CHAPTER II
LITERATURE REVIEW

This chapter presents the theoretical framework of the related literature that refers to the topic of the definition of English writing, Descriptive Text, Simple Present, Error Analysis, and Previous Relevant Studies.

A. Writing

1. The Definition of Writing

Writing is a way to communicate with others by using letters, words, phrases, and clauses to form a series of interconnected sentences. According to Purnamasari et al 2021 Writing is an activity that can improve students' vocabulary, grammatical structure, and idiom. However, it cannot be ignored. According to Mustafa (2017), ideas or thoughts are not the only way to do good writing, but ideas must also be included in the acceptable written language to be meaningful. When students write a paragraph, they must report it semantically and use correct grammar because writing is not a spontaneous activity and must be studied continuously. The arrangement is based on the general structure of the genre of a text.

In addition, we know that the meaning of writing is a way of thinking and learning and contributing to personal development. Writing is a way that produces language that is embedded in the teaching and learning process to be understood. According to Prawerti (2015), writing is an activity to communicate one's ideas using letters, words, phrases, and clauses to form a series of related sentences. Good writing is grammar, good language, proper lexicon, and logical arrangement. In other words, the success of a lesson is marked by a good writing process to write as feedback for learning achievement.

Writing is a preparatory aspect of other skills such as listening, reading, or speaking. The process refers to gathering ideas and working until they are present in a habit that the reader can polish and understand.

According to Mustafa et al 2017 Producing good writing is a challenging task for all language learners and even for native speakers of the language.

2. The purpose of Writing

Writing is a medium of communication between writers and readers. In writing, there are four clear goals that the writer must pay attention to four clear goals so that the reader knows, understands, and understands the values in writing so that the reader can participate in thinking, arguing, or doing something related to the content of the writing. There are four main goals that need to be understood in writing: to express the writer's feelings, entertain the readers, inform the readers, and persuade the readers. Purnamasari et al (2021) mention the purposes of writing as follows

a. To express writer's feeling

The writer wants to express his feelings and thoughts in written form, like a diary or a love letter. It is what is also called expressive writing.

b. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials, and it is called literary writing.

c. To inform the readers

It is used to give information or explain something to the readers and it is kind of informative writing.

d. To persuade the readers

The writer wants to persuade or convince the readers about his opinion, concept, or idea. It is called persuasive writing. According to the statement above, the basic objective of writing is to express a concept. The idea of writing can be communicated in various ways depending on the author's aim.

3. The Process of Writing

The process of writing activities consists of very dependent stages and needs to be considered in the type of writing. The writing process cannot be done carelessly so that there are no errors in writing. According to

Rao (2020), the writing process is the stage that a writer goes through to produce something in the form of final writing. The most important aspect of writing is helping students learn about the writing process. Writing is a type of thinking that uses written words by compiling and rethinking writing.

Tarigan in Khasanah 2015 says that there are six steps in the writing process:

a. Getting ideas is the first step in the writing process, and this allows the writers to express whatever ideas they have in mind. By using groups investigation, students can express and compare their ideas to their writing and put down the ideas in group together.

b. Choosing is about looking at all the ideas and assessing them. This is where to start to discriminate between their ideas, which can be used, and those with some potential. In group investigation, the students will choose which ideas to use.

c. Outlining is a working plan for a piece of writing. It is a list of all the ideas that will be in the piece in the order they should go. After the outline is planned, the students can think about the structure and concentrate on getting each sentence right. To make an outline, need to know basically what the theme is, and an outline is also a plan.

d. Drafting stages where writing began to work. The most important aspect here is to get words into paper, and this step helps the students plan what they want to write through words without feeling scared about spelling, grammar, and punctuation students feel free with their writing.

e. Revising is when the writer should revise after drafting because revising their writing is important. Revising means improving what you have already written. In this step, the students want to make they are writing the best. In group investigation, the students consider what they have written, get feedback from friends in the group, and then make changes.

f. Editing After revising the writer, the step that should be taken is editing. Check the writing carefully to omit mistakes in grammar, word choice,

verb forms, punctuation, and spelling. Use the dictionary and any other reference materials to make the writing correct.

