

**THE ANALYSIS OF STUDENTS'  
COMMON GRAMMATICAL ERRORS IN WRITING**

**THESIS**

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**THESIS**

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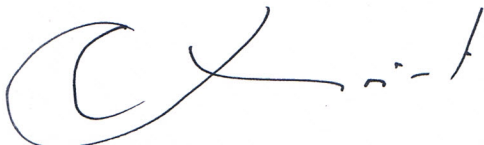
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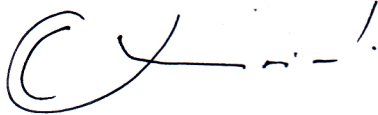
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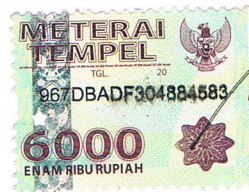
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: THE ANALYSIS OF STUDENTS' COMMON GRAMMATICAL ERRORS IN WRITING adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya seluruhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan,



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The researcher

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## **ABSTRACT**

Writing is considered as the most difficult skill in English. It has some important aspects which must be considered by learners, such as grammar. Language without grammar would be disorganized and causes some communicative problems. This research aims to find out the common types of grammatical errors made by students in their writing. The research was conducted at English Education Department of Islamic Education and Teacher Training Faculty of UIN Ar-Raniry. Twenty two students in one of four units were taken as the participants in this research. The researcher used the writing of sixth semester students' midterm and final tests as the main source of the data. The collected data were then analyzed by using statistic and descriptive analysis method. After analyzing all of the data, the researcher found 269 errors which contained 76 or 28% errors in using plurality and 58 or 22% errors in the use of verb tense and form for the midterm test. For the final test, a total of 432 errors were counted which included 323 or 75% errors of verb and tense form and 38 or 8% errors of plurality. From the findings, it can be concluded that the most common grammatical errors in the writings of sixth semester students of English Education Department of Islamic Education and Teacher Training Faculty of UIN Ar-Raniry are plurality; and verb tense and form.

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents and explains the background of study, research question, aim of study, significance of study and terminology.

#### **A. Background of Study**

Among four basic skills in English, writing is known as the most difficult skill to learn. Writing is a process of producing and recording words in a form that can be read and understood. Therefore, writing is one way for people to connect and to communicate with one another. Hornby (2003, as cited in Murtadha, 2010) explains that writing is a process of expressing ideas down on paper and meant to transform thoughts into words to give clear information in communication.

In clarifying the process of writing, Brown (2007) notes that it is the activity that includes exploring and organizing ideas. The activity of exploring ideas could be building vocabulary, interviewing someone, and having discussion, etc. Besides, the activity of organizing ideas could be ordering information in a paragraph, writing topic sentences, limiting information, making a mind mapping, categorizing and making outline, and summarizing ideas, etc. From the explanation, it could be concluded that writing process needs not only a good and an accurate of language used but also the effective organization of information. In order to make well-

organized writing, learners have to master some aspects of writing, such as genre, register, discourse, grammar, and graphic features (Rose, 2003).

When being well-organized is an important issue in writing, types of writing become something that must be understood by a writer. Based on the functions of writing, there are four types that can be used. They are expository, persuasive, narrative and descriptive. Expository text is a text to inform or explain a subject to the reader. Persuasive text states the opinion of the researcher and attempts to influence the reader. Narrative text is used to tell a story, either fact or fiction. The last one is descriptive text which aims to paint a picture for the reader. Those types have their own rules and structures.

Writing is generally considered as one of the most difficult skills than others for foreign language students (Javed, Juan, & Nazli, 2013). One of the reasons for that is because it uses more formal language in written communication and there are many rules that a writer must consider, such as grammar. In her explanation, Rose (2003) notes that grammar is one of the important aspects in writing. Therefore, grammar is one of the language components that must be learnt and understood.

Grammar, in the simple words is a set of rules in using language. The connection between grammar and writing is very important. Grammar is a knowledge which guides a writer how to write English correctly and ensure that it can be easily understood by the people who read it. In other words, if the writers misuse the grammatical rules in their writing, it can cause misunderstanding. Hartanti (2004) writes that having a good grammar of a language would be helpful in delivering

ideas, messages, and feelings to the readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing.

In learning process, the students still make errors in their writing, especially in the use of grammar. This problem is also faced by the students in Department of English Education of UIN Ar-Raniry. Sometimes, although the students have studied grammar, the students seem still to be unaware of grammatical rules in writing. Based on the explanation above, the researcher wants to conduct a research which is written in thesis entitled “The Analysis of Students’ Common Grammatical Errors in Writing”.

#### **B. Research Question**

Based on the background of study, the research question of this research is:

1. What types of grammatical errors are found in the students’ writing?

#### **C. Aim of Study**

The aim of this study is as follows:

1. To find out the common types of grammatical errors made by students in their writing.

#### **D. Significance of Study**

This research attempts to overview of the most common grammatical errors made by students in their writing. However, it is important to inform the students or learners concerning the common errors they commit. Hopefully, this study will give clear description on the types of grammatical errors which occur in the students' writing and be useful for the students to be aware of the errors. For the teachers, this study could be a reference to know the errors and find out the way to minimize the grammatical errors committed by students.

#### **E. Terminology**

There are some terms provided in this research which are necessary to be defined. The terms are:

##### **1. Writing**

Writing is a method of representing language in visual form. It is one of the basic skills of English. It consists of a set of letters or symbols which are intended to communication. Writing can be used to deploy science and technology. Writing is used to transmit information across space, as in letters and newspapers. It is considered to serve a communicative function (Javed, Juan, & Nazli, 2013). In this study, the writing refers to students' midterm and final test in writing III class. The students' writings were used as the material for the analysis.

## 2. Grammatical Error

Grammar is a set of rules and explanations in language. It consists of the forms and structure of words (morphology), the arrangement in phrases and sentences (syntax), sometimes also phonology and semantics, and the classification based on functions (parts of speech) (Hsu, 2013). From the explanation above, it could be understood that grammatical error is an inaccurate use of the rules of grammar. The errors can be minimized and removed by the learners after mastering the dimensions or parts of grammatical rules. In this study, the rules or grammar that would be analyzed are passive voice, verb tense and form, subject-verb agreement, word order, preposition, articles, plurality, and pronoun.

## 3. Error and Mistake

In using a language, students can make errors and mistakes because of the difference of language system. It is important to make a distinction between error and mistake. The words have similar meaning, but they are different in their use. Experts gave some explanations about the difference of both words. According to Hsu (2013), Corder (1967) explains that errors are systematic. It often happens in language learning. Errors are generally produced by people who do not yet perfectly understand about the system of a language. By contrast, mistakes are non-systematic performance. It could happen randomly or as a slip of tongue.

Ellis (1997) mentions that error shows gaps of student's knowledge. It could happen because a student does not know what is right. Mistake shows occasional faults in performance. It could happen because a student cannot apply what he or she

knows. Mourtaga (2003, as cited in Abushihab, 2014) clarifies that errors and mistakes are different because an error cannot be self-corrected, but students can rectify their mistakes by themselves.



## **CHAPTER II**

### **LITERATURE REVIEW**

In order to sharpen the theoretical framework of this study, this chapter is devoted to review some relevant theories concerning the review of writing, grammar, and also error analysis.

#### **A. An Overview of Writing**

##### **1. Definition of Writing**

There are some possible definitions of writing introduced by experts. Nunan(2003) illustrates that writing is a series of processes of converting ideas into a good and clear statements in paragraphs. Hornby (2003, as cited in Murtadha, 2010) explains writing as a process of expressing ideas down on paper to transform thoughts into words, to sharpen main idea, and to give them structure and coherent organization to give clear information in communication.

From the explanations, it can be concluded that writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write connected series of words and sentences which are grammatically and logically linked, so the purpose we have in our mind can be transferred correctly to the reader. In writing, students will follow some processes. To invent and generate the ideas, the writer usually does not start with the clear ideas. It needs some

processes or activities to lead the writer in writing, such as pre-writing, writing, and also editing.

The purpose of writing for people is certainly to send their thought to the readers. Everybody in their lives needs to write in order to promote what they want to send or say to others. Long & Richard (1989) state that to know what they want to explain to the readers, the writers must try to write. The readers can read and understand the messages of the writers through the writing. Both ways of communication, speaking and writing, aim to make people understand about what they share. By mastering writing skill, people can transfer what they think in written form easily.

