

**AN ANALYSIS OF GRAMMATICAL MISTAKES IN
STUDENTS' WRITING**

THESIS



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By

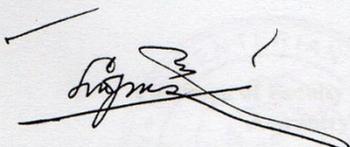
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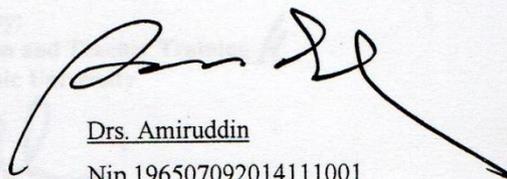
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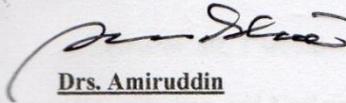
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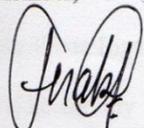
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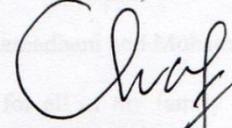
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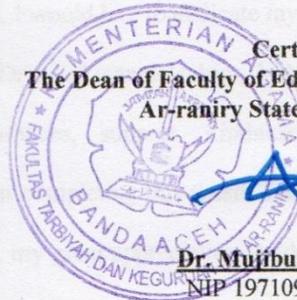
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Banda Aceh, 05 January 2018

Qhusnul Qhatimah

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya .Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This study is aimed to identify grammatical mistakes and to find out what aspects of grammar mostly made by the students. The researcher only focused on investigating three aspects of grammar namely; tenses, personal pronouns, and subject verb agreement. The methodology which was used is a qualitative approach. The source of data was documents, which are 19 students' writing of the third semester students of English Language Education, UIN Ar-raniry. The technique of collecting data was document analysis. In the result, the researcher found some grammatical mistakes in students' writing. From the three aspects of grammar, the researcher found that are 88 mistakes in tense, 30 mistakes in subject verb agreement, and 6 mistakes in personal pronoun. The most mistakes made by students were tenses, which is 70.97%.

Keywords: Error Analysis, Mistakes, Writing, Grammatical

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of this study. There are several aspects explained here which are background of study, research questions, the aim of study, significances of study, terminologies, and studies on writing.

A. Background of Study

Writing is one of four skills that should be mastered by students. Writing is a process of how words transform into a written form that can be read and understood by readers. Also, writing is one way for people to connect and communicate to each other. According to Hornby (2003), writing is a process of expressing ideas down on paper and transforming ideas into words to give a clear information in communication. Writing is an important skill that must be achieved by EFL learners. Through writing, learners can share their ideas, experiences, and knowledge with other people. In university, students have to learn writing as a part of their academic subject, especially for English students. Because it is one of the requirements to complete the course and get academic degree.

In writing, there are some language aspects involved, such as grammar, spelling, punctuation, organization, and vocabulary. According to Brown (2001), writing is a written process of thinking, drafting, and revising that need a special skill on how to create and organize the idea coherently, how to make a clear meaning, and how to make written text for appropriate grammar that can be a

writing product. In addition, Harmer (2002) argues that besides grammar and vocabulary, there are some parts such as text forming, spelling, arrangement and punctuation which must be learned by EFL learners. It means that writing plays an important role in language learning such as to increase students' vocabulary, grammar knowledge, and how students can express their understanding and message into written form. Similarly, Javed, Juan and Nazli (2013) conclude that writing skill has an important role to improve students' understanding and ability with the goal of communication and interaction.

However, writing is not an easy language skill for EFL learners to acquire. There are many difficulties in writing. Because there are some factors, including in planning, drafting, or organizing the ideas. For example students cannot determine how to write what they want to say, sometimes they are difficult to focus on the topic. Also, the students are difficult to decide what to write about, how to develop a topic, produce and elaborate the ideas, use prior knowledge and think critically. Therefore, writing is a very difficult skill for students to be mastered.

According to Richards and Renandya (2002), writing is one of the most difficult skills to be mastered by second language learners. The difficulty is every EFL learner has had his/her own language which is semantically and syntactically are different from those of the language he/she is learning now. In this regards, Nunan (1989) states that writing is a very difficult activity which is required the learner to have control some factors. For example, an academic background and personal interest of learners to various psychological, linguistic and cognitive

phenomena (Haider, 2012). Because of this, students should have to think harder when he/she produces words, sentences, paragraph, and at the same time. Also, he/she should be able to use appropriate grammar, organization, punctuation and other language aspects in writing.

Therefore, it is reasonable that students often made mistakes in writing. Because there are many steps that must be done by students in writing. According to Littlejohn and Hicks (1996) mistake is a part of language learning that is necessary for students. Mistakes refer to students' performance in learning. For example, they failed to write the correct form of a language because of some factors such as slip, random guess, lose attention and etc. By making mistakes, students can develop their understanding about English rules and also they can be aware to write carefully. It means that students make mistakes because they have some particular situations in their performance.

In this respect, Emmaryana (2010) conducted a study about the grammatical errors in students' writing of SMA Negeri 1 Cigudeg-Bogor. She analyzed 20 students' writing and she found that students mostly made error in tenses about 95% of 19 students. Then spelling and punctuation 90% of 18, sentence pattern 85% of 17 students, preposition 35% of 7 students and pronoun 30% of 6 students. It means most students made grammatical errors in their writing, especially in tenses.

My own experience as an EFL learner at the Department of English Education, UIN Ar-Raniry and as an English teacher at SMP 6 Seunagan during my two months of doing a teaching practice revealed that many students

encountered some difficulties in English writing. Referring to the above problem, I would like to conduct a study to investigate the grammatical mistakes made by the second year students of English Department of UIN Ar-Raniry.

B. Research Questions

Based on background of study above, the researcher would like to find the answer of the following research questions:

1. What aspects of grammatical mistakes made by the second year students of English Language Education of UIN Ar-Raniry in writing?
2. What are the most mistakes of three aspects made by the second year students of English Language Education of UIN Ar-Raniry in their writing?

C. Aims of Study

Based on the study questions above, the researcher wants:

1. To identify grammatical mistakes made by the second year students of UIN Ar-Raniry in writing.
2. To find out what aspects of grammatical mistakes mostly made by the second year students of English Language Education of UIN Ar-Raniry in their writing.

D. Significance of Study

Theoretically, this study is hoped to be useful for the process of teaching English writing at the Department of English Education of UIN Ar-Raniry. In

addition, the result of this study is expected to be useful for English teacher. This study provides grammatical mistakes made by students in writing. Therefore, teachers know what kinds of common grammatical mistakes made by students in writing and they should pay more attention to students' weaknesses in applying grammar in writing. The result of this study provides what aspects of grammar are mostly found in students' writing. By this way, the students are expected to be able to apply grammar correctly in their writing. This study is also useful for the next researcher to conduct further study related to English writing.