4. **The Important of Writing**

Important writing can help you in all areas of life. Writing has a social function and plays an important role in education and life. Writing is important because it is widely used at the educational level. If students don't know how to express themselves in writing, they will not be able to communicate well with teachers, friends, and other people well. Important things that need to be considered in writing are good study skills. The benefits of teaching writing to English as a foreign language student include strengthening, language growth, learning styles, and most importantly, writing as a skill in its own right Harmer in Khasanah (2015). Furthermore, he explains that writing has some significance. These are:

a. Writing encourages children to focus on appropriate language use because they believe that when they write, they will progress as they solve problems that writing brings to their attention.

b. writing is commonly employed to reinforce previously thought out language. During the learning process, they utilize their writing skills to make a note of what they have learned.

c. Writing is frequently useful as preparation for some other activity.

d. Writing can be used as part of a broader activity in which the focus is on something else, such as language practice, acting, or speaking.

e. Writing is sometimes employed in questionnaire-type activities. It is necessary to write to take the questionnaire test. During the examination, pupils are requested to provide written responses.

5. **The Aspect of Writing**

In writing, some aspects are an important part of writing aspects writing becomes a part that plays an important role in assessing the quality of writing. Knowing the aspects of writing can help train yourself to be skilled at writing. When writing an essay, students are encouraged to contribute to the growth of the topic at hand by providing ideas for writing

and research information in each paragraph. In addition, there must be the ability to use the correct vocabulary, which is a requirement because vocabulary is an intangible component of a language. Writing includes a number of knowledge and skills (Purnamasari, 2021). Based on the opinion above, the writer concludes that writing indicators are Content, Organization, Grammar, Vocabulary, and Mechanics.

a. Content

In this aspect, content refers to the topic or content of an article. in writing students describe objects with explanations related to supporting matters, which refer to topics, explanations, discussions, evaluations, and conclusions. Share ideas and provide supporting details: knowledgeable, substantive, through thesis development, relevant to the set topic. According to Brown cited in Purnamasari 2021, the content in writing descriptive English text is 30%. Because of that, writers need to pay attention to the content in writing descriptive texts. It is also related to the reader's ability to develop ideas from a predetermined topic for an article.

b. Organization

The organization aspect is how a writer puts ideas into a piece of writing. Organization is important because the reader must easily understand the ideas conveyed by the author. The author expresses ideas effectively, clearly, and cohesively and is well organized in this aspect. According to (Purnamasari et al 2021) Organization refers to a good arrangement in descriptive text. This section consists of generic structure of descriptive text, namely identification and description. Thus students should have started to understand that in writing a text, they need to understand in advance what topics and ideas they will convey in the text.

c. Grammar

In aspects of grammar, students have some problems where aspects of This is an aspect that requires students to apply their knowledge of English grammar to be written into a text. Grammar aspects are aspects where students can choose or use correct grammar

according to effective complex constructions, correct agreements, correct tenses, numbers, word order/functions, articles, pronouns, and prepositions. (Purnamasari et al 2021) mentions that in the process of writing, grammar or grammar skills are very influential on students' writing results.

d. Vocabulary

Students use effective words or phrases such as advanced reach, effective words and phrases, word mastery, and appropriate registration. Students' ability to select texts plays a role in determining the results they write. Inadequate or inappropriate vocabulary used in context will result in errors in the information conveyed. Vocabulary selection for students with a good understanding score and in accordance with the context used.

e. Mechanics

The final aspect of writing is mechanics. In this aspect, students can use correct English writing: demonstrate mastery of conventions, correct spelling, punctuation, capitalization, and paragraphs. Mechanics itself is the ability of a writer to explain the meaning of each word used in a text, including the use of capital letters and punctuation. Punctuation is very important in communication because punctuation allows the reader to understand the intonation of the sentence written by the author. (Purnamasari et al 2021) explains that punctuation is given to the reader's direction about what the author wants to convey. Inadequate or inappropriate vocabulary used in context will lead to misunderstanding the information conveyed.

B. Descriptive Text
1. The Definition of Descriptive Text

Descriptive text is a type of writing that contains information on a particular object. the descriptive text is really different from the other kinds of text Husna et al (2013) . Descriptive text consists of descriptions of animals, persons, things, places, etc. (Ushchapovska, 2020) cited in

purnamasari et al (2021). the descriptive text consists of information about a particular thing, Such as a description of an object through writing. Basically, it provides information about the subject, the fact, and their behavior. In English, a descriptive text is a text that contains a description of an object, such as an animal, a place, people, or a thing.

