



**ERROR ANALYSIS OF THE SENTENCE TYPES IN WRITTEN  
DESCRIPTIVE TEXT DONE BY ENGLISH DEPARTMENT STUDENTS  
OF UNIVERSITAS PGRI SEMARANG IN THE ACADEMIC YEAR  
2019/2020**

Final Project

submitted in partial fulfillment of the requirements  
for the degree of Sarjana Pendidikan in English

by

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**2022**

## **DECLARATION**

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other researcher's opinions or findings included in the final project are quoted or cited in accordance with ethical standards.

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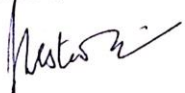
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## **MOTTO**

*“Hard work beats talent when talent doesn’t work hard”*

*- Tim Notke -*

*“ I’m a great believer in luck, and i find the harder i work, the more i have of it. “*

*-Thomas Jefferson-*

## **DEDICATIONS**

This final project is dedicated to:

1. My beloved parents, Sunarto and Imro'atul Hidayati for their unconditional love, prayers, supports, advices, and hard work. You are my inspiration in reaching my success.
2. All of my beloved friends.

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## ABSTRACT

Widhianto, Eka Setia. 2021. Error Analysis of The Sentence Types in Written Descriptive Text Done By English Department Students of Universitas PGRI Semarang in The Academic Year 2019/2020. Final Project, English Education Department, Faculty of Language and Arts Education, University of PGRI Semarang. Advisor I: Dra. Siti Lestari, M.Pd. Advisor II: Rahmawati Sukmaningrum, S.Pd, M.Pd.

This research is a conducted research dealing with writing error under the title “Error Analysis of The Sentence Types in Written Descriptive Text Done By English Department Students of Universitas PGRI Semarang in The Academic Year 2019/2020.

This study is merged between qualitative and quantitative. The qualitative approach was analyzing the data of descriptive text made by students at Universitas PGRI Semarang in the academic year 2019/2020 and the quantitative to accumulate the data in the table to find the dominance sentence and its error. There were two types of data in this research. The first data were students’ paper work that contain descriptive text, and the second data is the dominant sentence error of the texts. To collect the data, the total sampling technique was applied.

The result of the analysis showed that there were four types of sentence found; simple sentence with 110 data, compund sentence with 57 data, complex sentence with 28 data, and compound-complex sentence wih 15 data. It makes simple sentence as a dominant sentence found in the research. The grammatical error found in the research are; fragments with 22 data. It means that sentence fragment was the most dominant error done by students. Thus, from simple sentence found in total 110 data, fragment has come as the dominant error of the sentence with 22 data. Sentence fragment appears due to the absence required in a complete sentence. It means that English department Students of Universitas PGRI Semarang in academic year 2019/2020 still did not understand how to make sentence correctly. Compound sentence found in total 57 data and sentence fragment in compound sentence found 13 data. Run-on and comma splice in complex sentence found in total 7 data . Run-on sentences and comma splices appear due to the wrong in combining two independent clauses. Complex sentence found in total 15 data and 7 data found in run on of complex sentence.

Keywords: *grammar, writing, descriptive text, sentence error*

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the study**

English is the first foreign language taught to students in Indonesia. Although only as a foreign language, English is an important subject that we have been taught at the elementary school level until university, as the highest education level. Learning English has the main concern on the mastery of language competence to achieve a functional level for communication both spoken and written. Therefore, students are demand to earn spoken and written products such as essays, short functional text, transactional text, etc. There are four language skills to be mastered by students as the goal of learning English. There are listening, speaking, reading, and writing.

Among the four skills above, writing is a difficult skill to be learned by students. Writing need board knowledge and thinking process to produce the words, sentences, and paragraph with good English grammar which put in written form. Sharples (1999) states that writing is an opportunity; it allows students to express themselves, explore, and explain their idea. It means that writing is an excellent communication tool. Because communication is not only spoken form but also written form.

In fact, in the writing process, students cannot avoid making mistakes and commit errors when they are trying to make sentences or use tenses. consequently, they write sentences grammatically incorrect. If their writing has incorrect grammar, the reader cannot understand the meaning inside. In order to compose good writing, the students should understand grammar well. According to Alufohai (2016, p. 62), grammar at the sentence level is fundamental for the writing of composition in the English language. In addition As Palmer (1994, p.1) cited in Alfiyani (2013,p.1) states that writing is difficult to learn because the writer should involve a process that includes planning, organizing, and revising to present meaning on sentences. It means that writing requires capability at organizing and combining information into cohesive and coherent texts in order to be understandable. So the students need to practice a lot in writing to make meaningful writing and readable.

There are twelve types of texts in learning English, those are descriptive, recount, narrative, procedure, report, discussion, explanation, exposition, news item, anecdote, and review. The researcher focused on descriptive text. Descriptive text is a text type that describes people, things, and places are like where create image visual of people, place, and things. Wyrick (1987:227) states, “ The writer of description creates a word picture of a person, places, objects and emotions using a careful selection of detail to make an impression the reader.”. From the explanation above, it can be concluded that descriptive text is a kind of

writing that is consistent with description, characteristic, and definition of people, objects, and something. Then the descriptive text is using the simple present tense. It is necessary for the teacher to teaching writing descriptive text that is more interesting.

A sentence is a group of words that expresses an assertion, a question, a statement, instruction, or exclamation, that in writing usually begins with a capital letter and concludes with appropriate end punctuation. There are four types of sentences in writing, those are simple sentences, compound sentences, complex sentences, and compound-complex sentences.

Finally, according to the explanation above, the writer is interested in conducting a research dealing with writing error under the title “Error Analysis of The Sentence Types in Written Descriptive Text Done By English Department Students of Universitas PGRI Semarang in The Academic Year 2019/2020”.

## **B. Reasons for Choosing the Topic**

According to the background of the study above, there are several reasons for choosing the topic:

1. The researcher chooses grammatical because there are still common mistakes made by students at Universitas PGRI Semarang in the academic year 2019/2020.

2. The researcher chooses Descriptive text because it is common used in building the writing skills of the students at Universitas PGRI Semarang in the academic year 2019/2020..

### **C. Statement of the Problem**

The problems of this research are as follows:

1. What types of sentence error found in written descriptive text ?
2. What is dominant errors found in written descriptive text ?

### **D. Objectives of the Study**

The purpose of this study is to describe and elaborate:

1. To find out the types of sentence error in written descriptive text.
2. To find out the dominant sentence error found in written descriptive text.

### **E. Significance of the Study**

#### 1. Theoretical

The findings of this research are expected to provide significant information and larger knowledge grammatical analysis on types of sentences in writing descriptive text that might be beneficial for the readers and the other researchers.

#### 2. Practical

The findings of the research are expected to provide the teachers a reference and consideration to do their work. As well as to give a contribution to the other researchers in further studies.

### 3. Pedagogical

The findings of the research are expected to facilitate the teachers or lecturers as part of the learning section and to educate the students who are interested in the topic of grammatical analysis on types of sentences in writing and their quality.

## **F. Definition of Key Terms**

### 1. Grammar

Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language.

### 2. Writing

According to Linse (2005, p. 96). Writing is a way of thinking as well as a means of communication. This means as a communicative act, writing can develop social relationships and social expectations because writing is one of the tools in communication.

### 3. Sentence

A written sentence is a word or group of words that convey meaning to the listener, can be responded to or is part of a response, and is punctuated."(Andrew S. Rothstein and Evelyn Rothstein, "English Grammar Instruction That Works!" Corwin Press, 2009)



#### 4. Descriptive text

Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things.

#### **G. Outline of the Research**

The outline of this study will be divided into five chapters. Chapter I will present the introduction. This chapter consist of the background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, definition of key terms, and outline of the study. Chapter II will present a review of related literature. This chapter consists of a previous study and review of related theories including sentences, types of sentences, and descriptive text. Chapter III will present the methodology of the research. The researcher will discuss the research design, roles of the researcher, the object of the study, sources of data, method of data collection, and method of data analysis. Chapter IV is the outline of the study and chapter V is the bibliography

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review of Related Theories**

##### **1. Concept of Grammar**

All languages have their own grammar. People who speak the same languages are able to communicate because they know the grammar system of that language. Because the use of the language is to communicate presuppose grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. James E. Purpura states in his book *Assessing Grammar* that Grammar is defined as a systematic way of accounting for predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

Harmer states that the 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar is concerned with the analysis of the sentence which is described the rules of how language sentences are formed.