## **2. The Aspects of Writing**

Writing is not only the activity of writing down some words or sentences into written language, but also composing them into well-organized writing. In order to make well-organized writing, learners have to master some aspects of writing. According to Rose (2007, as cited in Emilia, 2010), the aspects of writing are classified into five aspects. They are genre, register, discourse, grammar, and graphic features. Genre is a term to describe the category of a writing, such as fiction or non-fiction writing. Register is styles or varieties of language which are used in a writing concerning some factors, such as purpose and audience. Discourse can be understood as the general procedure to construct a writing, such as argument, narration,

description, and exposition. Grammar is a set of rules which must be applied in a language. Some writing use graphic features to make the writing more effective to be understood. Graphic features can be shown in a form of diagrams, flow charts, etc.

In her explanation, she mentions grammar as an aspect which covers topic sentences, paragraph unity, transitions and cohesion, sentence construction, verb agreement, tense, word order, articles, pronouns, and prepositions. Similarly, Raimes (1983, as cited in Sattayam & Honsa, 2008) also identifies grammar as one of eight components for producing a clear, fluent, and effective piece of writing. It means that grammar is one of the most important aspects in language, especially in English.

### **3. The Process of Writing**

Concerning with the stages in the process of writing several experts classify them differently. Brown (2003) states that there are several steps in the writing process. They are generating idea, writing in the first draft, peer-editing, and revising. Moreover, Hedge (1988) classifies writing process in three stages. They are pre-writing, writing and rewriting, and editing. Those aspects are represented in the following points:

#### **1. Pre-writing**

Pre-writing is the first process in writing. In this process, writers have to know two things before they start to write. They are the purpose of text that they are going to write and to whom the text is written.

## 2. Writing and rewriting

In this stage, writers have to go through some steps, such as drafting and reviewing. Drafting process focuses primarily on what the writer wants to say, while reviewing is the step to evaluate the writing.

## 3. Editing

The editing process is the final process to readjust and check the accuracy in the text in order that can be accessible to the readers. Writers have to engage in their writing by editing their writing.

## 4. The Problems of Writing

Writing is one of the important skills in English. There are many benefits by mastering writing skill. One of the benefits is that writing can be usefully prepared for work. That is why it is better for people to improve this skill for the future needs. However, many people think that writing is not easy. It takes study and practice to develop this skill. In studying writing skill, people usually encounter some troubles.

Byrne (1993) mentions that there are some problems in writing. They are psychological problems, linguistic problems, and cognitive problems. Psychological problems refer to writing as a single activity without the possibility of interaction or the benefit of feedback. According to the problem, Fatemi (2008) explains that writing is an individual process which is done by a writer personally. In conducting the process, the writer requires to explore, oppose, and make connections between the

ideas by themselves. It means that the writer does not get direct feedback from the readers about their writing.

Another problem in writing is linguistic problem. It is related to the coherence and the choices of sentence structure in order that the text can be produced and be interpreted by the readers. Byrne (1993) suggests that writing is different from speaking. It does not have spontaneous revision such as repetition and backtrack to make people understand. In oral communication, incomplete and even ungrammatical sentences that we say usually pass unnoticed. But in writing, we have to be very careful with the structures of the sentences to avoid confusion of the readers. From the explanation, it can be assumed that giving the ideas in written form needs perfection in terms of structure and word order.

The last problem is cognitive problems. It refers to the assumption that writing is learnt through a process of instruction. Unlike speaking, writing needs much conscious effort, thought, and hard work. Deane, et.al (2008, as cited in Fatemi, 2008) argues that the difficulty of writing is how to generate task-relevant ideas, phrase sentences with correct grammar, use correct punctuations, and choose the proper words and tone. Alfaki (2015) notes some cognitive problems which are faced by students. They are punctuation problems, capitalization problems, spelling problems, content problems, and organization problems.

In addition, Dana and Ayda (2013) mentions seven things which causes the problem of writing. The first factor is students' motivation or teachers' interest. Many students have less motivation in learning English, especially for writing skill. It can

cause a problem when they try to make a writing. The writing process will also be hindered if English language learners have limited vocabulary. Therefore, English language learners do not use invented spelling and their written texts are restricted to words which they know. Another issue is the students' lack of ability in incorporating various English tenses and aspects in writing. Hence the present tense is the only tense used in their writing. The students' writing is also difficult to understand because of the ill-structured sentences in composition. The next problem is that students are unwilling to share their work with other students and they do not get the suitable feedback. Their reluctance leads to not having helpful feedback from peers and other people. Lastly, students' poor knowledge in all writing related aspects causes a problem in writing. When the learners read their writing aloud, they could not distinguish whether what they read or write is right or wrong.

## **B. An Overview of Grammar**

For learners starting to learn a new language, it is essential part that they learn the basic grammar rules of the target language. To have a good understanding about grammar, there are some definitions of grammar that can be quoted from experts. Wilcox (2004) states that grammar could not be separated by language. It lives in language. Grammar arranges the way to construct meaningful sentences so that people can enjoy the language. From the explanation above, it can be concluded that grammar is one of the most important things in a language, because the language will be less meaningful without grammar.

Grammar can also be defined as a set of shared assumptions about how language works (Yulianti, 2007). The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of English teaching in Indonesia, the teaching of grammar should be integrated in the development of the four language skills. It is assumed that grammar helps students convey their ideas correctly. Furthermore, Rages (1978) also considers that grammar is an important aspect in English. In grammar, students learn about functions, forms, and the usages of words or sentences' structure. By mastering grammar, students will understand about the word order and how to produce acceptable sentences in English both in spoken and written form.

From the explanation above, it can be concluded that people can convey information and express meanings effectively to others by incorporating the appropriate grammatical choices. They can understand well if they know the rules of the language. Later, they can respond the information correctly and good communication can be created. It is all learnt in grammar scope. From All the grammatical rules in English, the researcher limited the concepts of grammar that would support the data analysis as follows:

1. Passive voice

Azar and Hagen (2009) explain that passive is a reverse of active sentence.

The object in active verb becomes the subject in passive verb. It is important to

remember that the verbs which are used in Passive Voice are transitive verbs or the verbs which can be followed by object. The main form of Passive Voice is:

***be + past participle***. For example:

Active: *Ali invited Zaki to his birthday party.*

Passive: *Zaki was invited by Ali to his birthday party.*

Beside it is different from active, Alexander (1998) adds that passive has its own uses in English. Generally, it is used in three ways as follows:

- When someone does not want to take responsibility for something, for example: “*the matter will be dealt soon*”.
- When someone does not focus on who, but what is happening, for example: “*our roof was damaged*”.
- When someone wants to avoid vague subject, such as one, someone, and they, etc. For example: “*shoes repaired*” not “*one repairs shoes*”.

## 2. Verb Tense and Form

There are sixteen tenses in English grammar. In this study, the researcher found four tenses that are frequently used by the students. They are ***Simple Present Tense***, ***Simple Past Tense***, ***Present Perfect Tense***, and ***Past Perfect Tense***.

### a. Simple Present Tense

According to Azar and Hagen (2009), ***Simple Present Tense*** is generally used to express habits and facts. In ***Simple Present Tense***, the base form of the verb is used for all subjects except for the third person



singular subject. The verb form after the subject needs to add s/es at the end of the word. The common time markers in ***Simple Present Tense*** are: *always, often, usually, every day, every week, once a week, twice a month*, etc. For examples:

- *John plays basketball every morning.*
- *The earth is not flat.*

b. Simple Past Tense

***Simple past tense*** is used to express events, actions, or situations which happened in the past. The actions begin and finish in the past (Azar & Hagen, 2009). It can also express habits and duration in the past. The verb used in past tense is past form and the time markers are *yesterday, last night, two hours ago, a year ago*, etc. For examples:

- *John played basketball last week.*
- *He stayed up all night.*
- *I played football when I was young.*

c. Present Perfect Tense

Alexander (1998) explains that ***Present Perfect Tense*** refers to the actions which started in the past and still happen until now or to express actions in the past at an unspecific time. The basic form of ***Present Perfect Tense*** is *have/has + past participle*. Therefore, the verb form of ***Present Perfect Tense*** is past participle form. For examples:

- *I have seen that movie.*

- *She has lived here since 1990.*
- *Have you ever heard about the news?*

d. Past Perfect Tense

**Past Perfect Tense** expresses completed actions before a different past actions. As in **Present Perfect Tense**, the verb form used in this tense is past participle form. For example:

- *The class had already begun when we arrived.*
- *We had owned our house for ten years before we sold it.*

Eastwood (2002) categorizes verb in five forms. They are as follows:

- Base form: it is used in imperative sentences, present tense, and infinitive (play).
- ‘-s’ form: it is used in present tense with third person singular subject (plays).
- Past form: It is used in past tense (played).
- ‘-ing’ form: it is used in gerund and active participle sentences (playing).
- Past participle form: it is used in perfect sentences and passive voice (played).

