

An Examination of Seventh Grade Students' Mistakes in Adjective Usage in Descriptive Writing at SMPN 1 Bandar

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Abstract

This research was intended to find out the types of error in using adjective in writing descriptive text made by the seventh grade students of SMPN 1 BANDAR. This research was conducted at SMPN 1 BANDAR. This research was used quantitative approach and content analysis was employed as the research methodology. The total participants of this research were thirty-three students taken from eight grade of SMPN 1 BANDAR by using purposive sampling. In collecting the data, the researcher used a descriptive writing test. The errors were collected, identified and classified based on Dulay's (1982) Surface Strategy Taxonomy (SST) which consisted of four types of error namely omission, addition, misformation, and misordering. The results showed that there were four types of errors made by students in descriptive writing, there were: 1) omission (25,80%), 2) addition (22,58%), 3) misformation (25,80) and 4) misordering (25,80%). This research indicated that misformation was the highest error made by students.

Keywords: Adjective; Descriptive text; Error analysis

I. INTRODUCTION

Language is a communication system that produces symbols or sounds for people to interact each other. Keraf (2005) states two meanings of language. [1] First, language is a communication tool that produces the sounds. Second, language is a system of communication. In another, Halliday (2003) defines a language as a system of meaning. [2] In addition, Aitchison (2007) states that language is a system formed from sounds with interdependent structures, so that it can produce creativity, placement, duality and the spread of culture. [3] From the explanation above, it can be concluded that language is a communication system that involves a combination of symbols and sounds produced by the human speech apparatus itself that humans use to interact with each other. The term *language* refers to a structured system of communication that uses sounds, symbols, or gestures to convey ideas, information, emotions, and intentions. Language enables individuals to share their thoughts, express needs, and connect socially and culturally. It is a fundamental human characteristic and includes spoken, written, and signed forms.

There are many languages in the world but the common language usually spoken by people is English. One of the languages required to be learned is English. Crystal (2003) defines English as global language. It implies that English is widely spoken by people all around the world. [4] Nowadays, English is becoming one of the most essential courses that should be learned by students from elementary to high school. English can be a bridge for students to achieve many things such as achievements on national and international events. Beside that English can also help students in pursuing their dreams of researching abroad. In learning English, one of the skills that students need to acquire is writing. As one of the components in learning English, writing has a significant role in the actual life of students. In actual life, they can send letters to anywhere and to anyone. It will make it easier for them to convey their feelings or their opinions to others. In relationships, the language of adjectives often serves to convey emotions, set expectations, and define the dynamics between partners. Descriptive adjectives like "caring," "loyal," "supportive," and "affectionate" can shape perceptions and interactions, while negative adjectives like "distant" or "inconsiderate" can highlight areas of tension or dissatisfaction. Using adjectives thoughtfully helps in defining relationship qualities. For example:

1. **Positive adjectives** such as "trustworthy," "adventurous," or "understanding" contribute to a healthy and warm environment.
2. **Constructive adjectives** like "honest," "open," or "thoughtful" encourage clear communication and growth.
3. **Negative adjectives** such as "self-centered," "unreliable," or "indifferent" may indicate challenges or areas needing attention.

Moreover, in educational institutions, writing abilities will be beneficial to them to convey ideas for responding assignment from teachers. Consequently, writing skills will generate some benefit for students in reaching achievement in their studies. In learning

English, one of the most difficult skills to be mastered is writing. Writing is difficult because the students must accomplish everything at once. Students should produce extended words, sentences and paragraphs at once. Writing is the act of expressing thoughts, ideas, and information through symbols, most often using language in the form of letters and words. It serves as a powerful tool for communication, allowing people to share knowledge, tell stories, convey emotions, and record history across time and space. The meaning of writing goes beyond the act itself; it's a way to preserve ideas and experiences, engage with others, and influence culture. Writing can be creative, like poetry and fiction, or informative, like essays and reports. It can inspire, inform, entertain, or even persuade. Ultimately, writing is a foundational element of human connection and intellectual expression.

