



Errors in Descriptive Essay Text for Fifth-Grade Elementary School Students

Antasary Abdurahim^{1*}, Anang Santoso², Titik Harsiati³ 

^{1,2,3} Pendidikan Dasar, Universitas Negeri Malang, Malang, Indonesia

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ABSTRAK

Kegiatan menulis menjadikan siswa aktif dalam belajar dan merangsang kemampuan merangkai kata. Namun, guru membutuhkan bantuan dalam membimbing siswa belajar menulis. Penelitian ini menganalisis kesalahan teks deskriptif siswa kelas V sekolah dasar. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Desain penelitian yang digunakan adalah desain deskriptif kualitatif. Populasi dalam penelitian ini adalah 20 siswa kelas V Sekolah Dasar. Metode pengumpulan data penelitian ini menggunakan pencatatan dokumen. Instrumen penelitian yang digunakan dalam penelitian ini adalah catatan dokumentasi. Teknik analisis data yang digunakan adalah deskriptif kualitatif. Hasil penelitian menunjukkan terdapat 14 kesalahan pembentukan kata (morfologi), antara lain satu kesalahan awalan, lima kesalahan penggunaan formasi, dan satu kesalahan reduplikasi. Kesalahan kalimat (sintaksis) berjumlah 15, diantaranya kalimat tanpa subjek berjumlah lima kesalahan, penggandaan subjek berjumlah satu kesalahan, kalimat tidak logis berjumlah tiga kesalahan, kalimat ambigu atau kalimat ambigu berjumlah dua kesalahan, penghapusan kata hubung berjumlah satu kesalahan, susunan kalimat salah secara logis berjumlah satu kesalahan, dan kalimat yang dipengaruhi struktur bahasa asing berjumlah satu kesalahan. Terdapat 25 kesalahan ejaan, antara lain empat kesalahan penggunaan huruf kapital pada judul esai, sembilan kesalahan penggunaan huruf kapital di awal kalimat, delapan kesalahan penggunaan huruf kapital di tengah kalimat, dan empat kesalahan penggunaan singkatan dan akronim.

ABSTRACT

Writing activities make students active in learning and stimulate the ability to put words together. However, teachers need help guiding students in learning to write. This research analyzes errors in the descriptive text of fifth-grade elementary school students. This type of research is qualitative descriptive research. The research design used is a qualitative descriptive design. The population in this study was 20 fifth-grade students at an elementary school. This research data collection method uses document recording. The research instrument used in this research is documentation notes. The data analysis technique used is descriptive qualitative. The research results showed 14 errors in word formation (morphology), including one error in the prefix, five errors in using the di- form, and one in reduplication. Sentence (syntax) errors totaled 15, including sentences without a subject totaling five errors, doubling the subject amounting to one error, illogical sentences totaling three errors, ambiguous sentences or ambiguous sentences totaling two errors, deletion of conjunctions totaling one error, sentence order incorrectly logically amounted to one error, and sentences influenced by foreign language structures amounted to one error. There were 25 spelling errors, including four errors in the use of capital letters in the title of the essay, nine errors in the use of capital letters at the beginning of sentences, eight errors in the use of capital letters in the middle of sentences, and four errors in the use of abbreviations and acronyms.

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1. INTRODUCTION

Language plays an important role as a conversational tool through which individuals and groups convey ideas, listen to conversations, exchange opinions, read and write, and give rise to thoughts and feelings about individuals and groups. Therefore, language learning has many benefits for students, so students need to teach it well (Abidin et al., 2022; Bonafix & Manara, 2016; Susmiati, 2020; Swari & Ambarawa, 2022). Language is the main communication tool in students' daily lives. Students who have language skills will find it easier to communicate with other people, both orally and in writing (Effendi, 2016; Hikmatin, 2020; Murdijanti et al., 2022). Apart from that, foreign language skills are also very important for students to learn because they can provide opportunities for students to study various sciences and be able to compete internationally (Alibakhshi et al., 2020; Rachman, 2018; Salam, 2020; Sunarti et al., 2019). Through language learning, students can understand and appreciate different cultures. Language learning can also improve students' thinking abilities.