### 3. Subject-Verb Agreement

In a proper sentence in English, the subjects and verbs must agree. The agreement in sentences is related to number of the subject. It means, if the

subject in a sentence is in singular, the verb must also be in singular form and vice versa (Watson, 2006). For example:

- *The student goes to school.*
- *The students go to school.*

Watson noted some rules which can be followed by learners to avoid errors in subject verb agreement.

- a. The verb will always be plural when the subject of a sentence is joined by “and”. For example:
  - *You and I are roommates.*
- b. The verb will always be singular when we find two singular subjects which are joined by ‘either...or’ and ‘neither...nor’. For example:
  - *Either Saturday or Sunday is okay for me.*
- c. If a sentence have two subjects which one subject is singular and the other one is plural, the closest subject to the verb determines either the verb is singular or plural. For example:
  - *Neither the tires nor the radio is worth that price.*

#### 4. Word Order

Word order means the sequence of the words that we use in a sentence. About this matter, Alexander (1998) notes that word order can influence the meaning of a sentence. To produce a good sentence, he proposed of basic word order of an English sentence as follows:

***Subject + Verb + Object + Adverb***

For example: *I bought a hat yesterday.*

A time reference can also be put at the beginning of a sentence. For example:

- *Yesterday I bought a hat.*

Alexander added that there are four forms of sentence. They are:

- A statement: "*The shops close/do not close at 7 tonight*".
- A question: "*Do the shops close at 7 tonight?*"
- A command: "*Shut the door*" or "*do not shut the door*".
- An exclamation: "*What a slow train this is*".

## 5. Preposition

A preposition must have an object in a sentence. This statement is strengthened by Stobbe (2008) who explains that a preposition could be a word or group of words to show a relationship in a sentence. We put a preposition after the noun or pronoun of a sentence. For example:

- *He sits **at** the chair.*

Based on the functions, there are three types of preposition:

- Preposition of time: *in, on, at, after, during*, etc.
- Preposition of place and position: *in, on, at, among, inside, outside*, etc.
- Preposition of movement: *towards, out of*, etc.

## 6. Article

There are two types of article; definite article (*the*) and indefinite article (*a/an*). Indefinite article is used for unspecific things or to introduce a person or

things at the first time. ‘A’ and ‘an’ have the same meaning. They are used before a singular countable noun. ‘A’ is used in front of consonant sounds (*a glass, a chair, a bag*) and ‘an’ is used before vowel sounds (*an umbrella, an hour, an eye*). Rather, definite article is used to refer specific things, something that is known, or something which is explained before. It can be combined with singular or plural countable nouns (*the book/the books*) and also with uncountable nouns which are always singular (*the furniture*) (Alexander, 1998).

#### 7. Plurality

Plurality refers to the nouns of sentences which are in plural form. In plural form, a noun is usually added by morpheme ‘-s’ (friends) or ‘-es’ (matches). Besides, there are also many exceptional nouns which do not need additional ‘-s/-es’ in constructing the plural form, such as for *mouse (mice)*, *person (people)*, *sheep (sheep)*, and *fish (fish)* (Azar & Hagen, 2006).

#### 8. Pronoun

Alexander (1998) explains that pronoun is used to replace a noun, either as a subject or object. Generally, there are three forms of pronoun. They are Subject pronoun, object pronoun, and possessive pronoun. Stobbe (2008) describes that a personal pronoun is used to replace words for people, things, and places which serve as subject in a sentence. They are: ***I, you, we, they, he, she, and it***. An object pronoun aims to replace object words in a sentence. They are: ***me, you, us, them, him, her, and it***. For possessive pronoun, it is used to show possession. They are: ***mine, yours, ours, theirs, his, hers, and its***.

Sometimes, we use an unspecific or unnamed pronoun in a sentence. The pronoun is used for person, thing, and place in general. It is used in singular or plural pronoun. For singular pronoun, we can use the words *each*, *somebody*, *something*, or *anything*, etc. Thus, for plural pronoun we can use *both*, *several*, *few*, or *many*, etc.

### **C. Error Analysis**

Error analysis focuses on finding and grouping the errors for the importance of the language teaching in the class. The meaning of error analysis is that students make some errors and the errors are able to be observed, analyzed, and classified to explain something about system operating within the students, particularly a study of students' errors (Brown, 2007). The objective of the finding and grouping error is to get feedback for the organization of the teaching of the language elements. By analyzing the students' errors, the teacher will be able to develop effective strategies in the class and determine the suitable methods or techniques to overcome the predicted difficulties and the student can also easily repair their own errors.

#### **1. Definition of Error**

There is no doubt that in the process of learning language, especially foreign language, people frequently make errors. No theorist or methodologist could bring any ways of preventing errors. It is a widely accepted fact that even the most

intelligent, conscientious and motivated students make errors when learning a language. Regarding the definition of error, the experts' opinion are varied.

Brown (2007), states that errors is a noticeable deviation from adult grammar of native speaker, reflecting the interlanguage competence of the learner. He also emphasized that the important thing is that learners “do make errors which can be observed, analyzed, and classified to reveal something of the system operating within the learners”. Thus, an error in this context is defined as an instance of language that deviates from standard of English grammar. To help the learners acquire the target language, it is essential to provide the learners the proper input. Learners need to be aware of common errors followed by their correction.

Another definition related to errors is as proposed by Corder (1981) who states that an error is a systematic mistake that appears consistently, in which learner write what way they thought was right. The learners' performance in target language is considered as an “interlanguage”, which has its own grammatical rules and communicative strategies. From the explanation, it can be concluded that learners' error should be taken into account as one of the second language problems that are caused not only by the influence of the first language, but also the complexity of the target language.

In addition, Dulay, Burt, and Krashen (1982) define errors as the flawed side of learner speech or writing which deviates from some selected norms of mature language performance. They further discussed that errors may be distinguished based on the cause. The errors that are caused by factors such as fatigue and inattention are

performance errors, and those caused by lack of knowledge of the language rules are called competence errors.

## 2. Source of Errors

As there are many descriptions of error, it is inevitable to move further and ask for the source of errors. In the field of error analysis, it has been understood that the nature of errors implicates the existence of error reasons for errors to occur. Sujoko (1989) mentions four major sources that cause the learners error, they are as follows:

### a. Interlingual Transfer

Many experts, such as Erdogan (2005) and Brown (2007) agree that interlingual errors are the errors that reveal the students first language. Before the system of second language is familiar, the native language is the only linguistic system in previous experience which the learners can draw. Students had never heard English word, so they have some difficulties in their learning. To identify an interlingual error, a researcher tends to translate the sentence into the students' first language. The terms such as interference and transfer involve certain explanations of these errors.

For example of interlingual error, in Indonesia student write or say “*T-shirt your is new*” instead “*Your T-shirt is new*”. In that sentence the word “*T- Shirt your*”, the student uses the *noun + possessive* while it should use *possessive + noun*, namely “*your T- shirt*”. This error is resulted from negative transfer of the native language or interference. In addition, interlingual error may also



occur in phonological. The students tend to mispronounce some sounds. For example, some students pronounce ‘*th*’ of ‘*thank you*’ as ‘*t*’ of ‘*top*’, or ‘*th*’ of ‘*this*’ as ‘*d*’ of ‘*deal*’.

#### **b. Intralingual Transfer**

Beside the interlingual transfer from the native language to target language, there are also errors caused by native transfers between elements in the target language itself. This is called intralingual errors. Richard (1974) defines intralingual errors to items produced by the learners which do not reflect the structure of the mother tongue, but generalizations based on partial exposure to the target language. Some causes of this error are over-generalization, ignorance of rule restrictions, incomplete applications of rules, and false concepts of hypothesis.

