ANALYSIS OF STUDENTS GRAMMATICAL ERRORS IN WRITING

THESIS

Submitted by:

Adri Jernih Miko

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg No. 231324392

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM-BANDA ACEH

2018 M/1439

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises be to Allah 'Azza wa Jalla, The Most Gracious The Most Merciful The Most Beneficent who has given me love and blessing that made me able to finish the research and writing the thesis. Peace and salutation be upon our beloved prophet Muhammad SAW, his family and companions.

First of all, The researcher presents sincere gratitude to his both supervisors Khasinah, M.Pd and Zubaidah, M. Ed for their time, support, advice and valuable corrections during the writing of his thesis. The researcher gratitude also especially to academic advisor Habibburrahim,S. Ag., M. Com., MS., Ph. D. who has given him invaluable advices and encouragement throughout the whole semesters in the university, and all the lecturers of Department of English Language Education who have taught and guided him during the study.

Henceforth, The researcher would like to express his greatest love and thanks to my beloved motivators in the world, my father Asnawi and my mother Suryati for their wisdom, patience, love and everything that have made him to be the luckiest son in the world and to my sisters and brothers for their endless love who inspired and motivated him all along acomplishing the thesis.

The last, the researcher would like to thank to his best motivator Amal, Fikar, Faisal, aidil Without their attention and guidance the researcher would not

be able to finish the thesis. In addition, the researcher would like to thank to My First generation and all of PBI 2013 (expecially for Unit 8 family) for the inspiration and happiness that we share all along. Also unforgettable big thanks for Addal Muddin, Ghaisya MZ who always cheer him up in running the days and enrich him in completing this thesis. May Allah '*Azza wa Jalla* bless us and unite us even stronger. Amin.

Banda Aceh, January 22th 2018

ADRI JERNIH MIKO

ABSTRACT

Considering the importance of grammatical knowledge in the writing process, this research was aimedto know the grammatical errors that happen in writing class made by studentsof second semester inStudents of English Department Ar-Raniry State Islamic University.The method used in this study is the qualitative method, while the general pattern or the research design used by the researcher is a case study. Population was taken in second semester of English student department. Purposive sampling is used intaking sample from the population. The researcher collected the data from unit 3 that consists 31 students. The researcher uses document papers as the instrument. Coder theory becomes the main key in the data analysis. Based on the analysis thedata, The researcher found the common error that exist on the students' writings is in the category of selection. Students committed the error in selection was 114 times or 42.72%The second highest error made by student was omission which commited the 107 errors or 31.75 %. The third highest was addition with 68 times or 20.17% errrors occured. The lowest was ordering with 18 times or 5.74% errors occured. Based on the result, it is figured out that the studentsstill have difficulties in applying grammatical structures in writing.

Keywords: *Grammatical error*

LIST OF CONTENT

LIST OF TABLE

LIST OF APPENDICES

i. **Appointed Letter of Supervisor**

ii. **The letter for doing research from faculty of education and pedagogy**

iii. **Students' scores in writing free writing, midtrem and final test**

iv. **Pictures : students writing paper**

v. **Autobiography**

APPROVAL LETTER

Submitted to Faculty of Education and Teacher Training

Ar-Raniry State Islamic University Darussalam-Banda Aceh

In partial fulfillment of the requirements for *Sarjana Degree* (S1)

On Teacher Education

By:

ADRI JERNIH MIKO

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg No. 231324392

Approved by:

Main Supervisor,   Co-Supervisor,

Siti Khasinah, S. Ag., M.Pd   Zubaidah, M. Ed
19690420 1997032 002   19700424 2001122 001

DECLARATION OF ORIGINALITY

Saya yang bertandatangan dibawah ini :

Nama	: Adri Jernih Miko
NIM	: 231324392
Tempat/Tgl. Lahir	: Banda Aceh, 17 Agustus 1994
Alamat	: JL,tgk glee iniem lambitra Aceh Besar
Judul Skripsi	: Analysis of students grammatical errors in writing

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

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, .29 / Januari / 2018

Saya yang membuat surat pernyataan,

Adri Jernih Miko

CHAPTER I

INTRODUCTION

A. Background of study

There are four skills in English that have to be mastered by foreign learners. The are listening, reading speaking and writinng. From those skills, writing is the most difficult one for all language learners whether the language is the first, second, or foreign language, 'Writing is difficult to learn because authors should utilize a process that includes planning, organizing, and revising to present meaning in words form' (Palmer, 1994: 1). In line with Palmer, Richards and Renandya (2002: 303) states that writing is the most difficult skill for second language learners to master. The skills involved in writing are highly complex.