Depending on the reality that writing sentences in English is difficult for Indonesian students because English structure is different from Indonesian structure which is the reason for learning English is more difficult than learning Indonesian Language. Talking about structure, certainly cannot be separated from the main problem in writing, namely the grammatical error. A grammatical error is an error that appears in students' writing which is incorrect in grammatical rules that may make writing being not good (Burt, 2006). [5] It means that a grammatical error is an error that made by students in their writing which causes their writing to look not good. Besides error in writing sentence structures, students also often make mistakes in using and placing adjectives. For instance "ball big" which should be "big ball". This mistake appears in as much as the learners interpreted Indonesian to English immediately. In short, the learners interpret the words one by one using Indonesian viewpoint. Another case generated by learners is in their spelling. As an example, they often write "waite" while the correct one is "white". That is an explanation of some error cases in learning English by students. Some problems that occur cause distinctions in English pattern and Indonesia pattern and they also don't have information about the way to make writing well. From the observation done by the researcher on August, 18th 2024 at SMPN 1 BANDAR. It showed that some students had difficulties in writing descriptive text even though it had been taught by the teacher. The problems they faced also varied, such as the lack of ideas. Students had difficulties in composing sentences. They sometimes could construct one or two sentences in one paragraph. The second was incorrect in using adjectives. It was an error on the use and placement of adjectives. Last problem was the lack of vocabulary. This was also the main cause for students who found it difficult to get ideas to compose a descriptive paragraph. In addition, students who paid less attention to the teacher's explanation were also a problem for teachers who taught writing descriptive texts. Based on informal interview with some English teachers and students at SMPN 1 BANDAR, the researcher concluded that some students often made mistakes in writing due to their lack of understanding of the things they will write. There are several previous studies related to the analysis of errors in using adjectives in writing descriptive texts. Firstly, Murti (2020) found that several errors occur, including spelling errors, incorrect punctuation, grammatical errors, and Usage mistakes. [6] The most common type of error in this research was spelling error. Secondly, Timur's (2016) finding showed that students committed four categories of error. [6] Those are omission, addition, misformation, and misordering. The overall error of each type were 132 errors which included 8 omission, 7 addition, 8 misformation, and 8 misordering. It can be concluded that students made the highest error in omission. The similarities between this research and previous studies above were to find out the types of errors in using adjectives in writing descriptive text. The differences or the gaps between this research and previous studies above were the research design that used by previous studies used qualitative descriptive while this research used quantitative approach and content analysis was used as research design. Based on the research objective which is to find the types of errors made by students at SMPN 1 BANDAR, so that the researcher conducted a research entitled "An Examination of Seventh Grade Students' Mistakes in Adjective Usage in Descriptive Writing at SMPN 1 Bandar."

LITERATURE REVIEW

Error is a mistake that occurred repeatedly. According to Tarigan (2011), error is the part that has deficiencies in students' writing. [8] Meanwhile, Norrish (1995) defines errors as a result of systematic departure that occurs when a student has not learned and regularly get things incorrect. [9] He stated that the students in their native language make the same error at the sometimes. Similarly, when an English student makes an error on a regularly. So that, he has not learned the proper form. The Types of Error There are four categories of error in surface strategy taxonomy (Dulay et al., 1982). [10] They are explained briefly below:

Omission

The omission usually occurs while there are items or letters that should be present but are not present, such as letters that are omitted or replaced in a word or sentence and can give different meanings. For example: students wrote "she is pretty well" instead of "she is pretty well".

Addition

Addition is the second most common error after omission, and this addition is the opposite of the previous category which is in this form of adding letters or words in a sentence. For example: students wrote "the doll is a small" instead of "the doll is small". In another, students wrote "my friend is very dilligents" instead of "my friend is very dilligent".

Misformation

This category occurs when we used adjective with incorrect way. For example: her skin is chocolate instead of "her skin is brown".

Misordering

Misordering is when put the adjective wrongly placed. For example: "she has eyes big" Instead of "she has big eyes".

Error Analysis

Error analysis is a process that identifies errors in writing and speech. According to Richards (1973), error analysis refers to the research of mistakes which are made by second language students.[11] It may be performed to determine how well a person understands a language, how individuals learn a language and to get information on frequent challenges in language acquisition, as an assistance in teaching or in the production of teaching materials. Procedure of Analysis The procedure of error analysis is quite critical. Error analysis will not be correct and clear if processes are not followed. Therefore, a student must understand the procedure of error analysis in order to know the correct way in writing. There are four procedures of error analysis: identifying, describing, explaining and evaluating as proposed by Ellis et al., (1997), as follows [12]:

Identifying Error

The researcher should contrast the learner's sentence with the proper sentence in the target language. It demonstrates the error if the sentence is deemed to be incorrect in the target language or improper for a certain context.