Overgeneralization, as explains by Richard (1974), it deals with instances where the students create a deviant structure on the basic of his experience of the other structures in the target language. For example when a student says “*He is comes here*”. The error in this sentence is that the student uses to be *is* and the verb *comes* in one sentence. It happens because the student probably thinks that the singularity of the third person requires *is* in *Present Continuous Tense* and *-s* at the end of the verb in *Simple Present Tense*.

Another cause in intralingual error is ignorance of rule restrictions. Erdogan (2005) explains that sometimes, in producing sentences, students commit some deviant usage of English rules because of their limited experience with it. Thus,

they apply the rules to context where they are not applicable. For example, the sentence “*I made him to do it*”. In this sentence, the student ignores limitations on the use of the word make. The sentence should be “*I made him do it*”.

The error of incomplete applications of rules can be understood as the failure of students or writers to use a fully developed structure (Brown, 2007). Even though students have been taught the proper form of a sentence, they sometimes still use the statement form in producing a question sentence. They just add the question word at the beginning or just put the question mark at the end of the sentence. For example: “*when you came?*” while the right sentence is “*when did you come?*”

The errors which occur due to the false concepts of hypothesis implicate those which are classified to “the faulty comprehension of distinction in the target language” (Richards, 1970). Sometimes, students do not truly understand about diversity in the target language. For example, the form *was* may be interpreted as a marker of the past tense, thus the students write a sentence “*one day it was happened*”.

### **c. Context of Learning**

The third major source of error can be illustrated in the context of learning. In this case, context refers to the classroom involving the teacher and the material in the case of school learning. Students often make errors because of a misleading explanation of the teacher, faulty presentation of structure of word

in a textbook, or even because of a pattern that was rotary memorized in a drill but not properly contextualized.

#### **d. Communication Strategies**

A communication strategy is the conscious employment of verbal or non-verbal mechanism for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.

### **3. Error in Writing**

Norish (1992) explains that the causes of language learner's errors are arising from carelessness, interference from the learner's first language, translation from the first language, contrastive analysis, general order of difficulty, overgeneralization, incomplete application of rules, material-induced errors and a part of language creativity. He adds that in writing learners easily make errors because the information have to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing: communication.

There are many studies about error of writing. One of the research was done by Sattayatham and Honsa (2008). In the research, they tried to identify most frequent errors of first year medical students at Mahidol University. The students was required to translate from Thai language to English at the sentence level and paragraph level. The result showed that the most frequent errors were at the syntactic and lexical levels which led to the overgeneralization, incomplete rule application, and building

of false concepts. Mother tongue interference was detected as the major cause of errors, however, some linguistic items, such as articles, tense, and verb form appeared to be source of frequent errors.

In addition, Darus & Ching (2009) also did a research about the common errors in written English for Chinese students. In their research, they tried to see kinds of grammatical errors in English writing which are made by Chinese students from vernacular schools in Malaysia. The result signified four common errors. They are mechanics, tenses, subject-verb agreement, and preposition. The researcher found that the cause of the errors is because the Chinese students were very much influenced by their L1 and their limited knowledge and experience of English grammatical rules.

#### **4. The Procedure of Error Analysis**

Ellis (1997) states that the procedures for analyzing student's errors include the following steps:

##### **a. Collecting sample**

Sample which is collected in this step can be the writing or video of speaking from the participants. It will be the source of data that will be analyzed.

##### **b. Identifying errors**

In this step, the researcher has to compare the sentences students produce to what seem to be the normal or correct sentences in the target language which correspond with them. Sometimes this is fairly straightforward.

c. Describing errors

There are several ways of doing this step. The first one is by classifying errors into grammatical categories relating to verbs and identify the different kinds of verb errors in the sample, for example, error in tenses. Another way which the researcher can do is by identifying general ways in which students' utterances differ from the reconstructed target language utterances, such as omission, misinformation, and misordering.

d. Explaining errors

The identification and description of errors are preparation to task of trying to explain why they occur. This step is also tries to explain the different source of errors.

e. Error evaluation

For the purpose of analysis, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says. The errors are known as global errors, which violate the overall structure of a sentence and for this reason it may make it difficult to process.

Besides, according to Gass and Selinker (2008), a number of steps taken in conducting an error analysis are as follows:

1. Collecting data. The data can be written or oral.
2. Identifying errors.
3. Classifying errors.

4. Quantifying errors.
5. Analyzing source.
6. Remediating.

### **CHAPTER III**

#### **REASERCH METHODOLOGY**

This chapter presents the description of research methodology. It covers a research location, research design, population and sample, data collection technique and techniques of data analysis.

##### **A. Brief Description of Research Location**

This research took place at UIN Ar-Raniry, Banda Aceh, Indonesia. Before becoming UIN Ar-Raniry, its' name was IAIN Ar-Raniry. It was established on October 5<sup>th</sup> 1963 and has been changed into UIN Ar-Raniry since October 2013. The name of Ar-Raniry was taken from Syekh Nuruddin Ar-Raniry, Adviser of Aceh Darussalam Empire in 1637-1641.

UIN Ar-Raniry, which is currently led by Prof. Farid Wajdi Ibrahim, MA, is an Islamic educational institution that has nine faculties and each faculty focuses on one specific field of study. The faculties are Faculty of Sharia and Law, Faculty of Islamic Education and Teacher Training, Faculty of Theology, Faculty of Da'wa and Communication, Faculty of Arts and Humanities, Faculty of Social and Political Science, Faculty of Psychology and Counseling, Faculty of Science and Technology, and Faculty of Islamic Economics and Business.

The researcher conducted the present research at Islamic Education and Teacher Training Faculty. This faculty is aimed to be the Islamic teacher training college which become the center of excellence for assessment, development, and

application of Islamic knowledge in the field of Islamic education and teacher training at national and regional level for the peace and welfare of mankind. This faculty provides thirteen departments, namely: Islamic Education Department, Arabic Education Department, English Education Department, Mathematics Education Department, Islamic Education Management Department, Physics Education Department, Biology Education Department, Chemistry Education Department, Education for Elementary School Teacher Department, Raudhatul Athfal Teacher Education Department, Electrical Engineering Department, and Information and Technology Department and Guidance and Counseling Department (Tim Refisi, 2014).

In doing the study, the researcher chose English Education Department as the research location. It is led by Chamisah, S. Ag, M. Ed. It has 20 permanent lecturers and a total of 1038 current students who come from any regions of Aceh and other provinces. As it was named, this department is specialized in teaching English as foreign language and prepares its graduates to be English teachers at school and to be other professionals. The location is chosen because it represents the research population and sample for the research.

English Department requires the students to pass all subjects of 154 credits to be legitimated to graduate. The subjects consist of three major groups: Islamic Knowledge, Education, and English Language Skills. Some of the most important subjects are Speaking, Listening, Reading, and Writing, which are related to the graduates' English ability; Educational Science, Educational Psychology, Educational Management, Educational Statistics, and Educational Philosophy



which are related to the graduates' knowledge of Education; and Islamic Culture History, Methodology of Islamic Studies, *Fiqh* (a study on theory or philosophy of Islamic law, based on the teaching of Al-Quran and the traditions of prophet Muhammad), *Tafsir* (a study on interpretation of Al-Quran), and *Hadits* (a study on a collection of traditions containing saying of prophet Muhammad), which are related to the graduates' knowledge of Islam. Mastery of subjects is a requirement for the graduates to be good English teachers who appreciate and implement islamic teaching in their life.

## **B. Research Design**

Kothari (2004) states in his book that there are two basic approaches in research, they are quantitative and qualitative approach. About quantitative approach, he explained that it is used for the phenomena which can be delivered and explained in quantity. According to the argument, it can be said that in using quantitative approach, a researcher will collect, analyze and explain numerical data. Stake (2005, as cited in Morse & McEvoy, 2014), explains that qualitative study contains an intensive and comprehensive description and analysis of an entity, phenomenon, or a social unit. In doing a descriptive research, Seliger and Shohamy (1990) say that it involves a collection of techniques used to specify or describe naturally occurring phenomena without experimental manipulation.

For this study, the researcher tried to analyze the students' common grammatical errors in writing. In doing the study, the researcher used a mixed

methods which includes both qualitative and quantitative. The writings of 22 students from writing III Classes were chosen to be investigated and analyzed by using statistic (in a form of percentage) and descriptive analysis method. The common grammatical errors were the outcomes obtained from the students' writing. The number of errors committed was taken into consideration.