Futhermore Hamp-Lyons in Nunan (1991: 91) explains that it is true that writing is commonly a difficult activity for most people, both in mother tongue and in foreign language. It is because the writing skill requires capabilities more than other language skills and it needs a special preparation. Writing is clearly a complex process. In writing, there are a number of language aspects involved such as model texts, prepositions, spell-check, punctuation and grammar.

Grammar is one of skills which is useful in process writing. But the problem is, many students still make some errors in writing an arranging some

sentences to be a paragraph . Dulay in Brown (1994 : 205) states that an errors is a deviation from the adult grammar of a native speaker. Finding L2 learners' errors is an evidence of a process of learning because an error has played an important role in study of language acquisition. Lengo (1995) emphasizes that people will learn to be better from errors they have made.

Based on my pre research, eventhough students have learned grammar, most of them still faced some problems in writing. students actually have studied grammar rules, but seldom put that knowledge to practical use (Wachs, 1993). Commonly it is be cause of the target languages are different from their mother tongue. In second language acquisition, learners will be faced two systems that can probably influence each other (L1↔ L2) (Kecskes & Papp, 2000).

According to Ramelan (2003), the adversity faced by the student in language acquisition is caused by the different elements found between the first language and target language. Lado affirmed that 'those language features that are similar to the (learner's) native language will be simple for him, and those areas that are different will be difficult' (1957 in Richards, 1987: 46). By seeing this fact, an analysis is needed in order to know in what aspects they make errors most frequently.

Based on the explanation above, grammar undoubtedly has important role especially in writing. The problem which is often found in writing and arranging paragraph is that the students forgot about the grammar rules. That

is why the students are confused to write a good paragraph grammatically correct. The worst thing that some students make some errors even though they have studied English grammar starting from senior high school. In other words, they have familiar to write a good writing with grammatically correct.

From the above description, the writer tries to classify the errors based on Corder's theory, there are error of ommision, error of addition, error of selection and error of misordering. Therefore, an error analysis has an important role to reveal what kinds of error that the students do most. Finally, the writer is interested in conducting an error analysis by purposing skripsi under title: "Analysis of Students Grammatical Errors in Writing" made by the students on secondary students' English writing II subject of Department of English Language Education Faculty Education and Teacher training UIN ARRANIRY.

B. Research Question

Based on the background of this study, the researcher formulates the question as follows,

1. What are common grammatical errors the students produce while they write in writing?

C. The Aim of the Study

The aim of the study is to analyze common grammatical errors made by the students in their writing.

D. Significance of study

Teoritically, this study will give some benefits for other reseachers that have same research topic. this study also can be a comparative study for them and give them references. Practically, The result of this study provides feedback for lectures of English Education Department that may be useful to recognize students' difficulties in writing so they will pay more attention to the errors made by the students and develop the way how to make the student understand in writting. Additionally, Through this study students also will have considerable for them how writing correctly is constructed and will help students to reconize in what aspect in grammar which is difficult for them.

E. Terminology

1. Analysis

Analisis is the practice of looking closely at small parts to see how they affect the whole. In this research, researcher want to analyze the error made by students with corder teory. The study of errors will give a good picture of which items are being mastered and which are not. In this paper, the researcher tries to analyze a morphological and syntactic (grammar) errors made by the second semester students in writing II subject of the English Education.

2. Grammatical Errors

Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. This research studied errors analysis focusing on grammatical structure in writing. In arranging paragraph many students still used incorrect grammatical patterns that will might cause confusion and miscommunication in students' writing. Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, students will have good writing. in classifying the student"s errors in writing the researcher would like to use Corder theory. Those errors should be analyzed because they give a contribution in understanding the process of language learning.

