

**AN ANALYSIS OF ENGLISH GRAMMATICAL ERRORS IN  
STUDENTS' WRITING ASSIGNMENTS**

**THESIS**



**Submitted by**

**SISKA RAHMAYANTI**

**Student of Faculty of Education and Teacher Training**

**Department of English Language Education**

**Reg. No: 140203124**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
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# **THESIS**

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On Teacher Education

By:

**SISKA RAHMAYANTI**

**The Student of English Language Education Department  
Faculty of Tarbiyah and Teacher Training  
Reg. No. 140203124**

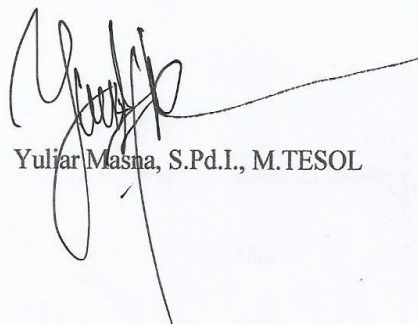
Approved by:

Main Supervisor,



Dr. Jarjani, S.Ag., S.S., M.Sc., MS

Co. Supervisor,



Yuljar Masna, S.Pd.I., M.TESOL

It has been defended in *Sidang Munaqasyah* in front of the council of  
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on Teacher Education

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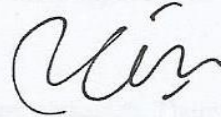
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Dr. Jarjani, S.Ag, S.S., M. SC., M.S

Secretary,



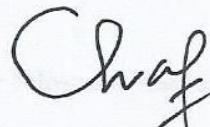
Ikhwanna Dhivah, S. Pd

Member,



Yular Masna, S.Pd.i., M.TESOL

Member,



Siti Khasinah, M.Pd

Certified by:

**The Dean of Faculty Education and Teacher Training**  
**Ar-Raniry State Islamic University**



  
Dr. Muslim Razali, S.H., M.Ag  
NIP. 195903091989031001

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

JlnSyekhAbdur Rauf Kopelma Darussalam Banda Aceh  
Email: [pbi.flk@ar-raniry.ac.id](mailto:pbi.flk@ar-raniry.ac.id), Website: <http://pbi.ar-raniry.ac.id/>

**SURAT PERNYATAAN**

Saya yang bertanda tangan dibawah ini :

Nama : Siska Rahmayanti  
NIM : 140203124  
Tempat/Tgl. Lahir : Lhoksukon / 1 April 1997  
Alamat : Lamkeuneung, Tungkop, Aceh Besar  
Judul Skripsi : An Analysis of English Grammatical Errors in Students' Writing Assignments

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## **ABSTRACT**

The present study was carried out to analyze the types of grammatical errors in Basic Writing and Essay Writing students' assignments and to explore the sources of the errors. This study focused on searching for the most dominant type of errors and the most possible source of errors that the students made in both classes. 32 pieces of student's writing work were collected to be analyzed. The data were analyzed using Ellis's (1994) procedure of analyzing error. Moreover, the type of errors were analyzed based on Azar's (1989) classification of error and the sources of errors were analyzed based on Richard's (1974) theory of sources of errors. The results showed that there are 64 errors or 25.2% errors in word form which made it the most frequently occurred type of error in Basic Writing students' work. Meanwhile, in Essay Writing students' work, there are 80 errors or 20.4% in incomplete sentence. Furthermore, the source of errors in students' assignment is intralingual errors. It is the source of errors that indicates the situation in which students cannot understand English grammatical rules really well. Intralingual errors occurred 189 times or 73.2% in Basic Writing students' assignments and 252 times or 64.2% in Essay Writing students' assignments. Additionally, the findings imply that a more appropriate strategy to teach writing and grammar is needed, especially in word form and complete sentence part.

## **CHAPTER I**

### **INTRODUCTION**

This chapter discusses about background of the study, research questions, aims of study, significances of study, and terminology.

#### **1.1 Background of Study**

Learning grammar is indispensable for English learners. As grammar is important in constructing sentences, it is defined as rules in using a language. It is impossible to learn a language without learning its grammar, especially for English Education students. Harmer (2015) stated that grammar is the ways through which someone changes the words into the sentences. As English Education students are expected to be good English teachers one day, they firstly need to know the rules of the language they will teach in the future. In State Islamic University of Ar-Raniry (UIN Ar-Raniry), there is a major of English Education called PBI (Pendidikan Bahasa Inggris) in which the students are required to learn English grammar.

Learning grammar in PBI is implemented in four stages. They begin learning Basic Grammar in the first semester, continue to Intermediate Grammar in the second semester, Advance Grammar in the third semester, and Grammar and Communication in the fourth semester. As a result, there are 8 credit hours for the total of them. The lessons given in each part are different based on the level of the students. Therefore,

when students can pass Basic Grammar, they can take Intermediate Grammar in the next semester. Despite this fact, based on the researcher's experience, there are still many students who are not good at English grammar even though they have finished all grammar courses. For instance, students in the seventh semester who are required to write a research proposal still make many grammatical errors in their proposal.

Many studies have been conducted to find common errors that students made in using English grammar. The researchers come from many different countries. The types of errors that students commonly made which are found in some researches are tenses, especially past perfect tense (Sukasame, Kantho, & Narrot, 2013), interlingual error (Abbasi & Karimnia, 2011), subject-verb agreement and wrong choice of words (Seitova, 2016), spelling, capitalization, and punctuation errors (Wilcox, Yagelski, & Yu, 2013) and plurality and subject-verb agreement (Rifqi, 2016). Based on the findings, it can be said that students' most common errors are subject-verb agreement.

The causes of the errors that students made in their written assignments have also been identified in many studies. Among the causes are the influence of students' L1 (Seitova, 2016), students' poor background knowledge in the target language and lack of concentration (Salima, 2012), and negative transfer of students' first language (Sermsook, Liamnimitr, & Pochakon, 2017). Consequently, the sources of errors students made in using English grammar are different due to diversity in their mother tongue.

A research comparing junior and senior students' frequency of errors has also been done by Wilcox, Yagelski, and Yu (2013) who found out that there is no significant difference in their error types. They also compare the frequency errors in English Language Art (ELA) students and Social students. The result is that the frequency of errors in Social students' writing is higher than that of ELA students.

Even though many studies have been carried out, the research on analyzing students' grammatical errors in their writing assignments and comparing the errors of junior and senior students in State Islamic University has not yet been reported. This study is aimed to fill the gap by analyzing grammatical errors that students who have passed Basic Grammar and Advance Grammar subject made in their writing assignment, and comparing these errors to know whether there is a big difference in making errors between students who just finish only one grammar subject and students who have already passed three grammar subjects. By comparing errors between senior and junior students, the researcher can figure out if there was any difference in their English grammar understanding. Besides, the sources of the errors are commonly different among students. Therefore, this study also seeks for the students' sources of errors so that these students make such errors in their written assignment. The findings may result in a more appropriate lesson plan to be implemented for Basic Grammar and Advance Grammar, and more effective teaching materials which can contribute to PBI students' grammar knowledge.