E. Terminology

There are some terms needed to clarify in this study; analysis, grammatical mistakes, writing, students' writing,

1. Analysis

Based on Oxford Dictionary, analysis is defined as "the process of breaking a concept down into more simple parts, so that its logical structure is displayed". According to Rossett and Arwady (1987), analysis is getting information to solve problems in the corporation such as seeking opinions on optimal, feelings, causes, and solutions. Regarding to the statement above, the analysis in this study is to investigate the grammatical mistakes in students' writing. In this study, the analysis focuses on several grammatical aspects such as tenses, personal pronouns and subject verb-agreement.

2. Writing

According to Brown (2001), writing is a written process of thinking, drafting, and revising that need a special skill on how to create ideas, how to organize the idea coherently into a written text, how to make a clear meaning, and how to make written text for appropriate grammar that can be a writing product. Hornby (2003) also explains that writing is a process of expressing ideas to be written on paper and the meaning of the idea will transform into some words to give a clear information for readers. Writing is complicated to learn because students should consider how to make a planning, organizing, and revising the meaning into a written form (Palmer, Hafner & Sharp, 1994).

3. Students' Writing

Students' writing is a written form made by students that tells about students' ideas, feelings, and opinions which provide some information for the readers. According to Harmer (2004) writing is a process of generating a language and expressing idea, feelings, and opinion. It means that writing is a complex activity of generating ideas, opinions, and feelings into written form that provide a clear meaning, so that the readers can understand what ideas tell in that writing. There are many kinds of writing such as, short-answer exams, essays, journals, blogs, and research assignments and so on. Before that, students should have knowledge how to make writing such as content, grammar, vocabulary, organization, and mechanic.

4. Grammatical Mistakes

Grammar is a part of a language and it cannot be separated from the language (Wilcox, 2004). Grammar is a set of rules of language. According to Newson (2006), grammar is a set of rules which tell how to recognize the expression of words. Harmer (2001) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. Grammar consists of forms and structure of words, phrase and sentences. There are some aspects of grammar, such as tenses, pronouns, subject verb agreement, etc. In short, grammar is a set of language rules that must students know and learn in the language learning process, because it can guide students both in speaking and writing.

F. The Scope of Study

In this study, the researcher focused in analyzing the grammatical mistakes made by the students in writing, which are consisting of three aspects: tense, subject verb agreement, and personal pronoun. In tense, there are only five tenses; simple present, simple past, simple future, present progressive, and past progressive.

CHAPTER II

LITERATURE REVIEW

This section explains the literature review of some important theories which might help the researcher to do this study. There are three important aspects; error analysis study, writing, and grammar.

A. Error Analysis Study

Error analysis is a linguistic analysis that focuses on the errors made by learners. Richards and Schmidt (2002) explain that error analysis is the study of errors made by second language learners. According to Richards (1973), as cited in Emmaryana (2010), error analysis is a study to express error made by the second and foreign language learners that are found both in writing and speaking. In addition, James (1998) states that error analysis is related to the analysis of the errors made by ESL and EFL learners by comparing the learners' knowledge with the target language rules and explaining the identified errors. Based on the explanation above, error analysis is the study of error and mistake in English language learning made by the ESL and EFL learners that are occurred both in writing and speaking, which is by comparing the students' knowledge with the target language rules.

Furthermore, error analysis is an important part in the language learning process that has many benefits either to teacher or student. Serombe (2002) mentions that error analysis has three purposes; firstly, it can be used in finding

out the language proficiency and achievement of learners, secondly, it can be used in getting information about common difficulties in language learning, and thirdly, it can be used in finding out how people learn a language. In addition, Corder (1967), as cited in Darus (2009), defines that analyzing errors can get two purposes; diagnostic and prognostic. It is diagnostic because it can reveal the learners' understanding of a language during the learning process. It is prognostic because it can tell the teacher to modify the learning materials to solve learners' problems in learning. Olasehinde (2002), as cited in Zawahreh (2012) states that sometimes it is possible for students to make errors in the learning process and this error cannot be avoided by the students and also it is necessary in the learning process.

From the definition above, error analysis is a study of errors and mistakes made by the students that provide some information on students' common difficulties in language learning. According to Vahdatinejad (2008), error analysis can be used by a teacher to determine what kind of materials that students need to learn. Ferris (2002) mentions that error analysis can be useful in learning and teaching process of English effectively because foreign language is a gradual process which mistakes are expected to occur at all levels of learning. In conclusion, error analysis can help the teacher to gain information about the students' errors at different levels. Also, the teacher would be able to find out of what areas that should be focused and what kind of materials that are acceptable and suitable for the students. It can also help teachers in the language learning

process, especially in writing. Therefore, it is clear that error analysis is needed in the process of language learning.

1. Definition of Error and Mistake

In language learning, some students may make an error or mistake. Kaweera (2013) mentions that, these errors normally occur in language learning when students do not have enough knowledge of language rules. According to Cunningsworth (1987), as cited in Khan and Khan (2016), errors are systematic deviations from language rules being studied by students. Similarly, Ellis (1994) argues that the error is a deviation from a language rule made by students in the learning process. Students make errors because they lack of knowledge of the target language rules. They will not be able to correct errors by themselves and need someone like a teacher to correct their errors. They may also make the same errors at the same times or in the future.

In addition, Corder (1967), as cited in Febriyanti and Sundari (2016) states that error is systematic deviation that often occurred repeatedly and not known by students. It means that students do not know about the correct form of their error and they need explanation about it. As mentioned by Gass and Selinker (2008) errors in language learning occur when students make errors systematically and repeatedly without any notice by the students. In conclusion, error is a deviation that occurs repeatedly and systematically because students do know the correct rules of the target language and need other people to tell or to correct their errors.

According to Ellis (1997), mistakes reflect occasional deviation in performance. It occurs because students are unable to perform what he or she knows. Ferris (2002) states that a mistake is a natural process of learning and must be considered as a part of cognition. In addition, Corder in Khanom (2014) asserts that mistakes are deviations in performance caused by several factors; memory limitation, emotional strain, lack of attention, fatigues, carelessness, etc., which are usually random and easily corrected by students when the teacher shows it. It means that students make mistakes when students are unable to perform the language because of their internal problem, such as slip, random guess, lose attention, etc. However, students know about the correct form of the rules of the target language.

2. The Differences between Mistake and Error

Sometimes people consider that error and mistake are the same and it is difficult to distinguish between error and mistake. Therefore, students and teachers need to know the differences between error and mistake. In language learning, students often make a mistake and an error. According to Ancker (2002), mistakes or errors are considered as part of learning because it is a natural process of learning. Students make errors when they lack of knowledge about the target language rules. Therefore, making an error is an important aspect to know information, whether it is caused by grammatical error or slip of the tongue either spoken or written language.