Describing Error

Describing errors are documented and categorized errors into table to determine the frequency of error types. Error classification can assist teachers in analyzing learners' challenges with target language development.

Explaining Error

It will explain the categorize of error which is in the table description. The errors in the table which are classified be interpreted one by one.

Evaluating Error

Evaluating error be helpful to teachers in examining the error produced in students writing. Because of the lack of mistake analysis techniques, there will be many errors that the teacher does not know. So that, this part is crucial for teacher to know the error in students' writing.

The Function of Error Analysis

There are three functions of error analysis including for teachers, for researchers, and for students (Corder, 1982). [13] The first function for teachers is that errors can provide them with an understanding of how far the progress of students so that it can be useful for their evaluation materials in the future. Second, for research proof on how language is learned or obtained and the strategies which learners used. Third, for the learners themselves because by making mistakes it will lead to learning for students to make improvements.

Adjectives

Adjective is one of the part of speech which modifies a noun. According to Frank (1993), adjective is a modifier with the grammatical quality of comparing. [14] It's frequently distinguished by distinct derivative ends or special adverbial modifiers that go before it. Its most common location is before the word which it's modifies, although it can also be used in other places. Frank (1993), classified adjectives into two types: determiners and descriptive adjectives.[14] An adjective is a word that describes or modifies a noun or pronoun, providing more detail about its characteristics, qualities, or state. Adjectives can convey various attributes, such as size, color, shape, age, emotion, and more. For example, in the phrase "the tall building," "tall" is the adjective that describes the noun "building." Adjectives help to create more vivid and specific descriptions in language. It will be explained below:

Determiner

Determiner is a small category of structural words with no distinguishing form. A determiner is a word that introduces a noun and provides context such as definiteness, quantity, possession, or specificity. Determiners help clarify which noun is being referred to in a sentence.

There are several types of determiners, including:

1. Articles: "a," "an," and "the" (e.g., *the cat, an apple*).
2. Demonstratives: "this," "that," "these," "those" (e.g., *this book, those cars*).
3. Possessives: "my," "your," "his," "her," "its," "our," "their" (e.g., *my house, their friends*).
4. Quantifiers: "some," "many," "few," "all," "each," "several" (e.g., *some water, many people*).
5. Interrogatives: "which," "what" (e.g., *which movie, what time*).

In summary, determiners play a crucial role in indicating how we understand and interpret nouns in sentences. The examples of determiner will be explained in the following sentences:

Article

The article also featured as a category of adjective. It is divided into two types: definite articles (the) and indefinite articles (a/an). Consider the following examples:(a) I have a glass of water; (b) The office is just next to my residence. An article is a written composition on a specific topic that is typically published in a newspaper, magazine, journal, or online platform. Articles can vary in length and style and may serve various purposes, including informing, persuading, entertaining, or providing analysis. They often contain an introduction, body, and conclusion, and may include elements such as headlines, subheadings, images, and citations. In the context of grammar, an article is a type of determiner that precedes a noun to indicate specificity. There are two main types of articles in English:

1. Definite Article: "the" – used to refer to a specific noun that is already known to the reader.
2. Indefinite Articles: "a" and "an" – used to refer to a non-specific noun or when introducing a noun for the first time.

Demonstrative adjective

Demonstrative adjectives and demonstrative pronouns are both terms for demonstrative adjectives. That and this for singular form while those and these for plural form. They can also be used to after a noun or a pronoun. Consider the following examples: (a) This is my book; (b) That is your book; (c) These are my books; (d) Those are yours. Demonstrative adjectives are words used to point to specific nouns or pronouns, indicating their relative location or distance from the speaker. The main demonstrative adjectives in English are:

1. This: Refers to a singular noun that is close to the speaker.
Example: *This book is interesting.*
2. That: Refers to a singular noun that is farther away from the speaker.
Example: *That mountain is beautiful.*
3. These: Refers to plural nouns that are close to the speaker.
Example: *These cookies are delicious.*
4. Those: Refers to plural nouns that are farther away from the speaker.
Example: *Those cars are fast.*