3. Writing

Writing is the activity or skill of marking coherent words on paper and composing text. According to Ur (1996) "writing is a learned skill". It means writing is a skill which can be learned by anyone by practice intensively because writing is not an automatic skill. In this paper, the researcher want to analyze grammatical errors in writing made by students. Many researchers explained that grammatical error will affect students in writing, like hammer (2002) says that 'if grammar rules are too carelessly violated, communication may suffer, although creating a "good" grammar rules is extremely difficult'. If grammatical competence is

ignored, it is certain that the learners will become grammatically inaccurate communicators, including in writing. Students can improve their writing if there are analyzing in their error commited by themselves. In this research, the Researcher want to analyze grammatical errors in writing produced by student in my research class. The analyzing will be conducted based on student's writing paper that have collected by researcher.

Chapter II

LITERATURE REVIEW

A. Definition of Error

To understand clearly about error, it is better for researcher to consider several opinions given by some scholars. Brown (1994, p. 170) stated that, "Error are part of students" interlingua that is the version of the language which a learner has at any stage of development, and which is constantly reshaped as it aims to gain full mastery.

Error and mistake are totally different. We have to be careful to definite both of them. According to Brown (1994) an error is the wrong deviation made by native speaker because they don't know the correct form. A mistake is a performance error because the native speaker forget the correct form.

According to Dulay and Burt (1982, as cited in Brown, 1994, p. 205), mistakes are considered "goofs". The error is a deviation from the parent's grammar from native speakers who reflect the learner's language competence. It is called a competence error when learners make errors because they are less aware of the target language rules. They will not be able to fix the error quickly. They need guidance to fix errors. They may also make the same error at the time. In conclusion, they define the error as the flawed side of the speech or the writing of the learner. It means that learners cannot learn language without systematically committing errors first.

From definitions above, it can be concluded the mistakes are different from errors. People make mistakes both in native and second language. mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help. To correct error it is necessary to figure out cause and soures of error.

A. Causes and sources of Errors

A lot of causes and sources of errors have been explained by some scholars. There are Interlingual errors and intralingual errors. Interlingual errors are those which are related to native language. It means there are Interlingual errors when the learners' habits (pattrens, system or rules) interfere or prevent them, to some degree, from acquiring the pattrens and the rules of the second language (Corder 1971). Interference (negative transfer) is the negative influence of the mother tongue language on the performance of the target language learner (Lado, 1964).

Intralingual errors are those due to the language being learned , independent of the native language. According to Richards (1974) they are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language" (Richards, 1974). In other

words, they produce deviant or ill- formed sentences be erroneously applying their knowledge of TL rules and structures to new situations.

In 1974, Selingker (in Richards, 1974) reported five of errors.

1) Language transfer.

Language transfer occurs naturally in language learning acquisition. the interlanguage may result from transfer from the first language.

2) Transfer of training.

The interlanguage may result from specific features of the training process used to teach the second language.

3) Strategies of second language learning.

The interlanguage may result from a specific approach to the material to be learned.

4) Strategies of second language communication.

The interlanguage may result from specific ways people learn to communicate with native speakers of the target language.

5) Overgeneralization of TL linguistic material.

The interlanguage may be the product of overgeneralization of the rules and semantic features of the target language.

Based on theories given by scholars it is believed that causes and sources of errors may be derived from native languages or student' mistake in generalizing the concept of grammar itself.

In this paper the researcher will find out about interlingual error and the error will be analyzing based on Corder theory.

B. Grammatical Errors

Grammar can be defined as a set of shared assumtions about how language works. The assessment of grammar not based on how learner point out 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 the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning. In this research, the term of error in grammar will be called a grammatical error. In general, some liguists give several theoritical concepts to the types of errors, the errors are classified into 4 categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. linguistic category

This linguistic category taxonomy classifies errors in respect to language coomponent the errors affects. Language component include phonology (pronounciacian), syntax and morphology (grammar), semantic and lexicon (meaning And vocabulary), and discourse (style). Many reserchers use the linguistic category Taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classiication scheme offered, many use it to add to The description the errors provided by other taxonomies.