From the statement above, we know that grammar is explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kinds of sentences that are more effective and more persuasive.

## 2. Concept of Writing

Writing is the process of discovering and shaping meaning. Implicit in this definition is that writing requires communicating that meaning to someone, whether this audience consists solely of the writer or a group of people beyond the writer. The need to communicate is one the humankind's dominant traits and writing is one of the best ways to communicate with one another. According to Linse (2005, p. 96). Writing is a way of thinking as well as a means of communication. This means as a communicative act, writing can develop social relationships and social expectations because writing is one of the tools in communication. Furthermore, writing is an essential aspect of interaction in language teaching besides reading and speaking. Based on the ideas above, the researcher concludes that writing is a thinking process, a transaction with words followed by a physical act.

Writing skill is very complex. It includes many things that are used as criteria. A good deal of attention is placed on model compositions that students would emulate and how well a student final product measured

up against a list of criteria that include content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation Brown (2001, p. 335) say that writing is far from being a simple matter of transcribing language into written symbols; it is a thinking process in its own right.

Through writing, the writer can come to know what he or she thinks and then refines that thinking. Good writing, then, is marked by the writer's interpretation of a topic so that the piece of writing reveals what the writer thinks to be significant in the topic.

From the explanations above it can be concluded that writing is a process of producing a text that includes lower and high self-regulated thinking. The writing in English should consist of beginning, middle, and conclusion.

#### (a) The Purpose of Writing

Successful writers do not plan their writing in a vacuum. Instead, they consider the context in which their writing occurs. The writing context includes the reason for writing (the writer's purpose). The purpose is an important element of the college essay because it influences your approach. Harmer (2001, p. 257) said that there are four common purposes in writing. Whether writing a love letter or a term paper, the purposes are; write to inform, to explain, to persuade, and to amuse others.

### (1) Writing to Inform

In much of the writing, it will intend simply to inform the readers about a subject. To inform means to transmit necessary information about a subject to the reader, and usually, this also means telling the readers what the facts are or what happened.

### (2) Writing to Explain

Writing to explain means writing to take what is unclear and make it clear. In explanatory writing, a writer who understands a complex topic must make sure that the readers understand it as well. The task in explaining is to clarify a subject for the readers. The important thing to keep in mind is that the relationship between the writers and the readers. It is needed to consider how much the readers already know about the subject and how much still needs explanation.

### (3) Writing to Persuade

For most people, persuasion is one of the most important things in their personal life, their work life, or their school life. As Brown (2001,p. 335) stated, the most important writing you ever do in your personal life, your work life, and your school life will probably be persuasion. Complaints to the rent board about your landlord, letters of

application for jobs, essays on examinations are all likely to involve writing persuasively. Your task in persuasion is to convince your readers to accept the main idea, even though it may be controversial.

#### (4) Writing to Amuse Others

Writing to amuse requires the writer to focus on the readers other than him or herself. The writer may enjoy the experience and take pride in what they accomplish, but he or she cannot settle for amusement alone. Writing to amuse gives an opportunity to bring pleasure to others. Seize the opportunity and make the most of it.

From the explanations above it can be seen that there are four purposes of writing, it means that the people who want to write have to have the purposes of their writing, it will help them to get better writing and the reader will understand their writing.

#### (b) . The Process Writing

To understand how important this material of paying attention to the process of writing is, we need to consider just what a process improves. A process is, of course, a series of actions. According to Richards and Renandya (2002, p. 306), there are three phases of the process of writing. They are prewriting, drafting, and revising.

a) Prewriting

The most productive way to begin students' writing task is to collect their thoughts on a piece of paper without the pressure of structuring their expression into its final form. Prewriting is their chance to practice what they have to say, begin to worry about how their audience will judge the eventual form of their work. The students must begin by choosing a subject to write about. It means making a list of potential subjects. It purposes to narrow the focus, to discover the limits that will allow working productively (Richards and Renandya, 2002, p. 306).

b) Drafting

Drafting is the point at which students begin to put their ideas in some kind of order and to envision a potential shape for the work they will produce; a beginning, middle, and an end. Before they begin drafting, some students make an outline to remind them of how they wish to order their ideas (Richards and Renandya, 2002, p. 307).

c) Revising

The students should revise after drafting because revising their writing is important if they want to be professional writers. It is an advantage for students who can have all if they revise and rewrite before they present their

work to the reader. The professional their secret is revision and revision and revision (Richards and Renandya, 2002, p. 307).

On other sources state that writing is a process that involves the following steps:

- (1) Discovering a thesis often through prewriting.
- (2) Developing solid support for the thesis often through more prewriting.
- (3) Organizing the thesis and supporting material and writing it out in a first draft (Harmer, 2001, p. 257).

Revising and then editing carefully to ensure an effective, error-free paper. Learning this sequence will help and give the students confidence when the time comes to write. The use of prewriting is a way to think on paper and to gradually discover the ideas to develop. It also helps the students to understand that there are four clear-cut goals unity, support, organization, and error-free sentences to aim in writing. Moreover, the students can use revision to rework a paper until it becomes a strong and effective piece of writing and be able to edit a paper so that their sentences are clear and error-free.

### 3. Concept of Error and Mistake

Error and mistake are different. Ellis states that mistakes reflect occasional lapses in performance; they occur because, in a particular



instance, the learner is unable to perform what he or she knows. Brown, 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. In other words, the learner knows the rules, but they make a slip when producing it.

An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Errors are reserved for the systematic deviations due to the learner's still developing knowledge of the second language rule system. The definition of error above is called competence errors that error due to a lack of knowledge of the target language. In other word, the error appears in the middle of the learning process when the learners have not the target language completely.

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors is an inevitable part of learning.

Sometimes we confuse to differentiate between error and mistake. If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is

unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error.

Mistakes can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient prompt for self correction, then we have a first-order mistake. If additional information is needed, in the form of the exact location and some hint as to the nature of the deviance, then we have a second-order mistake. Errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self-corrected.

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong' (Norrish) It seems that the phrase 'systematic deviation' in these definitions is a key word which can be interpreted as the deviation which happens repeatedly. Further, it is necessary to differentiate between error and mistake. A mistake is also a deviation of the norms of the language but is not systematic. It means that the use of the norms of the language in sentences is sometimes true and sometimes wrong. Norrish says that a mistake is an inconsistent deviation that is sometimes the learner 'gets it right' but sometimes wrong. Richards states that mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance. From these two definitions, it can be

concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language. Student can evaluate their own mistakes. Whereas, an error is defined as resulting from a learner's lack of grammatical knowledge. Students need special attention from the teacher in order to understand the second language correctly.

#### 4. Sentence

Oshima and Hogue (1998:155) explain “a sentence is a group of words that you use to communicate your ideas”. Afterward, Hogue (2008:10) by himself gives a clear explanation about the definition of the sentence, he determines a sentence is a group of words that contains a subject and a verb and expresses a complete thought. Traditional grammar defines a sentence in one of two ways. (1) By meaning, a sentence is a complete thought. (2) By function, a sentence consists of a subject and a predicate.

In conclusion, the sentence is a meaningful statement that has a subject and verb. It means that the statement or utterance, which has a subject and a verb, can be called a sentence.

A clause is a group of words that contains (at least) a subject and a verb (Oshima and Hogue, 1998:152). There are two kinds of clauses, independent and dependent. The independent clause contains a

subject and a verb and expresses a complete thought. It can stand alone as a sentence. The dependent clause is an incomplete sentence. It cannot stand alone as a sentence itself, so it must be connected to an independent clause. Commonly, a dependent clause begins with a subordinator such as before, while, because, after, etc. so that's why it is usually known as a subordinate clause

Based on the above explanation, a sentence can consist of an independent clause only or a combination of both independent and dependent clauses. The important note is as long as a sentence consists of combining both independent and dependent clauses but the dependent clause is not attached to an independent clause; it is incorrect in Standard English writing.

#### 5. Type of Sentence structure error

For most beginning writers of foreign language, to express what they intend is sometimes difficult. One of the common problems might be a lack of ability to arrange a group word by using correct structure in a sentence. As a result, they will commit errors in their sentences. Oshima and Hogue (1998:169) explain the major errors in the sentence structure, namely sentence fragments, run-on sentences, and comma splices, choppy sentences and stringy sentences are frequently appear in students' writing. The explanation common sentence errors states as follow:

### a. Sentence fragments

A sentence fragment is a structurally incomplete sentence or part of a sentence (Oshima and Hogue, 1998:169). A sentence is considered incomplete if there is a dependent clause that is not attached to an independent clause, making the sentence unable to convey a complete thought. Bram (1995:26) also agrees that a sentence fragment is similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function nor stand alone as a simple sentence. Thus, a sentence fragment is a word group that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence.