## **1.2 Research Questions**

To address the problems mentioned above, this study is guided by two research questions as in the following:

1. What types of errors are commonly made by the students in writing assignment of Basic Writing and Essay Writing courses?
2. What are the sources of errors in the students' writing assignment?

## **1.3 Aim of Study**

The aims of this study are:

1. To find out the types of errors that students in their writing assignment
2. To figure out students' sources of errors in their writing assignment

## **1.4 The Significance of Study**

The significance of this study can be classified into two parts, for the teachers and the students.

1. For Teachers

After reading the findings of this study, teachers will be able to find out students' needs and decide an effective method to teach students how to write without making any errors. Besides, teachers can also build a more effective

lesson plan and teaching materials to make students understand grammar better.

## 2. For Students

Students can improve their writing skill and can write in English without making any errors. Additionally, the result of this study shows how different students who have passed Basic Grammar and Advance Grammar are. It indicates how students improve in grammar knowledge and how far they have understood grammar. Furthermore, comparing the results between junior and senior students can lead us to find out whether there is any progress in learning grammar or not.

### **1.5 Terminologies**

#### 1. Error Analysis

Error analysis is a kind of methods to analyze students' errors that they made while learning a language (Dulay, Burt & Krashen, 1982). Not only it is really beneficial for students to know on which level they have understood a language, it is also helpful for teachers to find out students' difficulties in learning a language. Furthermore, by knowing students difficulties, teachers can build a more effective way of teaching. As a result, it can improve teaching and learning process quality in language learning.

Error analysis can be implemented in many subjects of English learning. Some researchers use error analysis to analyze students' errors in their writing, speech, and translation. In this study, the researcher will analyze students' error in their writing assignment which is implemented to Basic Writing and Writing III students in UIN Ar-Raniry. .

## 2. Grammatical Error

Grammar is a set of system consisting rules of how a language should be constructed into a sentence. Abbasi and Karimnia (2011) stated that it is impossible to learn a language without learning its grammar. Grammatical errors often happen when students have not enough knowledge about grammar rules. In this study, grammatical errors mean inaccurate forms of some words.

## 3. Writing Assignment

Assignments are not only made to measure how far students have understood the materials, but it also provides information about the goal of the learning process (Cohen & Hill, 2000). Assignment is a part of learning process among students. Assignment is used to measure students' understanding of a particular materials. Students themselves can measure their understanding by doing an assignment. In the present study, writing assignment means the assignment that students made in for their final assesment in Basic Writing and Writing III class.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter explains about error analysis in writing English language which includes benefits of error analysis, classification of errors, source of errors, and the distinction between errors and mistakes. Furthermore, it discusses the definition of assignment and writing.

#### **2.1 Error Analysis**

In learning English, making many kinds of error is normal. When students make error, that may mean that they are not knowledgeable of English grammar or they cannot produce acceptable English grammar automatically. It also shows that students face some difficulties in learning English. The information about learners' difficulties during learning English can be seen through error analysis (Abbasi & Karimnia, 2011).

Error Analysis has long been an interesting phenomenon among researchers to find the errors made by learners. There are many definitions given by some experts. The first definition is given by Dulay, Burt and Krashen (1982) stated that error analysis is a method to analyze errors made by EFL and ESL students when they learn a language. It can help teachers either to find the most effective strategies to teach a language or to help teachers know the difficulties faced by the students.

Furthermore, the result of error analysis makes teachers easier to figure out learners' need instead of drawing their own perception of what they have to teach (Corder, 1974).

Another definition given by Crystal (1999, as cited in Seitova, 2016) is that error analysis is the study of inappropriate forms produced by language learners. Making errors are included in a part of learning process as it can help students to know what they are lack of and how to use a correct form of words.

### **2.1.1 Benefits of Error Analysis**

The study of error is a part of evaluation in learning process. There are many benefits that error analysis gives to teachers. First, it gives teachers the reflection of how well students understand the materials. When there are some materials that students are lack in, they will make some errors in their speech or writing. In other words, the more students understand about the materials, the less likely they will make errors. Second, it also can describe what kind of errors students have made, show the causes of the errors and indicate how students correct them. Third, the result of error analysis describes the development of students in understanding linguistic features of the target language (Corder, 1967). After gaining the result of error analysis, the teachers can make remedial exercises that focus on the problem. It can also help teachers to find out students' needs such as how and when they should

learn (Abbasi & Karimnia, 2011). Knowing students' needs is helpful for teachers to prepare precise teaching which are suitable for their students. Consequently, the materials and the method of teaching can be developed in order to improve students' understandings.

Furthermore, for students, error analysis can be the solution to know their level of competence. Having known the level of students' competence, it will be easier for them to decide which part of grammar they should develop and learn more. In addition, error analysis helps teachers to create a more appropriate way to study in order to make students fully understand English structure. Moreover, when the curriculum has to be developed, one of the things that a curriculum designer has to consider is the result of error analysis. They cannot build a good curriculum without knowing what the problems in the previous curriculum are. Not only is error analysis useful for students, teachers, and curriculum designers, but it is also highly helpful for researchers by showing them the strategies of how students deal with the errors (Saleh, 2014)

### **2.1.2 Classification of Errors**

Errors are not always about grammatically incorrect sentences. Generally happened in students' written assignment, errors are categorized into some different categories according to the experts. Some students may

differ in making types of errors from some others. There are many kinds of classifications of errors claimed by some experts. For instance, the errors based on their features can be categorized into six types: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering (Dulay, Burt & Krashen, 1982).

Keshavars (1994, cited in Abbasi & Karimnia 2011) classified errors into two types. The first one is syntactical morphological errors which include errors in the use of prepositions, the use of articles, incorrect use of plural morphemes, wrong use of qualifier and intensifier, and the use of typical Indonesian sentence construction in English. The second type is lexical-semantic errors which include cross association and language switch.

Another classification of errors is given by James (1998) who divided it into five categories which include substance errors (capitalization, punctuation, and spelling), lexical errors (word formation and word selection), syntactic errors (coordination / subordination, sentence structure and ordering), semantic errors (ambiguous communication and miscommunication), and grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, preposition and verbs.

There are thirteen types of errors given by Betty (1989 as cited in Alfayed, 2017), the one that were used in this study;

1. Singular-plural : He have been here for six months.
2. Word form : I saw a beauty picture.
3. Word choice : She got on the taxi.
4. Verb tense : He is here since June.
5. Add a word : I want go to the zoo.
6. Omit a word : She entered to the university.
7. Word order : I saw five times that movie.
8. Incomplete sentence : I went to bed. Beacuse I was tired.
9. Spelling : An accident occured.
10. Punctuation : What did he say.
11. Capitalization : I am studying english.
12. Article : I had a accident.
13. Meaning not clear : He borrowed some smoke.
14. Run on-sentence : My roommate was sleeping, we didn't want to wake her up.