It is important to know about differences between error and mistake. According to Ellis (1997), errors reflect to students' knowledge that occurs because the students do not know what is correct. However, mistakes reflect to students' performances that occur because students are unable to perform what they understand about the target language rules. A mistake refers to a performance error of the students who fails to use the target language rules because of a slip or random guess. On the other hand, an error refers to students' competence in a language.

All people make errors and mistakes, in both native and second languages. According to Jie (2008), errors are related to failure in competence and mistakes are related to failure in performance. In this case, a mistake occurs when students failure of using their knowledge of the target language. Ellis (1997), suggests two ways to distinguish between an error and mistake. The first way is to look the consistency of students' performance. If students sometimes use the correct form and sometimes incorrect, it is a mistake. However, if the students always use incorrect form, it is an error. The second way is to ask students to try to correct students' deviation by themselves. When students are unable to correct the deviations, it is an error and where the students are successful to correct the deviations, it is a mistake.

Furthermore, Norrish (1983) defines error as a systematic deviation, when the students consistently get wrong. However, a mistake as an unsystematic deviation, when the students inconsistently get correct or wrong rules at different

times. In conclusion, errors and mistakes are totally different. Errors refer to lack of knowledge of a language. Meanwhile, mistakes refer to lack of performance.

B. Writing

1. Definition of Writing

In daily life, writing becomes an important part besides spoken language. Because many activities which are done by people always related to writing. People need writing for several things such as when people want to apply for a job, writing a letter and diary, schools' lessons, etc. According to Wilson (2002) writing is an important aspect in your daily life. Through writing, people can express their opinions, ideas, thoughts, and feelings in a written form. From the explanation above, writing is a necessary thing in our daily life as a tool communication with other people in written form. Writing should be taught from school up to university level.

In English language learning, there are several skills that must be learned and understood by students. One of them is writing skill. Cox (2007) states that writing is a way to express what you know by using words and phrases that tell about your ideas and all the things in your mind. According to Richard (2000) writing is functional communication because the students can create a story based on an imaginary world of their own words and designs. Harmer (2004) says that writing is a process of generating a language and expressing ideas, feelings, and opinions. Also mentioned by Otte and Mlynarczyk (2010), writing is the skill to

express ideas, thoughts, and feelings of the other people in writing symbols to make other people understand about the ideas.

Writing plays an important role in language learning. It is difficult and takes a long time to master it, because it needs to practice in order to develop this skill and increase the ability in writing. As mentioned by Celce and Murcia (2001), writing is the ability to express the idea of students and should be reasonable, coherent, and accurate to get the achievement of it. So, in writing, students should arrange their ideas in the form of words, phrases, clauses, and paragraphs so that their writing can be understood and read clearly by the reader.

However, writing is one of skills that considered as a difficult skill because students should provide some aspects in writing such as content, vocabulary, organization, purpose, punctuation and spelling. Also, Hogue (2008) states that writing skill requires certain skill including some aspects, such as sentence structure (how to arrange words in a sentence), organization (how to arrange ideas in a paragraph), and grammar and punctuation. In writing, any idea that you give must be supported with specific reasons or details (Langan, 2006). It means that writing is a difficult language skill because students should provide some aspects such as vocabulary, content, organization, and other things in their writing in order that they can explain their ideas by their own words.

Furthermore, Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Having a good writing is necessary in learning process. Cumming (2001, p.3) stated “one reason of a good writing requires of syntax and morphology, vocabularies, and a good command

over conventional forms and over the means of signaling the relation of the texts". It means that writing is a complex activity in processing ideas and creating sentences in the papers which should provide a clear information so that the reader can understand about it. Also, students have to practice more to develop their skill and ability in writing.

2. Writing Aspects

Harmer (2002) proposes that there are some aspects that must be concerned in the writing process, such as language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking the unnecessary words or information, deciding on the information on each paragraph, and the paragraph order and give a clear meaning of ideas. It shows that writing is a complex process of combining various elements, especially for the students that need time to create and to arrange ideas until finish writing works.

Similarly, Jacobs (1981) specifically mentions five aspects of writing that should be considered by students, namely, content, organization, vocabulary, language use, and mechanic. The explanation of the aspects as follow:

1. Content is how the writer develops his/her idea related to the topic.

Content also refers to the main ideas of writing that provide some information supported by supporting ideas which can give the meaning of the writing for the readers.

2. Organization refers to forms or patterns of writing. Students should organize their ideas to make and to give a clear meaning for readers.

3. Vocabulary is the important aspect of language learning, especially in writing. Vocabulary refers to the selection of words that is suitable to the content.
4. Language use refers to the use of correct grammatical form and syntax pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences in a paragraph of writing.
5. Mechanic refers to the use of the correct conventions to the written language like punctuation, spelling, and others

C. Grammar

1. Definition of Grammar

In English language, grammar and writing are related to each other because grammar takes an important part to improve writing skill. Grammar is the study of rules, forms, structures that is related to English language and it is the basic thing that students should have in language learning. Grammar can guide the students to write something appropriately with the rules of the target language. Grammar is a description of the structure of a language and the way in which linguistic units such a word and phrase are combined each other to produce sentences in the language (Harmer, 2001). As mentioned by Hornby (1989), grammar as the rules of a language for changing the form of words and combining them into sentences. Brown (2001) argues that grammar is a set of rules about the structure and connection of words in a sentence. In conclusion, grammar is a set of rules of a language which guides the students in writing that is used to

changing and combining the words into sentences so that the reader can understand about the writing.

Grammar is very important aspect of language learning both in speaking or writing. As said by Harmer (1991), grammatical knowledge is very important for students who want to have communicative competence. Swan (1985) claimed that mastery grammar is very important to support the good use of a language. By having a good understanding of grammatical concepts, learners can avoid the use of incorrect structures especially in writing. Also, grammar is very important to produce a good paragraph which can produce a good writing.

Grammar consists of forms and structure of words, phrase and sentences. According to, Newson (2006) grammar is a set of rules which tell how to recognize the expression of words. Harmer (2001) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. It can be seen that grammar as a rule in language consists of words and forms that will be combined into sentences.

2. Grammatical Mistakes

Grammatical mistake is a grammar deviation made by students in learning a language. Students are unable to perform what he/she knows about the use of grammar in language learning, because of some factors such as, slip, random guess, memory limitation, lack of attention, and others. In this study, there are some aspects of grammar, such as tenses, subject verb agreement and personal pronouns. These aspects will be explained in the next sections.