Analytical thinking is necessary so students can understand grammar, sentence structure, and vocabulary. Language learning is an investment in a student's future because it can help students develop into more skilled, open, and competent individuals in an increasingly connected world (Kumar et al., 2022; Nofrika, 2019; Pohan & Hasibuan, 2019; Zein et al., 2020). Therefore, teachers must provide good opportunities for students to understand and master the language well (Abidin et al., 2022; Heriwan & Taufina, 2020; Marizal et al., 2021). There are many types of language use carried out by indigenous people, but using more than one language can cause language errors. Language errors are processes that deviate from the language procedures (Ernawati & Rasna, 2020; Joyo, 2018; Jumadi, 2019). Previous research findings also confirm that many students still need help learning languages, especially Indonesian, which results in low learning outcomes (Ari Cahyani et al., 2019; Floryantini et al., 2019; Hardanti et al., 2022). Language errors come in three parts, namely (1) Lapses (slips), pronunciation errors that are not finished and replaced with new sentences, (2) Errors, the speaker does not know how to speak the correct language, so the speaker speaks using the correct language, and (3) Error, the speaker's error in a conversation is not adapting to the current situation. Competency factors generally cause language errors made by students. They do not understand or master the language system used (Herawati, 2020; Suandewi et al., 2019; Yulia et al., 2019).

Therefore, efforts need to be made to reduce the number of language errors students make. It can be achieved by reviewing the specifics of the error. Errors in language use must be identified by conducting an analysis to determine where the error occurs, both verbally and in writing, as a result of deviations from the correct Indonesian use (Pitaloka et al., 2019). Error analysis aims to identify language errors made when learning a second language as a reference (Afiana, 2018; Supriadin, 2019). One aspect of language skills is writing. Writing is included in the category of productive skills because writing is a productive skill using written media, so a complete visual structure is needed to express ideas in the writing (M. Faisal, 2022; Hikmatin, 2020; Purwati, 2020). Writing can make it easier for someone to express ideas using letters so that the use of vocabulary becomes more organized by paying attention to elements such as word formation, sentence structure, spelling, and punctuation (Hudhana, 2019; Khairatunnisa & Afnita, 2020; Rahmawati, 2018).

Writing or composing is a language activity disliked by people, including students (Faisal et al., 2020; Nurhaedah et al., 2019; Owon, 2017). The truth of this assumption can be proven by observing daily conversations in the environment. Writing has the lowest frequency compared to listening, speaking, and reading (Ilham et al., 2016; Sukma & Amalia, 2021). The causes of people's lack of attention to writing skills can be identified into three, namely (1) a family environment with low interest in reading and writing, (2) a lack of awareness about the importance of writing for self-development, and (3) an unpleasant experience of writing at school (Kormasela et al., 2020; Mudiono, 2017; Mulyati et al., 2018). In line with this statement, previous research found that there were four aspects of student errors, namely (1) errors in using punctuation marks, (2) misspellings, (3) omitting elements, and (4) writing incorrectly formed words and incorrect sentence order. follow the rules (Nurhaedah et al., 2019; Sukma & Amalia, 2021). Converting a written topic into a complete descriptive essay text is one of the challenges students face when learning to write descriptive text.