### 2.1.3 Sources of Errors

Seeking for sources of errors is regarded as an important feature of error analysis process (Abbasi & Karimnia, 2011). The process of second language learning can be detected through sources of errors. When the understandings of sources of errors are clearer, it makes teachers easier to observe the learning process.

According to Richards (1974), the causes errors made by students can be classified into some categories:

#### a. Interference Errors

Interference errors are caused by learners' first language rules. It occurs when the forms of a learner's first language (L1) are different from those of the target language (L2). When writing, students tend to write sentences by translating from their L1 word by word. It leads them to write English sentences using their L1 grammar rules. In fact, the grammar between their L1 and L2 are totally different and it causes them to make many errors in their writing. For example, an Indonesian student will write "*You smart*" instead of "*You are smart*".

## b. Intralingual Errors

The second one is the errors caused during language learning process. This kind of errors is not affected by the mother tongue. It mostly occurs because of students' incomplete knowledge of the target language, incomplete application of grammar rules and failure to identify which rules they should use in a certain condition (Brown, 2002). For instance, a learner will probably write "*She is walks*" because the learner is confused about the rule between "*She walks*" and "*She is walking*".

Furthermore, according to Richards (1971), intralingual errors are subdivided into 4 categories:

1. Overgeneralization errors: the rearrangement of linguistic materials or bringing some rules into wrong situations, for example: "*the writers gives us chance*". In this case, the students may get it wrong due to the similarities of -s morpheme in English. The correct sentence is "*the writers give us chance*".
2. Ignorance of rule restriction: applying some rules in the wrong context of situation, for instance, "*I let the butterfly goes*" while the correct form is "*I let the butterfly go*".

3. Incomplete application of rules: failed to apply some developed structures, for example, “*You like to read?*” in place of “*Do you like to read?*”.
  4. False hypothesis: the learners do not fully understand the distinction in the target language. For example, the use of “was” as a marker of past tense sentence “*It was happened*”.
- c. Developmental Errors

Developmental errors reflect students’ competence of linguistic feature of a language. It often occurs when student’s ability cannot reach the understanding of particular grammar rules. Developmental errors reflect students’ competence of grammatical feature of a language. When students have limited experience in the target language, they will attempt to build up their own hypothesis. For example, a student misuses third person (“*He walk slowly*”), the –ed morpheme (“*He caught the ball*”), and the negation (“*He not like reading*”). However, Richards (1971) stated that developmental errors are similar to intralingual errors.

#### **2.1.4 The Distinction Between Error and Mistakes**

People are often confused between error and mistake. Even though they are synonyms, they are used differently in context. It is really crucial to distinguish between errors and mistakes. Mistakes are the incorrect statement



that can be self-corrected by students when those mistakes are pointed out to students. It often happened due to students' carelessness, oversight, and poor understanding. The conventions of another language are not the cause of mistakes. While errors are the part of learning process. Students do not realize that they make some errors in their speech or writing. Therefore, they need explanation about their errors because they do not know why their sentences are included in errors (Harmer, 2002).

## **2.2 Writing Assignment**

### **2.2.1 The Definition of Assignment**

Assignments are commonly used to measure students' understanding of particular materials. In learning a language, assignments are really important to be a part of learning. Therefore, teachers can know students' development from their work on assignments. There are many definitions of assignments. Joyce (2017) stated that assignments are one of the types of evaluation given by the teacher and it shows the quality of a learning and teaching process. Furthermore, the result of the assignments reflect students attitude toward the materials. Most of EFL students have difficulties in learning English grammar since it is very different from their L1. Hence, to strengthen and widen their grammar knowledge, they have to do some assignments while learning unless they will never know how to use correct English grammar.

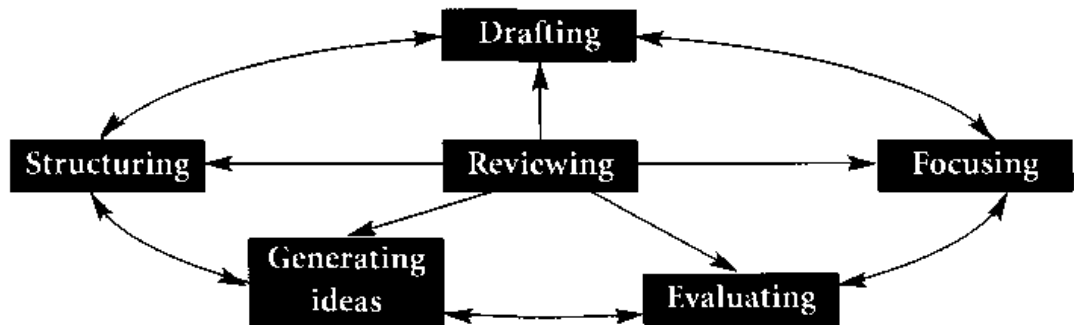
Despite the fact that assignment is expected to be the reflection of students' ability, students often think that assignment is solely a process of requiring grade or scores. Latif and Miles (2011) have proved this issue in their research showing the result that students are more motivated when it comes to graded assignments. They stated that graded assignments have the strongest effect among students. In other words, students tend to study hard and well when the assignments are graded. As a result, teachers have to give them graded assignment to motivate them more.

### **2.2.2 Writing**

Writing is considered as the most difficult skill in English; it takes a long time for students to write well without making any error. Writing includes a process in which the students improve their grammar knowledge as it is impossible to write with lack of grammar knowledge. According to Harmer (2002), there are some aspects that should be considered in writing, such as language rules (grammar and vocabulary), spelling, deciding the main idea and supporting ideas for each paragraph, writing a rough version and then the corrected version. It shows that writing is a complex process which takes a long time to make a perfect piece of writing.

White and Ardnt (1991, as cited in Harmer, 2002 p.258) are famous for stating that "writing is rewriting; that revision - seeing with new eyes - has a central role to play in the act of creating text. It is stated that writing is a set of

process which includes: drafting, structuring, reviewing, focusing, generating ideas and evaluation (White & Ardnt, 1991 as cited in Harmer, 2002). In line with this idea, the model of writing can be seen in the diagram below:



*Figure 1. White and Ardnt writing process model (White & Ardnt, 1991 as cited in Harmer, 2002 p.258)*

Additionally, for writing class, there are many ways to identify students' ability. Due to the fact that writing is a process of brainstorming, revising and etc., teachers can firstly measure their ability in brainstorming. However, their writing ability cannot be shown only from the way they brainstorm their ideas. Consequently, they have to write a paragraph, journal or essay to know their writing ability in which they express their ideas in sentences.

### **2.3 Relevant Studies**

Many studies have been done to analyze the common types of errors and the sources of errors. For instance, Sermsook, Liamnimitr, and Pochakorn (2017) analyzed Thai EFL (English as Foreign Language) learners' common errors in their

writing. The study focused on seeking for common types and sources of errors. Next, 104 pieces of learners' written works were collected to be qualitatively analyzed. The data were calculated and converted into percentage in order to make the researcher easier to find the frequency of error occurrence. The final results showed that the most common type of errors that students made is subject-verb agreement. The negative transfer of mother tongue is the source of the errors.

