# An Error Analysis of Communicative Effect Taxonomy of The Tenth Grade Students' Writing of Descriptive Text

**Yaredi Waruwu[1], Afore Tahir Harefa[2]**

*[1,2]Universitas Nias, Gunungsitoli, Indonesia*
Email: yarediwaruwuuniversitasnias@gmail.com, aforetahirharefa@gmail.com

**Abstract-** The purpose of this research analyzes the errors that students in the tenth grade experienced when writing descriptive texts for the communicative effect taxonomy. The findings indicated the students made both global and local errors in communicative effect taxonomy. The most frequently local errors produced by the students which consist of 44 or 57, 14%, that consist of 4 kinds; noun and verb with total error 28 or 36, 36%, article with the total error 14 or 18, 18%, quantifier with the total error 1 or 1, 29% and auxiliary with the total error 1 or 1, 29%., followed by global error with the total error 33 or 42, 85 error. Intralingual was the highest frequentcy of the students, response with the frequency of source was 26 or 31,70%, interlingual was 24 or 29,26%, context of learning was 24 or 29,26% and communication strategy was 8 or 9,75%.

**Keywords:** Communicative, Taxonomy Descriptive, Error Analysis

## I. INTRODUCTION

Errors in English students' writing can be a common and significant obstacle to effective communication (Auni & Manan, 2023). These errors can include mistakes in grammar, spelling, punctuation, and syntax, and can impact the clarity and coherence of their written work (Ishak & Hidayatullah, 2022); (Chuane et al., 2023). In addition, it was stated that "EA could be implemented in order to identify the methods students use while learning the English language, study causes of learners' errors, and determine the difficulties in language learning." (Shari et al., 2020); (Khanadi et al., 2022). In this case, students errors are a source used by the researcher in helping students to find students errors and how to develop students' knowledge in mastering the language (Sukanadi, 2021). In other way, writing is a process of organizing ideas, opinions, and feelings into written form. Writing helps students develop their thinking skills and English skills, including grammar and vocabulary. (Andiyanti et al., 2022).

Teaching writing differs from other aspects of language skills because it is complicated and sometimes hard to teach because it requires mastery of both theoretical and grammatical tools as well as conceptual and judgment elements (Nasihah & Elfiyanto, 2022). Being able to write descriptive text is one of the outcomes of writing skills. (Zulfa et al., 2023). In conclusion, comprehending the important components that contribute to the development of descriptive writing skills and their sources is crucial for effective English language teaching (Saragih et al., 2023). By placing a strong emphasis on effective writing instruction, providing constructive criticism, exposing students to examples of real-world writing, and raising students' writing self-efficacy, English language

teachers can help students build better descriptive writing skills (Ariawan et al., 2022); (Le & Nguyen, 2023). Therefore, in improving writing ability, students need to identify some weaknesses in many categories, particularly by applying communicative effect taxonomy, so that they can deliver their thoughts in written form to the readers (Padmadewi et al., 2023).

Although errors are the result of the failure of performance, it is the natural thing which cannot be separated with language learning process because it has the significances for both students and teacher and also the researcher (Usman & Mawardi, 2022). Error analysis is a best tool for analyzing and studying the error committed by the students (Suriaman et al., 2022). While mistake describes how language learners perform when they are unable to correctly exploit a known system, error describes a deviation made by EFL learners due to a lack of language competence, and error refers to competence in which language learners make a conspicuous deviation due to a lack of language knowledge. (Suwastini et al., 2023). To make the reader notice what the writer is writing about as if they could see it with their own eyes, the process of describing in a descriptive text involves arranging their characteristics in a clear order, starting with naming them, classifying them, and dealing with their attributes, behaviors, function, and so on. (Ciesielkiewicz & Ciesielkiewicz, 2015).