1) Tense

Tense is a way language expresses the time at which an event is described by a sentence occurs. In English, this is a property of a verb forms, and expresses only time related information. Hornby (1975, p.78) states “ the word time stands for a concept with which all mankind is familiar, divided into past, present and future. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state.” Tense is a category of time distinctions expressed by any conjugated form a verb. Tense specifies whether the verb refers to an action in the past, present or future. In this research, only five tenses analyzed; simple past, simple present, simple future, past progressive, and present progressive. It is due to the fact that these tenses are basic tenses that students understand and know about it.

a. Simple Past Tense

Azar (2003) states that the simple past indicates that an activity or situation began an ended at a particular time in the past. Time that used in the past tense are *yesterday, last night, last week, last month, last years, two days ago*, and etc.

Some examples of simple past tense:

- 1) I *walked* to school yesterday.
- 2) She *was* my friends
- 3) They *did not work* yesterday.
- 4) He *was not* at the party last night
- 5) *Did you buy* a pen yesterday?

b. Simple Present Tense

Werner and Spaventa (2002) stated that “the simple present tense often refers to actions or situations that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact”. In addition, Azar (2003) states that the simple present expresses events or situations that exist, always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. Simple present tense also expresses the general statement of fact.

Some examples of simple present tense:

- 1) They *study* for two hours every night
- 2) She *is* a beautiful girl.
- 3) It *does not* rain in Jakarta.
- 4) *Does* he *work* today?

c. Simple Future Tense

Simple future tense is used for actions that will occur in the future. *Be going to* and *will* are used to express future time. *Be going to* is used to express to a prior plan. However, *will* is used to express a decision the speaker does at the moment of speaking or without planning before.

Some examples of simple future tense:

- 1) I *am going to* leave at nine tomorrow morning.
- 2) We *are going to* be late
- 3) She *will* come tomorrow.

- 4) Marie *will be* at the meeting today.

d. Past Progressive Tense

The past progressive expresses an activity that was in progress (was occurring, was happening) at a point of time in the past or at the time of another action.

Some examples of past progressive tense:

- 1) They *were walking* down the street when it began to rain.
- 2) He *was writing* a letter.
- 3) She *was not washing* her clothes.
- 4) *Was she singing* a song?

e. Present Progressive Tense

According to Azar (2003) the present progressive expresses an activity that is progress at the moment of speaking. It is a temporary activity that began in the past, is continuing at present, and will probably end at some point in the future.

Some examples of simple past tense :

- 1) I *am reading* my grammar book right now.
- 2) Kids *are playing* football
- 3) John *is not sleeping*.
- 4) *Are you listening* to me?
- 5) *Is the teacher speaking* right now?

2) Personal Pronoun

A pronoun is used in place of a noun. A word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. There are some parts of personal pronouns. First, subject pronouns are used as a subject of sentences. Second, object pronouns are used as the objects of verbs. Third, possessive pronouns are used as a possession that not followed immediately by a noun and can stand alone. The last, possessive adjective also used a possession that followed immediately by a noun and cannot stand alone.

In the Understanding and Using English Grammar book by Azar (2003), there are some parts of personal pronouns:

	Subject Pronoun	Object Pronoun	Possessive Pronoun	Possessive Adjective
Singular	<i>I</i>	<i>Me</i>	<i>Mine</i>	<i>My</i>
	<i>You</i>	<i>You</i>	<i>Yours</i>	<i>Your</i>
	<i>She, He, It</i>	<i>Her, Him, It</i>	<i>Hers, His, Its</i>	<i>Her, His, Its</i>
Plural	<i>We</i>	<i>Us</i>	<i>Ours</i>	<i>Our</i>
	<i>You</i>	<i>You</i>	<i>Yours</i>	<i>Your</i>
	<i>They</i>	<i>Them</i>	<i>Theirs</i>	<i>Their</i>

Some examples of personal pronouns:

- 1) John has a car. *He* drives to work.
- 2) *I* talk to *him* every day

- 3) That book is *hers*. *Yours* is over there
- 4) A bird uses *its* wings to fly.
- 5) The brown cat is *yours*.
- 6) I read a book. *It* was good.
- 7) *It's* cold today.

3) Subject Verb Agreement

According to Langan (2006), subject verb agreement is a verb must agree with its subject in number. A singular subject (one person or thing) takes a singular verb. Meanwhile, a plural subject (more than one person or thing) takes a plural verb.

a. Singular Subject – Singular Verb

Singular subject is pronoun he, she, and it, or nouns that can replace with he, she or it.

Several examples of singular subject and singular verb:

- 1) *He runs* four miles every day.
- 2) *Sally rides* her bike to school
- 3) *My friend lives* in Boston

b. Plural Subject – Plural Verb

The definition of plural subject is a subject pronoun such as I, we, you, they, and all plural nouns.

Several examples of plural subject and plural verb:

- 1) *They ride* the school bus in the afternoon.
- 2) *Snails move* slowly.
- 3) *You read* a book.

D. Studies on Writing

There are many studies related to this study. Firstly, Krishnasamy (2015) conduct a study of ESL diploma students' grammatical error in the use of simple past and past continuous tense at INTI International University, Malaysia. The sample of this study was 28 ESL diploma students, chosen randomly from 101 students who took the course. He aimed to identify and to classify the errors based on types and forms such as uses of nouns, verbs, adjectives, and tenses. He found seven types of grammatical errors committed by ESL students in this study, which involve the uses of tenses, gerunds, adjectives, nouns, verbs, subject verb agreement and prepositions.

Secondly, Phuket (2015) made a study about understanding EFL students' errors in writing at a university in Songkhla, Thailand. The students sample was second and third year undergraduates in the total of 40 students. They were all native speakers of Thai that they had studied English through regular Thai language instruction at school before entering the university. This study investigated the types of errors and the linguistic level in students' writing. The result of this study showed that the most frequent types of errors were translated words from Thai, word choice, verb tense, preposition, and comma.

Thirdly, a study conducted by Ulfiansyah (2012) in the English Department of IAIN Ar-raniry about an analysis of the use of subject agreement in students' recount text. The sample of this study was 24 students. He found the total subject verb agreements written by students were 470 sentences. From that, 127 sentences (27%) were wrong and 343 sentences (73%) were correct. It can be concluded that the students of this study have been quite understood about the use of subject verb agreement in a sentence.

Lastly, another study was conducted by Azhar (2013) in English Department Student of UIN Ar-raniry about students' mistakes in writing. She investigated the students' tenses mistake in writing among the third year students. 25 students participated in the study and she reported that some mistakes made by the students in the usage of Present Tense is 71.70%; the Present Continuous is 0%; the Present perfect Tense is 1.89%; the Past Tense is 5.66%; and the Future Tense is 20.75%. It can be seen that student mostly made mistakes in the usage of the Present Perfect Tense.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research methodology which consists of research design, population and sample, technique of collecting data, and data analysis.