Even though writing lessons have been taught since elementary school, their potential has yet to be implemented optimally. This situation is true if we pay serious attention to the Indonesian language used by students in classroom learning and student activities in the school environment. Students must master writing skills because, by mastering writing skills, they can group ideas sequentially. When writing, students organize facts and write down their thoughts (Puspitowati, 2019; Rizqi, 2018). Therefore, it can be ascertained that students' descriptive text writing skills still need to be improved. Students' skills in writing descriptive essays can be improved with practice and the application of good teaching methods (Anggraini et al., 2019; Sanita et al., 2020). A descriptive essay describes an object's actual state so the reader can see, feel, and hear what is described according to the author's perspective. The purpose of this essay text is to convey the author's impression of an object, including its nature and movements (Anggraini et al., 2019; Mayawati et al., 2014; Sanita et al., 2020). Developing writing skills requires students to gather information about their writing topics. Therefore, writing is a complex skill that requires a lot of knowledge and skills. Previous research findings also state that writing skills can be developed well if teachers use appropriate learning methods or media for students (Rianti et al., 2018; Sanita et al., 2020). Other findings also confirm that learning media can improve students' writing skills (Ahsin, 2016; Rizqi, 2018). Therefore, teachers must pay attention to the models, methods, or media used in learning to improve students' writing skills. There has yet to be a study regarding error analysis of descriptive essay texts for fifth-grade elementary school students. Based on this, this research aims to analyze errors in descriptive essay texts of fifth-grade students at Labschool Unesa Elementary School.

2. METHOD

This type of research is qualitative descriptive research. Qualitative descriptive research is a research method that focuses on an in-depth understanding of a phenomenon or event and context without measuring or calculating certain variables in the form of numbers (Sugiono, 2015). The goal is to describe or explain phenomena using data. Descriptive research was used to analyze errors in descriptive essay texts of fifth-grade students at Labschool Unesa Elementary School. The research design used is a qualitative descriptive design. This qualitative descriptive research design was used because it could clearly describe errors in the descriptive text of fifth-grade students at Labschool Unesa Elementary School. The population in this study was 20 fifth-grade students at Labschool Unesa Elementary School. The data source in this research uses random sampling techniques. Random sampling is a method used in research to select several samples from a larger population randomly. This technique is very important in research because it allows one to make inferences about the population based on the samples taken (Sholikhah, 2016). This research data collection method uses document recording. Data collection in this research used secondary data. Secondary data used in research was obtained through supporting literature such as books and articles. The research instrument used in this research is documentation notes. The analysis process was carried out after the data was collected based on qualitative descriptive research instruments. Next, a documentation study was carried out, reviewing relevant literature related to descriptive essay text errors. Research data obtained through note-taking techniques was then analyzed using qualitative descriptive analysis. The descriptive method describes what the data obtained from the research is. Data analysis in this research begins by examining each error in the text of the descriptive essay. The data that has been identified is then underlined, recorded, and classified based on errors in the descriptive text. The analysis method used uses the Miles and Huberman model procedure, which consists of (1) data reduction (sorting out the data that is included in the research criteria), (2) data presentation (describing descriptively the data and results of the analysis that has been carried out), and (3) drawing conclusions/verification.

3. RESULT AND DISCUSSION

Result

Based on the facts, errors in word usage (morphology), errors in sentence usage (syntax), and spelling errors that deviate from language rules still often occur in Indonesian language learning. Both written and oral forms can still contain errors. This research focuses on word usage (morphological) errors, including errors in prefixes, use of di-forms, and reduplication. Errors in the use of sentences (syntax), including errors in unsubscribed sentences, doubling of subjects, illogical sentences, ambiguous sentences or ambiguous sentences, omission of conjunctions, non-parallel sentence order, and sentences influenced by foreign language structures. Spelling errors include the use of capital letters in sentence titles, the use of capital letters in the first letters of words, the use of capital letters in the middle of sentences, and abbreviations and acronyms. Language errors in word use (morphology) in descriptive essay texts for fifth-grade students at Labschool Unesa Elementary School are as follows. First, errors in using prefixes *meng-*. “*Aku punya boneka* (KM 01/01/01). The error in writing sentence (01) lies in the word “*punya*”. the Basic word “*punya*” prefix should be added *meng-* + basic form *i*, thus becoming “*mempunyai*”. Note that the basic form begins with a phonemic form /p/ become “*mem-*”. Corrections that can be made for this error include: “*Aku mempunyai boneka* (KM 01/01/01).”