The researcher suggests categorizing the mistakes made by pupils based on theory, which is dependent on the location of the error (Sari et al., 2023). To identify the specific type of error during analysis, the researcher will use the communicative effect taxonomy (Waliyadin et al., 2023); (Nguyen, 2022). Classifies communicative effect taxonomy in two types, among other thing is both local and global errors (Zulherman et al., 2023). Global errors are those that seriously impair communication by affecting the whole sentence structure (Charles Owu-Ewie & Miss Rebecca Williams, 2017). Furthermore, local errors are those that only impact one constituent (or part) in a sentence, and they typically do not materially impair reader-writer communication (Fajrina et al., 2023). The focus of this research is to analyzed local error in students descriptive text based on some elements, among other thing is; article, auiliary, noun and verb inflection and the last is quantifier (Pramitasari, 2020). the expleantion of every elements as articles, auxiliaries, noun and verb inflection, and quantifier (Amalia, 2021).

## Literature of Review

Although errors are the result of the failure of performance, it is the natural thing which cannot be separated with language learning process because it has the significances for both students and teacher and also the researcher. Error analysis is a best tool for analyzing and studying the error committed by the students. Mistake is the performance of language learners when they fail to correctly exploit a known system, whereas error is the competence in which language learners make a conspicuous deviation due to a lack of language knowledge or competence. Error is a deviation produced by EFL learners due to a lack of language competence (Charles Owu-Ewie & Miss Rebecca Williams, 2017), cited in Anggreni, (2021). Dealing with this phenomena the error analysis methodology are applied based on Ciesielkiewicz & Marquez (2015), Error analysis methodology follows the following procedures: data collection , identification of errors, and classification.

## Writing Descriptive Text

Fhonna (2014), as cited in Al Halim (2022) explains that the ability to write is not something that is innate, but an ability that must be learned and practiced. In addition to other English writing text, students in junior and senior high schools should be able to master the genre of descriptive writing. The process of describing in a descriptive text is done by arranging their characteristics in a clear order, starting with giving them names, categorizing them, and discussing their characteristics, actions, purposes, and so on, in order to enable readers to understand what the writer is writing about as though they were witnessing it firsthand.

## The Communicative Effect Taxonomy

The researcher suggests categorizing student mistakes according to theory, which is dependent on the location of the error. To identify the specific type of error during analysis, the researcher will use the communicative effect taxonomy.Dullay (1982) in Al-Sobhi (2019) classifies communicative effect taxonomy in two types, among other thing is two types of errors: local and global. Global errors are those that seriously impair communication by affecting the whole sentence structure. Moreover, local errors are those that impact just one component (constituent) of a sentence; typically, these errors do not materially impair reader-writer communication. The focus of this research is to

analyzed local error in students descriptive text based on some elements, among other thing is; article, auiliary, noun and verb inflection and the last is quantifier. the expleation of every elements as articles, auxiliaries, noun and verb inflection, and quantifier.

## II. METHODS

The researcher utilized a qualitative method, this entails research and makes it easier to fully comprehend challenges or concerns in their native environments (Sultan & Yulianingsih, 2020); (Anggreni & Bochari, 2021). Using a qualitative research approach, a researcher can recognize people's experiences and behaviors, accept and comprehend the contextual influences on the research topics, and gain an understanding of the meaning and interpretations that study participants assign to behavior, events, and objects. (Purnamaningwulan, 2022). The researcher's test and interview served as the basis for the initial data gathering. The exam takers' underlining mistakes make up the second collection. In the third, the researcher gave an explanation of the problem and categorized it into two categories: global and local errors. (Cahyaningsih & Harun, 2023); (Kaweera, 2013). In the fourth section, the researcher provides an explanation of the error and identifies its cause based on the results of the interview and the identification and description of the test fault (Dewany et al., 2023). Based on the statement that "Interlingual interference refers to a negative transfer of first language learners (L1) while intralingual interference involves errors caused by learners' incomplete knowledge of the target language," these activities involve identifying the source of errors in terms of interlingual and intralingual (Agussuryani et al., 2022). Finally, in evaluating error, the researcher correct the students' error (Hamid et al., 2022). After these steps, the result has been described and interpreted. The informant and data are carefully chosen to aid the researcher in understanding the issue and the developed research focus. (Ramesh et al., 2023). The test was distributed to 20 students of the tenth grader as the informant (Hairul & Nurhayati, 2023).