### **C. Population and Sample**

Population is all objects / subjects to be examined. Saputra (2012) explains that population is all elements of a set of people, events, objects, or things. The population for this study was the entire students of English Education Department who were in the sixth semester and they were taking writing III subject.

The sampling technique of this study was cluster random sampling. Ahmed (2009) mentions that a group of population elements called cluster is the sampling unit which are used in cluster sampling in place of a single element of population. Thus, a group from the population of research could be taken as the sample. Sample in a research is a number of the objects or subjects which represent the population. According to the explanation above, the participants who were chosen for this research are students of one class from four writing III classes in English Education Department. They were in unit 4 with 22 students. As students who were in sixth semester, they had taken Grammar I, II, III, and Grammar and Communication subjects. It means that the students should have enough knowledge about the rules of grammar.

#### **D. Technique of Data Collection**

##### **1. Document Analysis**

The method that was used to collect the data in this study is document analysis. It is used to answer the research question. Document analysis is a systematic procedure for reviewing or evaluating documents. A document is something that we can read and which relates to some aspects of the social world. A document analysis requires the data to be examined and interpreted in order to obtain meaning, gain understanding, and develop empirical knowledge (Bowen, 2009).

For this study, the researcher used a written instrument which became document and the document that would be analyzed is the writing of students. The writings which was taken for the data were the writings of twenty two students of English Education Department of Islamic Education and Teacher Training Faculty of UIN Ar-Raniry. The students are in sixth semester which were taking writing III class. They are in one unit which was taught by Mrs. Chamisah, M. Ed and consisted of 6 male and 16 female. The students' writings was taken twice, the midterm and final tests. By analyzing the student's writing, the researcher found the grammatical errors made by students. After analyzing the documents, the researcher drew some conclusion regarding the problem.

#### **E. Technique of Data Analysis**

The available data in this research are illustrated in numbers. The data were found from counted errors in the students writing. They were analyzed by using

statistic and descriptive analysis method. It means that the researcher gave a deep explanation of what types of grammatical error that students made when they composed the writing.

In analyzing the data, the researcher undertook some steps as suggested by Ellis (1997), but it needed some adjustments because in this study the researcher did not examine the source of the errors. As mentioned before, the writing was taken from students' midterm and final test. Thus, the first step which was done in this research was collecting the writing of their midterm test. After getting the writings, the researcher identified, counted and categorized the errors. It became the first data for the researcher. For the next step, the researcher reconstructed the data and gave feedback to the students to gain awareness of grammar in their writing. For the last step, the researcher took the students' writing of the final test and analyzed the errors. After having data from their midterm and final tests and analyzing the data, the researcher took conclusion regarding the problems.

## **CHAPTER IV**

### **DATA ANALYSIS AND DISCUSSION**

In this part of the thesis, the researcher discusses about the analysis of data which were gained from the document analysis. The documents which were analyzed were the writing of English Education Department Students of UIN Ar-Raniry and the data were the students' common grammatical errors in their writing.

#### **A. The Analysis of Grammatical Errors**

As previously mentioned, the aim of this study is to find out the common grammatical errors of the sixth semester students of English Education Department in their writing. The results of this study have shown that the students made various types of grammatical errors. In order to make the study more focused on finding the common errors from the various errors which had been made by students, the researcher limited the types of grammatical rules which would be analyzed. According to the experts who did the similar study, there were eight types of grammatical rules that were analyzed in this study, namely passive voice, verb tense and form, subject-verb agreement, word order, preposition, articles, plurality, and pronoun.

As mentioned in chapter III, the grammatical errors that were analyzed in this study were the ones made by the students in both midterm and final test. The errors were counted and rated in percentage of frequency. A total of 269 errors for

midterm test and 432 errors for final test were counted in this study (See table 4.1 and 4.2). Examples of the grammatical types of errors in this report are drawn directly from the students' writing. The examples are given below along with the correct versions.

Table 4.1 Data of Students' Grammatical Errors in Midterm Test

No	students	Types of Errors								Total
		Passive Voice	Verb Tense and Form	Subject-Verb Agreement	Word Order	Preposition	Article	Plurality	Pronoun	
1	Student 1	7	3	5	1	1	0	1	3	<b>21</b>
2	Student 2	2	3	7	4	0	2	6	1	<b>25</b>
3	Student 3	1	3	3	1	1	0	4	0	<b>13</b>
4	Student 4	1	0	0	0	0	0	2	0	<b>3</b>
5	Student 5	0	3	2	3	0	0	15	2	<b>25</b>
6	Student 6	3	2	1	2	0	0	4	3	<b>15</b>
7	Student 7	0	0	2	0	0	0	3	1	<b>6</b>
8	Student 8	1	6	1	2	0	3	18	2	<b>33</b>
9	Student 9	0	1	0	2	0	0	1	3	<b>7</b>
10	Student 10	0	2	1	0	0	1	0	1	<b>5</b>
11	Student 11	2	4	2	0	4	2	7	0	<b>21</b>
12	Student 12	1	6	3	1	0	2	2	0	<b>15</b>
13	Student 13	0	4	0	1	1	1	0	0	<b>7</b>
14	Student 14	2	4	1	0	3	2	1	0	<b>13</b>
15	Student 15	1	2	2	0	0	3	2	2	<b>12</b>
16	Student 16	0	1	1	0	0	0	1	0	<b>3</b>
17	Student 17	1	0	1	0	0	0	3	1	<b>6</b>
18	Student 18	2	3	4	0	0	0	2	0	<b>11</b>
19	Student 19	0	0	0	1	0	0	0	1	<b>2</b>
20	Student 20	0	4	1	0	0	0	0	2	<b>7</b>
21	Student 21	0	0	1	1	0	0	1	0	<b>3</b>
22	Student 22	2	7	2	0	0	2	3	0	<b>16</b>
<b>Total</b>		<b>26</b>	<b>58</b>	<b>40</b>	<b>19</b>	<b>10</b>	<b>18</b>	<b>76</b>	<b>22</b>	<b>269</b>

The table shows the details of grammatical errors for each student in midterm test. As mentioned before, the total number of errors in midterm test was

269. The greatest number of errors was made by student 8 with 33 errors. On the contrary, the lowest number of error was 2.

Table 4.2 Data of Students' Grammatical Errors in Final Test

No	students	Types of Errors								Total
		Passive Voice	Verb Tense and Form	Subject-Verb Agreement	Word Order	Preposition	Article	Plurality	Pronoun	
1	Student 1	1	28	0	0	1	0	1	0	31
2	Student 2	0	13	2	0	0	0	0	0	15
3	Student 3	0	26	0	0	0	0	1	1	28
4	Student 4	5	11	3	0	6	0	1	0	26
5	Student 5	0	21	0	0	0	0	3	0	24
6	Student 6	3	12	0	0	0	1	2	2	20
7	Student 7	0	5	1	0	0	0	1	0	7
8	Student 8	0	19	0	0	2	0	3	0	24
9	Student 9	1	25	1	0	1	2	2	1	33
10	Student 10	0	13	2	0	0	0	2	0	17
11	Student 11	0	20	0	0	1	2	4	1	28
12	Student 12	0	30	0	0	2	0	1	0	33
13	Student 13	0	1	0	3	0	0	1	0	5
14	Student 14	1	11	0	0	0	0	3	0	15
15	Student 15	1	7	2	0	4	0	1	0	15
16	Student 16	2	14	0	0	0	0	0	0	16
17	Student 17	1	12	0	0	1	0	2	0	16
18	Student 18	0	15	0	0	0	0	2	1	18
19	Student 19	0	15	0	0	1	0	2	0	18
20	Student 20	1	8	0	0	0	0	1	2	12
21	Student 21	0	5	0	0	1	0	0	0	6
22	Student 22	4	12	0	1	2	1	5	0	25
<b>Total</b>		<b>20</b>	<b>323</b>	<b>11</b>	<b>4</b>	<b>22</b>	<b>6</b>	<b>38</b>	<b>8</b>	<b>432</b>

There was a significant difference for the total errors in midterm and final tests. It can be seen in table 4.2 that in final test, the errors increased almost double. The total number of errors was 432. The greatest number of errors was 33 and the lowest was 6.