2. surface strategy taxonomy

A surface strategy taxonomy highlilghts the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may missinform items or miss-order them . many researchers have noticed, however that the surface elemennts of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learner's reconstruction of the language learned. It also makes aware that learners' errors are some logic. They are types of this category, they are:

a) Error of Omission

The error of omission are explained by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions.

For example : *the boy a student –for- the boy is a student*

TO BE is committed in nominal sentence.

b) Error of Addition

The error of addition is the opposite of omission. Addition is the presence of an item that must not appear in well-formed utterences (Ellis, 2008). For example: *She didn't studied yesterday-for- she didn't study yesterday*

c) Error of Selection

This error is made by the learner where the learner selects the wrong word in the right form. For example; i am biggest then him –for- i am bigger than him.

d) Error of Ordering

Error of ordering is the error where the learner put item incorrect placement.

For example, *what i can do for you.*

From the example above, the items are correct, but learner doesn't put the items in the appropriate form.

3. Comparative Taxonomy

In second language acquisition, many scholars has explained about error causes by mother tongue, it is similarly with Dulay, Burt, and Krashen (1982: 146-191) said that comparative taxonomy is based on comparison between

the students of target language (L2) errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the learners's mother tongue (indonesia language). When learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words in to the learner's mother-tongue to look for the similarity of the phrases or sentences.

For example : the girl beautiful –for- the beautiful girl

4. Communicative Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective if their effect on the listener or reader. Therefore, the focus is on distinguishimg between errors that seem to cause communication focus on aspect errors themselves. Many language teachers and researchers believe that students errors are significant toward the process of learning and teaching english as a second language. The significance of the learners in second language learning are systematic, in what ways are they organized, and what do they suggest about teacher's aims should be to prevent mistakes from occuring in the early stage while are the pupils wholly dependent on the teacher for what they learn, it should be possible to achieve the aim. (cited)

So, these theories aboved are base on the research question, and it help the researcher to answer the problem. But in this case the researcher only use the theory of Surface Strategy Taxonomy and Comparative Taxonomy on analysing the types of error because these theories concern to the surface elements of a language are changed in spesific and systematic ways as the previous description above.

C. The Nature of Writing

Writing has important role in writing learning. it makes a long time to master since it takes study and practice to develop this skill. According to Celce-Murcia, (2001: 94) 'Writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement'. It means that in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

In the school setting, Keys (2000 in Graham, 2007: 9-10) states that writing has different but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating and revising text) to accomplish to a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening student's knowledge; it acts as a tool for learning subject

matter'. From definition above, it can be concluded that writing enables student to express their ideas in order to make good pieces of writing.

The purpose of writing is not only to teach someone to convey idea to the readers but also to reinforce all aspect of languages that have been learned by the students. There is some additional and very important reason why writing is needed in teaching English. According to Ur in her book, "A Course in Language Teaching, sshe explained that the purpose of writing, in principle is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most aspect of the writing.

Writing is usually more complete thatn speaking. In speaking, ones speaks supported by tone of voice, gesture, mimic and context. He can correct his error's utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out, thus writer should arrange his word accurately to create an understandable message.

Writing strats from a simple piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved. Davies-pearse(2002: 101) classify 'writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing)'. In addition, rivers (1981 : 2940 also classifies 'writing activity into writng practice (grammatical exercise,

dictation, and the close procedure) and expressive writing or composition (the writing of instruction, reports, resumes, concrete descriptions, or essential correspondence connected with everyday affair)'.