### Procedure of Collecting Data

The researcher employed interviews and a test of producing descriptive language to gather data (Sofyan et al., 2023). The researcher used a few techniques in the data analysis, including mistake identification, description, explanation,

and evaluation (Rustipa et al., 2023). The research collected information through unstructure or semi structure observation, documents, and visual materials. Utilizing the identification result, the researcher combined the data from the instrument test and description of students' error. The type of data that collecting is descriptive writing, as well as the researcher, collect the data through the test of descriptive writing (Maisyaroh et al., 2023); (Botagariyev et al., 2023).

### Technique of Analyzing Data

The researcher employed a qualitative data analysis technique, whose purpose is to characterize and understand the findings of qualitative data (Ariyanti et al., 2023). The researcher followed certain procedures in order to analyze the data, including gathering a sample of learner language in order to identify patterns of change in error occurance with increasing L2 exposure and proficiency, identifying errors by identifying elements in the student writing sample that deviate from the target in some way, and describing errors by describing how the student forms differ from the target form (Agussuryani et al., 2022). The errors are broken down into categories including global and local errors, and the explanation of errors examines how the students' mistakes are made and what led to them (Parlindungan & Rodgers, 2022).

### Checking the Validity of Data and Research Findings

In checking the validity and research findings, the researcher used four criterions such as: credibility, transferability,dependability, and confirmability (Arafah et al., 2023).The researcher validated the interview by strangers the question based on the result of the identification of the problem, which were suitable with the research goal (Halim & Arifin, 2022).

## III. RESULT AND DISCUSSION
### Types of Error from Students' Writing

The data was obtained from the students of the tenth grade by collecting the students' test in writing descriptive text (Rosita & Halimi, 2023). The descriptive text written by the students was analyzed by the researcher using the error analysis techniques of identification, description, explanation, and evaluation. Additionally, the researcher processed the % result computation.

**Table 1. Students' Error in Communicative Effect Taxonomy**

| No | Students | Types of Error | | | | | Frequency |
|---|---|---|---|---|---|---|---|
| | | Global Error | Local Error | | | | |
| | | | Ar | Au | N&V.I | Qu | |
| 1 | A.P.G | 1 | 1 | - | 3 | - | 5 |
| 2 | C.P.G.Z | 3 | - | - | 3 | - | 6 |
| 3 | B.G | - | 2 | - | 2 | - | 4 |
| 4 | D.I.G.Z | 7 | - | - | - | - | 7 |
| 5 | E.M.G | 2 | 1 | 1 | - | - | 4 |
| 6 | I.H | 1 | - | - | 2 | - | 3 |
| 7 | K.G | - | 1 | - | 1 | - | 2 |
| 8 | M.J.G | 2 | 2 | - | 3 | 1 | 8 |
| 9 | M.S.G | 2 | - | - | - | - | 2 |
| 10 | M.G | - | 1 | - | 1 | - | 2 |
| 11 | N.H | 2 | 1 | - | 1 | - | 4 |
| 12 | R.Y.G | 1 | - | - | 2 | - | 3 |
| 13 | R.T.O.H | 2 | - | - | 2 | - | 4 |
| 14 | R.Z | 2 | 2 | - | 2 | - | 6 |
| 15 | S.P.Z | 1 | 1 | - | - | - | 2 |
| 16 | Si.K.Z | 3 | - | - | - | - | 3 |
| 17 | Su.K.Z | 1 | 1 | - | 3 | - | 5 |
| 18 | T.S.V.S.T | 1 | 1 | - | - | - | 2 |
| 19 | Y.T | - | - | - | 2 | - | 2 |
| 20 | Y.G | 2 | - | - | 1 | - | 3 |
| **SUM** | | **33** | **14** | **1** | **28** | **1** | **77** |

Those results indicated that for the local errors, the errors of article are 14 on percentage 18,18%, the errors of auxiliaryis 1 on percentage 1,29%,the errors of noun & verb inflection are 28 on percentage 36,36%,the errors of quantifier are 5 on percentage 1,29%.Based from the description, total of the local error is 44 or 55% and the Global errors were 33 on percentage 42,85%. The research findings are drew through the charts as follows :
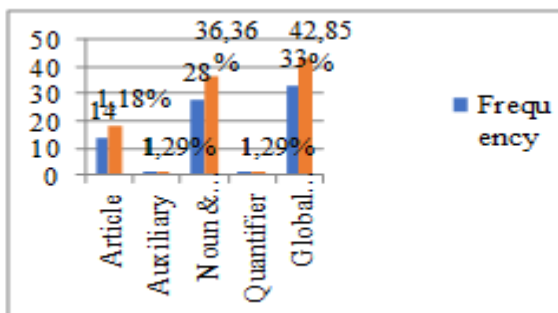