Not only in writing is error analysis employed, but it is also employed in translation. Students often made many kinds of errors when translating from L1 to L2. For instance, Abbasi and Karimnia (2011) did a research on analyzing Iranian EFL learners' errors in translation. The data were collected from senior and junior learners in order to compare the frequency of errors that students made in writing. The analyzing procedure was employed by using Keshavars (1994) model of error analysis which consists of two steps; indentifying the errors and calculating the frequency of errors which was converted into percentages. The classification of errors was also based on Keshavars' theory consisting of 14 types of errors. The result showed that students made lexico-semantic errors. They also found out that the negative transfer of mother tongue is the cause of students' errors.

In Indonesia, where English is taught as a foreign language, many studies have also been done to analyze students' errors in many types of writing. Isa, Risdaneva, and Alfayed (2017), for instance, analyzed errors in recount text written by Acehnese students in SMAS Babul Maghfirah using Betty S. Azar's classification

of errors and he also analyzed the sources of errors using Richard's theory. The result showed that students made various kinds of errors. However, there are two kinds of errors that students commonly made in writing recount text; they are verb tense and word choice. The negative effect of misunderstanding English sentence structure caused most of the errors that students made in writing recount text. This kind of sources of errors is called intralingual errors in which students misuse the rule in constructing English sentence.

A similar study has been done by Irawati (2014) that analyzed grammatical errors in narrative text written by Indonesian EFL learners in Malikussaleh University, using the same classification of errors as Isa, Risdaneva, and Alfayed (2017), which is Betty S. Azar's classification of errors. The data are collected from 40 students' narrative text. The results are calculated and converted into percentages. Finally, she found out that students made most of errors in word choice, word order and verb tense.

Error analysis in translation has also been popular among Indonesian researchers. For instance, Cahyani, Wijaya, and Arifin (2015) analyzed 36 pieces of Tanjung Pura University students' worksheet to find out the most frequently made errors in students' Indonesian to English translation. They analyzed the text using Brown's classification of errors. After that, they calculated and converted the frequency of errors into percentage. The result showed that the most common errors students made in translating L1 to L2 is noun phrase. Similarly, Yuni (2013) analyzed

common errors of second year students of SMAN 1 Tualang Siak. The purpose of the study is to find the most common errors in students' translation work. The instrument used in this research was test and interview. The final results showed that students had problem with translating terminology and the cause of the errors is internal factors which means that students have lack vocabulary.

From the previous elaboration, it can be concluded that different states have different problems in grammar. The most common errors are different for each country. The causes of errors also differ due to the diversity in the mother tongue. Even in Indonesia, different region and time give different results of error analysis. Consequently, error analysis must be employed regularly to know students' problem in learning grammar and writing.

## **CHAPTER III**

### **METHODOLOGY**

This chapter is made to elaborate the process of answering research question. Therefore, this chapter covers five elements of methodology in order to answer the research questions that have been stated in the first chapter; they are research design, data collection and data analysis..

#### **3.1 Research Design**

Research design needs to be built in order to find the answer of research questions (Kumar, 2000). Many similar studies have been done using the methods that are suitable to the research questions. First, a study by Seitova (2016) seeking for students' types of errors used qualitative method to find the answers of the research questions. The purpose of the study is to find students' most common errors. Similarly, in this study, the first research question is "What types of errors are commonly made by students in their writing assignment?". The research question leads the researcher to use descriptive qualitative method since the answers were descriptively explained. Furthermore, Richard and Schmidt (2002) adds that qualitative research is not used to answer the question with "how, why, when". Instead, the characteristic of qualitative research is to answer the question that begin with "what".

Another study done by Isa, Risdaneva, and Alfayed (2017) examined the sources of students' errors by using Richard's theory of error sources which consist of three categories. Similarly, in this research, the second research question is "What are the sources of errors in students' writing assignment?". To find the answer of the questions, qualitative method was used. The data were also analyzed using Richard's theory of sources of errors.

### **3.2 Data Collection**

This research focused on analyzing text. To collect the data of students' most error types and the sources of the errors, sixteen students' pieces of writing in Basic Writing class (academic year 2017) and in Writing III class (academic year 2016) of their study in PBI of UIN Ar-Raniry were involved. The students in Basic Writing class have passed their Basic Grammar class while Writing III students have passed Advance Grammar class. Furthermore, the data were collected through students' assignment in basic writing and writing III classes.

In this research, document analysis was used to analyzed the data. Burns (1999) stated that documents are ready data that can help the researcher to gain information to answer the research questions. Furthermore, the procedure of this research was adapted and developed from Ellis (1994), they are; collection of sample, identificatin of errors, description of errors, evaluation of errors. Therefore, the following stages were performed to collect data of the present study:



Stage 1 : 20 students' written assignment were collected

Stage 2 : Their writing was examined and the errors and mistakes were underlined by the researcher

Stage 3 : The common errors that students made were drawn in the table according to its types based on Betty S. Azar's classification of error and converted into percentage

Stage 4 : The cause of errors was analyzed using Richard's theory and written in table.

### **3.3 Data Analysis**

Once have been described, the data were analyzed. First, the data were analyzed using the procedure that has been mentioned previously. In analyzing the data, Azar's guidance was employed (See appendix table 3.1). There are thirteen categories of errors according to Azar, such as word form (I saw a *beauty* picture) and word choice (She got *on* the taxi). After knowing the types of errors, the sources of errors were analyzed and classified using Richard's theory (see appendix 3.2) which are classified into three categories.

## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

In this chapter, the data on students' grammatical errors will be analyzed. The analysis consists of two aspects which are the analysis of grammatical error types and analysis of sources of errors. The analysis of these two aspects will be discussed further to answer the research questions that have been proposed in Chapter I.

#### 4.1 The Analysis of Types of Grammatical Errors

The first analysis employed in this study is grammatical error analysis. The classifications of grammatical error types were taken from Betty S. Azar's *Guide of Correcting Errors*. The types were calculated and converted into percentages. The findings of the analysis were described in the table below:

**Table 4.1 Types of Basic Writing Students' Grammatical Error**

No	Names	Types of Grammatical Errors														TOTAL
		Singular Plural	Word Form	Word Choice	Verb Tense	Add a Word	Omit a Word	Word Order	Incomplete Sentence	Spelling	Punctuation	Capitalization	Article	Meaning not Clear	Run-On-Sentences	
1	MA	8	10	2	2	0	2	0	0	0	0	1	1	1	0	27
2	LE	6	0	1	0	1	2	0	3	1	0	0	0	0	0	14