A. Research Design

As mentioned earlier in the previous discussion, the purpose of this study is to find out and to identify the grammatical mistakes in students' writing at English Language Education of UIN Ar-raniry, this study employs a qualitative approach. According to Creswell (2014, p.32), "Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem". Gay and Airasian (2000, p.275) states that "qualitative research is the collection of extensive data on many variables over an extended period of time, in naturalistic setting, in order to gain insight not possible using other types of researcher. This was designed to find out students' grammatical mistakes in writing and to analyze their mistakes in grammar by using percentage.

B. Source of Data

Source of data of this study was documents, which are students' writing. There was 19 students' writing from Writing II class at the third semester students

of English Language Education of Tarbiyah and Teacher-Training Faculty, UIN Ar-raniry. In getting the document, the researcher used purposive sampling. According to Arikunto (2006, p.139) “purposive sampling is a technique that is used to take a sample based on the existence of considerations that focus on a particular goal”. The considerations of this study were students took writing II and basic grammar or grammar I and the purpose of this study is to find out grammatical mistakes made by students .

C. Technique of Collecting Data

In collecting document, the researcher gave a topic which the students should write. The topic is “your experience in learning English at UIN ar-raniry. They should write about 100-150 words in one period of class about 90 minutes.

After collecting the documents, those writing would identify some grammatical mistakes are tense, personal pronouns, and subject verb agreement. After identifying grammatical mistakes, it would be classified based on the aspect of grammar. In tenses, there are some aspects that are simple present tense, simple past tense, simple future tenses, present progressive tense and past progressive tense. In personal pronouns, there are four aspects; subject pronoun, object pronoun, possessive pronoun and possessive adjective. In subject verb agreement, the aspects are singular subject with singular verbs and plural subject with plural verbs.

D. Technique of Data Analysis

Method of data analysis was an important part of a study, because the researcher formulated the result of the study. After collecting the data and find out the grammatical mistakes of students' writing, the researcher made the percentage of grammatical mistakes. The percentage was used to find out what aspect of grammatical mistakes that mostly occurred in students' writing. In calculating the percentage, this following formula was used:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = Percentage

F = The mistakes of students

N = The total of mistakes

100% = constant value

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the analysis and interpretation of the data collected through students' writing. It shows the findings of the study concerning grammatical mistakes made by the students in their writing. The data were analyzed to answer the research questions stated in chapter 1.

A. Findings

After collecting and identifying the data, the researcher tabulated and explained them in detail. The first one, the researcher identified and then marked the mistakes in the students' writing. Next, these mistakes were classified into several aspects such as tenses, personal pronouns, and subject verb agreements. Then, the mistakes were analyzed and summarized in the tables. The tables were presented to answer the first research question what kinds of grammatical mistakes made by the second year students of English Department Students in their writing.

1. Mistakes in Tenses

Tense is a way of language expresses the time, which an event described by a sentence occur. In this study, there are only five tenses that analyzed in students' writing; simple present, simple past, simple future, present progressive,

and past progressive. Based on the analysis, there are many students made mistakes in the used of tenses in their writing. The data showed in the table 4.1

Table 4.1 students' mistakes in tense

No	Student Number	Name	Mistakes
1.	160203040	Z	7
2.	160203042	MA	4
3.	160203043	CHF	6
4.	160203049	N	1
5.	160203050	DSD	4
6.	160203051	AA	1
7.	160203053	RK	5
8.	160203054	MU	7
9.	160203055	FA	4
10.	160203057	MFM	1
11.	160203060	MRA	5
12.	160203061	K	4
13.	160203064	MT	4
14.	160203066	DY	5

15.	160203068	MJJ	12
16.	160203069	TIM	4
17.	160203071	AF	4
18.	160203073	KA	5
19.	160203079	AK	5
Total of mistakes			88

2. Mistakes in Personal Pronoun

Personal pronoun is a pronoun that refers to a particular person, or thing that can take the place of nouns and noun phrase. A singular pronoun is used to refer to a singular noun and a plural noun is used to refer to a plural noun (Azar, 2003). Based on the analysis, there are some mistakes found in students' writing that showed in table 4.2.

Table 4.2 Students' mistakes in personal pronoun.

No	Student Number	Name	Mistakes
1.	160203040	Z	-
2.	160203042	MA	-
3.	160203043	CHF	1
4.	160203049	N	-

5.	160203050	DSD	-
6.	160203051	AA	-
7.	160203053	RK	-
8.	160203054	MU	-
9.	160203055	FA	-
10.	160203057	MFM	-
11.	160203060	MRA	-
12.	160203061	K	-
13.	160203064	MT	-
14.	160203066	DY	-
15.	160203068	MJJ	5
16.	160203069	TIM	-
17.	160203071	AF	-
18.	160203073	KA	-
19.	160203079	AK	-
Total of Mistakes			6

3. Mistakes in Subject Verb Agreement

Subject verb agreement is a rule of grammar which states that a singular subject agree with singular verbs and plural subject agree with plural verbs. Based on the analysis, the students made some mistakes in the used of subject verb-agreement. The data of mistakes were presented in the table 4.3.

Table 4.3 Students' mistakes in subject verb agreement

No	Student Number	Name	Mistakes
1.	160203040	Z	7
2.	160203042	MA	1
3.	160203043	CHF	1
4.	160203049	N	-
5.	160203050	DSD	-
6.	160203051	AA	-
7.	160203053	RK	-
8.	160203054	MU	1
9.	160203055	FA	-
10.	160203057	MFM	-
11.	160203060	MRA	3
12.	160203061	K	1

13.	160203064	MT	1
14.	160203066	DY	2
15.	160203068	MJJ	8
16.	160203069	TIM	-
17.	160203071	AF	1
18.	160203073	KA	4
19.	160203079	AK	-
Total of Mistakes			30

4. The Percentage of Mistakes

Based on the data showed in the table above, the total of mistakes made by the students was 124 mistakes, which are 88 in tense, 30 in subject verb agreement, and 6 in personal pronoun. The researcher calculated the percentage of this mistake in following formula :

a. Mistakes in Tenses

$$P = \frac{88}{124} \times 100\%$$

$$P = 70.97\%$$

b. Mistakes in Subject Verb Agreement

$$P = \frac{30}{124} \times 100\%$$

$$P = 24.19\%$$

c. Mistakes in Personal Pronoun

$$P = \frac{6}{124} \times 100\%$$

$$P = 4.84\%$$

Table 4.4 the percentage of mistakes

No	Aspects	Total	Percentage
1.	Tenses	88	70.97%
2.	Subject Verb Agreement	30	24.19%
3.	Personal Pronoun	6	4.84%
Total			100%

The table above shown the entire of grammatical mistakes in students' witing, which is the largest number of mistakes in tenses about 70.97%. Moreover, in subject verb agreement about 24.19% and in personal pronoun 4.84%.

B. Discussion

Based on the students' writing papers, there are some students still made grammatical mistakes. Also, there are several students who write like talking style which is an informal writing. After analyzing students' writing completely, it is necessary to discuss the result of this study. The discussion would focus on the result of the student's mistakes in tense, personal pronoun, and subject verb agreement.