Second, error in using prefixes *ber-*. 1) *Buah mangga memiliki tekstur dagingnya lembut dan berwarna kemerah-merahan* (KM 01/03/01). 2) *Biji buah mangga berukuran besar berwarna putih, bijinya berbentuk lonjong dan besar* (KM 01/03/06). 3) *Aku berharap setiap ulang tahun bonekaku ber tambah besar biar sesuai dengan ukuranku* (KM 01/02/02). 4) *Aku sungguh ber terimakasih atas pemberian boneka beruang yang akhirnya menjadi sesuatu yang sangat penting* (KM 01/03/02). 5) *Pada bulu terdapat warna yang unik yang ber beda tergantung jenisnya seperti hitam, abu-abu, coklat, dan putih* (KM 01/02/02). The error in writing affixes in sentences (1), (2), (3), (4), and (5) lies in the words *ber warna*, *ber tambah*, *ber terimakasih*, and *ber beda* should not be written separately from the basic word. Writing the prefix above does not comply with the rules for writing rewords with affixes. Improvements that can be made to this error include: “*Buah mangga memiliki tekstur dagingnya lembut dan berwarna kemerah-merahan* (KM 01/03/01).” “*Biji buah mangga berukuran besar berwarna putih, bijinya berbentuk lonjong dan besar* (KM 01/03/06).” “*Aku berharap setiap ulang tahun bonekaku bertambah besar biar sesuai dengan usiaku* (KM 01/02/02).” “*Aku sungguh berterima kasih atas pemberian boneka beruang yang akhirnya menjadi sesuatu yang sangat penting* (KM 01/03/02).” “*Pada bulu terdapat warna yang unik yang berbeda tergantung jenisnya seperti hitam, abu-abu, coklat, dan putih* (KM 01/02/02).” Third, errors in using prefixes *ter-*. 1) *Pada bulu ter dapat warna yang unik yang berbeda tergantung jenisnya seperti hitam, abu-abu, coklat, dan putih* (KM 01/02/02). 2) *Hamster adalah ber golongan hewan nokturnal yang senantiasa aktif* (KM 01/03/01). The error in spelling affixes in writing sentences (1) is that the word should not be written separately from the base word. The prefix above does not

comply with the writing rules regarding affixes. Meanwhile, in sentence (2), the error lies in the inappropriate use of affixes in words “*ber golong*”. This error occurs because students do not pay attention to writing correct affixes and lack understanding of the correct grammatical meaning. Error in prefix “*ber + golong*” can be fixed “*termasuk*”. Sentence corrections that can be made to this error include: “*Pada bulu terdapat warna yang unik yang berbeda tergantung jenisnya seperti hitam, abu-abu, coklat, dan putih (KM 01/02/02).*” “*Hamster termasuk hewan nokturnal yang senantiasa aktif (KM 01/03/01).*”

Fourth, errors in using “*di-*” form. 1) *Bunga mawar biasanya di tanam didepan rumah sebagai hiasan rumah (KM 01/01/02).* 2) *Bunga mawar mempunyai ciri-ciri yaitu ada duri-duri tajam di bagian batangnya serta kulit batang yang halus (KM 01/01/03).* 3) *Bentuk bunga mawar ada yang tunggal dan ada yang di atur seperti payung (KM 01/02/02).* 4) *Itu adalah hadiah dari ayah di ulang tahunku tahun lalu (KM 01/01/03).* 5) *Beberapa jenis hamster di kalangan pecinta hewan di antaranya adalah hamster dzungaria atau hamster winter white, hamster cricetus si kerdil bergaris, hamster phodopus atau si kerdil padang mesir (KM 01/02/03).* The error in using the *di-* form in sentences (1), (2), (3), (4), and (5) lies in the word “*di tanam, di bagian, di atur, di ulang, di kalangan, and di antaranya*” should not be written separately from the base word because the spaced *di-* is a proposition not for the affix *di-*, whereas *di-* in the word “*ditanam, dibagian, diulang, dikalangan, and diantaranya*” is a prefix. Another affix error in the sentence lies in the word “*didepan*” which should be written separately (*di depan*), because of the word “*di depan*” indicates a preposition and word “*di depan*” also indicates a place. Improvements that can be made to this error include: “*Bunga mawar biasanya ditanam di depan rumah sebagai hiasan rumah (KM 01/01/02).*” “*Bunga mawar mempunyai ciri-ciri yaitu ada duri-duri tajam dibagian batangnya serta kulit batang yang halus (KM 01/01/03).*” “*Bentuk bunga mawar ada yang tunggal dan ada yang diatur seperti payung (KM 01/02/02).*” “*Itu adalah hadiah dari ayah diulang tahunku tahun lalu (KM 01/01/03).*” “*Beberapa jenis hamster dikalangan pecinta hewan diantaranya adalah hamster dzungaria atau hamster winter white, hamster cricetus si kerdil bergaris, hamster phodopus atau si kerdil padang mesir (KM 01/02/03).*”