3	IA	0	2	1	0	2	3	0	0	4	0	3	0	0	0	15
4	AB	2	2	1	0	0	0	0	0	0	0	0	1	1	0	7
5	MS	1	2	1	0	1	4	0	3	1	1	0	0	0	1	15
6	VR	4	1	1	1	3	0	0	0	0	0	0	1	0	1	13
7	CH	6	3	2	0	0	0	0	6	0	0	0	2	0	0	19
8	MI	2	3	3	1	0	7	1	1	2	1	2	1	0	2	26
9	KA	2	0	1	0	1	1	0	8	0	0	1	0	1	1	16
10	RA	0	8	3	0	3	2	0	5	0	0	1	0	2	0	24
11	BS	1	15	8	0	0	0	0	0	0	0	4	0	0	0	26
12	HH	5	3	0	0	1	0	1	1	0	0	0	0	0	0	11
13	RJ	0	7	1	0	0	3	0	1	1	0	1	0	0	0	14
14	AI	1	0	0	0	0	1	0	0	0	0	0	0	0	0	2
15	FK	4	3	1	1	1	0	0	6	1	0	0	0	1	1	18
16	BA	4	6	0	0	0	1	0	0	0	0	0	0	0	0	11
Total		<b>46</b>	<b>65</b>	<b>26</b>	<b>5</b>	<b>14</b>	<b>26</b>	<b>2</b>	<b>34</b>	<b>10</b>	<b>2</b>	<b>12</b>	<b>6</b>	<b>6</b>	<b>4</b>	<b>258</b>
%		<b>17.8</b>	<b>25.2</b>	<b>10.1</b>	<b>1.9</b>	<b>5.4</b>	<b>10.1</b>	<b>0.7</b>	<b>13.1</b>	<b>3.8</b>	<b>0.7</b>	<b>4.6</b>	<b>2.3</b>	<b>2.3</b>	<b>1.5</b>	<b>100</b>

### 1. Word Form

*Word form* is the most frequently occurred type of errors in Basic Writing students' writing. The total number of this error is 65 or 25.2%.

- Example : “*Our knowledge will be develop*”.

The example above is taken from the word of the student (BS) writing work.

It can be seen from the example that the verb “develop” is not compatible with

the passive form. The student must change the form of the word from base verb “*develop*” to be “*developed*” because the word comes after *to be*.

- Correction : “*Our knowledge will be developed*”.

## 2. Singular-Plural

The second most frequent type is *singular-plural*. This type of error appeared 46 times or 17.8 % of the total of students’ writing.

- Example : “*This culture come*”

In this example, the student (LE) made errors in writing the verb with singular subject. In fact, the student must add –s in the verb. In Betty’s classification of errors, this kind of error is included into singular-plural errors, but in other classifications, such as Rungkati’s (2013) classification, this kind of error is considered as subject-verb agreement.

- Correction : “*This culture comes*”

## 3. Incomplete Sentence

Incomplete sentence error is the seventh most frequent type of error that occurred in students’ writing. The error happened 34 times and 13.1 %. Some students did not write the sentences completely such as missing the subject and missing the verb.

- Example : “*Idul Fitri one of holiday for all muslims*”

This example shows that the student (RA) did not write the verb of the sentence. In this case, the student must have written the verb “*be*” after the subject.

Correction : “*Idul Fitri is one of holidays for muslims*”

#### 4. Word Choice

Furthermore, students made 26 errors or 10.1% of *word choice* category.

Error in word choice usually came from the misuse of preposition.

- Example : “*People come back to their hometown for celebrate*”

In this sentence, the student (CH) use “*for*” before base verb which is wrong, because it is not allowed in English that we write “*for*” before a base verb. the student must write “*to*”.

- Correction : “*People come back to their hometown to celebrate*”

#### 5. Omit a word

The fifth type of error is *omit a word*. It occurred 26 times or 10.1% of the total errors. This type of error is not really different from the previous type of errors. Most of the sentence that was an error in this case is due to preposition use.

- Example : “*You must prepare about new clothes*”

The student (MS) added the preposition “*about*” after a transitive verb (*prepare*). The sentence is wrong because a transitive verb must have an object. In brief, the preposition “*about*” in this sentence is not necessary.

- Correction : “*You must prepare new clothes*”

#### 6. Add a word

The fourth type of error that commonly appeared in students’ writing is *add a word*. It occurred 14 times or 5.4% of the total errors.

- Example : “*They can happy to look us*”

In this example, the student (RA) did not put the verb after modal. In fact, there is always a base verb after a modal.

- Correction : “*They can be happy to look us*”

#### 7. Capitalization

The sixth type that was frequently found in students’ writing is *capitalization*. This type of error happened 12 times or 4.6% of the total errors. Most of the errors in capitalization is in writing the first word of the sentences.

- Example : “*for example, when you read the holy Quran*”

In this example, the student (KA) did not capitalize the first word of the sentence which is totally wrong.

- Correction : “*For example, when you read the holy Quran*”.

## 8. Spelling

The next type of error that commonly appeared is *spelling*. It happened 10 times or 3.8 % of the total errors.

- Example : *It makes us know all about the world easly*

The example above shows that the student (IA) changed the form of the word wrongly due to his poor knowledge of word form changing. He missed the “i” in the word “*easily*”.

- Correction : *“It makes us know all about the world easily”*

## 9. Article

The second last type is article. The students made 6 errors of article or 2.3 % of the total errors.

- Example : *“My city is desirable place to live”.*

In this sentence, the student (VR) did not put the article before a singular noun. In english, it is not allowed to write a singular noun without any article.

- Correction : *“My city is a desirable place to live”.*

## 10. Meaning-not-clear

The next type of error that appeared is meaning-not-clear. This type happened 6 times in students’ writing or 2.3% out of 258 errors.

- Example : *“They can look beauty our house and not make us shy”.*

The sentence above shows that that the student (RA) wrote an unclear sentence. She directly translated from her first language to the target language.

- Correction : “*Our house looks beautiful and we are not shy about it*”.

#### 11. Verb Tense

Furthermore, the type of error that frequently appeared in students’ writing assignment is *verb tense*. The tenses in the analyzed text are random because of the different kind of text. Some texts are descriptive, and some are recount. This type of error occurred 5 times and 1.9% of the total errors.

- Example : “*My mother will be reading the book*”

In the sentence above, the student (MI) wrote about habitual action with future tense. Actually, it has to be simple present tense because English only allows simple present tense to indicate habitual actions.

- Correction : “*My mother will read the book*”

#### 12. Run-On-Sentences

The eleventh error that appeared is *run-on-sentence*. Students made 4 sentences that are included to run-on-sentence errors or 1.5 % of the errors. The errors usually appears when someone cannot use connectors properly.

- Example : “*The parents invite people, in my city the party called as ‘Ikat Ayon’*”.



The example above shows that the student (VR) wrote the sentence with two verbs, but she did not put the connector to complete the sentence. The sentence is wrong because in English, we have to add a connector if the sentence consists of two verbs, or we can also separate the clause to be two different sentences.

- Correction : “*The parents invite people. In my city, the party is called ‘Ikat Ayon’*”.

### 13. Word Order

Next, the tenth most frequent error is *word order*. Students’ writing assignments consist of 2 word order errors or 0.78% of the total errors.

- Example : “*We have to do more good things then*”

In this case, the student (HH) could not understand how to put word in correct order. In English, we cannot put the adverb in the middle of verb and object.