The goal of description is to enable the reader to visualize a person, place, or thing. The descriptive text also has characteristic or language features such as adjectives and compound adjectives dominant to use and using the simple present tense. According to Derewianka (2000) as cited in (Kasini & Pusparaini, 2019) "Descriptive text is give an account of how something works or reasons for some phenomenon". In the other words, descriptive text is a text which tells and describes people or think alike. Based on the definition of descriptive text from the expert above, It can conclude that descriptive text is a text which says what a person or a thing is like. Descriptive text is a sort of text used by every writer or person to explain something, individual, animal, location, or incident to a reader or listener Khasanah (2015).

2. The purpose of Descriptive text

The purpose of descriptive text is to give the reader the impression that someone, a place, will be reached. In addition, it will also provide information or a more detailed explanation through the use of illustrations of abstract ideas from the author. The information provided by the description will have greater value to the reader, and the author will be more likely to use the report to develop ideas about a particular subject, according to Dirgeyasa (2017) The purpose or social function of descriptive text is to describe a person, place, or thing so that a picture is formed in the reader's mind.

3. The types of Descriptive text

Various approaches enrich a descriptive text's primary Strategy for producing a writing image. Furthermore, (Purnamasari et al 2021) claims that descriptive writing paragraphs are classified into five kinds. They are:

a. Describing process

Describing a process illustrates how something is done and why it is done and what is required to finish the process.

b. Describing an event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that is occurred in Japan. In this case, they have to explain all details related to the event so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do is recognize their characteristic. We need to describe people's occurs fairly in areas of the physical attributes (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d. Describing a place

Presenting something concrete is how to describe the place, for example, a home, a hospital, and a school.

e. Describing an object

To describe an object accurately is done by providing the physical characteristic of the object, such as the colour, form, shape, and so on.

4. Generic Structure of Descriptive text

Generic text structure consists of identification and description. Identification is about introducing a subject or thing to be described, whereas a description is a brief detail of who or what the subject is. In the descriptive text, there are three types of text. Spatial descriptive text, objective descriptive text and subjective descriptive text. In this study, researchers have used an objective descriptive text that describes things or people by revealing the identity of objects or people in detail.

In writing descriptive text, Students must understand the generic structure to become good and correct writing. The structure of descriptive

text follows certain stages, the beginning, middle, and end of the text. The general structure of the descriptive text: The general structure of the descriptive text contains definitions and descriptions. The description consists of a description of the purpose, a description of its features and uses, a description of physical features, a description of people, a description of properties and interesting facts, and a description of current evidence.

The descriptive text has its own rules regarding its structure. The generic structure of descriptive text consists of and description. In writing a descriptive text, the writer or student must first understand the structure of the text. Maisitoh (2015) states that the Generic structure of descriptive writing is: a) Identification which identifies a phenomenon that will be described b) Description which describes parts, qualities, or characteristics of something or someone in detail.

This structure will be discussed in more detail in the following:

a. Identification

This section is located in the first paragraph when students make a review text in the introduction to get the purpose of an object they want to describe. According to Husna et al (2013) Identification is a part of the text where the students could identify the phenomenon while the description is the part where the students are able to describe parts, qualities and characteristics. Things that need to be written in the identification include identities such as name and origin.

b. Description

This identification section contains the characteristics that have been described or introduced to the reader in the second paragraph. It can give the readers brief details about the when, where, who, or what of the subject.

5. **Example of Descriptive text**

Table 2.1

The Example of Descriptive Text

Title	introduce myself
Paragraph 1 Identification	hello everyone my name is istiqomah. you can call me isti. I am 22 years old. I was born in manga temenang, on august 23, 1999. now I studying at IKIP PGRI Pontianak. I am the second of four children.
Paragraph 2 Description	my height is 155 cm and my weight is 53 kg. I have straight black hair. I really love the sky and the ocean. I'm pretty quiet in front of people, but I like having lots of friends. My blood type is B, My religion is Islam and so are all my family members.

C. Simple Present

1. The definition Simple Present

Simple present tense is a verb that describes a fact or event that is happening now or is currently taking place. According to (Kamil, 2017) Simple Present Tense is a form of time used to express an action or activity that takes place or occurs at the present time in a simple form or daily habit. Simple Present Tense is very important as a basic rule for students to make and use sentences to communicate in everyday life.

Simple present tense is used to describe what happens all the time by observing changes in the verbal tense without the formal tense. Present tense is one of the tenses used to distinguish between people and numbers. The difference is that the third person singular has an 's' or 'es' in the forms that other people use and numbers. According to (kamil, 2017) Simple present tense has its own formula with other types of verbs. The formula begins with the subject verb1 (the first form of the verb) + s+es (if the subject is a second person pronoun).