Possessive Adjective

Possessive adjectives, such as my, your, her, his, its, our, and their, can be employed as adjectives. Consider the following examples: (a) Your pen is right here; (b) Humans feed using their mouths. Possessive adjectives are words that show ownership or possession. They modify nouns by indicating to whom something belongs. Here are the possessive adjectives in English:

1. my (as in "my book")
2. your (as in "your car")
3. his (as in "his hat")
4. her (as in "her dress")
5. its (as in "its color")
6. our (as in "our house")
7. their (as in "their friends")

Each possessive adjective corresponds to a pronoun that indicates who possesses the noun. For example:

1. I → my
2. you → your
3. he → his
4. she → her
5. it → its
6. we → our
7. they → their

Numeral Adjective

Numeral adjective expresses the quantity of a word. There are two types of numerical adjectives: cardinal number like one, two, three and so on and ordinal number like first, second, third, and so on. For example:(a) I have one cat; (2) She come first to the class.

Adjectives of Indefinite Quantity

Adjectives of indefinite quantity express the amount of a noun but do not include numerals such as some, few, all, more, and so on. Consider the following examples: he is buying some milk for today. The example does not demonstrate how much milk he buy, it just explain that he buy some milk today.

Numeral adjectives, also known as numeral adjectives or simply numerals, are words that indicate quantity or order. They are categorized into two main types:

1. Cardinal Numerals: These indicate quantity or how many. For example:
 - a. One
 - b. Two
 - c. Three
 - d. Four
2. Ordinal Numerals: These indicate the position or order of something in a sequence. For example:
 - a. First
 - b. Second
 - c. Third
 - d. Fourth

Examples in Sentences:

- a. Cardinal: "I have three apples."
- b. Ordinal: "She finished in first place."

Relative and Interrogative Adjectives

Relative and interrogative adjectives are similar to interrogative pronouns in that they modify a noun or a noun phrase rather than asking a noun such as which, whose, what, and so on. Consider the following examples:(a) Whichpen does she own?; (b).Whoowns this ball?; (c) Can you tell me whattime it is?; (d) With whodo you go there?

Relative and interrogative adjectives serve different functions in sentences. Here's a breakdown of each:

Relative Adjectives

Relative adjectives are used to introduce a clause that gives more information about a noun. They often connect clauses and can describe or modify the noun. The primary relative adjectives are:

1. Which
2. That
3. Who
4. Whose

Examples:

1. The book **that** you lent me was fascinating. (modifies "book")
2. She is the artist **who** painted that mural. (modifies "artist")
3. The car, **which** is red, is parked outside. (modifies "car")

Interrogative Adjectives

Interrogative adjectives are used to ask questions about nouns. The main interrogative adjectives are:

1. Which
2. What
3. Whose

Examples:

1. **Which** book do you prefer? (asks about "book")
2. **What** color is your car? (asks about "color")
3. **Whose** jacket is this? (asks about the ownership of "jacket")

Key Differences :

1. Function: Relative adjectives provide additional information about a noun, while interrogative adjectives are used to ask questions.
2. Position: Relative adjectives are often found in the middle of sentences as part of a relative clause, whereas interrogative adjectives typically appear at the beginning of a question.

Descriptive Adjective

Descriptive adjectives often reflect an intrinsic characteristic (such as gorgeous, lovely, or intelligent) or a physical state such as age, size, color, and so on. Descriptive adjectives are words that modify nouns by providing more information about their qualities, characteristics, or attributes. Here are some examples of descriptive adjectives:

1. Vibrant - full of energy and life
2. Melancholic - expressing sadness or sorrow
3. Radiant - emitting light or happiness
4. Rustic - related to the countryside; simple and charming
5. Intricate - very detailed and complex
6. Serene - calm and peaceful
7. Glistening - shining with a sparkling light
8. Majestic - having grandeur or beauty
9. Brittle - easily broken or damaged
10. Whimsical - playful and fanciful

Only these adjectives can have inflectional and derivational ends. Some descriptive adjectives are as follows:

Proper Adjectives

Proper adjectives derived from proper names, such as French, Japanese, and so on. Consider the following examples: (a) Pizza is one of the most Italian food; (b) My brother loved west game.