In addition to Bram (1995:26), a sentence can be called a sentence fragment when it does not have one of the following:

- 1) Subject
- 2) Verb
- 3) Subject and verb
- 4) Main or independent clause

Example:

A sentence with no subject

studies diligently and seriously

Correct: **she** studies diligently and seriously (add a subject)

A sentence with no verb

The students in the office

Correctness : the students **study** in the classroom (add a verb)

A sentence with no subject

and verb Late for class

Correctness : **he comes** late for class (add a subject and a verb)

A sentence with no main or independent clause

Because some students work part-time while taking a full load of courses

Correctness: because some students work part-time while taking a full load of courses, **they have very little time**(add independent clause)

a. Run-on sentences and comma splices

A run-on sentence occurs when independent clauses are not joined correctly. According to Bram (1995: 30), run-on sentences

are referred to as fused sentences. In a fused sentence, the two independent clauses are joined with no punctuation mark or coordinating conjunction. In line with Oshima and Hogue (1998:172) a run-on sentence is a sentence in which two or more independent clauses are written one after another with no punctuation.

A comma splice occurs when two or more independent clauses are joined by a comma without a coordinating conjunction. Oshima and Hogue (1998:172) also agree that a comma splice occurs when two independent clauses are incorrectly joined by a comma without a coordinating junction. So, It can be concluded that run-on sentences and comma splices are a compound sentence that is wrongly connected.

Example:

Run-on : My family went to Australia then they emigrated to Canada

Comma splice : My family went to Australia, then they emigratedto Canada

Correctness : to correct run-on and comma splice we can add a period (.), a semicolon (;), coordinator, and even subordinator, as states below:

Add a period: *My family went to Australia. Then they emigrated to Canada*

Add a semicolon: *My family went to Australia; then they emigrated to Canada*

Add a coordinator: *My family went to Australia, and then they emigrated to Canada*

Add a subordinator: *My family went to Australia before they emigrated to Canada*

*After my family went to Australia, they  
emigrated to Canada*

b. Choppy sentences

According to Oshima and Hogue (1998:177), choppy sentences are sentences that are too short. They are the result of using too many simple sentences. Indeed, the use of simple sentences is effective but repetitive or overuse of them in writing, however, considered a poor writing style. Actually, a Choppy sentence is easy to correct. The writer can combine it to make a compound sentence or a complex one. In combining choppy sentences Oshima and Hogue (1998:177) suggest that just combine two or three short sentences to make one compound or complex sentence based on the ideas in the short sentences whether equal or one idea depend on the other. The explanation states as follows:

- 1) When the sentences expresses equal ideas, the writer can combine them by using words such as and, for, or, yet etc. As in following example:

*Dina takes dance classes. She has no natural or sense of rhythm.*

Correctness: *Dina takes dance classes, **but** she has no natural or sense of rhythm.*



2) When the sentences express unequal ideas, that is, if one sentence expresses a less important idea than the other, the writer can combine them by using a subordinator such as because, although, before, after etc. As in following example:

*I like cats. Cats make good pets. Cats are friendly and loyal.* Correctness: *I like Cats **because** they are friendly and loyal.* These two characteristics make cats good pets

For instance, choppy can be reduced by combining the sentences using a coordinator or subordinator conjunction to show connection between ideas.

c. Stringy sentences

The use of too many independent clauses in one sentence which is usually joined by “and, so, or, because, since, and so forth can cause another sentence structure error called a stringy sentence.

It is related to Oshima and Hogue (1998: 175) state that a stringy sentence is a sentence with too many independent clauses, usually connected with and, but, so,

because, etc. Actually, there is no limiting the use of independent clauses in one sentence, but two is a good maximum. A stringy sentence can be corrected by dividing it or recombines the clauses using an appropriate subordinator.

Example:

*Many students attend classes all morning, and then they work all afternoon, and then they also have to study at night, so they are usually exhausted by the weekend.*

Correctness:

*Because many students attend classes all morning, work all afternoon, and study at night, they are usually exhausted by the weekend.*

#### 6. Descriptive text

According to Tompkins (1994), descriptive text is painting pictures with words. The meaning is the students describe something, such as picture, person, thing, animal, and place. In the descriptive text, the students must describe what is look like the object details. As the result, the readers get information about objects or pictures clearly.

According to Anderson and Anderson (2003:26), the descriptive text describes particular person, place, or things. It means that descriptive text is designed especially about a person, a place, or things. They also stated descriptive text to tell about the subject by describing its feature without including personal opinions. In addition, according to Pardiyono (2007:33), the descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) added that description gives a significant point of view because it transforms our feeling and extends our experiences.

## **B. Previous Studies**

There are some related previous studies referring to grammatical analysis that have been researched by several previous researchers as a reference for the writer to compile this final project. The first analysis is made by Henifatus Zahroniah (2015) as her final project entitled "Error on sentence structure in writing descriptive text made by the first graders of MAN Rejotangan". The formulation of the research problems in this research were: (1) what types of sentence structure errors are made by the first grade students of MAN Rejotangan in writing descriptive text? (2) what is the most dominant sentence structure error made by the first grade students of MAN Rejotangan in writing descriptive text? The objective of this research were: (1) to know the types of sentence structure errors are made by the first grade students of MAN Rejotangan in writing descriptive text (2) to know the most dominant sentence structure error made by the first grade students of MAN Rejotangan in writing descriptive text. This research is descriptive design with quantitative approach. The population of this research was all the first grade students of MAN Rejotangan in academic year 2014/2015. The sample of this research was X IPA 4 class which consists of 32 students. The instrument used in this research was writing test. The data analysis was using identifying and classifying the sentence structure errors into sentence fragment, run-on sentences and comma splice, choppy sentence, and stringy sentence. The result of this study shows that: (1) the types of sentence structure errors in descriptive text made by the first grade

students on MAN Rejotangan in academic year 2014/2015 were sentence fragments, run-on sentences and comma splices, choppy sentences and stringy sentences (2) the students made the total 264 errors in their writing. In term of each error, sentence fragments appeared 182 times, run-on sentences and comma splice 69 times, choppy sentences 11 times, and stringy sentences 2 times. Therefore, it can be concluded that the most dominant errors made by students was sentence fragments.

The research that has been conducted by Nurimamah, under the title” *an error analysis on sentence types based on structure in atmarita’s short story “when biruni remembers it”*. This study was conducted to get the answer of research problems, namely (1) What kinds of sentence types that are used in short story in “Reform” magazine No (19,2001)?, (2) What kinds of errors in sentence types that are found in the object of the study? and (3) What is the most dominant error that are found in this investigation?. The method of this study was descriptive research design. This research was categorized into qualitative research, because the writer is the main instrument to collect the document of short story “When Biruni Remembers It” in “Reform” magazine No (19,2001). In analyzing the data, the writer classified and described kinds of sentence types and kinds of error in sentence types that are found in short story “When Biruni Remembers It” in “Reform” magazine No (19,2001). The result of this study showed that all the types of sentence based on structure are used in the short story. There were the total 31 sentences, they are: two simple

sentences, nine compound sentences, seven complex sentences, and thirteen compound complex sentences. In addition, the writer used Oshima's theory to investigate the students' errors, which is classified into sentence fragments, choppy sentences, and stringy sentences. This study found that there are two errors of choppy sentences and there is no error of sentence fragments or error of stringy sentences. It means that the most dominant error was error of choppy sentence.