2. Form of Simple Present Tense

a. Verbal Sentence

Verbal sentences are sentences with a predicate in the form of a verb. In this sentence, we do not need To Be (is am are)—the formula for the simple present tense in positive, negative, and interrogative.

Table 2.2

1	Positive	Subject (He/She/That/Me/You/We/They) + verb (-s/-es)
2	Negative	Subject (He/She/That/I/You/We/They) + Do/does not + verb
3	Interrogative	Do/does + Subject (She/He/It/You/We/They) ?

Examples of Verbal Sentences using the Simple Present Tense:

1) positive sentence: *She goes to the mall every week*

2) negative sentence: *She doesn't go to the mall every week*

3) Interrogative sentence: *does she go to the mall every week?*

b. Nominal Sentence

Nominal sentences are sentences that do not use verbs but use auxiliary verbs from the "to be" group, including is, am, are, was, were, and be. To form nominal sentences with positive, negative, and interrogative sentence models, use the following formula:

Table 2.3

1	Positive	Subject (He/She/It/You/We/They) + be (Is/Am/Are) + Complement (C)
2	Negative	Subject (He/She//It/You/We/They) + be (Is/Am/Are) + not + Complement (C)
3	Interrogative	Be (Is/Am/Are) + Subject (He/She/It/You/We/They) + Complement (C)

Examples of Verbal Sentences using the Simple Present Tense:

1. positive sentence: *He is usually at the mosque on Friday*

2. negative sentence: *He is usually not at the mosque on Friday*

3. interrogative sentence: *Is he usually not at the mosque on Friday*

D. Error

   1. **The Definition of Error Analysis**

           Error is the bad side of a student's speech or writing. Achmad (2018) cited in (Rustiani & Erfansyah 2022) that grammar is one of the most difficult aspects for students. Students often experience errors in writing sentences or paragraphs. They are part of a conversation or composition that deviates from some chosen norm of adult language performance (Dulay, Burt, & Krashen, 1982).

           Errors may arise when students have not mastered the rules of a foreign language because Grammar in English is different from grammar in Indonesian. Grammar in English has many tenses. Tenses are a match between sentence forms to describe an event from a time predicate. According to Adrian (2015), error analysis occurs because students have problems learning English in terms of grammar, vocabulary, and specific aspects of the second language. Lack of student ability to understand English grammar and interference from using their mother tongue cause students to make mistakes.

           This type of error is a developmental error in the study of English errors. Knowing and understanding students' mistakes is hoped that teachers can improve their teaching skills and learning processes. Dulay et al. (1982) stated that errors could be helpful feedback for teachers. Based on the description above, the next researcher will discuss the terms of error analysis.

           Error analysis is an alternative to constructive analysis, an approach influenced by behaviorism through which applied linguistics must use the formal distinctions between first and second language learners to predict errors. Error analysis studies errors made by second language and foreign language learners. Error analysis can be done to a) find strategies that learners use in language learning, b) find the causes of learner errors, and c) obtain information about common difficulties in language learning as an aid in teaching or preparing teaching materials.

Learning errors are student errors that can be analyzed and tell something that happened to students. From the above statement, it can be concluded that error analysis is an error that can be observed, analyzed, and identified where the lack of understanding of the second language causes the error. Grammar can regulate the relationship between words to form clear and meaningful sentences.

2. **Difference Between Error and Mistake**

It is important to know the difference between an error and a mistake because the error is based on two different conditions. Even though they have the same meaning namely, there is a difference in understanding between error and mistake that needs to be explained in this paper. According to Rachman et al (2019) Errors are errors that occur repeatedly because a person does not fully understand the language system, while mistakes are errors that occur occasionally due to momentary forgetting, mispronunciation, and usually language learners can correct the errors themselves. Errors are systematic deviations, deviations that occur from time to time, which make students who do not realize that they have made deviations when writing. Errors occur because of language errors due to speakers violating rules or grammatical rules (breaches of code). Not only in writing, but errors can also occur in anything, for example, an error keeps poppig up on my cellphone. Could you resolve it? From this example, it can be concluded that when something experiences an error, it means that there has been an error.

Mistake and error have the same vocabulary in Indonesian but have different meanings because they are used in different contexts. A mistake is an event that occurs only once, and the speaker is aware of it and corrects it if necessary. Which means an error that if an error occurs outside of knowledge or does not have the knowledge, while an error is that which occurs because of deviations that occur from the pronunciation. Sentences that use the word mistake are more often in the form of daily conversations. While the error is more technical and follows the rules. Mistakes usually

occur by accident and are more often used in spoken language. For example, in the sentence, I mistakenly thought it was salt but it was my sugar. They are very similar.