- Correction : “*We have to do good things more then*”

### 14. Punctuation

Additionally, the rarest type of error that students commonly made is punctuation. In this kind of error, there are 2 error sentences that students made or 0.7% of the total errors.

- Example : “*I think when I am in home I will buy many clothes*”

The student (MI) wrote two sentences without any punctuation. In fact, the student should have put comma to separate the two sentences.

- Correction : “*I think when I am in home, I will buy many clothes*”

**Table 4.2 Types of Writing III Students’ Grammatical Errors**

No	Names	Types of Grammatical Errors														TOTAL
		Singular Plural	Word Form	Word Choice	Verb Tense	Add a Word	Omit a Word	Word Order	Incomplete Sentence	Spelling	Punctuation	Capitalization	Article	Meaning not Clear	Run-On-Sentences	
1	NR	0	1	8	29	1	2	3	19	1	1	8	0	7	6	86
2	SH	2	2	0	0	2	0	0	0	0	2	6	3	3	0	20
3	DA	2	4	4	24	0	1	0	3	0	0	0	0	0	1	39
4	RA	2	0	0	0	0	0	1	7	0	2	2	0	0	0	14
5	HA	6	3	2	1	1	1	0	5	0	0	11	0	0	5	35
6	NA	0	2	1	0	0	0	2	3	0	0	0	0	0	0	10
7	IA	6	1	0	2	2	0	0	12	1	0	0	0	1	1	26
8	TH	1	5	1	2	4	1	2	6	1	0	0	0	0	4	27
9	NI	0	2	0	0	0	1	0	2	0	0	0	0	0	1	6
10	AM	0	1	3	3	1	2	0	3	0	0	0	1	3	4	21
11	SA	3	3	0	0	4	1	1	0	4	1	0	0	0	3	20
12	BM	1	5	5	0	1	3	0	3	0	0	1	1	0	3	23

13	SF	1	1	0	0	0	0	0	4	0	0	2	0	0	6	14
14	FA	0	4	0	0	0	1	0	0	3	0	0	0	0	1	9
15	ZM	1	0	0	2	1	0	0	4	0	0	2	0	0	3	13
16	AZ	13	2	2	0	4	1	1	7	0	0	1	0	0	0	31
<b>Total</b>		<b>37</b>	<b>36</b>	<b>26</b>	<b>64</b>	<b>19</b>	<b>13</b>	<b>10</b>	<b>80</b>	<b>10</b>	<b>5</b>	<b>33</b>	<b>6</b>	<b>14</b>	<b>39</b>	<b>392</b>
<b>(%)</b>		<b>9.4</b>	<b>9.1</b>	<b>6.7</b>	<b>16.3</b>	<b>4.8</b>	<b>3.3</b>	<b>2.5</b>	<b>20.4</b>	<b>2.5</b>	<b>1.3</b>	<b>8.4</b>	<b>1.5</b>	<b>3.6</b>	<b>9.9</b>	<b>100</b>

### 1. Incomplete sentence

The most common type that appeared in Writing III students' assignment is *incomplete sentence*. This type of error appeared 80 times or 20.4% out of all 392 errors. Most of the students do not know how to make a perfect sentence that consists of a subject and a verb.

- Example : “After graduation High School can continue education to college”.

The problem in this sentence is that it does not have any subject. The student (NA) did not know that a prepositional phrase cannot be subject in a sentence.

- Correction : “After graduating from high school, the students can continue education to college

## 2. Verb Tense

*Verb tense* is the eighth most common error in students' writing. There are 64 errors in verb tense or 16.3% of the total errors.

- Example : “*Our school hold cooking competition*”

The tenses in this sentence should be past tense since it is about student's (DA) past experience.

- Correction : “*Our school held cooking competition*”

## 3. Run-On-Sentence

The fourth most common error is *run-on-sentences* in which students cannot write two independent clauses correctly. This type of error happened 39 times and 9.9 % out of 392 errors.

- Example : “*Kindergarten are usually not required for children in some countries, one of them is Indonesia*”.

In this example, the student (IF) use comma to separate two sentences instead of full stop. Actually, English does not allow two independent clauses in a sentence. That is why we need a connector.

- Correction : “*Kindergarten are usually not required for children in some countries, and one of them is Indonesia*”

#### 4. Singular-Plural

The second most type of errors in students' writing is *singular-plural*. Students made 37 errors in using singular-plural nouns or 9.4% of the total errors.

- Example : *"In this part, all teacher give patient to students"*

In this example, we can see that the student (IF) did not write plural noun after the word "*all*", while this word is a quantifier for plural nouns.

- Correction : *"In this part, all teachers give patient to students"*

#### 5. Word Form

Furthermore, the third type that commonly appeared in students' writing is *word form*. It occurred 36 times in students' writing or 9.1% of the total errors.

- Example : *"It made us a little bit difficult to woke up in the morning"*

The example above shows that the student (SA) used the participle verb wrongly in this sentence. In fact, the word after "*to infinitive*" must be base verb.

- Correction : *"It made us a little bit difficult to wake up in the morning"*

## 6. Capitalization

The fifth most frequently made type of error is *capitalizaion*. There are 33 errors in using capitalization or 8.4% of the total errors.

- Example : “*I make a wallet from Sugar Cane.*”

This example shows that the student (DA) capitalized the common word in the middle of the sentence. The word is unnecessarily capitalized.

- Correction : “*I make a wallet from sugar cane.*”

## 7. Word Choice

Moreover, the sixth type of error is *word choice*. It occurred 26 times or 6.7% out of all errors in students’ writing assignment.

- Example : “*I did not sleep very well in that time*”

The example shows that the student (BM) used the preposition wrongly in this sentence. If the time is specific, we must use the preposition “*at*”.

- Correction : “*I did not sleep very well at that time*”

## 8. Add a word

The seventh type of the errors is *add a word*. This type of error appeared 19 times or 4.8 % in students’ writing assignment.

- Example : “*I got early in the morning*”

In this example, the student (BM) did not complete the phrasal verb “*get up*”.

The sentence means different if the student used only “*got*”.

- Correction : “*I got up early in the morning*”

#### 9. Meaning-not-clear

*Meaning-not-clear* is the eleventh type of error in this analysis. This type also occurred 14 times which made it 3.6% out of the total errors.

- Example : “*Students to face a deeper level that is junior high school*”

The sentence that the student (SAN) wrote is unclear. It seems like the student directly translated the sentence from her first language to her target language.

- Correction : “*Junior high school is where students face a deeper level*”

#### 10. Omit a word

*Omit a word* happened 13 times or 3.3% in students’ writing which made it the third least type of error that appeared in students’ writing.

- Example : “*In MTS also has a rule memorizing Al-Quran*”

In this example, the student (AAZ) wrote an unnecessary preposition which made the sentence incomplete because it does not have any subject.

- Correction : “*MTS also has a rule to memorize Al-Quran*”

## 11. Word Order

Furthermore, the tenth type of error is *word order*. It occurred 10 times or 2.5 % out of all errors.