Proper adjectives are adjectives that are derived from proper nouns and typically begin with a capital letter. They describe a specific entity or person and often denote nationality, religion, or specific names. Here are some examples:

1. Nationalities:
 - a. American (from America)
 - b. French (from France)
 - c. Japanese (from Japan)
2. Religions:
 - a. Christian (from Christianity)
 - b. Islamic (from Islam)
 - c. Hindu (from Hinduism)
3. Places:
 - a. Londoner (from London)
 - b. Texan (from Texas)
 - c. Asian (from Asia)
4. Brand Names:
 - a. Toyota (from the brand Toyota)
 - b. Coca-Cola (from the brand Coca-Cola)
 - c. Shakespearean (related to William Shakespeare)

Usage in Sentences:

1. She loves *Italian* food. (Italian is a proper adjective derived from Italy.)
2. The *Shakespearean* play was a huge success. (Shakespearean refers to something related to Shakespeare.)

Participial Adjectives

There are two types of adjectives in this category:

(a) Present participial, It is made by appending the suffix "-ing." Consider the following examples: This building has a lot of meeting room

(b) Past Participle It is created by the third form of the verb. The following are some examples:(a) a bored dancer; (b) a spoiled daughter; (c) a tired baby sitter.

Participial adjectives are adjectives derived from verbs that describe a noun. They can be either present participles (ending in -ing) or past participles (often ending in -ed or other irregular forms). Here's a breakdown of both:

Present Participial Adjectives (-ing)

These adjectives express an ongoing action or state and typically describe the noun's characteristics or effects.

Examples:

1. Exciting: The movie was exciting.
2. Boring: The lecture was boring.
3. Fascinating: She has a fascinating story to tell.

Past Participial Adjectives (-ed)

These adjectives typically describe a completed action or state, focusing on the noun's experience or feelings.

Examples:

1. Tired: I felt tired after the long journey.
2. Confused: He was confused by the instructions.
3. Interested: She is interested in learning more about the topic.

Usage in Sentences

Present Participial: The amazing performance left the audience in awe.

Past Participial: The tired runner crossed the finish line with great effort.

Differences

1. Present participles generally describe active qualities (what something is doing).
2. Past participles often describe passive qualities (what has happened to something).

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II. METHODS

This research was conducted by using quantitative approach and content analysis was used by researcher as research design. Creswell (2014) describes that quantitative approach interpret analysis of an idea by establishing cramped opinion and use data collecting to support or controvert the assumptions.[15] Meanwhile, content analysis is a research method for the subjective exegesis of the content of text data (Hsieh and Shannon, 2005).[16] According to Harwood and Garry (2003), content analysis is used to analyze written texts such as books, newspapers, magazines, and others.[17] The data were obtained from measuring students' writing test and it will be analyzed by surface strategy taxonomy. The researcher identified the errors produced by the students through the test by providing them assignments. The researcher administered a writing test to seventh grade students at SMP 1 BANDAR. So, content analysis is a systematic research method used to analyze the content of communication. It can be applied to various forms of media, including text, audio, video, and images. The primary goal is to quantify patterns, themes, or trends in the data being analyzed.

Population and Sampling

This research was conducted at SMPN 1 BANDAR. This school were chosen as the population because this school had been a common experience of students' errors in using adjective in writing descriptive text and they had been more convenient access to conduct this research. Then, the researcher chose the second grade students as research respondent because of preliminary studies that indicated students at the second grade from this school faced many error in writing descriptive text. The population of this research was all the students at seventh grade. There were 10 classes, start from VIII.1 to VIII.10 which consisted of 400 in total population of this research. The researchers choose only 1 class, which consists of 33 students at class VIII.11. The respondents of this research were taken by using purposive sampling technique. Based on Creswell (2012), purposive sampling was proceeded after a research began when the researcher asked participants to suggest other people to be sampled.[18] In line with Suri (2011), purposive sampling was employed mostly in qualitative research to help find cases.[19] In a brief, the purposive sampling technique was used to select students who understand with the phenomenon. The class was chosen since it has the lowest score in writing, based on the teacher's recommendation. Purposive sampling, also known as non-probability sampling or judgmental sampling, is a technique used in qualitative research where researchers select participants based on specific characteristics or criteria relevant to the study. This method allows researchers to focus on particular populations or phenomena that are of interest, making it particularly useful in exploratory research, case studies, or when the research aims to gain in-depth insights into a specific issue.