Fifth, errors in language use at the reduplication level. “*Buah mangga memiliki tekstur dagingnya lembut dan berwarna kemerah merahan (KM 01/03/01).*”. The error in the sentence is in the word “*kemerah merahan*”. In the word “*kemerahmerahan*” do not use hyphens (-). This error occurs because students are not careful in paying attention to writing correct punctuation marks. Improvements that can be made to this error include: “*Buah mangga memiliki tekstur dagingnya lembut dan berwarna kemerah-merahan (KM 01/03/01).*”. Creating affixes by adding prefixes to basic words, such as kata “*mengikat, terpercaya, perlembar*” and others, is formed by adding an affixion before the basic word. An example of forming binding words is by adding affixes *meng-* in front of the basic form tie. The word trusted is formed by adding affixes *ter-* before the basic word believe and so on. Forming words such as examples looks simple and easy, but not all students can do it. The findings of text data from descriptions of fifth-grade students at Labschool Unesa Elementary School prove this statement. The discovery of this data shows errors in using inappropriate prefixes, not adding prefixes that should be prefixes, and reduplication. The results of the findings were errors in word usage (morphological) made by students, namely errors in the use of prefixes *meng-*, *ber-*, *ter-*, Benk uses *di-*, and reduplication.

The prefix *meng-* is a bound morpheme that forms verbs and is very regular in Indonesian. Students often make errors with the prefix *meng-*, because they are influenced by certain regional languages, causing abbreviations in the morphs *mem-*, *men-*, *meny-*, *meng-*, and *ke-* to *m-*, *n-*, *ny-*, *ng-*, and *nge-*. The prefix *ber-* is used to indicate verbs. Based on the results of data analysis, researchers found that students made errors in using the prefix *ber-*, and students also made errors when the prefix *ber-* was spaced with the base word. Errors made by students are because students do not understand how to write. The prefix *ter-* is used to indicate verbs. The data analysis found that students made errors in using the prefix *ter-*, students made errors in the prefix *ter-* which was spaced from the base word. The error in the first example is written separately from the root word. The words above should not be written separately from the basic words, and the words above are not appropriate when used in the context of a sentence. The verb with the prefix *ter-*, which becomes available, means obtained, discovered, and discovered. The errors made by students above were caused by students needing to understand the correct procedure for writing prefixes and correct grammar. When using the *di-* form, people often make the wrong choice between combined and separated. Most people need to learn how to use the prefix *di-* properly and correctly. Even though the use of the affix *di-* seems trivial, writers must pay better attention to the use of the affix *di-* when writing because incorrect use can make words or sentences unclear. The affix *di-* can be used to form a verb that must be combined with the word that follows it or as a preposition that must be written separately from the word that follows it. Repetition of words or reduplication of words has different types, namely (1) repeated words in parts or dwilingga, (2) repeated words in full or dwilingga, (3) repeated words that change the sound or dwilingga sound copy, (4) trilingga, namely repetition original morphemes up to two times, (5) repeated words with affixes, and (6) pseudo repeated words. The results of data analysis of descriptive essays from class V students at SD Lab School, Unesa, show that students made errors by using repeated words with affixes that were not marked with a hyphen (-). There is an error in the word reddish because the word is not