The research that has been conducted by Achoeah, and J. E, under the title " *Sentence errors: a review of selected GNS 112 test scripts of students of the University of Ilorin*". This study examined sentence errors in selected composition scripts of students in GNS 112 Continuous Assessment test. This study was categorized into descriptive design, because the writer identified, categorized, explained and corrected the sentence errors found in the selected test scripts. The participant of this study was the GNS 112 students of the University of Ilorin. The instrument of this research was writing test. The writer asked students to compose writing on the topic "The Dangers of Drug-abuse". In analyzing data, the writer used basic grammatical concepts to identify and explain sentence errors in the selected test scripts. The result of this study showed that the writer found sentence errors in students' GNS 112 test script as follows: Misplaced modifier 3 times, Dangling Modifier 1 time, Run-on sentence 2 times, Redundancy 3 times, Sentence Fragment 2 times, Faulty Parallelism 2 times, and Faulty Predication 1 time. The writer also found

other errors include Incoherence 2 times, Ineffective Sentence 1 time, Ungrammaticality 1 time, and Senselessness 1 time. The research that has been conducted by *Ronald Candy S. Lasaten*, under the title "*Analysis of Errors in The English Writings of Teacher Education Students*". This study aimed to analyze the common linguistic errors in the English writings of teacher education students. The writer used qualitative research design. The subject of this study was teacher education students of Mariano Marcos State University College of Teacher Education, Laoag City, Philippines. In selecting sample, the writer used random sampling technique in which the writer selected the written compositions of the students randomly. In analyzing data, the writer used the Taxonomy of Errors patterned after the model of Darus and Ching (2009). The writer identified and described the prevailing linguistic errors in the English writings of the students. Moreover, the writer also investigated the possible causes of these errors and drew out implications to language learning and teaching. The result of this study showed that that errors in verb tenses were the most common linguistic errors of the students, followed by error in sentence structure; sentence fragments and run-on sentences, punctuations, word choice, spelling, use of prepositions and articles. Further, the majority of these errors are caused by learners' poor knowledge of the target language (English), specifically ignorance of rule restrictions. Others are attributed to the learners' carelessness, first language transfer or interference and limited vocabulary in the target

language. Through this study, language teachers are guided to assess their own teaching methodologies and identify their students' ability in writing and to choose the strategies and topics that are best suited to their students.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Research Approach**

The researcher used a descriptive qualitative approach in this research. The qualitative research presented the data of the research in form of qualitative description. Qualitative research can be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2003).

In this research, the researcher merged qualitative and quantitative. The qualitative approach was analyzing the data of descriptive text made by students at Universitas PGRI Semarang in the academic year 2019/2020. Therefore, the data can be easier to understand. The descriptive method was used to collect the data, analyze, classify, and conclude.

#### **B. Roles of the Researcher**

In this qualitative research, the researcher was the key instrument, thus the researcher must be validated for how far the researcher mastery the material in that field. The theories were prepared as a source in doing research. The researcher carried the main role to solve the problem from the problem statements.



### **C. Methods of Data Collection**

There were various kinds of techniques of data collection that the researcher applied in this research. First, the researcher had to collect the data of descriptive text from the forty (40) students at Universitas PGRI Semarang in the academic year 2019/2020. The students were instructed to make descriptive text consist of a minimum of ten sentences with random topics. Second, the researcher analyzed the data. Finally, as a data reporter, the researcher reported the result of data analysis by providing a detailed explanation.

### **D. Methods of Data Analysis**

The researcher applied qualitative data analysis. Creswell (2012:236) stated that analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions. There are several steps that the researcher used in analyzing the data such as:

#### **1. Population and Sample.**

The population in this study were all students of the PGRI Semarang university class of 2019/2020 which consisted of 4 classes with a total of 160 students. In this study, the research sample used purposive sampling where the sample was selected because there was a specific goal, namely the 2019/2020 PGRI Semarang university students who had written descriptive texts to fulfill the Writing course assignments. The sample taken was in one of the classes in the same batch, which amounted to 20 descriptive texts for PGRI Semarang university students

### 1. Collecting Data

The researcher was collecting data of descriptive text from 40 students at Universitas PGRI Semarang in the academic year 2019/2020 that were already instructed to make descriptive text consist of a minimum of ten sentences with a random topic. Afterward, the researcher highlighting the sentences to analyze.

### 2. Analyzing type of error sentence

The researcher analyzed the type of error sentence in the descriptive text made by 40 students at Universitas PGRI Semarang in the academic year 2019/2020 that already instructed to make descriptive text consist of a minimum of ten sentences with a random topic.

### 3. Finding dominant error

The researcher analyzed and found the dominant error of each sentence in the descriptive text made by 40 students at Universitas PGRI Semarang in the academic year 2019/2020 that already instructed to make descriptive text consist of a minimum of ten sentences with a random topic.

#### 4. Drawing conclusion.

After finished doing data condensation and data display, the last steps to analyze the data in this research are concluding. According to Miles and Huberman (2014) stated that conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage, and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

This research has classified based on the common sentence structure errors proposed by Oshima and Hogue (1998), the errors were classified into four types; sentence fragments, run-on sentence and comma splice, choppy sentences, and stringy sentences. The descriptions of each error of each types of sentences are stated in the table 4.1, as follows :

Table 4.1. Finding of Type of Error

<i>TYPE OF SENTENCE</i>		<b>SIMPLE SENTENCE</b>	<b>COMPOUND SENTENCE</b>	<b>COMPLEX SENTENCE</b>	<b>COMPOUND-COMPLEX SENTENCE</b>
<b>TOTAL OF SENTENCES</b>		110	57	28	15
<b>aTOTAL OF ERROR</b>		42	29	8	8
<b>4bTYPE OF ERROR</b>	<b>FRAGMENT</b>	22	13	-	-
	<b>COMMA SPLICE</b>	9	5	2	1
	<b>RUN ON</b>	4	4	5	7
	<b>STRINGY</b>	3	3	-	-
	<b>CHOPPY SENTENCE</b>	4	4	1	-

<b>DOMINANCE OF ERROR</b>	FRAGMENT	FRAGMENT	RUN ON	RUN ON
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Based on the table of finding above, it showed the numeric of each type of sentence found and its types of error on the whole descriptive texts that had written by the students.

### 1. Types of Sentences

According to the theory of the experts that already mentioned in the previous chapter, here are the results of the classification are as follows:

#### a) Simple Sentence

A simple sentence is an independent clause with no conjunction or dependent clause. A simple sentence has no dependent clauses. (An independent clause (unlike a dependent clause) can stand alone as a sentence). is not always a short, basic sentence like the four examples shown above. It could have a compound subject (i.e., a subject with two or more simple subjects). The data of simple sentences found on the whole students' descriptive text are 110 (one hundred and ten) sentences. They are classified as a simple sentence because the sentences consist of just one independent clause. The data samples are as follows;

- *I really like to eat.*
- *Brisia Jodie is my idol.*

- *I was very impressed to Jodie.*
- *This place is more beautiful at dusk.*

The data above showed that they both have independent clauses which also consist of one subject.

#### b) Compound Sentence

A compound sentence is two independent clauses joined by a conjunction (e.g., and, but, or, for, nor, yet, so). They're best for combining two or more self-sufficient and related sentences into a single, unified one. The key here is independent clauses, which are clauses that can stand alone as separate sentences. Essentially, a compound sentence brings together individual, related sentences as one. However, compound sentences can also use a semicolon to connect two clauses, in which case no conjunction is necessary. The data of compound sentences found on the whole students' descriptive text are 57 (fifty seven) sentences. They are classified as a compound sentence because it connects two independent clauses, typically with a coordinating conjunction like; and, or, but. The data samples are as follows;

- *He likes study sometimes and he is a clever student in his class.*
- *He had been in Jogja for a year and it was not a short time.*
- *Many people like her and she is very friendly to everyone especially to her fans.*

- *My mother is also not very high, but that is the standard for the majority of Southeast Asians.*

The data above showed that the sentences consist of two independent clauses and are connected with coordinating conjunction “and”.

#### c) Complex Sentence

A complex sentence contains one independent clause and at least one dependent clause. The clauses in a complex sentence are combined with conjunctions and subordinators, terms that help the dependent clauses relate to the independent clause. Subordinators can refer to the subject (who, which), the sequence/time (since, while), or the causal elements (because, if) of the independent clause. The role of a subordinating conjunction and the dependent clause is to establish a time, a place, a reason, a condition, a concession, or a comparison for the main clause. The data of complex sentences found on the whole students’ descriptive text are 28 (twenty eight) sentences. They are classified as a complex sentence because the sentence consist of one independent clause and at least one dependent clause. The data samples are as follows;

- *Despite being the best player, he still taught his junior about his techniques.*
- *Because of located on strategic area, this college is easy to find.*

- *I love the beach because in my place there are many beaches.*
- *She often taught me to be an adult, with independent learning and not depend on others.*

The data above showed that the sentences consist of one independent clause and one dependent clause which are connected with coordinating conjunction “because” and “despite”.