- Example : “The definition of primary school can we say as educational institutions”

This example shows that the student (NA) wrote the sentence in a wrong order. She begins the sentence with the object. Meanwhile in English, we should begin the sentence with the subject.

- Correction : “We can say that the definition of primary school is educational institutions”

## 12. Spelling

The next type of error is *spelling*. It occurred 10 times in students’ writing or 2.5% out of 392 errors.

- Example : “I used to be nosy”

The example shows that the student (NRM) missed an alphabet in this sentence. There is no word “*nosy*” in English. The student meant to write “*noisy*”.

- Correction : “I used to be noisy”



### 13. Article

The second rarest type of error that appeared in Essay Writing students' writing assignment is *article*. There is only one error that refers to article or 1.5% of the total errors.

- Example : “*School is place of learning*”

The sentence above shows that the student (FA) did not put any article before a singular noun. Meanwhile, singular nouns must always have an article before them .

- Correction : “*School is a place of learning*”.

### 14. Punctuation

The least type of error that occurred is *punctuation*. There are 5 errors regarding to punctuation or 1.3% of the total errors. Students could not use the correct punctuation in a certain situation.

- Example : “*Students will be equipped with three basic aspects, such as. Knowledge, attitudes, and skills*”

The example above shows that the student (AM) wrote full stop after the preposition in this sentence which is actually unnecessary.

- Correction : “*Students will be equipped with three basic aspects, such as knowledge, attitudes, and skills*”.

To conclude, there is a big difference between Basic Writing and Essay Writing students in making errors in writing assignment. The most frequent type in Basic Writing students' assignment is word form, while the most frequent type of error in Essay Writing students' writing is incomplete sentence.

#### 4.2 The Analysis of Sources of Errors

Beside analyzing the errors, the writer also analyzed the sources of errors to know what factors influence students to do many errors in their writing assignment. The sources of errors were analyzed using Richard's theory. In his theory, he stated that there are three sources of errors; interference error, intralingual error and developmental error. The findings are shown in the table below:

**Table 4.3 Sources of Basic Writing Students' Errors**

No	Names	Sources of errors			Total
		Interference errors	Intralingual errors	Developmental errors	
1	MA	2	18	7	27
2	LE	3	10	1	14
3	IA	0	15	0	15
4	AB	1	4	2	7

<b>5</b>	MS	0	13	2	15
<b>6</b>	VR	2	9	2	13
<b>7</b>	CH	5	14	0	19
<b>8</b>	MI	2	19	5	26
<b>9</b>	KA	1	14	1	16
<b>10</b>	RA	5	17	2	24
<b>11</b>	BS	1	19	6	26
<b>12</b>	HH	0	11	0	11
<b>13</b>	RJ	0	11	3	14
<b>14</b>	AI	0	1	1	2
<b>15</b>	FK	7	8	3	18
<b>16</b>	BA	2	6	3	11
<b>Total</b>		<b>31</b>	<b>189</b>	<b>38</b>	<b>258</b>
<b>Percentage (%)</b>		<b>12.01</b>	<b>73.2</b>	<b>14.7</b>	<b>100</b>

The first source of error is *Intralingual Errors*. This error happened when students cannot fully understand English sentence structure. The students probably have poor knowledge about certain rules in English. Intralingual errors are the biggest factor that leads students to the errors they made in their writing. There are 189 intralingual errors or 73.2 % of the total errors. This error mostly include singular-plural, run-on-sentences, and punctuation. The example of the error is “*You can taste*

*it in other place in Aceh*". From the example, it shows that the student (LE) did not write the noun after "other" in plural form. The sentence must be "*You can taste it in other places in Aceh*".

Furthermore, the second source of errors is developmental errors. This factor influences students to confuse about some rules. The students misuse certain rules in some situations. This error occurred 38 times or 7.8% of the total errors. For example, the student wrote "*I was finished many final tests*". The example shows that the student use passive sentence in a wrong situation. The sentence must be active sentence; "*I finished many final tests*".

The third source of error is *Interference Error*. This source of error refers to the errors that are influenced by students' first language (L1). The students use the same structure of their L1 to their L2. Meanwhile, students' L1 and L2 have a totally different sentence structure. The number of this error is 31 or 12.1 % of the total errors. The errors mostly refer to verb tense, word order, word form and word choice. The example of this source of error is "*The important thing must have for Idul Fitri is Lontong*". The example shows that the student (MS) use Indonesian rules of sentence structure to English sentence. The sentence must be "*The important thing that we must have for Idul Fitri is Lontong*".

**Table 4.4 Sources of Essay Writing Students' Errors**

<b>No</b>	<b>Names</b>	<b>Sources of errors</b>			<b>Total</b>
		<b>Interference errors</b>	<b>Intralingual errors</b>	<b>Developmental errors</b>	
<b>1</b>	NR	28	57	1	86
<b>2</b>	SH	3	13	1	17
<b>3</b>	DA	8	26	5	39
<b>4</b>	RA	5	9	0	14
<b>5</b>	HA	3	29	3	35
<b>6</b>	NA	4	5	0	9
<b>7</b>	IA	12	9	5	26
<b>8</b>	TH	9	14	4	27
<b>9</b>	NI	2	4	0	6
<b>10</b>	AM	1	14	4	19
<b>11</b>	SA	1	16	3	20
<b>12</b>	BM	3	11	9	23
<b>13</b>	SAF	4	10	0	14
<b>14</b>	FA	4	7	2	13
<b>15</b>	ZM	0	13	0	13
<b>16</b>	AAZ	8	15	8	31

<b>Total</b>	<b>95</b>	<b>252</b>	<b>45</b>	<b>392</b>
<b>Percentage (%)</b>	<b>24.2</b>	<b>64.2</b>	<b>11.4</b>	<b>100</b>

There are differences in the source of errors between Basic Writing students and Essay Writing students. In Essay Writing students's assignments, the biggest source of errors is intralingual errors, which refer to the errors that happened because of their pure knowledge of some rules in English. The second source is interference errors which are influenced by their L1. The last source is developmental error, a condition in which students are confused to use certain rules they have known to different situation.

### **4.3 Discussion**

Having analyzed the data, the findings are discussed to answer research questions proposed in the first chapter. The first research question is "What types of errors are commonly made by the students in writing assignment of Basic Writing and Essay Writing courses?". The second research question is "What are the sources of errors in the students' writing assignment?".

The findings related to the first research question showed that the fourteen types of errors by Betty S. Azar (1989) occurred in students' writing assignments. The fourteen types of errors are singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear and run-on-sentences. The most frequent

type of errors that occurred in Basic Writing students' assignment is word form, while in Essay Writing students' assignment, it is incomplete sentence.

The result of the first research question in this study is different from that of Sermsook, Lianimitr, and Pochakorn's research (2017) which also investigated the types of errors that EFL students made in their assignments. The study showed that the most frequent type is punctuation, which is different from Mungungu's (2010) research, investigating ESL students' dominant type of error, where the finding of the research is tenses. It showed that ESL and EFL students made different errors in writing.