**Figure 1. The Frequency and Percentage of Students' Errors**

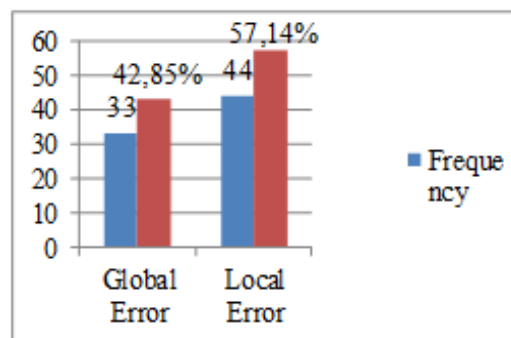The research findings (global and local error) are draw through the charts as follows :



**Figure 2.The Frequency and Percentage of Students' Error**

In this frequency and percentage types of error. From the two types of error classified (local error; article, auxiliary, noun & verb inflection, quantifier) and global error, The results of this research are: There were two types of errors yielded by the students which local error; article was 14 errors or 18,18% of the total errors, the auxiliary was 1 errors or 1,29%, the N & V.I was 28 errors or 36,36%, quantifier was 1 error or 1,29% and global error was 33 or 42,85%. The dominant frequency and percentage of type of errors is local error with the total error was 44, in percentage of 57,14%. Additionally, based on

both high and low frequency, the researcher created a succession of error kinds. It is visible in the table that follows.

**Table 2. The Number and the Frequency of Students' Error in Communicative Effect Taxonomy**

| No | Types of Error | | Number of Students | Frequency of Error |
|----|------|------|------|------|
| 1 | Local Error | Noun & verb inflection | 14 | 28 (36,36%) |
| 2 | | Article | 11 | 14 (18,18%) |
| 3 | | Auxiliary | 1 | 1 (1,29%) |
| 4 | | Quantifier | 1 | 1 (1,29%) |
| 5 | Global Error | | 16 | 36  42,85%) |

**Global Errors**

There were 17 students error with the total error was 36 or 42,85%. The students committing global errors definitely made their sentences misunderstood or misinterpreted or even not understable at all, it is caused by the sentences that they arrange in the tet make reader have a different understanding and catch the meaning that is not the same as the writer, in other words, the sentences that they make have many meanings so it is difficult to understand what the purpose of the sentence is. they make sentences that for example in the sentence *"which there located near Tureloto beach Lahewa, Fadoro Sitolu Hilina'a, North Nias Regency"* it will be better when the sentence be *"which located in Lahewa, Fadoro Sitolu Hilina'a, North Nias Regency"*, that sentence should be changes because the sentence make the readers get a different understanding or the sentence the meaning of the sentence cant be understable. Another sample in the sentence that made by student *".this is monument is open or the public and also..."*. The correction it must be *"the monument is open to the public and also..."*. Those error happened because the students distrup meaning of utterance, for example in volve wrong word order in a sentence (Usman & Mawardi, 2022).

**Local Errors**
**Articles**

Based on the table above, There were 10 students had ever error with the total error was 14 or 18,18%. After the researcher analyzed the data, it was found hat the students frequently made error in using article a, an and the... for example, the students wrote *"The Eiffel tower is a iron lattice tower..."* that should written in complete sentence *"The Eiffel tower is **an** iron lattice tower..."*. Next example is *"a national monument..."* that should written in complete sentence *"**the** national monument...."*. Another

sample is the students use two article in the same time as *"**an a** top of national monument"*, that should written in complete sentence *"**a** top of national monument.."*. Those examples were the kinds of error made by the students in using article. Those error happened because of the lack of students' comprehension in using or distinguish article and also the students had been effected by Indonesia language where the students transtated their sentence without considering about the rules.