#### d) Compound-Complex Sentence

A compound-complex sentence contains multiple independent clauses and at least one dependent clause. Compound-complex sentences are the most complicated sentences, as their name implies. A compound-complex sentence has at least two independent clauses and at least one dependent clause. In simple terms, an independent clause can be a sentence on its own while a dependent clause cannot. These sentences will contain both conjunctions and subordinators. The data of complex sentences found on the whole students’ descriptive text are 15 (fifteen) sentences. They are classified as a complex sentence because they have at least two independent clauses and at least one dependent clause. The data samples are as follows;

- *The beach is save enough for swimming because the beach is shallow and the wave is not so big.*



- *When I call “Nino” he came to me and I can listen his bell, he is very smart.*
- *My friend Januar has many traits that are liked, but there are also traits that I dislike about him who is too blunt to speak.*
- *I have learned how to treat others better through watching him, and he has shown me what it means to be honest and trustworthy.*

The data above showed that the sentences consist of two independent clause and one dependent clause which are connected with coordinating conjunction “and”, “because”, and “when”.

## 2. Types of Error

According to Oshima and Hogue (1998:169), the major errors in the sentence structure, namely sentence fragments, run-on sentences, and comma splices, choppy sentences and stringy sentences are frequently appear in students’ writing. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. Errors are reserved for the systematic deviations due to the learner’s still developing knowledge of the second language rule system. The definition of error above is called competence errors that error due to a lack of knowledge of the target language. In other word, the error appears in the middle of the learning process when the learners have not the target language completely. Errors are the flawed

side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors is an inevitable part of learning. The results of the error found on the texts as follows:

a. Sentence Fragments

A sentence fragment is a structurally incomplete sentence or part of the sentence (Oshima and Hogue, 1998:169). An incomplete sentence will express incomplete thought and cannot stand alone as sentence. Remember that a complete sentence must contain at least one main or independent clause, in which one main or independent clause is made of one complete subject and one complete verb that expresses a complete thought. In addition, Bram (1995:26) points out that a sentence fragment is similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function or stand alone as a simple sentence. In conclusion, a sentence fragment is a word group that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence. The data of the sentence fragment found on the whole students' descriptive text are 35 (thirty five) sentences. The samples of the result as follows :

- *And sweet foods i really like ice cream*

- *Painted with radish red, ivory white, and bright yellow.*

The data above showed that the sentences indicate as the sentence fragment for its incomplete and missing part. Based on the data analysis, a sentence fragment is often found in the simple sentence with 22 data.

b. Run-on sentence and comma splice

Oshima and Hogue (1999:172) state that a run-on sentence is a sentence in which two or more independent clauses are written one after another with punctuation. While a comma splice sentence is similar to a run-on sentence in which the writer combines two independent clauses with only a comma without a conjunction. In other words, run-on sentences and comma splices are compound sentences that are wrongly connected. The data of the run-on and comma splice sentence found on the whole students' descriptive text are 17 (seventeen) sentences of run-on, and 20 (twelve) sentences of comma splice. The samples of the result as follows :

- *Every time i remember food,often my money runs out just to buy food. (run-on)*
- *There are two big windows here so there's lots of light.(comma splice)*

The data above showed that the sentences indicate as the run-on and comma splice sentences for its incomplete and missing part. Based on the data analysis, a run-on sentence is often found in

the simple sentence with 9 data. Meanwhile, a comma splice sentence mostly found in the compound-complex sentence with 7 data.

c. Choppy sentence

Oshima and Hogue (1998:177) states “ a choppy sentence are sentences that are too short. They are the result of using too many simple sentences”. The data of the choppy sentences found on the whole students’ descriptive text are 9 (nine) data. The samples of the result as follows :

- *The heavy food that i like is meatballs and the snack that i like is cassava chips.*
- *My mother also has eyes that are different from her other siblings, she has narrow eyes and people used to call her Chinese, in fact she is originally from Java.*

The data above showed that the sentences indicate as the choppy sentences for its consequence of using too many simple sentences. Based on the data analysis, a choppy sentences is often found in the simple and compound sentence with 4 data of each types of sentences.

d. Stringy sentences

Oshima and Hogue (1998:175) state that a stringy sentence is a sentence with too many independent clauses, usually connected with and, but, so, because, etc. A stringy sentence makes

the reader forgets the beginning of the sentence before reaching the end. To correct the first sentence, remove the coordinate conjunction „so“, and then recombine the sentences. The data of the stringy sentences found on the whole students' descriptive text are 6 (six) data. The samples of the result as follows :

- *He is naughty sometimes, but he is a friendly and kind person, so that he has many friends in his class.*
- *He is kind and humorous and his eyes are really beautiful.*

The data above showed that the sentences indicate as the stringy sentences for its consequence of using too many independent clauses. Based on the data analysis, a stringy sentence is often found in the simple and compound sentence with 3 data of each types of sentences.

## B. Discussion

Based on the first problem statment,the researcher found four types of sentences on the student's writing descriptive text, there are simple sentence,compound sentence,complex sentence and compound complex sentence. Each types of sentence found has a different amount. The types of sentence found in this research is simple sentence was 110 sentences, compound sentence was 57 sentences, complex sentence was 28 sentences and compound complex sentence was 15 sentences.

As explained in chapter II, Oshima and Hogue (1998: 169)

show the major errors in the sentence structure, they cover sentence fragments, run-on sentences or comma splice, choppy sentences, and stringy sentences. A sentence fragment is a structurally incomplete sentence or part of a sentence. A run-on sentence occurs when two or more independent clauses are written one after another with no punctuation. A comma splice occurs when two independent clauses are incorrectly joined by a comma without a coordinating junction. Choppy sentences are sentences that are too short. They are the result of using too many simple sentences. A stringy sentence is a sentence with too many independent clauses, usually connected with and, but, so, because, etc. Depend on the finding of the study there are total 87 errors occurred in the writing descriptive text of the students, they are; 35 data of sentence fragment, 17 data of comma splice sentence, 20 data of run-on sentence, 6 data of stringy sentence, and the last 9 data of choppy sentence. For further classification, there are total 42 errors in the simple sentence, 57 errors in the compound sentence, 28 errors in the complex sentence, and 15 errors in the compound-complex sentence.

The second statements of the problem is to find the dominant grammatical error in each types of sentences. Based on the finding in this research of the students of Universitas PGRI Semarang in the academic year 2019/2020 that had written the descriptive text, it can be shown that the most grammatical error

found in the type of sentence of simple sentence with the total 110 data of error. The dominant error occurred in the simple sentence is a sentence fragment with total 22 data found. The other following data are; compound sentence with 57 data and 13 sentence fragment as the dominant error, complex sentence with 28 data and 5 run-on sentence as the dominant error, and the last one compound-complex sentence with 15 data and 7 run-on sentence as the dominant error.

This research revealed that many students made sentence fragments in their descriptive writing. According to Oshima and Hogue (1998: 169), a sentence fragment is a structurally incomplete sentence or part of a sentence. Based on the finding, sentence fragments occur 35 data of the total error. It was the first highest frequency of error appeared in students' writing. It means that sentence fragment was the most dominant error made by students.

Actually, a sentence fragment is a group of words that is attempting to function as a sentence but missing one or more of the parts required in a complete sentence. As we have known, subject and verb are the important components of a complete sentence. It is appropriate with Hogue (1998:155) that a sentence is a group of words that contains at least a subject and a verb and expresses a complete thought. If a group of words lacks a subject, a verb, or both, of course, it cannot express a complete thought and cause a fragment. Consequently, the writing is difficult to understand by the reader, and

even the intended meaning of the text gets lost.

Some sentence fragments found in students' writing occur because the use of a dependent clause that is not attached to an independent clause. It is related to Bram (1995:26) that a sentence fragment is also similar to a phrase or a dependent clause. It expresses an incomplete thought and cannot function nor stand alone as a simple sentence. However, the dependent clause has a subject and a verb, so they look like complete sentences, but they don't express a complete thought. They are called "dependent" because they depend on other statements to complete the thought. In other words, a dependent clause must be attached to a statement that makes sense standing alone.

Here the researcher tries to present the distribution and examples of sentence fragments found in students' writing. Based on finding, the sentence fragments are frequently made by students of Universitas PGRI Semarang in the academic year 2019/2020 for the example is "heavy or light food". it is a sentence fragment because there is no subject and verb.

To sum up, sentence fragments give a big contribution in causing sentence structure errors in writing. However, the use of complete sentences is needed to support the explanation in a text. As one type of text, descriptive text requires a clear and vivid explanation of the object being described in order for the reader can



visualize the object in his or her mind. It is related to Oshima and Hogue (2007: 61) a good description is a word picture; the reader can imagine the object, place, or person in his or her mind. The students might know the elements of a complete sentence, but they lack knowledge of the elements of a complete sentence in the target language, especially English.