In tense, most of the students made mistakes about it in their writing. From the data, there were about 88 mistakes found in student's writing. The researcher found that students mostly made mistakes of tense were simple past tense. Also, they a little bit confused between simple present tense and present progressive.

Some mistakes found in the use of tenses are:

- 1) I *was very insure* with my classmate..... because I come from
- 2) When the first time I *study* in this major.
- 3) I *learning* grammar, vocabulary,.....
- 4) Grammar very importance for us
- 5) I *not* too much know vocab.....
- 6) She *make* my life
- 7) I *speech* in front.....
- 8) so that *their not* really make us feel pain by the lesson
- 9) Many lecturer *was* graduated from overseas.
- 10) ... going to be a teacher and using English

Suggestion for the mistakes :

- 1) I *was very insured* by my classmate..... because I come from
- 3) When the first time I *studied* in this major.
- 4) I *learn* the grammar, vocabulary,.....
- 5) Grammar *is* very important for us
- 6) I *did not* know many vocabularies.....
- 7) She *makes* my life
- 8) I *give a speech* or I *speak* in front.....
- 9) so that *they do* not really make us feeling bored to the lesson
- 10) Many lecturers graduated from overseas.
- 11) ... I *am* going to be a teacher and using English

In personal pronoun, the students understand how to use the personal pronoun such as subject pronoun, object pronoun, possessive pronoun and possessive adjective. Most of students did not make mistakes in the use of subject and object pronouns. However, there are some students still made mistakes in possessive pronouns. There are about 6 mistakes found in students' writing. This is not a high number of mistakes. It means that the students know and understand about personal pronoun.

Some mistakes found in the use of personal pronoun are:

- 1) Just listening to your lecturer, that's can make you get the best experience in *you life*

- 2) And some lecturer don't know how to transfer their knowledge but *their* so smart.
- 3) They understand how our conditions so that *their* not really make us feel pain by the lesson.
- 4) They just want *we* to know how they feel when *they* in college too.

Suggestion of the mistakes :

- 1) Just listening to your lecturer, that's can make you get the best experience in *your life*
- 2) And some lecturers don't know how to transfer their knowledge, but *they are* so smart.
- 3) They understand how our conditions so that *they are* not really make us feeling bored to the lesson.
- 4) They just want *us* to know how they feel when *they are* in college too

In subject verb agreement, the students made some mistakes in their writing. This is the second mistake of the three aspects of grammatical of this study that most students did. They made mistakes in the use of gerund as the subject of the sentence as in the example 6 and also the use of to be as the verb of the sentence.

Some mistakes of subject verb agreement found in students' writing:

- 1) *I learning* grammar, vocabulary, speaking, listening.
- 2) Grammar very important....

- 3) *This lesson very useful....*
- 4) *I not too much know vocab.*
- 5) *She make me confident then I speech in front of my friends.*
- 6) *Study in UIN Ar-raniry is the best moment...*
- 7) *Many lecturers was graduated from overseas.*
- 8) *But after all I likes everything about this university.*
- 9) *They are give us the best motivation.*
- 10) *Some Lecturer is good at teaching.*

Suggestion for the mistakes:

- 1) *I learn the grammar, vocabulary, speaking, and listening.*
- 2) *Grammar is very Important*
- 3) *This lesson is very useful*
- 4) *I did not know many vocabularies.*
- 5) *She makes me confident then I speak in front of my friends.*
- 6) *Studying in UIN Ar-raniry is the best moment*
- 7) *Many lecturers graduated from overseas.*
- 8) *But after all I like everything about this university.*
- 9) *They give us the best motivation.*
- 10) *Some Lecturers are good at teaching.*

In conclusion, students made some mistakes in their writing. From the three aspects of grammar mentioned in previous chapter, the data of mistakes was

88 mistakes in tense, 30 mistakes in subject verb agreement, and 6 mistakes in personal pronoun. The most mistakes made by students were tenses, which is 70.97% .

CHAPTER V

CONCLUSION AND SUGGESTION

After conducting the study, doing the analysis, and the presenting the findings, this chapter presents the conclusion and suggestion of this study.

A. Conclusion

The mistake is a natural process that occurs in language learning, especially for EFL learners. The findings of this study cannot really be generalized and regarded as representing an entire population, because this study only focused on 19 students' writing. The grammatical mistakes made by students were tense, personal pronouns and subject verb-agreements because this study only focused on three aspects. Based on the explanation and the data presented in the previous chapter, the researcher concluded that from the three aspects of grammar that mentioned in previous chapter, the data of mistakes was 88 mistakes in tense, 30 mistakes in subject verb agreement, and 6 mistakes in personal pronoun. The most mistakes made by students were tenses, which is 70.97% .

B. Suggestion

Based on the findings, the researcher would like to offer some suggestions to be considered in teaching in order to improve the students' writing ability. The first suggestion is for lecturers. They should more consider for the students who lack of grammar knowledge. By analyzing the grammatical mistakes made by the

students in their writing, the lectures can know which part of the learning must be corrected and what strategy can be used to improve the quality of their writing.

The second is for students. The researcher suggested to the students to be more focused and serious in learning grammar, such as tenses, personal pronouns, and subject verb agreement. Also the students should study more insensitively about grammar and practiced by themselves besides in university to improve their ability in mastering grammar in order to increase the quality of their writing.

The last is for the next researcher who wants to conduct a study about errors or mistakes in the language learning especially in writing. The researcher suggested investigating the reasons why students make an error or mistake. Because this study only focuses on mistakes made by the students. Also, to find out what is the problems that are faced by students in mastering grammar that affect to their writing, especially in tenses. It seems that most of them still difficult to use tense in their writing. This study only focused on three aspects; tenses, personal pronouns, and subject verb-agreement. Thereby, it will be possible for the next researchers to conduct a study which covers other categories of grammar or another aspect in writing such as capitalization, punctuation, modals, and others.