Somehow, it is important to understand that the students with high number of errors was not the one who did not understand about grammar or vice versa. In the tests, the total words of the writing was not determined. Some students with low number of errors made a shorter writing than the students with high number of errors, so then the researcher found fewer errors.

The total number and percentage of each type of grammatical errors can be seen in table 4.3 and 4.4 below:

Table 4.3 Total Errors and Percentage of Midterm Test

NO	Types Of Errors	Frequency	Percentage
1	Passive Voice	26	9%
2	Verb Tense and Form	58	22%
3	Subject-Verb Agreement	40	15%
4	Word Order	19	7%
5	Preposition	10	4%
6	Article	18	7%
7	Plurality	76	28%
8	Pronoun	22	8%
Total		269	100%

Table 4.4 Total Errors and Percentage of Final Test

NO	Types Of Errors	Frequency	Percentage
1	Passive Voice	20	5%
2	Verb Tense and Form	323	75%
3	Subject-Verb Agreement	11	3%
4	Word Order	4	1%
5	Preposition	22	5%
6	Article	6	1%
7	Plurality	38	8%
8	Pronoun	8	2%
Total		432	100%



## 1. Passive Voice

After analyzing grammatical errors in the students' writing, the researcher found many sentences created by using passive voice. The result shown that the sixth semester students of English Education Department of UIN Ar-raniry might be confused in using passive voice. It can be seen through the sentences they created in their writing. The percentage of passive voice errors which were found was 9% for midterm test with 26 errors in total. For the final test, the percentage of the errors was 5% with 20 total errors.

Some of the examples of errors in the use of passive voice are as follow:

*(1) Process analysis is a method of writing that use to describe...*

In this example, the student used between using an active voice and passive voice incorrectly. This might be due to the less experience of students in English which leads to overgeneralization of the rule (Richard, 1974). As suggested by Azar and Hagen (2009), the sentence should be:

*(1) Process analysis is a method of writing that is used to describe...*

Other examples found in the writings are:

*(2) The object will describe into a text specifically...*

*(3) The similarity Umar and Ali bin Abi Thalib is they are including in....*

*(4) Umar was known as the lion of dessert. It proved by his strength in every battle.*

The general form of passive voice is **subject + auxiliary verb + past participle**. In the sentences, the students did not add **be** before the verb and

they also used verb forms incorrectly where those verbs should be in ‘past participle’ form. The correct sentences are:

- (2) *The object will be described into a text specifically...*
- (3) *The similarity Umar and Ali bin Abi Thalib is they are included in....*
- (4) *Umar was known as the lion of dessert. It was proven by his strength in every battle.*

## 2. Verb Tense and Form

This study shows that the students performed many errors in the category of verb tense and form. For midterm test, this category made up 22% or 58 errors. It was the most frequent error category after plurality in the midterm test. On the other hand, verb tense and form error was the most frequent one made by students in the final test with the total of 323 errors, which was 75% of the total number of errors. The use of verb tense in the writings showed that the students might found a difficulty in using the tense and the form of verbs. In using verbs, there are some rules to be obeyed by a writer, such as the form of the verb in the sentence whether it is in base or past form and it depends on the tense of the sentence (Stobbe, 2008).

In this study, the researcher found some cases of errors in using verbs and tense forms. Some of the errors are illustrated as follows:

- (1) *While she is did not understand well about it, ....*

The sentence number (1) is an example of tense and form error in a category of addition. According to Dulay, Burt and Krashen (1982), as cited by Zheng & Park (2013), an addition happens by the presence of an item

which must not be appeared in a good or well-formed sentence. In the sentence the student added *is* before *did*. As explained by Savage, Bitterlin, & Price, (2010), a negative verbal form in a sentence should be *S + did not + base form of the verb*, so than the sentence should be:

(1) *While she did not understand well about it, ....*

Still in the verb errors, the researcher also found other cases. It is as follows:

(2) *These steps useful and important in ....*

(3) *Umar and Ali Rasulullah SAW friends.*

Examples number (2) and (3) are nominal sentences. It means that the predicate of the sentences are not verbs but *to be*. In those examples, the students did not put *to be* which were required in the sentences. The students failed to put the auxiliary verb before adjective and noun. Those examples are categorized as an omission. Dulay, Burt and Krashen (1982), as cited by Zheng & Park (2013), argued that omission is an inverse of addition. An omission happens when a writer forgets to put some elements in a sentence. The correct sentences for the examples should be: (as suggested by Azar and Hagen, 2006)

(2) *These steps are useful and important in ....*

(3) *Umar and Ali are Rasulullah SAW's friends.*

Another example of the errors:

(4) *..... In order to make your writing became coherence and unity.*

In this example, the student failed to recognize the correct form of the verb. The sentence should be in *Simple Present Tense*, so then the verb in

the sentence should be in base form. But the student used past form for the verb. As cited in Zheng & Park (2013), Dulay, Burt and Krashen (1982) categorized this case as a misformation error because it occurred by the use of unaccepted forms of the morpheme or structure. The correct sentence should be: (as suggested by Azar and Hagen, 2009)

(4) ..... *In order to make your writing become coherent and unity.*

Still in cases of verb tense and form errors, the researcher also found some errors in constructing sentences under ***Present Perfect Tense***. For example:

(5) *Have you ever write it?*

(6) *Ever you write some paragraph or essay with process analysis?*

(7) *Do you ever heard about ...?*

(8) *Yesterday, I have writing class. We have learn much about writing.*

For example number (5), the student tried to write a question in ***Present Perfect Tense***. In using a perfect tense, the verb must be in ***Past Participle (V3)*** form, yet in the sentence the student used a ***Base Form (V1)*** of the verb. Regarding example number (6) and (7), the student also tried to do the same thing. But when writing the sentence, the students failed to write it in the correct pattern. Another case was found as in example number (8). In the sentence, the student wrote a ***Present Perfect*** sentence with a specific time. In grammatical rule, in using a ***Present Perfect Tense***, the sentence should not have a specific time (Alexander, 1998). So then when there is a specific time in the sentence, example (8) should be written in ***Past Tense***. The correct sentences as suggested by Alexander (1998) should be:

- (5) *Have you ever written it?*
- (6) *Have you ever written some paragraphs or essays with process analysis?*
- (7) *Have you ever heard about ...?*
- (8) *Yesterday, I had writing class. We learnt much about writing.*

Another case of verb tense and form error was an error in infinitive as in the following example:

- (9) *Several days ago, I was asked by my writing lecturer to looking for...*

In this example, the student made an error in the rule of **Infinitive** where there must be a **base form** of the verb after using the word **to** (**to + vI**). As suggested by Stobbe (2008), the correct sentence for the example is:

- (9) *Several days ago, I was asked by my writing lecturer to look for ...*

### 3. Subject-Verb Agreement

In a good sentence, a verb must agree with the subject. In line with this, a writer also must be able to identify a subject whether it is in **singular** or **plural** form and produce a correct form of the verb (Watson, 2006). Having no understanding in this part of grammar could lead a writer to make errors in making the agreement between subject and verb. In this study, for subject-verb agreement category, the researcher found 40 errors made by the students in their midterm test or accounted for 15% of the total number of errors. For the final test, the students made a total of 11 errors or only 3% of all the errors. The examples of the errors are as explained below.

(1) ..... where we know that it make the students just take focus.....

(2) If someone want to describe....

(3) Unlike other types of test that usually has topic .....

For those sentences, the students made errors in making the agreement between subject and verb. In example (1) and (2), the students wrote the wrong agreement for third person subject. Subject *it* and *someone* in the sentences are *singular* subject, then the students should put -s at the verbs *make* and *want*. In sentence (3), the student also failed to make agreement between the verb with the subject. The student used *has* instead of *have* for the *plural* subject. According to Watson (2006), the sentences should be:

(1) ..... where we know that it makes the students just take focus.....

(2) If someone wants to describe....

(3) Unlike other types of test that usually have topic .....

#### 4. Word Order

In grammar, there is a rule called word order. It is a part of grammar which tells about how to make a well-organized sentence. Failing in recognizing the correct structure of sentences has caused the students to make errors in word order rules (Alexander, 1998). In this study, for midterm test, the researcher found 19 errors for word order. It is accounted for 7% of the whole errors. For final test, the students made 4 errors or only 1% of the errors. The following are the examples of this category:

(1) The last of paragraph comparition is compare-contrast.