The second highest frequency of error that appeared in students' writing was a run-on sentence and a comma splice. This error occurs 17 data of comma splice and 21 data error of run-on. Run-on sentences and comma splices appear due to the wrong in combining two independent clauses. According to Bram (1995:27), run-on sentences and comma splices are compound sentences that are wrongly connected. Here the researcher tries to present the distribution and examples of run-on sentences and comma splices found in students' writing. Based on the finding, run-on sentences and comma splices were frequently made by students of Universitas PGRI Semarang in the academic year 2019/2020. Run-on and comma splice appeared in students writing as in "She makes me fall in love with her since first I saw her on TV." this sentence is a run-on sentence because there is no punctuation before "since". As the result, the sentence will be difficult to understand. Whereas, comma splices appeared in students' writing as in "Even though his nose is pug but this kitty has a keen sense of smell." This sentence is

comma splice because there is no punctuation before “ but “.

However, both run-on sentences and comma splices will make the sentence difficult to comprehend. The readers are forced to reread and reread before they succeed in marking where a sentence begins and ends. Further the reader will probably spend too much time trying to find out the intended message in the writing. Based on the finding in this research, the students were not fully aware of using punctuation or connecting words in a sentence.

The third highest frequency of error that appeared in students’ writing was Chippy sentences. This error occurs 9 times. Chippy sentences appear due to the use of too many short sentences, sometimes often repeating the same word. According to Oshima and Hogue (1998:177), chippy sentences are sentences that are too short. They are the result of using too many simple sentences. Chippy sentences are found in students’ writing as in “He is 14 years old now. He is 4 years old younger than me.”. These sentences too short and often repeat the same subject “He”. The use of too many sentences in a row that begin with the same subject can cause sentences errors, especially chippy sentences. Therefore, they should be combined by using appropriate connecting words to make longer sentences in order to the idea can connect each other. The revised sentence will be “ He is 14 years old now and 4 years old younger than me “. Chippy sentences make the sentences do not have a good

style. Reading these kinds of sentences can be boring for the reader. Based on the finding in this research, there were some students that use too often repeating the same word. However, informal academic writing choppy sentence tends to avoid because many short sentences in succession make it appear that a writer is incapable of sustaining a complex thought. The students should combine these short sentences to form longer ones so it makes the idea can connect to each other.

The last fewest frequency of error that appeared in students' writing was stringy sentences. This error occurs 6 datas. Stringy sentences appear due to the use of too many clauses usually connected with and, but, so, and because. These clauses strung together forming one very long sentence. Oshima and Hogue (1998: 175), state that a stringy sentence is a sentence with too many independent clauses, usually connected with and, but, so, because, etc. Actually, there is no limiting the use of independent clauses in one sentence, but two is a good maximum. Errors of stringy sentences are found in students' writing as in "He is kind and humorous and his eyes are really beautiful. ". This sentence is a stringy sentence because the student uses too many connecting words to combine clauses. These connecting words can be decreased in order to sentence flow smoothly. The revised sentence will be "he is kind, humorous, and his eyes are really beautiful."

In conclusion based on the finding in this research, the students are still confused in constructing well-formed sentences. They use too many connecting words and, because, so" to combine clauses. Actually, the use of connecting words to combine several clauses to be one sentence is good, but overuse it can cause the reader to forget the beginning before reaching the end.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher wants to present the conclusion of the study that has been discussed in the previous chapter. Moreover, the researcher also wants to give suggestions either for English teachers, students, and other researchers.

#### **A. CONCLUSION**

The research shows that the students of Universitas PGRI Semarang in the academic year 2019/2020 made various kinds of errors in constructing sentences. It indicates that the students still have problems constructing well-formed sentences in writing. An error that was found in students' writing can be categorized into four distribution: sentence fragments, run-on sentence and comma splice, choppy sentence, and stringy sentences.

Based on the finding in this research, there were 210 sentences total data types of sentences and 87 total data types of errors appeared in students' writing. The highest frequency of error that appeared in students' writing was simple sentence with 110 the total data of error on sentence fragments with 22 data found. It means that sentence fragment on simple sentence was the most dominant error done by students. Sentence fragment appears due to the absence required in a complete sentence. The second frequency of error that

appeared in students' writing was compound sentence with 57 data and 13 sentence fragment as dominant error. The third frequency of error that appeared in students' writing was complex sentence with 28 data and 5 run-on sentence as the dominant error. The last of error that appeared in students' writing was compound – complex sentence with 15 data and 7 run-on sentence as dominant error.

## **B. SUGESSTION**

### 1. English Teacher.

In teaching writing, actually, there are many aspects that must be taught by the teacher. One of them is about the use of sentence structure. Based on the finding in this research, the researcher found many errors made by the students of Universitas PGRI Semarang in the academic year 2019/2020. English teachers should pay attention to the sentence structure errors that are often made by students in composing writing. After knowing the students' errors, the teacher has to give explanations and feedback for their students related to the errors.

### 2. Student

In writing, the students should know the importance of sentence structure in writing. Many students do sentence errors in their writing. They still have problems constructing well-formed sentences in writing.

The students, now have known the errors they made in their writing. The student as a learner should learn from their error and not do the same again, and, if necessary they can look for information from the teacher or reviewing the related book.

### 3. Other Researcher

The other researcher is suggested to use a better method to collect data of their research. He/she should present the findings better and more systematically, so that they can be understood well, and have more benefit to the reader. Furthermore, the other researcher is also suggested to not be only concerned with sentence structure, but also he/she should add other aspects of writing that can be analyzed.

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Name : Putri Eka Andriani

NPM : 19420002

Class : 2B

## NARRATIVE AND DESCRIPTIVE TEXT

### ★ Describtive Text

I really like to eat. heavy or light food. spicy or sweet food. every time I remember food, often my money runs out just to buy food. the heavy food that i like is meatballs and the snack that i like is cassava chips. for spicy food, I like whatever chili. and sweet foods I really like ice cream

Name : Nailly Mufidatul Azka

Npm : 19420003

Writting 2

### Descriptive Text

Brisia Jodie is my idol. She was born in Yogyakarta, on March 30, 1996. She is very cute, smart, and friendly. Many people like her and she is very friendly to everyone especially to her fans. She has small body, but little fat, short hair, thin lips, chubby cheeks, and her eyes are very beautiful. Brisia Jodie is an actrees and singer. Now she already has 8 singles. Many people like the song. She make me fall in love with her since first I saw her at TV. I like her since the beginning of the audition that is Indonesian Idol. I was very impressed to Jodie. She can play any kind of instruments, such as: guitar, and piano. She's very good at playing it. She can also act. There are several series that she played. That's way I like her, because she is multitalented, smart, and friendly.

Name : Siti Tri Ulfani

Npm : 19420004

### **DESCRIPTIVE**

I'll tell you about the most wonderful person in the world, and that person is my mother. My mother had a beautiful face to me, with her round face, white skin and curly hair. My mother also has eyes that are different from her other siblings, she has narrow eyes and people used to call her Chinese, in fact she is originally from Java. My mother is also not very high, but that is the standard for the majority of Southeast Asians.

My mother is a good person, she is always kind to me even though I often make mistakes. She often taught me to be an adult, with independent learning and not depend on others. She also always taught me to save, for the future. And she is like a hero, always there when I need.

For me and my family, mother is very important from anything. With so many problems I faced, she was the one who made me able to survive until now. My mother is my role model, for now and forever.

Nama: Dina Astiti Wafuani

Class : WRITING 2B

Descriptive Text

Bandengan Beach

Bandengan Beach or Tirta Samudra Beach is the famous beach in Jepara. The place is very beautiful and romantic. People around Jepara, Kudus, Demak know this place.

This place is located 7 kilometers north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it. From the town square, follow the road to Bangsri then turn left when reached Kuwasen village. You can take public transportation or by your own vehicle.

The white sandy beach which has pure water is good for swimming. The beach is safe enough for swimming because the beach is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friends.

In this location, we can sit and relax on the shelter while enjoy the natural beach breezy wind. It also has large pandan tree field. It is suitable for youngster activities such as camping.

If we want to sail, we can rent the traditional boat owned by local people. We can make voyage around the beach or we can go to Pulau Panjang (Panjang Island). Some time we can find banana boat and jet ski for rent.