accompanied by a hyphen (-). The cause of this error is that students need help understanding and are careful in paying attention to rewriting words so that students refrain from using hyphens (-) when repeating words. The errors made by these students were because they were too hasty when writing descriptive essays, so they did not put a hyphen (-) in the sentence. Corrections that can be made to the error in the example above include: The results of the discovery of errors in the use of sentences (syntax) by fifth-grade students at Labschool Unesa Elementary School which will be explained by the author, namely sentences without subjects, doubling of subjects, illogical sentences, sentences with double meaning or ambiguous sentences, omission of conjunctions, incorrect sentence order not parallel, and sentences influenced by foreign language structures. The subject in a sentence is a function that is part of the clause that is the sentence's main subject. The subject can be a clause, a group of nouns (nominal phrases), or a noun itself (noun). In Indonesian, the subject is generally a noun or noun phrase.

There is an error in the addition in the second sentence above because it is a non-standard sentence. Adding a proposition at the beginning of a sentence eliminates the function of the subject and makes the sentence without a subject. The sentence becomes effective if the proposition is removed from the previous sentence. The data findings show that fifth-grade students at Labschool Unesa Elementary School made errors in writing sentences in subject doubling. It is important to pay attention to proper grammar and vocabulary to create sentences that have good meaning and are easy for readers to understand. Illogical sentences are defined as sentences that do not make sense. The data results show that fifth-grade students at Labschool Unesa Elementary School made errors by making illogical sentences. The students should have realized that this error was made. The sentence above is spoken language (Javanese) combined with the Indonesian language used in the students' daily lives. Ambiguity is the tendency to combine multiple interpretations in one sentence. Ambiguity is defined as combining different meanings in a single phrase or sentence. The findings showed that the sentences in the descriptive text of the fifth-grade students at Labschool Unesa Elementary School contained errors identified as ambiguous or ambiguous sentences. Based on the data results, it is clear that fifth-grade students at Labschool Unesa Elementary School use conjunctions more and connect two or more clauses in a sentence. Most students need help understanding how to use conjunctions correctly to form sentences so that the sentences are effective. The parallelism of the words, phrases, or clauses is a characteristic of an effective sentence. Sentences only have a clear meaning if they are parallel. In non-parallel sentences, this causes the placement of words, phrases, and clauses to be inaccurate in a sentence. From the data results, fifth-grade students at Labschool Unesa Elementary School made errors in non-parallel sentence sequences.

Discussion

Descriptive essay text is a type of text that has the aim of explaining or illustrating a descriptive essay text is a type of text that aims to describe or explain a place, object, person, or situation in detail and detail (Afridzal, 2018; Nurhaedah & Pagarra, 2017). The main aim of descriptive text is to provide a clear and detailed picture to the reader so that they can imagine and understand well what is explained in the text (Afridzal, 2018; Nurhaedah & Pagarra, 2017; Sanita et al., 2020). The description text must provide specific and very detailed information about the object or subject being described. It includes using precise words and highly visual descriptions to help readers imagine the object (Anriyani, 2019; Puspitowati, 2019). Description text writers use rich and descriptive language. Students often use adjectives, descriptive nouns, and specific expressions to describe things precisely.