**Auxiliaries**

In auxiliary error, there is 1 student had ever made error with the total of frequency error was 1,29%. Here the student forgot to put modal auxiliary as to make a good sentence. Based on the analysis, there is sentence indicated cant use the auxiiary like *"to ___ able to enter the Prayer garden"*. The correction it must be *"to be able to enter the Prayer garden"*.

**Noun and Verb Inflection**

In this section, the researcher focus to analized the article especially in inflectional affixes of nouns and inflectional into verb. In noun and verb Inflection error, there were 14 students had ever made error with the total of frequency error was 28 or 36,36%. In the students' descriptive text, the researcher had found that the students forgot and did'nt change the word that should change in the sentence. For example, the student wrote "....in Manado bay, locating in the North Sumatera island". In the sentence "locating" actually should be change to be "located", and the sentence become "....in Manado bay, located in the North Sumatera island". the word locating must be changed to located because it has become part of the inflectional into verb (past tense) (Sakkir, 2020). Besides that, in the student's descriptive text it was found some words written by students but considered incorrect in well form sentence or

forgot to change word, especially to add –ed in every word who should changed. For example is "***call** pink beach*" was unnecessary words and the right sentence is "*called Pink beach*".

## Quantifier

In quantifier error, there were 1 student had ever made error with the total of frequency error was 1 or 1,29%. Here the students forgot to put –s as in a lot of words to fixed the quantity of that words. For example in sentence *"nine stacked **platform** and 3 **circular**..".* The correction it must be *"nine stacked platforms and 3 circulars..".* another sample is in senetence "*carry **a few** visitors to*..." and it will be better when the sentence be *"carrya lot of visistors to..".* From explanation above the researcher claimed that local local error is the most error made by the student with total error 44 or 57,14% and the last error made by students is local error with total error was 33 or 42,85%.

## The Result of Interview

The purpose of the first interview was to determine the students' areas of weakness in their English language acquisition. To this goal, questions were developed and formulated depending on the kinds of mistakes the students had made; the quantity and type of questions that should be asked of the students relied on the fault the student had made. (Saeed Al-Sobhi, 2019). As the second research topic, the second interview sought to identify the global and local roots of the students' inaccuracies in the communicative effect taxonomy. (Amelia et al., 2023). The questions were developed by the researcher using the different types of errors that the students had made; the quantity and format of the questions that the students should be asked relied on the specific error that the student had made. following the interview, the interview sheet was taken. Additionally, the researcher examined it and divided it into four groups—Interlingual, Intralingual, Context of Learning, and Communication Strategies—according to the causes of errors theory. Using the table, the researcher counted and summarized the sources of errors.

**Table 3. The Source of Errors in Using Simple Past Tense of Descriptive Text**

| NO | NAME | SOURCE OF ERROR | | | |
|----|------|----|----|----|----|
| | | IT | IE | CL | CS |
| 1 | A.P.G | 3 | - | - | - |
| 2 | C.P.G.Z | 2 | - | 4 | - |
| 3 | B.G | 3 | - | - | 1 |
| 4 | D.I.K.Z | 1 | 3 | 5 | - |
| 5 | E.M.G | - | 3 | 1 | - |
| 6 | I.H | - | 1 | - | - |
| 7 | K.G | 1 | - | - | - |
| 8 | M.J.G | 2 | 3 | - | 2 |
| 9 | M.S.G | 2 | - | - | - |
| 10 | M.G | - | 1 | 1 | - |
| 11 | N.H | 2 | - | 2 | - |
| 12 | R.Y.G | 2 | - | 1 | - |
| 13 | R.T.O.H | 2 | - | 2 | - |
| 14 | R.Z | 2 | 2 | 2 | - |
| 15 | S.P.Z | - | 1 | - | 1 |
| 16 | Si.K.Z | 1 | 2 | 2 | - |
| 17 | Su.K.Z | - | 3 | 1 | - |
| 18 | T.S.V.S.T | 1 | - | - | - |
| 19 | Y.T | 1 | 1 | - | - |
| 20 | Y.G | 1 | 2 | - | - |
| **SUM** | | **26** | **22** | **21** | **4** |
| **Total Of Source** | | **73** | | | |

Based on the table of the students' errors, it can be stated that ,the source of errors of intralingual are 26 on percentage 35.61%, the source of errors of interlingual are 22 on percentage 30.13%,the source of errors of context of learning are 21 on percentage 28.76%,the source of errors of communication strategy are 4 on percentage 5.47%.