(2) When I was at semester 4,...

The examples show that the students might be influenced by their mother tongue (Bahasa) in writing the sentences. Such word order is considered errors in English sentences (anecdotal reference by the researcher as a user of Bahasa Indonesia). The word in the sentences must be reversed. As suggested by Alexander (1998) the correct sentences should be:

(1) *The last comparison paragraph is compare-contrast.*

(2) *When I was at fourth semester,...*

## 5. Preposition

Prepositions are always followed by nouns or pronouns (Stobbe, 2008). A writer should be aware of using preposition because the writer has to determine which preposition that should be used in a sentence based on its context. In this research, 10 or 4% of the errors in using preposition were found in the students' writings for midterm test. For final test, the students made 5% of the total number of errors, which was 22 errors.

Some errors made by students in this area are as described below:

(1) *So you can develop every steps according the topic.*

(2) *.... from the first step or accident and must continue with the next step....*

In example (1) the student did an omission error. The student forgot to put the required preposition. The preposition *to* should be placed before the noun *the topic*. For example (2), the student put an inappropriate preposition. The preposition *with* in the sentence should be replaced by *to*.

Thus, as suggested by Downing & Locke (2006), the sentences should have been as the following:

- (1) *So you can develop every step according to the topic.*
- (2) .... *from the first step or accident and must continue to the next step....*

## 6. Article

To produce a good sentence, a writer needs to be sensitive in recognizing the use of definite article, indefinite article, or not to use article at all (Alexander, 1998). If it is not well-understood, it will guide a writer to make errors in using article. In this study, for midterm test, 18 errors or 7% of the total number of errors were found in the writings. For the final test, it was found that only 6 errors or only 1% of all the errors made by the students were related to the use of article. The examples of the errors are as explained bellow:

- (1) ... *then body, include topic sentence, supporting details, and last conclusion about what we write.*
- (2) *Umar and Ali died by way of murdered.*
- (3) *If you are doing this, your story about going to school can be a long.*
- (4) *Umar and Ali are a khulafaurrasyidin.*

In example (1) and (2), the students made errors due to the absence of article *the*. In example number (3) and (4), the students used the article incorrectly, where article *a* or any articles should not be used in such sentences. From the examples, it can be said that the students might be still



confused about the article usage. According to Alexander (1998) the correct sentences should be as follow:

- (1) ... *then body, includes topic sentence, supporting details, and the last is conclusion about what we write.*
- (2) *Umar and Ali died by the way of murder.*
- (3) *If you are doing this, your story about going to school can be long.*
- (4) *Umar and Ali are khulafaurrasyidin.*

## 7. Plurality

In terms of plurality, the researcher counted 76 errors which were made in students' midterm test. The percentage of the errors was 28%. It made plurality being the most frequent errors in the writings. For final test, there were found 38 errors (8%). In **plural** forms, morpheme *-s* or *-es* are usually added to the nouns. But there are also many exceptional nouns which do not need additional *s/es* in constructing the **plural** form, such as for mouse, person, deer, and fish (Azar & Hagen, 2006). Some examples made by the students in their writings are:

- (1) *Oneday, one of my friend asked me to help her....*
- (2) *There are many topic that we need to learn.*
- (3) *Have you ever write a paragraph in process analysis types?*

Those examples have an error in scope of plurality. In sentences number (1) and (2), the student used **singular** form of the noun instead of the **plural** one. On the contrary, in example number (3) the student used **plural** form of the noun **type** where there must be a **singular** form. As suggested by Azar & Hagen (2006) the correct sentences should be:

- (1) *One day, one of my friends asked me to help her....*
- (2) *There are many topics that we need to learn.*
- (3) *Have you ever written a paragraph in process analysis type?*

## 8. Pronoun

Pronoun is used to substitute nouns (Alexander, 1998). In this study, for the students' midterm test sheets, the researcher found 22 errors in this category. It was 8% of the total number of errors. In final texts, 8 errors were counted or it was only 2% for the percentage. Some examples of the errors are as elaborated below:

- (1) *What make them become the same are we use it as the instrument for writing.*
- (2) *There are many reasons why people have to choose comparison text to compare something. First, can compare two things.*
- (3) *Two of theirs similarities are both Umar and Ali .....*

In example (1), the student used the pronoun *it* to refer to the pronoun *them* which was used at the beginning of the sentence. For example (2), the student failed to recognize a personal pronoun. In the sentence, the student did not put the pronoun *it* at the second sentence which refers to *comparison text*. Thus, the student made an omission error. In example (3), the pronoun that should be used in the sentence is possessive adjective (*their*), but the student used possessive pronoun (*theirs*). The sentences should be as in the following: (as suggested by Alexander, 1998)

- (1) *What makes them become the same is that we use them as the instruments for writing.*

(2) *There are many reasons why people have to choose comparison text to compare something. First, it can compare two things.*

(3) *Two of their similarities are both Umar and Ali ....*

## **B. Discussion of The Result**

The main purpose of this research is to find out the common grammatical error in students' writing. As mentioned before, the writings which were analyzed were the writings of English Education Department students of UIN Ar-Raniry and the data were taken twice, in Midterm and Final tests. In analyzing the data, the researcher limited the types of grammatical errors to eight types. They are passive voice, verb and tense form, subject-verb agreement, word order, preposition, article, plurality, and pronoun.

After analyzing the grammatical errors, the researcher counted the data. In midterm test, the researcher found 269 total number of errors. The most common category of grammatical error was plurality with 76 errors in total and this took 28% of the overall errors. The other grammar errors which were included in this study were verb and tense form which 58 or 22% errors were detected, subject-verb agreement 40 (15%) errors, 26 errors or 9% in the part of passive voice, pronoun 22 (8%) errors, 19 errors or 7% in word order, article with 18 (7%) errors, and the last was preposition which 10 or errors 4% errors were counted.

For the final test, the researcher found that the most frequent error in the students' writings was in the area of verb tense and form which were counted 323 (75%) of all the errors. Next comes the scope of plurality with 38 (8%) errors. Then listed passive voice 20 (5%) errors in the third place, subject-verb agreement

11 (3%) errors, pronoun 8 (2%) errors, subject-verb agreement 47 (16%) errors, articles 6 (1%) errors, and the last was word order 4 (1%) errors.

Based on the result of the research, it can be summed up that the sixth semester students of English Education Department of Islamic Education and Teacher Training Faculty of UIN Ar-Raniry still make many grammatical errors in their writing. Although the students had been taught about grammar before, they might be still confused in using grammar particularly in the use of verb tense and form and also in the use of plurality. The number of errors made by the students in terms of the use of verb tense and form and plurality suggests that the students need to do more work on those crucial grammatical concepts.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter shows the conclusion and suggestions from the writer based on the result of grammatical error analysis in students' writing. The further explanation are as follows:

#### **A. Conclusion**

To answer the research question, the researcher analyzed the writings of sixth semester students of English Education Department of Islamic Education and Teacher Training Faculty of UIN Ar-Raniry. The researcher had found and categorized some errors in their writings. The finding showed that two out of the eight types of grammatical errors which were analyzed in this research were the most common errors made by the students in their writings. The students made a total of 269 errors which contained 76 or 28% errors in using plurality and 58 or 22% errors in the use of verb and tense form for the midterm test. For final test, a total 432 errors were counted. It included 323 or 75% errors of verb and tense form and 38 or 8% errors of plurality. Briefly, the most common grammatical errors in the writings of sixth semester students of English Education Department of Islamic Education and Teacher Training Faculty of UIN Ar-Raniry were plurality and verb tense and form. According to the findings, it can be concluded that the students used grammar to

make a sentence incorrectly. It was proven by the errors which were made by the students in the midterm and final tests of writing subject.

## **B. Suggestions**

Based on the result of the research on the analysis of students' common grammatical errors in writing, the researcher would like to present some suggestion.

1. In teaching English related to its grammar, Teacher should give more attention regarding the students' ability. The teachers should give more easily understood explanation to the students, so that the students can minimize the possibility of making errors.
2. Teachers should vary their teaching methods in order to improve students writing abilities. The researcher suggests the teacher to use peer review which enables the students to learn by correcting their friends' writing and gives direct feedback to the students. The teachers can also use face to face conference to diagnose and suggest the solution to the students.
3. It is suggested for future researcher to conduct further research on the analysis of grammatical errors and the cause of the errors as this research did not cover the causes of the errors.