The various dialects in the Indonesian nation cause errors in using the Indonesian (Effendy, 2017; Febriansyah et al., 2020). In people's daily lives, the language used undergoes many changes (Hulukati et al., 2017; Wahyuningsih & Kaharuddin, 2019). This situation causes foreign languages to occupy a strategic position. Apart from that, foreign languages, especially English, have become a world language, causing Indonesians to use foreign languages uncontrollably when speaking (Friantary & Martina, 2018; Trisnanti et al., 2018). Many foreign languages are found in articles, official meetings, advertisements, and everyday conversations. From the results of the data, it is evident that the descriptive essay text of the fifth-grade students at Labschool Unesa Elementary School shows that foreign language structures influence sentences. The use of capital letters is an error in Indonesian spelling. The use of capital letters is regulated in PUEBI. Although many believe capitalization is not difficult, the truth differs from what it seems (Qhadafi, 2018; Setyowati et al., 2019). Based on the data findings, errors in the use of capital letters were made by fifth-grade students at SD Labschool Unesa. The results of data analysis show that students in the fifth grade at Labschool Unesa Elementary School incorrectly use capital letters in the title part of the sentence. Errors made by students can come from errors or be intentional by the students themselves (Leksono, 2019; Qhadafi, 2018; Tussolekha, 2019). Because writing material has been taught in lower grades, the fifth-grade teacher at Labschool Unesa Elementary School is not fully responsible for this error. The results of data analysis in the description text of fifth-grade students from SD Labschool Unesa show that there are errors in the use of capital letters in the middle of sentences. The cause of this error is that students need to be more cautious to complete their descriptive essays. The results of data

analysis in the description text of fifth-grade students from Labschool Unesa Elementary School show that there were errors in the use of abbreviations and acronyms made by students. The cause of this error is that students use slang in everyday life when writing messages, so students accidentally make errors in writing descriptive essays (Permatasari et al., 2019; Pitaloka et al., 2019). Learning descriptive essay texts provides many benefits for students. Previous research findings also reveal that writing can develop communication skills in students. Students will learn to observe and describe objects, places, people, or situations in detail (Nurhaedah et al., 2019; Pitaloka et al., 2019; Sukma & Amalia, 2021). It certainly has an impact on students' honed descriptive skills and makes students become good observers. Writing involves imagination and creativity. Students who write can stimulate their imagination and help them understand basic concepts in grammar, punctuation, and text structure (Anggraini et al., 2019; Mayawati et al., 2014; Sanita et al., 2020). It can certainly improve students' overall literacy skills. Writing descriptions allows students to experiment with a variety of words and expressions. Previous findings also state that this activity can enrich vocabulary and improve students' ability to use appropriate language (Ahsin, 2016; Anriyani, 2019; Rianti et al., 2018). Thus, learning descriptive essay texts is about writing well and developing important literacy skills and critical thinking abilities useful in many aspects of students' lives. The results of this research can provide insight to educators about the types of errors often made by fifth-grade students in writing descriptive texts. Teachers can use this information to design effective teaching strategies to help students avoid common errors. The implications of this research can be used to develop learning materials that are more focused on certain aspects that often cause errors. It may include writing prompts, special exercises, or a more interactive teaching approach. However, the research results may only directly apply to some fifth-grade students in different schools or regions due to variations in teaching methods, curriculum, and student backgrounds. The number and representation of students who are research subjects can influence the validity of generalizations. If the sample is too small or does not represent the diversity of students, the results may be less reliable. Research may not consider contextual factors, such as family environment or media influences, that may shape students' writing abilities.

4. CONCLUSION

From the results of data analysis, it can be concluded that language errors are a form of error that language users cannot avoid. These errors can occur in word formation (morphology), sentence errors (syntax), spelling errors, etc. Based on the analysis of errors in descriptive text essays by fifth-grade students at Labschool Unesa Elementary School, language errors were found made by students, namely errors in word formation (morphology), sentence errors (syntax), and spelling errors. Language errors made by fifth-grade students at Labschool Unesa Elementary School in word formation (morphology) include errors in prefixes *meng-*, *ber-*, *ter-*, errors in using the form *di-*, and reduplication. Sentence errors (syntax) include errors in sentences without subjects, doubling of subjects, illogical sentences, ambiguous sentences or ambiguous sentences, omission of conjunctions, non-parallel sentence order, and sentences influenced by foreign language structures. The errors most often made by students, namely in the field of spelling, include errors in the use of capital letters in sentence titles, errors in the use of capital letters in the first letters of words, errors in the use of capital letters in the middle of sentences, errors in the use of abbreviations and acronyms.

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