kata sandang, ketidakjelasan makna, dan kalimat rumpang. Selain itu. Ada 3 kategori penyebab kesalahan siswa, kurangnya kemahiran dalam keterampilan bahasa Inggris, kurangnya pengetahuan waktu tentang materi teks deskriptif, dan pengaruh bahasa Madura dalam belajar bahasa Inggris.

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Kata Kunci

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INTRODUCTION

As an international language, English is used as a means of communication among nations that have different languages. The difference in first language will not prevent people from communicating in English. According to (Arifin.E, 2021) realizing the importance of English as a means of communication used orally and in writing. Therefore, English is the first foreign language used in Indonesia to communicate and relate to other nations, especially in terms of science and

technology which always requires everyone to be able to communicate internationally by the interests and development of the times.

Language skills are the basis for good communication. In the statement of Harmer, (2007) in his book entitled "The Practice of English Language Teaching," says the ability to communicate in a complete sense is the ability to discourse, namely the ability to understand or produce oral and written texts that are realized in four language skills namely listening, speaking, reading and writing. According to Devito, (1997) in his book entitled "Basic Lecture Interhuman Communication" he says listening activities can be interpreted as an active process of receiving stimuli (stimulus) in the ear (aural). Meanwhile, according to (Mulyo et al., 2019) speech in general can be intended as a skill to convey one's ideas to others using spoken language. In addition, according to (Ratminingsih et al., 2022) reading is a receptive skill to formulate the meaning of the information conveyed in a text. Besides that, according to (Permanasari, 2017) writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. The four aspects of language skills are interrelated with each other.

Writing activities in the learning process are realized in the form of learning to write texts as regulated in the 2013 Curriculum as an education unit curriculum. Every learning of various types of texts has a purpose in everyday human life which is always closely related to letters, words, sentences, and writing as a whole. The formulation of this curriculum follows the statements of (Rahmawati et al., 2022) who emphasizes that when humans use words to convey all the contents of their minds or communicate with each other, they have created texts. In writing activities, students are asked to write various kinds of texts learned in English lessons. One of them is description text. According to (Husna, 2017) descriptive text is a text which describes a person, thing, place and certain condition in particular. According to Mahsun, (2014) states that descriptive text has a social purpose to describe an object or object individually based on its physical characteristics. while (Inayanti & Halimi, 2019) states that an essay description is writing that tries to describe and express the object that is being discussed (such as people, places, atmosphere, or something else). Therefore, descriptive text can help students to write in detail what they see and feel.

Students make mistakes in writing because writing is more complex than other skills. In addition to the appropriate vocabulary for writing in a text, students need to know the rules of grammar. Therefore, readers can understand their writing. As supported by (Marzona, 2022) starting writing is the most difficult skill to master because it requires the use of structure, grammar, vocabulary, and other writing-related skills. The ability to choose appropriate words and organize them in a way other can read and understand requires imagination. According to (Harahap, 2023) Students must be able to organize their thoughts, create coherent sentences, and apply proper capitalization, grammar, spelling, and other language rules. In addition, according to (Ailinah, 2022) for readers to fully understand the content, students must make their sentences clear. in writing something complex sometimes students make mistakes. Thus, based on the statements from previous research, it becomes very important to investigate students' errors in writing description texts.

Based on previous research conducted by Fitriyani in (2019) with the title "Analysis of word errors in writing descriptive essays of VII grade students of SMP Negeri 2 Sekayu" the results of the research obtained include word errors in writing descriptive essays of VII grade students of SMP Negeri 2 Sekayu, namely: word writing, use of prepositions, use of abbreviations, use of rephrases, use of hyphens and errors in the use of affixes. These errors are caused by the lack of

understanding of students about writing good and correct words which underlies the main problem in this study. In this case, students must be equipped with procedures for writing essays according to the rules in refined spelling.

Similar research was conducted by Oktafiany¹, Mayong², Usman³ in (2020) with the title "Analysis of Word Writing Errors in the Description Text of Class VII B Students of Gamaliel Christian Junior High School Makassar" The results of the study revealed findings in the form of (a) Nine forms of word writing errors found in student description texts, namely errors in writing base words, bound forms, re-forms, word combinations, prepositions, particles, abbreviations and acronyms, numbers and numbers, and pronoun writing errors. (b) Three factors cause word writing errors in students' description texts, namely the ignorance factor that leads to habit, the laziness factor, and the forgetfulness factor. The factor of students not knowing the right word writing leads to the habit of following the wrong word writing, the laziness factor to correct mistakes that are realized to be incorrect and the forgetfulness factor due to students' lack of concentration.

Similar research has also been conducted by Kamalia¹ & Al-Fahad² in the year (2022) with the title "Analysis of language errors in the description text of VII grade students of SMP Plus Al-Watasi Carigin Bogor" from the results of the analysis, 83 data were found. There were 47 errors in the use of letters (56.62%) and 36 data (43.37%) in the use of word writing. So, it can be seen that the dominant error in this study is letter usage error, which is 47 data (56.62%). These errors are caused by environmental habits such as people's habit of seeing wrong writing so that it affects writing, besides that the school environment is also responsible for good and correct teaching.