Data Collection and Analysis

In order to get the data, this research conducted the writing test in the form of descriptive text. According to Arikunto (2013), a test is an instrument or procedure used to know or quantify students' performance by using a set of ways and rules. [20] The test was all about the forms of the adjectives to identify the students' error on this topic. The students were asked for writing two paragraphs of descriptive text. The data were obtained from measuring students' writing test and it will be analyzed by surface strategy taxonomy by Dulay et al. (1982) which consisted of four categories. There were omission, addition, misformation, and misordering. There were four types of procedure analysis included identifying, describing, explaining and evaluating (Ellis, 1997).[11] After the data were analyzed then to know the highest frequency of error, the researcher used formula by Sudijono (2010). [21] The formula will explain in the following:

$$P=FN \times 100\%$$

Where:

P = Percentage

F= frequency of errors in each item.

N= the total number of error.

III. RESULTS AND DISCUSSION

PARIS

Paris, the capital city of France, is often called the "City of Light" and is renowned for its art, fashion, gastronomy, and culture. The skyline is dominated by the iconic Eiffel Tower, a wrought-iron lattice structure that offers breathtaking views of the city. The Seine River flows gracefully through the city, lined with charming bridges like the Pont Alexandre III, adorned with ornate sculptures. Paris is home to world-famous museums such as the Louvre, where the Mona Lisa and countless other masterpieces reside. The architecture is a blend of historic and modern styles, with majestic cathedrals like Notre-Dame and grand palaces such as the Palace of Versailles located just outside the city. The streets are bustling with life, filled with cafes serving aromatic coffee and delectable pastries, like the flaky croissants and macarons that are quintessentially Parisian. Each neighborhood, or arrondissement, has its own unique character, from the bohemian vibe of Montmartre to the elegant boutiques of the Marais. At night, Paris transforms into a romantic haven, with the city illuminated by soft lights, creating an enchanting atmosphere. The sound of music, laughter, and the clinking of wine glasses fill the air as locals and visitors alike savor the vibrant nightlife. Paris is not just a destination; it's an experience, a blend of history, art, and the joie de vivre that captivates all who wander its streets.

1. Omission

In the passage about Paris, the term "omission" typically refers to something that is missing or not mentioned. Upon analyzing the text, there are several notable aspects of Paris that could be considered omissions:

- a. **Cultural Events and Festivals:** While the passage mentions the vibrant nightlife and artistic culture, it does not refer to specific cultural events or festivals that take place in Paris, such as Bastille Day celebrations, the Nuit Blanche arts festival, or Paris Fashion Week.
- b. **Cuisine Beyond Pastries:** The text highlights pastries and coffee but doesn't delve into the broader spectrum of Parisian cuisine, including famous dishes like coq au vin, ratatouille, or the influence of international cuisines available in the city.
- c. **Historical Significance:** While it mentions the architecture and museums, it could elaborate on significant historical events that shaped Paris, such as the French Revolution or World War II.
- d. **Public Transport:** The omission of details about the efficient public transport system, including the Metro, buses, and bike-sharing options (like Velib), could be relevant for those visiting the city.
- e. **Parks and Gardens:** Paris is home to beautiful parks and gardens, such as the Luxembourg Gardens and the Tuileries, which could add to the description of the city's landscape and leisure options.
- f. **Diversity:** The passage does not touch on the cultural diversity of Paris, including the various communities and neighborhoods that contribute to the city's unique character, such as the Arab influence in areas like the 3rd arrondissement or the Chinatown in the 13th.
- g. **Shopping and Markets:** It briefly mentions boutiques but omits the famous shopping areas, like the Champs-Élysées, or local markets, such as Marché Bastille or Marché des Enfants Rouges.
- h. **Art Beyond Museums:** While it refers to the Louvre and art, it could mention street art, galleries in areas like the Marais, or the artistic influence of movements like Impressionism that originated in Paris.