The second research question is about the sources of error. The analysis is based on Richard's theory which consists of three sources of errors; interference errors, intralingual errors and developmental errors. The major sources of errors in Basic Writing students' writing work is intralingual errors as well as in Essay Writing students' writing.

The result in this study contradicts the findings of Karimnia (2011) which showed that interference error is the most possible cause of EFL student's errors. Furthermore, a study investigating ESL students' sources of errors done by Sorg (2014) resulted that students' source of errors is developmental error. Accordingly, EFL and ESL students's sources of errors are different.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

Having analyzed and discussed the findings in the previous chapter, this chapter comes up with the conclusion and suggestion as described in section 5.1 and section 5.2.

#### **5.1 Conclusion**

After having analyzed the data in Chapter IV, there are several conclusions that can be made in relation to research questions. The findings show that the most common type of errors in Basic Writing students' assignments is word form. This type of error is 25.2% out of 258 errors or 64 numbers of occurrences in students' writing. Meanwhile, the most frequently occurred type of errors in Essay Writing students' assignments is incomplete sentence. There are 80 errors of incomplete sentence or 20.4% of the total errors. Accordingly, students make different type of error in different level of study.

The sources of Basic Writing students' errors are intralingual, which refers to the errors that they made due to their inadequate understanding of English grammatical rules. The students committed 189 intralingual errors or 73.2% of the total errors. Additionally, the sources of Essay Writing students' error are the same as Basic Writing students meaning that they have similar problem in apprehending



English grammatical rules. The number of intralingual error occurrences in Essay Writing students' writing is 64.2% of the total errors.

In brief, the finding shows that the most common type of errors is word form for junior students, and incomplete sentence for senior students. Conversely, the sources of errors are intralingual errors for both junior and senior students.

## **5.2 Suggestions**

Having discussed the findings of the research, some suggestions can be made as follows. Firstly, the lecturer should consider more about teaching some grammatical rules that are related to word form for Basic Writing students, and how to write complete sentence for Essay Writing students. Secondly, the students themselves should be aware that learning grammar is really important in writing class. Before beginning to write, students should firstly understand grammar rules that they want to use in their writing. Thirdly, this study does not cover all aspects in solving the problems errors occurring in students' writing assignment. For instance, this study investigated the type of errors only in Basic Writing and Essay Writing students' assignments. Therefore, further research is expected to analyze the errors in Academic Writing as it is the highest course of writing students need to take at the university.

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**Table 3.1 Betty S. Azar's guide of correcting errors**

No	Types of Errors	Examples
1	Singular-plural	He <u>have</u> been here for six months. He has been here for six months.
2	Word Form	I saw a <u>beauty</u> picture. I saw a beautiful picture.
3	Word Choice	She got <u>on</u> the taxi. She got into the taxi.
4	Verb Tense	He <u>is</u> here since June. He has been here since June.
5	Add a Word	I <u>want go</u> to the zoo. I want to go to the zoo.
6	Omit a Word	She entered <u>to</u> the university. She entered the university.
7	Word Order	I saw <u>five times that movie</u> . I saw that moves five times.
8	Incomplete Sentence	I went to bed. <u>Beacuse I was tired</u> . I went to bed because I was tired.
9	Spelling	An accident <u>occured</u> . An accident occurred.

10	Punctuation	What did he <u>say</u> . What did he say?
11	Capitalization	I am studying <u>english</u> . I am studying English.
12	Article	I had <u>a</u> accident. I had an accident.
13	Meaning not Clear	He borrowed some smoke. ????
14	Run-on-Sentences	My roommate was <u>sleeping, we</u> didn't want to wake her up. My roommate was sleeping. We didn't want to wake her up.

**Table 3.2 Richard's Sources of Errors**

No	Source of Errors	Definition and Examples
1	Interference Error	It occurs when students used the rules of Bahasa when speaking or writing in English, for example the students say "I from Aceh" instead of "I am from Aceh"
2	Intralingual Error	Intralingual errors are the errors that occurs due to students' misunderstanding of English rules. First, the one that occurs when students rearrange some linguistyc systems, such as "The writers gives us chance" instead of "The writers give us chance". Second, the errors occur when students use some grammar rules into wrong context such as "I let the butterfly goes" instead of "I let the butterfly go". Third, the errors occur due to students' incomplete application of rules, such as : "You like to read?" instead of "Do you like to read?". The last is the one that occurs due to students' false hypothesis such as "It was happened".

3	Developmental Error	This kind of errors occur when students' cannot fully understand of certain rules, such as "He walk sowly".
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- Menetapkan : **MEMUTUSKAN**
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-609/UN.08/FTK/KP.07.6/01/2018 tanggal 12 Januari 2018
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2. Yuliar Masna S.Pd.I., M.TESOL.
- Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Siska Rahmayanti  
NIM : 140203124  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : An Analysis of English Grammatical Errors in Students' Writing Assignments (A Study at Department of English Language Teaching UIN Ar-Raniry)
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Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : [www.tarbiyah.ar-raniry.ac.id](http://www.tarbiyah.ar-raniry.ac.id)

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13 Juli 2018

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Hal : Mohon Izin Untuk Mengumpul Data  
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Kepada Yth.

Di -

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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	: Siska Rahmayanti
N I M	: 140 203 124
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: VIII
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Lr.Perumahan Pondok Rami No.24b Lamduro Tungkop

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**An Analysis of English Grammatical Errors in Students' Writing Assignments (A Study at Department of English Language Teaching UIN Ar-Raniry)**

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

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PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ftk@ar-raniry.ac.id. Website <http://ar-raniry.ac.id>

Surat Keterangan

Nomor: B-405/Un.08/KJ.PBI/TL.00/10/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-7170/Un.08/ TU. FTK/TL.00/07/2018 tanggal 13 Juli 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 : Siska Rahmayanti  
NIM : 140203124  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**An Analysis of English Grammatical Errors in Students' Writing Assignments  
(A Study at Department of English Language Teaching UIN Ar-Raniry).**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 23 Oktober 2018

Ketua Prodi Pendidikan Bahasa Inggris,



## **AUTOBIOGRAPHY**

1. Name : Siska Rahmayanti
2. Place / Date of Birth : Lhoksukon / April 1, 1997
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesia / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Lamkeuneung, Tungkop, Aceh Besar
9. E-mail : rahmayantisiska@gmail.com
10. Parents
  - a. Father : Abdul Manan
  - b. Mother : Darmuni
  - c. Occupation : Civil Servant
  - d. Address : Biara Timur, Pantonlabu, Aceh Utara
11. Education Background
  - a. Elementary School : MIN Pantonlabu (2002-2008)
  - b. Junior High School : MTsS Ulumuddin (2008-2011)
  - c. Senior High School : MAS Ulumuddin (2011-2014)
  - d. University : UIN Ar-Raniry (2014-2018)

Banda Aceh, October 22, 2018

Siska Rahmayanti