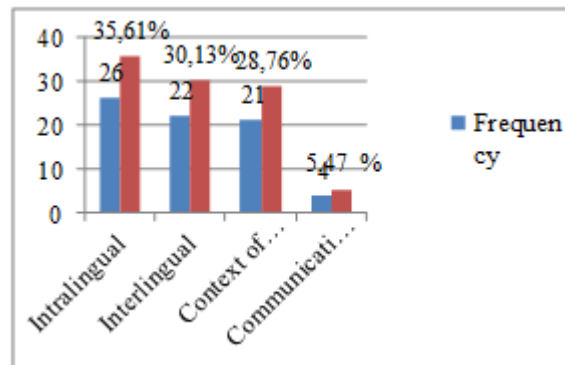The research findings are drew through the charts as follows :



**Figure 3. The Frequency and precentage of the Students' Source Error**

In this frequency and percentage sources of error. Based on the classification of the four sources of error and the interview results, it was determined that the intralingual source had the greatest influence on the students, accounting for 26 out of the 41 sources of error, or 35,61% of the total. The percentage of interlingual people was 22, or 30, 13%.The students' next mistake in their descriptive text was in the context of learning, with a total of 21 errors, or 28,76%. The last mistake they made was in communication strategy, which had the fewest faults—4 errors, or 5,47%—in their work.

## The Analysis of the Sources of Error

The researcher had recapitulated the sequence of the sources of the students' error based on the students' answer in interview sheets and it had been clasified into four categories of source itself namely interlingual, intralingual, context of learning and communication strategies (Sofyan et al., 2023). It can be seen in the table below.

**Table 4. The Number and the Frequency of Students' Source Error in Communicative Effect Taxonomy**

| No. | Source of Error | Number of Student | Frequency of Source |
|---|---|---|---|
| 1 | Intralingual | 15 | 26 (35.61%) |
| 2 | Interlingual | 10 | 22 (30.13%) |
| 3 | Contex of Leraning | 10 | 21 (28.76%) |
| 4 | Communication of Leraning | 3 | 4 (5.47%) |

Regarding to the table, the source of error on communicative effect taxonom in writing descriptive text explained as follows.

### Intralingual

Based on the findings of this research the researcher found that the major source of error was intralingual. The number of this error is 26 or 35,61% of the total errors. This result was claimed because of the students' answer in interview After analysing the students' interview transcript, The researcher found many kinds of reasons depended on the questions that were directed to the students. There were some reasons why the students made error that had been proposed by the students such as : 1) The students did not know how to form sentence, 2) The students did not know the used auxiliary "be" and 3) They were less understanding and comprehension of grammar especially about article, noun and berb inflection, auxiliary, and quantifier (Kaweera, 2013). Those reasons were considered as intralingual factor because of the students' lack knowledge or limited experience of the target language and also the fault concept of the students

### Interlingual

Interlingual got 22 or 30,13% of the total error, is the second most common reason why students make mistakes. When pupils use the target language with the influence of their first language, interlingual transfer takes place. following a review of the kids' interview sheet. The investigator discovered that the pupils lacked proficiency in translating from their native tongue to the target language. Mostly, the students tried to translate their descriptive texts from first language to second language without considering the differences of the two languages and sometimes they used the words out of context (Charles Owu-Ewie & Miss Rebecca Williams, 2017).

### Context of Learning

Context of learning is the third highest source of error made by the student with the total error 21 or 28,76%. The students said that error happened because that was how the teacher teach them and translated the sentence according to dictionary. Due to these reasons, it made the students committed to error because of less explanation about grammar. Related to the theories, The teacher, the content in the textbook, or the student themselves can all influence the context of learning. When a teacher explains a pattern in class, they may mislead students with incorrectly contextualized explanations based on the textbook, or the textbook itself may provide students with explanations that are difficult to understand. It's also possible that students misunderstand the teacher's explanations based on the materials provided, which causes them to make mistakes. (Ciesielkiewicz & Ciesielkiewicz, 2015).