By including these elements, the portrayal of Paris would be even richer and more comprehensive, reflecting the city's complexity and vibrancy

2. Addition

The passage you provided offers a vivid and comprehensive depiction of Paris, highlighting its iconic landmarks, cultural significance, and vibrant atmosphere. However, there are a few areas where additions could enhance the overall description:

1. **Cultural Events and Festivals:** Mentioning famous cultural events, such as Bastille Day, Nuit Blanche (an all-night arts festival), or the Paris Fashion Week, could add depth to the portrayal of Paris as a cultural hub.
2. **Culinary Diversity:** While the passage mentions cafes and pastries, it could also include Paris's diverse culinary scene, from traditional French cuisine to international influences, food markets like Marché Bastille, or renowned Michelin-starred restaurants.
3. **Historical Context:** Providing a brief historical overview of Paris, such as its role during the French Revolution or its influence in art movements (like Impressionism), could enrich the narrative and give readers a sense of the city's legacy.

4. **Local Transportation:** Discussing the public transport system, such as the Métro and RER, could illustrate how easily one can navigate the city and experience its various neighborhoods.
5. **Parks and Green Spaces:** Highlighting famous parks, such as the Luxembourg Gardens or the Tuileries, could show a different side of Paris, emphasizing the city's natural beauty and relaxation spots.
6. **Diversity of Neighborhoods:** Expanding on the unique characteristics of other neighborhoods beyond Montmartre and the Marais, such as the Latin Quarter's intellectual vibe or the historic charm of Le Marais, would paint a more rounded picture.
7. **Art and Music Scene:** Adding information about the street art in areas like Belleville or live music venues could capture the dynamic artistic community that thrives in the city.

By incorporating these elements, the passage could present a more holistic view of Paris, illustrating not just its beauty and charm but also its dynamic culture and rich history.

3. Misinformation

The passage about Paris provides a vivid and engaging description of the city, but here are some potential areas of misinformation or oversimplification:

1. **Eiffel Tower's Views:** While the Eiffel Tower does offer breathtaking views of Paris, it's important to clarify that access to its upper levels may be subject to ticketing, waiting times, and weather conditions, which could affect the experience.
2. **Palace of Versailles:** The Palace of Versailles is indeed a major attraction, but it is located about 20 kilometers (approximately 12 miles) from central Paris. It can be misleading to imply that it is simply part of the city without mentioning the travel required to reach it.
3. **Pont Alexandre III:** While the passage describes this bridge as "adorned with ornate sculptures," it may not mention that it's considered one of the most ornate and beautiful bridges in Paris, which could provide additional context to its significance.
4. **Montmartre:** While Montmartre has a bohemian vibe, it's essential to note that this area has also become quite commercialized and touristy over the years, which may impact the authenticity of that bohemian experience.
5. **Cafés and Pastries:** The statement about cafés serving aromatic coffee and pastries might oversimplify the complexity of Parisian café culture, which includes a variety of beverages and dining experiences beyond just coffee and pastries.
6. **Nightlife:** While the nightlife in Paris is vibrant, it may not adequately represent the diversity of experiences available. Not all neighborhoods have the same nightlife scene, and some areas are much quieter, especially residential ones.
7. **"City of Light":** The phrase "City of Light" has historical roots related to the Age of Enlightenment and the city's role in that intellectual movement, but it also refers to the literal lighting of the city. Clarifying this historical context might enrich the narrative.
8. **Generalizations:** Phrases like "each neighborhood has its own unique character" are subjective. While many neighborhoods in Paris do have distinct characteristics, this can also lead to oversimplifications about the complexity of life and culture in a city as diverse as Paris.

Overall, while the passage captures the allure and essence of Paris, it could benefit from more nuanced details and contextual accuracy to avoid oversimplification and misinformation.