In this place we can find many traditional food stalls. We can order traditional foods sold by the trader such as roasted fish, crab, boiled shell. Pindang srani is one of the delicious food enjoyed by the visitors. Come to the Bandengan Beach and you will find a paradise on the tip of Muria peninsula.

Name : Shella Nabilla  
Class : 2A  
NPM : 19420006

- **Descriptive paragraph**

### My House

My house is my best place. The first room is living room. In the living room there is a big sofa that can seat no less than five people. On the wall behind the sofa there is a painting and family photos. Then, the second room is family room. In family room there is a table, chair, wide screen television, and some beautiful flowers in the table add a feminine touch to the room. Next, the third room is the bedroom. There is a bed with pillows, bolsters and blankets. There are two big windows here so there's lots of light. The last room is the kitchen and bathroom. In the kitchen there is a refrigerator, sink, gas stove, rack, and others. And in the bathroom there is a bathtub with a shower. In short, even though my house is small, it's my best place.

**Name :Aprilia Ningsih**

**NPM : 19420009**

**Writing 2**

**Descriptive text**

Nice glass

This glass is less than 1 hand tall, with a size large enough to allow the contents of the glass more than ordinary glass. First, the wide glass lips with the smooth and neat edge of the glass make this glass look perfect to serve ice with enough content. And then the handle is thick and wide so that it is comfortable to hold even though the glass is filled with hot drinks. Decorated with oval patterns throughout the glass adds a beautiful and classy impression to this glass. The last one is layer of the glass. With a layer of glass walls and a thick glass bottom layer is suitable for use as a hot coffee or hot tea.

Name: Agnesia Stefanny Susanto

Class : Writing 2B

NPM : 19420011

Descriptive Paragraph

Universitas PGRI Semarang is an amazing college in Semarang. This college is divided into 4 different places, as follows: East Sidodadi, Gajah Raya, Sriwijaya and Bendan. Because of located on strategic area, this college is easy to find. All of the building in each place is luxurious. Painted with radish red, ivory white, and bright yellow. The buildings are very tall, ranging from 4 floors to 7 floors. It makes this college are available for thousand of students. It has modernist architecture based upon new and innovative technologies of construction, particularly the use of glass, steel, and reinforced concrete. You will be amazed at the first sight.

**CINDI NURUL ALFIANTO**

**19420012**

**WRITING 2**

**DESKRIPTIVE PARAGRAPHS**

My friend Januar has many traits that are liked, but there are also traits that I dislike about him who is too blunt to speak. He is kind, funny, and friendly to everyone. Because it is too blunt to make him always use humor to convey his intentions in such a way that sometimes hurts the listener's feelings. Januar is also

familiar with how to use humor to motivate people and how to get people to agree. The most important thing I like about him is that I know he will never turn his back on me or lie to me or my family because he is also close to my family. I feel very fortunate to have someone like my friend because I can count on him in many ways. If you are in trouble he is the first person who will help, Januar is the type of person who will do anything for the person who asks for his help until he is finished. I have learned how to treat others better through watching him, and he has shown me what it means to be honest and trustworthy.

Name : Nadya Putri Amalia

Npm : 19420014

Descriptive paragraph

My favorite place is in the beach

I like going to the beach. I love the beach because in my place there are many beaches. One of the beaches that I often visit is Jepara bandengan beach. There are so many scenes that I can see. As there are still many ships, coconut trees, very calm waves, there are also many cafes there. Usually I go to the beach in the afternoon. Because in the afternoon I can see a very beautiful sunset. While waiting for sunset I played water and also ordered young coconuts with my friends. I think when I relax my mind becomes relaxed. And when I have an immediate problem there my problem can be forgotten. Bandengan beach is a very beautiful beach. Because of the white sand, people use it to play volleyball, hang out, play sand even to take pictures. Therefore, I often go to the beach.

Awanda Mella Stevani

19420015

2B

\*Descriptive Paragraphs

Wayne Rooney or Rooney is one of the best players in Manchester United. He received awards from several records created by him. He has a good playing technique. Despite being the best player, he still taught his junior about his

techniques. Despite being the oldest player in Manchester, he still looks energetic and still has a high spirit. Wayne Rooney was very popular with her idol because she was very handsome. Wayne Rooney has light skin, square and beardless face with distinctive hair color. His hair is straight and the color is dark blond. He has big and deep set eyes and the color is blue. He has an athletic body with the height of 178 centimeters and weight 65 kilogram. He love to wear a sporty T-shirt and his favorite color is blue. More suprisingly he is an occasional smoker and he doesn't have any tattoo on his body. He is very different from other Manchester players, he is very loyal to his team. That's why he has a lot of fans.

Name: Nurul Afifah Musyarofah

NPM: 19420016

Class: 2B

- Descriptive Teks

### Honey Bee

This is an extraordinary, curious, and remarkably industrious little insect, to which mankind are indebted for one of the most palatable and wholesome sweets which nature affords; and which was one of the choice articles with which the promised land was said to abound.

In every hive of bees, there are three kinds; the queen, the drones, and the labourers: of these last, there are by far the greatest number: and as cold weather approaches, they drive from the hives and destroy the drones, that have not laboured in summer, and will not let them eat in winter.

If bees are examined through a glass hive, all appears at first like confusion: but, on a more careful inspection, every animal is found regularly employed. It is very delightful, when the maple and other trees are in bloom, or the clover in the meadows, to be abroad and hear their busy hum.

Name : ERIKA VONNY CORNELIA

NPM : 19420019

- Descriptive Text

### Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport.

Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road.

Name : Ratih Cahyatri

Class : 2B

NPM : 19420020

Descriptive text

### My Cutie Cat

I have a very cute little cat, I named it Owel. not an owl but an Owel. This cat is male, white and black like a dairy cow and very soft fur. The feathers in his



eyes form a black round so that makes it look like a panda. Owel has round fat legs, all four legs look short so that makes it look very cute and adorable.

Every day Owel was given a special cereal for cats which he said had the taste of tuna meat. Owel always spent time just to sleep and play at home, that's why Owel has a fat body. when he saw an insect, he always chased after it with a serious face, narrowed eyes, and a whiskers that moved. When he wakes up, he always follows me to ask for play or to ask for food by issuing his voice which is spoiled and loud but slow. I don't want Owel to get bigger, because his current size makes him look adorable and cute.

Name: Ramadhanti dian zuniati

Npm: 19420025

Class: PBI/2A

- **Descriptive paragraphs**

My lovely brother.

I am the first child in my family and i have a little brother. His name is Bahij ammar nugroho. I usually call him Bahij. He is 14 years old now. He is 4 years old younger than me. He was born in pati on 9 September 2006. He has brown skin and straight hair like me. He is not handsome enough but he is cute and lovely. My brother studies in elementary high school in my town and he is in 8 grade now. He likes study sometimes and he is a clever student in his class. He is naughty sometimes, but he is a friendly and kind person, so that he has many friends in his class. My brother has some of the same hobbies like me. His hobby is watching horror movhies and comedy movies. Sometimes we were watching movies together. He also like playing video game like me and he likes playing with cat. And also we have a same favorite food, that is fried rice. My brother is a naughty person when at home. He is always disturb me and always seek attention of me. Although he is very naughty, but i love him so much.

Name : Silvina Berliana Putri

Npm : 19420027

A. Descriptive text

charming stranger

I remember when I vacationed somewhere I accidentally passed a stranger. he has brown eyes and a sharp nose. It's all charming behind the black hoodie he wears. He smiled at me and fell in love at first sight. Then we joke, he looks like a nice person. I heard he was a Pennyslavian who lived in Jogja. He is not alone in Jogja but with his parents too. He had been in Jogja for a year and it was not a short time. He is kind and humorous and his eyes are really beautiful. He always dressed casual in the white Adidas shoes he wore and always looked charming.

Name: Alfi Khoirun Nisa

NPM: 19420029

WRITING

### **DESCRIPTIVE PARAGRAPH**

#### My Handsome Cat

My handsome cat is Nino, I take care him was the baby. His fur are white, yellow, and orange. His fur is soft and clean although he likes sleep on the ground. Nino wear the blue necklace with the bell on the middle. When I call "Nino" he came to me and I can listen his bell, he is very smart. He has wide eyes with brown colour and black lens, it's very cute. And he has flat nouse and beautifull pink lips, he has the body tall and big. Because he has big belly, I like to stroke it. My father like him too. Nino likes to follow my father to the store, He often sleeps on the cashier's desk.