Based on the explanation above, this research was conducted by researchers at Hidayatullah Ulum Al-Hasani Islamic boarding school. The place and object of this research is also one of the factors why this research is highly recommended. In this school environment, the majority uses the Maduraness language and only a few students can master English so English is not too familiar as the Maduraness language. English as a foreign language in this school is a compulsory subject. In this study, samples were taken from students' writing in the form of description texts to be analyzed. The analysis of students' writing is used to find out writing errors using English in the description text of eighth-grade students.

Statement of the Research Problem

Based on the research background as described above, the main problems in this study can be formulated as follows:

1. What are the types of students' English errors in writing descriptive text?

Objective of the Research

Every research has a purpose. The purpose of research is to determine and avoid research that does not lead. The research objectives to be achieved by the researcher in this study are as follows:

1. To find out the students' English errors in writing descriptive text.

RESEARCH METHODOLOGY

In the research, the researcher used the descriptive qualitative approach. Acquiring knowledge about phenomena will help characterize an existing condition in the field, which is the aim of the research. According to Latief, (2016) Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied.

Related to the descriptive method (Ramadan & Alkhamis, 2024) Descriptive research is research with a method to describe a research result. As the name implies, descriptive research aims to provide a description, explanation, and validation of the phenomenon under study. In using descriptive research, the problem formulated must be feasible to raise, contain scientific value, and not be too broad.

The participants in this study totaled 15 people with 8 male students and 7 female students with average age of 14 to 17 years old. The selected participants were VIII students at Hidayatullah Ulum Al-Hasani Islamic boarding school, Retok village, Karang Anyar, Kuala Mandor B sub-district, Kubu Raya district.

The research procedure carried out by the researcher is to take care of the research permit that will be carried out at school to the principal at MTs Hidayatul Ulum. The next steps taken by researchers are as follows: 1. Writing text 2. Interview.

For every error that has been found, a category of error would be allocated. According to Azar, there are thirteen different categories of errors, as stated by Pohan, (2018).

Figure 1 Classifications of error

NO	Types of eror	Students' Error	Total Error
1.	Singular-plural		
2.	Word form		
3.	Word choice		
4.	Verb tense		
5.	Add or omit a word		
6.	Word order		
7.	Incomplete sentences		
8.	Spelling		
9.	Punctuation		
10.	Capitalization		
11.	Article		
12.	Unclear Meaning		
13.	Run-on sentence		
	Total		

There are several data analysis techniques used by researchers in analyzing students' description text errors; 1. Data Reduction. 2. Data Display 3. Interview.

FINDING

In this section, 17 students consisting of 10 males and 7 females were asked to write descriptive texts with titles related to the objects of people, goods and places. After that, the results of the data written by students were collected into several error sections. the following are the errors found by researchers in students' descriptive text writing;

Figure 3.4 Classifications of error

NO	Types of eror	Students' Error	Total Error
1.	Singular-plural	10	10
2.	Word form	7	7
3.	Word choice	11	11
4.	Verb tense	10	10
5.	Add or omit a word	6	6
6.	Word order	8	8
7.	Incomplete sentences	6	6
8.	Spelling	11	11
9.	Punctuation	8	8
10.	Capitalization	9	9
11.	Article	5	5
12.	Unclear Meaning	4	4
13.	Run-on sentence	5	5
Total			100

DISCUSSION

The research conducted interviews with students to ascertain whether the errors they wrote were mistakes or errors. This interview was conducted on June 25 at 10:00 at MTs Hidayatul Ulum Al-hasani with a total of 15 students.

This research focuses on analyzing students' errors in writing descriptive text. The students made thirteen errors are singular plural, word form, word choice, verb tense, add or omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, unclear meaning, and run-on sentence when writing descriptive texts.

The most errors students made in the writer's study is singular plural, word choice, verb tense, and spelling. It is because this school environment students are still influenced by their mother tongue, the majority use Madurese and only a few students can master English, so English is not as familiar as Madurese. Therefore, the first language factor is one of the reasons students make mistakes in writing description texts.

From the discussion, it can be concluded that teachers should pay more attention to singular or prular, word choice verb tense and spelling, because students make many errors. The teachers should explain more details about the three types of errors. Four types of errors students should be aware of the negative impact of first language interference. Teachers can tell students about it. If the teacher does not explain the negative interference of the first language, then the students can ask the teacher. Once they know about it, the students should learn the correct structure in English. Thus, they do not make mistakes again. The students should also be careful when doing assignments, as they can make mistakes if they are careless, even if they understand the subject.

CONCLUSION

The first error that students made was the error in singular plural noun with a total of 10 errors. This shows that students lack understanding of how to make sentences in the right tense, especially when using singular and plural words. They make errors in singular plural because they still have difficulty in understanding the sentence structure in English. Meanwhile, the word choice error which is the most common error made by students with a total of 11 errors. They make a lot of errors in word choice because of their lack of vocabulary mastery in writing English. The third most common error is verb tense with a total of 10 errors. They make errors because of their lack of mastery of English from verb tense and add a word so that as a result they make error in writing description texts. The next most common error is capitalization with a total of 11 errors. Errors in the use of capitalization made by students because they do not know the proper use in writing sentences in English. The students made the fewest errors on the article form with a total of 4 errors. They make errors because they do not understand the basic rules of using articles in writing texts. While meaning not clear, and run-on sentence with a total of 5 errors. The students almost understood the article form, meaning not clear, and run-on sentence. They made errors in all three types because of the influence of Madurese language in learning English, causing them difficulty in writing English.

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