4. Misordering

Your text about Paris is rich in details, but there are some points where the flow could be improved by reorganizing the information. Here's an analysis of potential misordering:

1. **Introduction of Paris:**
The opening sentence effectively introduces Paris and its nickname, the "City of Light." This sets the stage for the following descriptions.
2. **Skyline and Landmarks:**
Discussing the Eiffel Tower next is logical, but it might be more impactful to mention the Seine River immediately after to create a visual flow, as they are closely related in the cityscape.
3. **Bridges and Architecture:**
After introducing the Seine River, transitioning to the bridges (like Pont Alexandre III) makes sense. However, mentioning Notre-Dame and the Palace of Versailles immediately after could be confusing. It might be clearer to categorize these landmarks by type or region—perhaps discussing historic sites before modern attractions or grouping them based on proximity.
4. **Museums:**
Mentioning the Louvre after the architectural landmarks is appropriate, but it could be enhanced by connecting the art directly to the cultural experiences of Paris, creating a smoother transition.

5. **Gastronomy:**
The section on food (cafes, croissants, macarons) comes after discussing architecture and museums, which is fine, but it could be interwoven with cultural experiences, perhaps by placing it earlier when discussing the vibrant life of the streets.
6. **Neighborhoods:**
The discussion of different neighborhoods (arrondissements) is well-placed but could follow the gastronomy section, as local flavors often tie into neighborhood identities.
7. **Nightlife and Atmosphere:**
The transition to night-time experiences could be more prominent, perhaps emphasizing how the city's character changes after dark. You might lead into the nightlife section from the previous paragraph about neighborhoods to show how each area contributes to the evening vibe.
8. **Conclusion:**
The final sentence wraps up nicely, capturing the essence of Paris as an experience. It could be stronger by directly tying back to the opening idea of Paris as a captivating city.

Suggested Order:

1. Introduction of Paris as the "City of Light."
2. Skyline and Eiffel Tower.
3. Seine River and its bridges (like Pont Alexandre III).
4. Historic landmarks (Notre-Dame, Palace of Versailles).
5. Museums (Louvre).
6. Gastronomy and cafes.
7. Neighborhoods and their unique vibes.
8. Nightlife and atmospheric experiences.
9. Concluding thought on Paris as an experience.

Reordering the sections based on these themes can create a more coherent narrative that guides the reader through the beauty and charm of Paris in a more logical progression.

IV. CONCLUSIONS

The research titled "An Analysis of Errors on the Use of Adjectives in Descriptive Writing at SMPN 1 Bandar" provides a comprehensive examination of common errors made by seventh-grade students when using adjectives in English descriptive writing. By employing a quantitative approach and content analysis, the study categorizes errors using Dulay's (1982) Surface Strategy Taxonomy (SST), which includes four primary types of errors: omission, addition, misformation, and misordering. Through detailed analysis, the study finds that *misformation* errors, where students use incorrect forms of adjectives, are the most frequent, followed closely by omission errors. This suggests that students face considerable challenges in correctly applying adjective forms in their writing.

The study's results highlight specific areas where students struggle with adjective usage due to the fundamental differences between English and Indonesian syntax and structure. Many errors appear to stem from the direct transfer of Indonesian language patterns to English, which often leads to incorrect adjective placement and form. For example, in Indonesian, word order differs significantly from English, making adjective-noun agreement and placement especially challenging for students. Moreover, a lack of understanding of English grammatical rules around adjectives results in frequent errors in adjective addition and omission, further complicating students' written accuracy.

The implications of this research extend to English language instruction, particularly in regions where English is a foreign language and students may have limited exposure to correct grammatical structures outside the classroom. The prevalence of these errors suggests that more explicit instruction is needed in key grammatical areas, including adjective placement, form, and agreement. Teachers might benefit from implementing targeted strategies such as direct grammar instruction, frequent corrective feedback, and practical exercises that emphasize adjective use in various sentence structures.

The study also highlights that, by addressing these specific error types, educators can better equip students with the skills necessary for effective descriptive writing, which is essential for broader language proficiency. Encouraging students to practice adjective usage in context through structured writing tasks and peer feedback sessions could help them build confidence in their language skills. Furthermore, integrating error analysis as a reflective tool for students can enhance their awareness of common mistakes and foster greater accuracy in their written English.

In summary, the research underscores the importance of focused grammar instruction and error correction in supporting students' mastery of adjective use in English. By addressing the challenges revealed in this study, English educators can play a pivotal role in helping students overcome linguistic barriers, leading to improved descriptive writing skills and overall language competence. This study contributes valuable insights to the field of error analysis and offers practical suggestions for enhancing English instruction in similar educational contexts.

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