Descriptive text

#### Kiwi

Kiwi is a tanned berry, a slightly hairy skin, and almost similar in size and shape to an egg. kiwifruit has emerald green fruit around the soft, black seeds. tasty ears, it tastes mixed with fruit and is rich in vitamin c. people eat kiwi fresh, frozen or canned. people also use kiwifruit to make fruit salads, pie, ice cream, kiwifruit to grow. this plant grows well in a cool climate. New Zealand at the top level for

kiwi fruit production. followed in the order of France, America, Italy, Spain, and Japan. kiwifruit is a fruit native to south-east China. and also known as the Chinese raspberry.

**Name : Zazirotul Munawaroh**

**NPM : 19420033**

**Writing 2**

### **Descriptive Text**

#### **My Cat**

I have a pet that is a cat. My cat is named kitty. The kitty has white fur with a striped stripe of black on the edge of the ear to the tail. His nose looks more pug than other cats. Even though his nose is pug but this kitty has a keen sense of smell. The weight and body shape are very proportional, neither heavy nor too light. With this proportional weight, the kitty can move swiftly. He has 4 legs which are rather long and strong. So the kitty is happy to jump here and there quickly. Its tail is a bit long compared to other domestic cats. Because the tail is long so the kitty often wags its tail when he wants to play with me. The kitty has bright blue eyes with sharp highlights. With those eyes he can pounce on his enemy, the rat in my house. Mustache owned by this kitty means the elegant impression that appears on his face. Usually I feed the kitty with fresh fish. Such as tuna, tuna, milkfish and others. I really like this kitty because she is so cute and adorable.

Muldiyati indriyani

19420034

Writing

#### **Descriptive paragraph.**

Park Chanyeol is my favorite singer. Park Chanyeol is an South Korean artist. He's very popular among girl's. He came from a Korean boy group called EXO. He has many fans from every country in this world. He has many hobby and one of them are playing a guitar. He's very good at playing it.



**KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Eka Setia Widhianto  
 NPM : 16420118  
 FAK/PROGDI : FPBS/PEND. BAHASA INGGRIS  
 DOSEN PEMBIMBING I : Dra. Siti Lestari M.Pd  
 DOSEN PEMBIMBING II : Rahmawati S., S.Pd., M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN
			PEMB. I
1.	18 September 2020	Pengajuan judul	<i>ms</i>
2.	20 September 2020	Revisi judul	<i>ms</i>
3.	29 September 2020	Acc judul	<i>ms</i>
4.	5 Oktober 2020	Bimbingan proposal bab 1-2	<i>ms</i>
5.	9 Oktober 2020	Revisi proposal	<i>ms</i>
6.	29 Oktober 2020	Revisi proposal	<i>ms</i>
7.	8 November 2020	Acc proposal dan bimbingan skripsi	<i>ms</i>
8.	10 November 2020	Bimbingan skripsi bab 2	<i>ms</i>
9.	19 November 2020	Bimbingan skripsi bab 2	<i>ms</i>
10.	23 November 2020	Bimbingan skripsi bab 3	<i>ms</i>
11.	18 Juni 2021	Bimbingan skripsi bab 4	<i>ms</i>
12.	29 Juni 2021	Revisi bab 4	<i>ms</i>
13.	2 September 2021	Bimbingan Revisi bab 4	<i>ms</i>
14.	02 November 21	<i>Siap diujikan</i>	<i>ms</i>
15.			
16.			



**KARTU BIMBINGAN FINAL PROJECT  
MAHASISWA UNIVERSITAS PGRI SEMARANG**

NAMA : Eka Setia Widhianto  
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 DOSEN PEMBIMBING I : Dra. Siti Lestari M.Pd  
 DOSEN PEMBIMBING II : Rahmawati S., S.Pd., M.Pd

NO	WAKTU BIMBINGAN	MATERI YANG DIKONSULTASIKAN	TANDA TANGAN PEMB. II
1.	18 September 2020	Pengajuan judul	
2.	20 September 2020	Revisi judul	
3.	29 September 2020	Acc judul	
4.	5 Oktober 2020	Bimbingan proposal bab 1-2	
5.	9 Oktober 2020	Revisi proposal	
6.	29 Oktober 2020	Revisi proposal	
7.	8 November 2020	Acc proposal dan bimbingan skripsi	
8.	10 November 2020	Bimbingan skripsi bab 2	
9.	19 November 2020	Bimbingan skripsi bab 2	
10.	23 November 2020	Bimbingan skripsi bab 3	
11.	18 Juni 2021	Bimbingan skripsi bab 4	
12.	29 Juni 2021	Revisi bab 4	
13.	2 September 2021	Bimbingan Revisi bab 4	
14.	01 November 21	Siap & Ujikan	
15.			
16.			



YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG

## UNIVERSITAS PGRI SEMARANG

FAKULTAS PENDIDIKAN BAHASA DAN SENI

### PENGAJUAN UJIAN SKRIPSI

Diajukan Oleh :

Nama : Eka Setia Widhianto

NPM : 16420110

Jurusan : 1. Pend. Bahasa Inggris  
2. Pend. Bahasa dan Sastra Indonesia  
3. Pend. Bahasa dan Sastra Daerah

Tema Skripsi :

Error Analysis of The Sentence Types in Written Descriptive Text  
Done By English Department Students of Universitas PGRI Semarang  
In The Academic Year 2019 / 2020

Untuk dilaksanakan pada :

Hari / Tanggal : Kamis, 4 Maret 2022

Waktu : 13.00 - 14.00

Ruang : online

Adapun sebagai penguji :

1. Penguji I : Dra. Siti Lestari, M.Pd.

2. Penguji II : Rahmawati S., S.Pd., M.Hum.

3. Penguji III : Prof. Dr. Suwandi, M.Pd.

Menyetujui,  
Ketua Program Studi

Semarang, 2 Maret 2022

Yang mengajukan,

Eka Setia Widhianto





YAYASAN PEMBINA LEMBAGA PENDIDIKAN PERGURUAN TINGGI PGRI SEMARANG  
 FAKULTAS PENDIDIKAN BAHASA DAN SENI  
**UNIVERSITAS PGRI SEMARANG**  
 Kampus : Jalan Sidodadi Timur Nomor 24 Semarang Indonesia. Telp. (024) 8448217, 8316377  
 Faks. (024)8448217 Website: www.upgris.ac.id

### BERITA ACARA UJIAN SKRIPSI

Pada hari ini Jumat 04 Maret 2022, berdasarkan susunan tim penguji Skripsi :

1. Nama : Dr. Asropah, M.Pd.  
Jabatan : Ketua
2. Nama : Dr. Jafar Sodik, S.Pd, M.Pd.  
Jabatan : Sekretaris
3. Nama : Dra Siti Lestari, M.Pd  
Jabatan : Anggota (Penguji I)
4. Nama : Rahmawati Sukmaningrum, S.Pd.,M.Pd  
Jabatan : Anggota (Penguji II)
5. Nama : Prof. Dr Suwandi, M.Pd  
Jabatan : Anggota (Penguji III)

Dengan ini menyatakan bahwa mahasiswa yang tersebut di bawah telah diuji skripsinya.

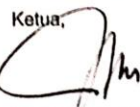
Nama : Eka Setia Widhianto Fakultas : FPBS  
 N.P.M : 16420118 Program Studi : Pendidikan Bahasa Inggris  
 Program Pendidikan : Strata 1

Judul Skripsi :

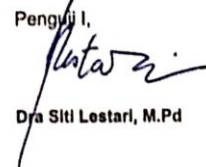
ERROR ANALYSIS OF THE SENTENCE TYPES IN WRITTEN DESCRIPTIVE TEXT DONE BY ENGLISH DEPARTMENT STUDENTS OF UNIVERSITAS PGRI SEMARANG IN THE ACADEMIC YEAR 2019/2020

Nilai :

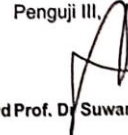
Demikian berita Acara Ujian Skripsi dibuat untuk diketahui dan dipergunakan seperlunya oleh pihak-pihak yang berkepentingan.

Ketua,  
  
 Dr. Asropah, M.Pd.

Sekretaris,  
  
 Dr. Jafar Sodik, S.Pd, M.Pd.

Penguji I,  
  
 Dra Siti Lestari, M.Pd

Penguji II,  
  
 Rahmawati Sukmaningrum, S.Pd.,M.Pd

Penguji III,  
  
 Prof. Dr Suwandi, M.Pd

Mengetahui,  
 Dekan  
  
 Dr. Asropah, M.Pd.  
 NPP/NIP 936601104