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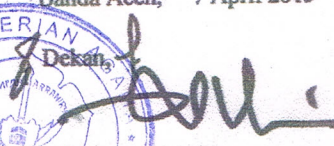
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1. Khairiah Syahabuddin, M.HSc. ESL, M.A, Ph.D Sebagai Pembimbing Pertama
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- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Analysis of Students' Common Grammatical Errors in Writing

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Banda Aceh, 7 April 2015

  
**Dr. Muilburrahman, M. Ag**  
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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 : Muammar Rifqi  
N I M : 231 020 582  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : X  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Gampong Pineung

Untuk mengumpulkan data pada:

**Prodi Pendidikan Bahasa Inggris ( PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry**

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

**The Analysis of Students' Common Grammatical Errors in Writing**

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

Banda Aceh, 28 Mei 2015

An. Dekan,  
Wakil Dekan Bidang Akademik,



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DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING OF UIN AR-RANIRY  
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Surat Keterangan  
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Sehubungan dengan surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: No: Un.08/FTK.1/TL00/6884/2015 tanggal 28 Mei 2015, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Muammar Rifqi  
NIM : 231 020 582  
Prodi /Jurusan : Pendidikan Bahasa Inggris  
Semester : IX  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
Alamat : Gampong Pineung

Telah melakukan penelitian dan mengumpulkan data pada mahasiswa jurusan Pendidikan Bahasa Inggris dalam rangka penyusunan skripsi yang berjudul

**The Analysis of Students' Common Grammatical Errors in Writing**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Januari 2016

a.n Ketua Prodi PBI

Staf Prodi PBI



Nur Akmaliah, MA



## Process Analysis

Ques: Do you know what is process Analysis ?  
 Ans: Process Analysis is a type of writing in which the writer describes the steps involved in a process. It is a type of writing in which the writer describes the steps involved in a process. It is a type of writing in which the writer describes the steps involved in a process.

First, If we want to write some <sup>fluently</sup> paragraphs or <sup>fluently</sup> ~~erro~~ with process analysis we must know what <sup>it is</sup> "Process analysis". Process analysis is one of many <sup>types of</sup> ~~types~~ that we can use to write something. In process analysis we use <sup>the</sup> ~~the~~ scientific approach in process of writing and for <sup>the purpose of</sup> ~~the purpose of~~ theme. Usually use about real condition of ~~nature~~ or etc. for example : how <sup>Passive voice</sup> ~~shaped~~ of cloud? → How the cloud is shaped.

Second, same as another type, process analysis has several steps in process of writing. These steps are useful and important in writing such as write introduction includes their statement, controlling idea, blue print, then body includes topic sentence, supporting details, and last conclusion about what we write. When these steps, the writer can make some paragraphs or essays easy to understand.

at the conclusion, process analysis is one of many <sup>types</sup> that we can use to make some <sup>paragraph</sup> or <sup>essay</sup>, and in process analysis <sup>we</sup> use scientific approach. In process analysis has several <sup>types</sup> such as <sup>introduction</sup>, body, and conclusion.

### Process Analysis.

1. Do you know the methods of writing? Have you ever heard about "process analysis method"? Do you know the method well? There are 2 kinds of process analysis method; They are informative and directive.

6 The informative one is the method where the writer explains about how something works. It is an information text. For example, the writer explains about car engine. He/she should explain step by step how the engine works.

12 The directive method is a procedure text -  
~~The writer~~ It explains the steps of ~~doing some~~  
~~thing~~ how to do something. For instance, "how  
 to boil water" text is wanted to explain. The writer  
 should explain ~~that~~ ~~the~~ ~~to~~ how to do that thing.

17 The kinds of process analysis ~~are~~ are the same generally. The difference is on what they explain. Informative ~~text~~ text tells about what is done. The directive text tells about how to do something to be done.



\* \* \* \* \*

## Opposite - idea

### Singularity and Differences Between A'li Bin Abi Thaleb and Umar Bin al-Khattab

\* \* \* \* \*

Nowadays, many of books about Islam in bookstore, library and home are collected. There are many <sup>plurality</sup> books about Islam especially about story. In that story there is about <sup>Plurality</sup> Rasulullah S.A.W era and his family and his friend. There are <sup>with</sup> something <sup>Plurality</sup> happening that make differences of their own ways, such as: how to keep the unity or 'rukunah' in Islam, how to care society and organize the source of Islam. However, there are some differences and similarity between Umar and Ali, they are: Ali and Umar have <sup>Tenses</sup> good loyalty to the Prophet but different in ways to express, they are 'Khawfatur Rasyidin' but different in leadership and similar in <sup>Tenses</sup> ~~the~~ source of Islam but different in how to <sup>Tenses</sup> keep it.

First, Ali and Umar <sup>poses</sup> have <sup>had</sup> good loyalty to the Prophet but different in ways to express. This is because, Ali is <sup>Tenses</sup> a camp person. And then, he <sup>Tenses</sup> meet the Prophet with happiness. Umar is <sup>Tenses</sup> a strong person. He wanted to <sup>Tenses</sup> follow the Prophet everywhere and want to give all of his treasure to the Prophet and to <sup>Tenses</sup> society. [The People to him] This is because he <sup>Tenses</sup> has <sup>had</sup> strong character.

Second, they are 'Khawfatur Rasyidin' but different in leadership. Khawfatur Rasyidin it means that leadership. In Umar era, there <sup>Tenses</sup> are <sup>well</sup> money to thing that <sup>Tenses</sup> are needed in trading. The trading in Umar era <sup>Tenses</sup> is <sup>always</sup> good circulation. In Ali era, there <sup>Tenses</sup> are <sup>more</sup> school to society to learn and there <sup>Tenses</sup> is <sup>was</sup> general library for society. The knowledge <sup>Tenses</sup> is development in Ali era. Many of people learned and trading with <sup>Tenses</sup> good sensation.





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## COMPARISON ESSAY OF UMAR BIN KHATTAB AND ALI BIN ABI THALIB

Have you ever heard about Umar bin Khattab and Ali bin Abi Thalib? Do you know who they are? Do you know that they were both Rasulullah's companions and best friends? Do you know what are their similarities ~~are~~? And do you know what are their differences?

Umar and Ali ~~are~~ <sup>were</sup> both Rasulullah's companions. They fought for Islam very hard. They both ~~have~~ <sup>had</sup> ~~diff~~ similarities and differences. Their similarities are: Both of them ~~are~~ <sup>were</sup> Khulafaur-Rasyidin, they were guaranteed to be in Heaven, and they ~~were~~ both ~~died~~ <sup>were</sup> of murdering. While their differences ~~are~~ <sup>were</sup>: they had different personality and characteristics, and they were elected to be leader by different way.

The first similarity is that they were both Khulafaur-Rasyidin. Khulafaur-Rasyidin was a name given for to Rasulullah's companions that also became leader. Umar and Ali were both leading after Rasulullah passed away. Umar was the second Khulafaur Rasyidin and Ali was the last.

The second similarity is that both of them were guaranteed certainly belonging <sup>to</sup> Heaven. Allah has guaranteed them to be in Heaven later in the Hereafter because they ~~have~~ had fought for Islam ~~ever~~ despite any obstacle. They also sacrificed everything they had for Islam.

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The last similarity is that both of them die of murdering.

They passed away after they were murdered by someone. Umar was murdered when he was going to do dawn prayer. While Ali was murdered ~~in a war~~ by Khawarij in a war.

Besides those similarities, Umar and Ali also differed each other.

First difference is their <sup>Plurality</sup> characteristics. Umar was a strict and stiff person. He had no tolerance for people doing bad things. All people were afraid of him back then. While Ali was a gentle person. He was more calmly in doing something. His emotion was more controllable than Umar.

The last difference was the way they were elected. Umar was not elected democratically. He was chosen by Abu Bakar. While Ali was elected democratically. He was elected by people in his area.

In short, Umar and Ali were Rasulullah's companions that had both similarities and differences. Their similarities are were that they were <sup>both</sup> Khulafaurasyidin, guaranteed to be in Heaven, <sup>passed → tenses</sup> passing away of murdering. While they differed in characteristics and the way they were elected. ~~Although~~ As Muslims, we can learn from their similarities and differences to make us <sup>a</sup> better person.

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