3. **The Types of Errors**

Grammatical errors can occur due to a lack of knowledge and understanding in correcting grammar; researchers will observe four types of errors that researchers will observe in this study. Acoording to Yuli (2017) cited in Rustiani (2022) Errors are classified as follows: omission, addition, misformation, and misordering.

a. **Error of Omission**

Omission error is a form that is omitted in a sentence or the omission of an item that should appear, thus making the meaning of the sentence wrong. The omission is marked by the absence of a good part in the sentence (Dulay, 1982:154). Omission is indicated by the absence of items that should appear such as Omission errors appear because students omit one part of the sentence to be grammatically incorrect. The omission of grammatical morphemes is more common than the omission of content words.

The omission of content words is typical at the beginning of first language acquisition, but not as common in second language acquisition since the learner is older and more cognitively mature. When content words are omitted in second language speech, usually it is because of the learner's lack of vocabulary and learners actually imply their awareness of the missing element. Thus, some use gestures to clear their intended meaning.

Example of Omission: *she not beautiful.*

Correct sentence: "*she is not beautiful*"

The sentence above is not true because there is a crime "is" in the sentence, so the sentence becomes ungrammatical.

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b. Error of Addition

These errors were completely different from omissions, Addition error is the opposite of omission error. Addition error is indicated by adding language elements in a sentence so that the sentence becomes incorrect. An item that must not appear in a correct form of utterance is defined in the addition category. According to Krashen (1982) cited in Mustafa et al (2017) that addiction occurs because of the emergence of things that destroy the integrity of the sentence.

The addition of language elements that should not be able to make the sentence or word grammatically wrong. Despite the fact that one of the causes of the problem is a linguistic barrier, the other is a lack of understanding among students of English and the context in which they learn. The most important factor in learning is the intralingual factor, which is influenced by the interlingual factor and the learning context factor. Three types of addition errors had been observed by Dulay et al. (1982:156) in the speech of both first language and second language learners:

1) Double Marking

In double Marking usually often occurs as a failure because it removes certain items that are required in some linguistic constructions, but not in others.

For example in the sentence, "she doesn't cooking noodle" In the sentence that first the auxiliary verb to negate the subject she is correct with add "doesn't". But the fault lies in the cooking, it should just cook because it's already represented by "doesn't".

2) Regularizations

Error from regularization is changing an item by equating irregular rules be regular. For example, the plural form of the word appendix is changed to the word appendixes by adding the suffix e/es to the suffix of the vocabulary, but actually adding the vocabulary is

wrong because not all vocabulary can be added with the suffix s/es. The actual vocabulary is appendices.

3) Simple Addition

Simple addition is a simple addition marked by an addition error other than double markings and regularizations. For example in the sentence "The fishes doesn't live in the water." The location of the error is in the word "fishes" which should not be added to the phoneme es in the word fish.

Example of Addition : *She is have bad personality.*

Correct sentence: "*She has bad personality*".

From the example above, it can be known that there are errors by placing unnecessary items, even though they shouldn't appear in the sentence.

c. **Error of Misformation**

Misformation is an error in the use of form in the structure of a sentence. Misformation errors occur due to the use of the wrong part of the morpheme or structure (Dulay et al., 1982: 158). The wrong morpheme structure can make mistakes in writing. Misformation is divided into three forms; regularization, archive alternating shapes and forms.

1) Regularization

Regularization error is a formation error, vocabulary that should be declared regular is then placed into irregular shapes, such as mousses for mice, appendices for appendixes and fishes for fish.

2) Archi forms

Archi forms is an error in selecting a the form of a sentence is stating something else, for example, when making a sentence there is a selection error determiners on this, that, these, those. For example "That cats are cute" which should be "Those are cute cats".

3) Alternating forms

This error is characterized by an error in choosing the right words. according to Suhendi (2012) This error occurs when the second language learner is at the vocabulary and grammar growth level. For example, putting the subject "I" in the position of the object which should be replaced with "me".

Example of Misformation: *my friends was watching the television.*

Correct sentence: "*my friends ware watching the television".*

This sentence is incorrect because it describes the subject as singular, and "were" is used when the subject is plural.

d. Error of Missordering

Misordering is a misplacement or incorrect arrangement characterized by the placement of words or spelling errors. This finding supports the idea of Putra (2021) which states that the most misordering errors are made by novice learners. Misordering usually occurs because students are confused in composing sentences.