### Communication Strategy

Communication method has the lowest error rate, with a total of 4 errors, or 5,47%. Students developed a communication method that suited their learning preferences and helped them understand the subject matter more quickly (Sukanadi, 2021). Based on their perspective, they attempted to investigate a written means of delivering their desired message. Regretfully, their approach causes them to make the mistake. During the interview, the students revealed that they construct sentences based on the words they translate one at a time and that they do so freely, not taking any rules into account. Thus, it caused the students to err in a sentence (Ariawan et al., 2022). Those reasons were considered as communication strategies source because students had their own strategies to improve their message when learning a language, however

these methods can lead to mistakes. Students' learning strategies influence their communication strategies.

## Discussions

The first research question was about the types of the students' error on communicative effect taxonomy in writing descriptive text (Agussuryani et al., 2022). Based on the analysis of research findings, the researcher had classified the types of the students' error, they were local type as the most error made by the students in writing descriptive text where the frequency of error was based on the analysis of research findings, the researcher had classified the types of the students' error, they were local error was 44 or 57,14%, it consist of 4 elements, among other thing is article, noun and verb inlection, auxiliary and the last is quantifier. from 20 texts with the topic of describing tourist attractions made by students, they made errors from several elements, namely for articles; students make 14 errors in using the article, this can be seen from every sentence they make. some students use inappropriate articles, some students also don't add articles before words that should be added articles and others use 2 articles simultaneously in a row in one sentence for example "a an". The next is the error was done by students in using auxiliary, compared to other elements, there are fewer errors in the use of auxiliary, namely 1 student. Then the errors in noun and verb inflection, the student's did the error until 28 times in their descriptive text (Hamid et al., 2022). Most of the students made mistakes in the use of noun and verb inflection, such as in the word location which should be changed to located because the word in the sentence indicates something that has happened or is part of the inflectional into verb (past tense). The last is quantifier, the student's did the errors until 1 time, it can be seen from the word in their text that which should signify plural by indicating the word "few" that does not match the previous noun. In global error, the students made error until 33 times. This can be seen from the ambiguous sentences made by the students, sometimes they add words that are not necessary or not in accordance with the procedures for making good sentences. Here, the gobal error commited as the error that not include local error in the sentence (Anggreni & Bochari, 2021).

The second study topic focuses on the reasons behind the mistakes that the students made when composing their descriptive texts.

Based on the finding of the analysis, the researcher had classfied the source of errors based on the students' answers in interview. It was found that intralingual error is the majority of source of error in which the students made 26 or 35,61%, interlingual with the frequency was 22 or 30,13%, context of learning with the frequency was 21 or 28,76%, and communication strategy with the frequency was 4 or 5,47%.

## IV. CONCLUSION

The four most frequent types of errors made by students were: local errors (error frequency 44 or 57.14%), articles (error frequency 14 or 18.18%), auxiliary errors (error frequency 1 or 1.29%), noun and verb inflection errors (error frequency 28 or 36.36%), and quantifier errors (error frequency 1 or 1.29%). Global error, with an error frequency of 33 or 42.85%, followed. The research's findings also show that the absence of students' grammatical expertise is a substantial contributor to the 26 errors, or 35.61%, that this source accounts for in their communicative effect taxonomy errors when producing descriptive texts. The frequency of the second source, which is interlingual, was 22 or 30.13%, and the learning environment with the frequency was 22 or 30.13%, context of learning with the frequency was 21 or 28.76%, and communication strategy with the frequency was 4 or 5.47%.

Regarding obtaining the research's findings, the researcher has made some recommendations in light of them. First and foremost, the researcher advises teachers to focus more on the students when teaching English, especially when teaching writing descriptive texts with an emphasis on grammar, particularly article, noun and verb inflection, auxiliary, quantifier, and the rules of how to use good grammar in sentences. The student also needs to be conscious of their own mistakes when writing descriptive texts. This can lessen any mistakes they might have made. Finally, the researcher anticipates that the next researcher will do a similar study to determine the types and causes of students' errors when writing descriptive prose in the future, using this study as a benchmark.

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