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FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
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Nomor : B-11447/Un.08/TU-FTK/ TL.00/12/2017

07 Desember 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Qhusnul Qhatimah
N I M : 231 324 160
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl. Masjid Poldo Lr.Keuchik Piah Jeulingke Banda Aceh

Untuk mengumpulkan data pada:

Prodi Bahasa Inggris UIN Ar-Raniry

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

An Analysis of Grammatical Mistakes in Students' Writing

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

SAG.UMUM BAG.UMUM

Kode 7858



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-112/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-11447/Un.08/TU-FTK/TL.00/12/2017 tanggal 07 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Qhusnul Qhatimah
NIM : 231 324 160
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

An Analysis of Grammatical Mistakes in Students' Writing

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 31 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris



T. Zulhikar

Name : 21kroll AH

NIM : 160203040

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

I have a lot experience in ~~the~~ learning English on UIN Ar-raniry. In the semester I, I learning grammar, vocabulary, speaking, listening. All lesson so easy, ~~for me~~ ^{for me, ans} I can understand it. ~~The~~ grammar is the ~~best~~ lesson to know about how to make a good sentence in english, grammar ~~is~~ very importance for us, because this lesson very useful ~~for can make~~ to help you on the stripsi, then about vocabulary, vocabulary is the lesson to know about word and make us can easy make sentence. ~~we~~ we need to know vocabulary if want to learning english, when I start in UIN, i ~~is~~ not too much know vocab, then ~~we~~ I learn again and memorize vocabulary. then Speaking, this lesson good for us to habitual in english. then listening, this lesson ~~is~~ good for us to know accent english or british, then make us ~~to know it~~ ~~is~~ ~~type~~ -

Name : Marzati Annisa

NIM : 160203042

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

My experience in learning English at uin - Ar-raniry

I have some experiences in learning English. first getting new friends and adapt an experience. When the first time I study here I should begin adapted to other people, with new place, and new condition. I think I have got a lot of knowledge in studying here, I can improve my speaking, listening, etc.

of course in learning english there are a lot of experiences such as study hard for listening, begin to adapt to something that is hard, but I am very thankful for studying here and I can improve my knowledge and my self. Now I can adapt with everything that is new and I can studying easily.

Name : Cut Hanifah Fardhany

NIM : 160203093

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

About my experience in UIN Ar-Raniry. I have many experience in here because this is the first time to learning english with seriously. For the first semester, we learn about speaking, vocabulary, reading and grammar. The special thing is we learn from the basic, cause many subject has fo we got ~~the~~ lecture with the best skills. They graduate from good university like Liverpool and Melbourne university and many more. In the second semester we have to learn writing subject, cause in the first semester we not learn it, this is feel hard to start from the beginning. with help from my class mate, we finished our second semester with nice score I think. I now ~~join~~ the third semester to learn more about english skills minus vocabulary subject. This is time for MidTerm, so we must do the best for this semester if you want to get score. Just learning with seriously and listen to your lecturer, that's can make you ^{get} the best experience in ~~the~~ your life. I come ^{from} ~~the~~ different city between the other student in here. So, this ~~this~~ the first time I live alone, meet the new people, find the new culture. So, if you ask about experience, this is my biggest experience in my life. Different culture about life make my life full of good experience.

Name : Nazirah

NIM : 160203049

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

My experience in learning English at UIN Ar-raniry is good, I learn English deeply by the time. Teachers in my major are very good, they make me easy to learn English. They teach me something that I do not know before about English. I am very happy to be a part of this major. So far, I have no reason ~~to~~ ^{to} leave this department because it's a really good major. but sometimes I meet with a some bad teachers of teaching, they make students difficult to get a point of lesson because they play too much and so ~~amaze~~ ^{amaze} annoying. ~~And~~ ^{And} I have to be patient to learn in this major because I love it and it has many obstructions out there.

" I am sorry it ~~not~~ ^{not} what I have explained that make you don't understand and not about the topic."

Name : Alvin Adia

NIM : 160203051

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

I have a lot of experience in learning English. But the experience exactly not when I study at UIN Ar Raniry. I have been studying English for several years. I studied English first time when I was class six at elementary school. If I talk about my experience in learning English at UIN Ar Raniry, I have little experience. I found there were many lecturers that taught well, so I could understand fast. Until now, I have no more exper that I can talk, because I am not an active student. I don't take part in every community that related to English. But I hope next time, I can study harder and improve my English skill at UIN Ar Raniry.

Name : Rizka Khairia

NIM : 16020305

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

I remembered, before ^{I am} studying in this University, especially English depart
I never like a little bit about learning. But after passing in this departme
I realized that English is very important in my life. If someone ask me
about experience. Surely, I have a lot of experiences in learning English. It st
from first semester until now or maybe continue until I have graduated
from this University. I know, I don't have basic about English, even ~~I~~
~~always~~ I am not confident if my lecturer ask me to speak in front of
my friends. And I ~~think~~ ^{thought} something is wrong. I can't be a passive stud
Then I ~~try to have~~ tried to improve my English skill for the steps.
So, I joined to course of English. ~~There~~ During I was joining in En
course I really love about English. I become to a curious person wh
always want to know about English that I don't know before. suc
In Grammar, listening, Reading, and ~~at~~ other subjects. And I promise to
~~make~~ myself I would like to be a success person.

Name : Dena Suar Deni

NIM : 160203050

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

Hi, my name is Dena Suar Deni, I'm still ~~in the~~ ^{in the} semester third semester. I have so many experi- in learning English at UIN Ar-raniry, the first one when I was in the first semester, it was thrilling experience for me when I was in English classes. I was very insecure with my new p- mates at the time because I come from a mediocre school in my region and certainly I ability in English language that I have at that time is still very minimal, so it makes a bit less confident and less active in the class.

But, after I enjoy the process of learning from time to time, finally I realized that it was not only me who still have minimal skills in English, but my classmates were also the same with me.

But now, I'm getting used to the class and my skills in English also has improved quite gradually.

Name : Muhammad Ravi Alfira

NIM : 160203060

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

Learning English is the best material that I want to be professional in this
Object, I have a dream that I want make it become true, in my opinion,
English is a tool for communication with the others. I have experience,
when I was in first semester, I met a lecturer who give me motivation
to learning about all of kind of English she thought me a new mindset
and make me feel better than before, no matter what problem
I have, I always discuss with her about solution to solve
my problem I was realize that she is my hero in my life. She make
me confident when I speech in front of my friends.

Name : M. Farhan Murzahi

NIM : 160202057

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

Honestly speaking, ~~my~~ so far I've been ^{having} a good time studying English in this university. Everything seems to go just fine and I haven't had any difficulties in learning. My scores have been good and quite satisfying in the last three semesters and things are going well with my peers and lecturers.

Of course, as a full-credit taker I am quite overwhelmed by various classes and overflowing homeworks; but since the idea of learning itself has always been entertaining to me, going through those classes and dealing with assessments suddenly don't feel ~~so~~ too stressful after ~~that~~ all. This is likely due to the fact that I've always ~~loved~~ loved English and learning it, so that automatically makes me enjoy my time in the university, I guess.

Name : fatimah Azzahra

NIM : 160203055

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

This year is my second year in UIN Ar-raniry. Now I'm in the middle of my 3rd semester. Actually I like learning English, English is one of new things that I like. But in this faculty I learn too much things that are not part of English like Management of Education, General Philosophy, Ilmu of Philos etc. I know I'm part of tarbiyah faculty which means that I must have a base of teaching but I don't really understand why I've to take other courses like General Philosophy and Ilmu of philosophy. Those about that always make me feel that I make my time useless because of that. But after all I like everything about this university, I like, of course, I like my lecturers, I like my friends, etc. I really like my campus life and I want to make my campus life more meaningful and productive.