Example of Missordering: *Name her is evi sumarni*

Correct sentace: *"Her name is evi sumarni"*

Based on the example above indicates that this error is

marked by placing the word in the wrong placement in the sentence

4. The Causes of Error

The next step is to analyze what causes errors in writing. In the writing process, three factors cause errors that students usually make. John Norrish in Cholipah (2014) the cause of errors into three types that is carelessness, first language interference, and translation". The researcher uses three causes of error because the theory related to this research helps the researcher in analyzing students' writing. The three types of causes of these errors will be briefly discussed below.

a. **Carelessness**

Carelessness is the cause of writing errors, carelessness is a common thing that students do. According to Erlangga et al (2019) Carelessness is mostly linked with the deficiency of motivation from students This is often closely related to a lack of motivation in learning and teaching. Many teachers will admit that it is not always the student's fault if he loses interest in education, and perhaps the material and presentation style is not suitable for him. According to Alfiyani cited in Kasini & Pusparaini (2019) carelessness is also caused by an improper generalization and incomplete grammatical rules.

b. **First language**

One of the factors that cause errors in writing is the problem of forming habits of the mother tongue or foreign language. The first language is the language used dominantly in our daily lives. The formation of old habits will interfere with new habits, and students do not easily accept the ability to understand new habits. According to Erlangga et al (2019) When a person decides to learn a new habit for himself or herself, his or her old habit has the possibility to interrupt him or her in learning it. His or her old habit will come to disturb the person in learning. Therefore first language interference is common in writing errors.

c. **Translation**

The cause of errors in writing that most often occurs is wrong translation. This happens because students translate language sentences word for word. translated one by one so that the sentence to be made becomes irregular. In translation, understanding is needed. So that there are no irregular words, translation does not only refer to the meaning of words but also to understanding the existing context.

E. Previous Study

Before conducting this research, the researcher has found several studies regarding error analysis in descriptive text. Researcher have collected research reports and journals related to this research. The first is the thesis of Dewi Purnamasari (2021) "An Analysis Of Students' Writing Skill On English Descriptive Text" This study aims to determine students' writing skills in descriptive texts related to five indicators of English descriptive text and investigate difficulties in writing descriptive English. text. In his analysis, he uses a quantitative descriptive method. The participants of this study were class VIII students of SMPN 16 Tangerang Selatan. 180 students consisting of 75 male students and 105 female students.

Second, was conducted by Erlangga et.al (2019) "An Analysis Of Grammatical Errors Made By The Seventh Grade Students Of Smp Negeri 2 Sukawati In Writing Descriptive Texts In The Academic Year 2018/2019" This study aims to describe the types of errors in students' descriptive texts seventh grade and identify the cause of the error. Erlangga obtains data by using document studies, interview methods, and recording. The instruments used were researchers, writing assignments, guidelines, interview guides, and mobile recorders. in this study, he found that there were five types of errors found in students' descriptive writing, namely: omission, addition, misformation, wrong order, and spelling.

Third, kasini & Pusparaini (2019) "Grammatical Error In Writing Descriptive Text At Seventh Grade Students Of Junior High School In Cimahi". Based on this research, this study uses a qualitative descriptive method. Based on the results of the analysis there are a total of each type of error are: Omission 39.34%, wrong arrangement 28.68%, addition 18.03%, and wrong formation 13.93%.

Fourth, Rustiani (2022) "An Error Analysis In Writing Descriptive Text Of The Eighth Grade Student Of Junior High School In Cianjur" The method used is descriptive qualitative. The research instrument used by ika rustani is the same as the instrument used by the researcher, namely the student test. The

results of the study indicate that the mistakes made by students based on writing descriptive texts are 18% omission, 35%), incorrect formation 42%), and wrong order 5%.

Fifth, Sadiah & Royani (2019) "An Analysis Of Grammatical Errors In Students' Writing Descriptive Text" The purpose of this study is to analyze students' grammatical errors in writing, especially in descriptive texts. In Sari sadiah's thesis, there are six classifications of grammatical errors. This study uses a qualitative descriptive method as a research methodology.

The last, thesis from Nadya & Muthalib (2021) "Error analysis of the students' English written descriptive text". This study uses qualitative methods in its research. The subjects of this study were first grade students of SMAN 1 Abdya and the object of this research was the errors found in the written English.