P.S : Good Luck Kaka 😊 Fighting.

Name : Mayasha ulfa

NIM : 160203054

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

During I study here, honestly I get many struggle. ^{why I say like that?} because I never think to study in this major. you know, I don't ~~have~~ know anything about english. I never imagine to study here. But right now, here I am. study ~~about~~ all the things about english and learn something new in my life. When the first time I study in this major. I feel little bit afraid because I can't speak english well like my classmates. But day by day I adapt with situation and condition in the class and pay attention to my lecturer to make me understand about the subject and Alhamdulillah I can understand it gradually. even though that's difficult for me. But I enjoy my study. I like to spend my time to study english and I like be here with my friends. Learn all about english and know more about english.

Name : Khairunnisa

NIM : 160203061

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

When I was first semester, I felt afraid of learning English although it was a pleasure for coming to English department at UIN Ar-raniry. I didn't know a lot thing about English, my English was worst so I think ~~the~~ first semester didn't go well as I want. Then second semester I think I must ~~be~~ study harder than first semester especially in writing and speaking because I really feel worst in them. both of them.

Learning English at UIN Ar-raniry is one of best experience for me, I can know about study abroad, then I know many lecturers was graduated from overseas. So from that all I have to have my dream comes true ^{as student overseas} by learning English at UIN Ar-raniry.

Name : Khairul ANIYAN

NIM : 160203073

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

English is the best material that I want to be professional in this object, I have a dream that I want make it become true, in my opinion, English is a Tool to Communication with the others I have experience, when I was in first semester, I met a Lectu who give me motivation to learning about all of kind of Engli. She thought me a New mindset, and make me feel better than before, No matter what Problem I have, I always discuss with her about solution to solve my Problem. I was realize that she is my hero in my life. She make me confident when I speech in front of my friends, and she make my life colorful, I grateful can met with her.

Name : Arif Fahriza

NIM : 60203071

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

Learning English is the best thing to do in my life. I started ^{Learning English} ~~writing~~ in my 10 years old. I love English because of my cousin which reach his ~~success~~ ^{success} by English. He is one of Tarbiyah English ~~as student~~ ^{as student} too. As long as my career in English, study in UIN Ar-raniry is ~~the~~ ^{the} best moment. The lecturers are have good ^{educational} ~~background~~ ^{background}, means they are must be the expert in English and in teaching English ^{background}.

Many differences that I found in UIN Ar-raniry especially in English. The method of learning is ^{hit} ~~best~~ the target, not as like my schools did. In this Tarbiyah English, ~~we~~ ^{we} may also improve my English as well as I want because they give me enough of facilities. Sure, ~~the~~ Tarbiyah English still have a lack of it's own. But it's not show out because of his excesses.

Name : Faisal Mufid

NIM : 160203063

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

When I chose this course, I had no idea whatsoever except to thing : going to be a teacher and using english. well, since now I h. a lot of collage experience~~at~~, all courses I have kabat. So I seem be able to tell about this study. Incidentally not many who w about english education, then open my desire to write it.

From the beginning I said yes, this paper is subjective what I feel can be different from the millions of student who are also studying at this program. I hope next time I can study better and develop my english skill and I can study abroad -

Name : Dian Yustitya

NIM : 160203066

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

My Experience in learning English at UIN Ar-raniry

In Learning English, there was very much experience, because I have new friends, new lecturers, and other. In UIN Ar-Raniry, English Education Department is the best major. When study in the class, the lecturer give us the best subject, motivation and how to teach other people.

I think, Learning english is important for us, because English Language one of International Language. The lecturer in english education department also graduated from university overseas, or the famous university in the world, like Australia, German, and other. They are give us the best motivation, to keep spirit in learning English, always study hard, respect other people and never give up in doing something.

I chose this major, because the motivation from my father, my friend, and also my family, so. I want to continue my education in overseas also, like my lecturer. I think, we will get new experience, new friend and other. English is the best Language. ~~At~~ ~~of~~ many people learn this Language. And also in UIN Ar-Raniry. I think, ~~at~~ ~~o~~ this all about my experience in UIN Ar-Raniry in learning English and also be one of student of English Department.

Name : Mimi Tarina

NIM : 665803064

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

My experience in learning English at UIN Ar-raniry is very good, especially because many lecturer graduated from overseas and it make me to study hard and I want to continue my study in overseas. I realize that english language is very important for me, I have to practice and learn english more than usual. I think english is very fun major beside we have to practice, ~~we~~ we can go to the overseas becaus of english language..

But learning english at UIN -Ar-raniry it has many lack of facilities, such as library, ~~classroom~~, ~~bathroom~~ I think in the library it has'nt many englis book, and also classroom, ~~it~~ it's so hot in the afternoon without fan or ~~ac~~ ac, bathroom is too dirty, and the last is canteen is too small.

Name : AINHA KHIDOMNISA

NIM : 17031010279

Topic : Your experience in learning English at UIN Ar-raniry

Word : 100-150 words

It's been a pleasure for me to be one of UIN Ar-raniry English Department students. Learning English at UIN Ar-raniry is exciting yet challenging, the lecturers are high-qualif becau. I enjoy to study here but also struggling to achieve the best score for each subjects. The lecturers of English Department of UIN Ar-raniry are high qualified, most of them are graduated from prestigious universities overseas. The fact that they study abroad by scholar encourages me to ~~seet~~ achieve the same thing. In the lecture, our lecturers often give us tasks to improve our english. ~~the~~ the tasks are varied by the subject ~~that~~ we are studying; ~~there~~ listening task, writing task, speaking task and et cetera.

I believe that studying english at UIN Ar-raniry would improve my english and also open opportunities to study abroad, someday Insya Allah.

AUTOBIOGRAPHY

1. Full Name : Qhusnul Qhatimah
2. Place/Date of Birth : Latong / 16 April 1996
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia/Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Jln. Mesjid Polda, Lr. Keuchik Piah, Jeulingke
9. Parents' Name
 - a. Father : Sulaiman, S.Pd
 - b. Mother : Nur'aini Amin
 - c. Father occupation : Teacher
 - d. Mother occupation : Housewife
10. Parents' Address : Latong, Kec. Seunagan, Kab. Nagan Raya
11. Educational Background
 - a. Elementary School : MIN Jeuram Graduated : 2007
 - b. Junior High School : SMPN 1 Seunagan Graduated : 2010
 - c. Senior High School : SMAN 1 Seunagan Graduated : 2013
 - d. University : English Language Education Department of
Faculty of Education and Teacher Training, UIN Ar-Raniry Banda Aceh,
Entered in 2013 until 2018.

Banda Aceh, 08 January 2018

The writer