Writing is complex process which converts the words into written form. Writer should arrange his/her idea into words, slauses, phrases and sentences in order that his writing can be read and the content can be understood. White and Arndt (1991 in Hamer, 2002: 258) stress that' 'writing re-writing; that revision – seeing with new eyes – has a central role to play in the act of creating text'. In their model, process of writing is represented diagramatically:

Table 2.1 model of writing process
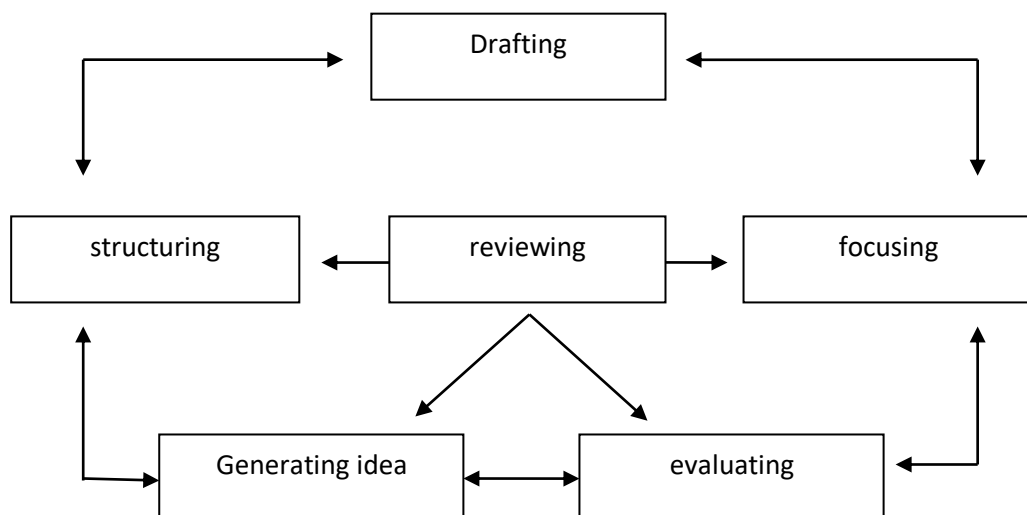
In addition, Calkin and Graves (1983 in Palmer, 1994: 8) present the stages in writing into five stages:

1. Prewiting

    Time to get ready to write, generate ideas and gathering information before writing to enhance the composing process.

2. Drafting

    Translate thier thought and ideas into sentences and paragraphs.

3. Sharing

    Reads the piece aloud and share with listener.

4. Revising

    Expands ideas, clarifies meanings, and reorganizes information.

5. Editing

    Focuses on the spelling, punctuation, syntax and structure of text.

    Based on explanation aboved, we can conclude that writing is more complex that speaking, because it will be take a long to master writing. writing start from a simple piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved. In order to make a good writing, the writer should pass some proces. There are prewriting, drafting, sharing, revising and editing.

a) Writing skill

    The writing skill involves many other sub-skills like the general knowledge about the subject in question and the ability to translate ideas into

grammatical sentences. Harmer(2002: 257) purposes that 'there are some aspect that must be concerned in the writing process, such as language use (grammar, vocabulary, and linkers), puntuation and layout, spelling, checking writing for unnecesary repitition words and/or information, deciding on the information on each paragraph, and the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version'. It shows that writing skill is a complex process combining a number of diverse elements, especially for the students and needs much time to brainstrom ideas until finish written works. Writing skill firstly begins by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice writing critically until they are able to produce good writings. Reading from many sources, listening, watching television, and talking to others can inspire good writings.

From this statement we can conclude that writing skill just can be learned by anyone by practiced intensively because writing skill is not automatic skill.

D. Review of previous study

There are some researchers who have conducted the study on common grammatical errors, for example, Novianty (2013) investigated grammatical errors in writing descriptive paragraph by students in the second grade of SMPN 3 Tanggerang Selatan. He found that the commonest error which most

the students made is errors of selection which are 99 errors or 57.9% its include error in subtance level are 7 are errors or 4.1% in grammar text level are 47 errors or 27.5% in lexis text level are 7 are 7 error or 4.1%, and in discourse level is 38 error or 22,2%.

In recent year, Watcharapunyawong (2013) also has done a similar study. He analyzed writing errors caused by the interference of the Thai EFL students, regarded as the first language (L1) in three writing genres; narration, description and comparison/contrast. He found the simmilarities of errors that the EFL student made in the three writing genres: those were sentence structure, word choice, and comparison structure.

The last study research is a research conducted by Mawaddah Z. A, by the title "An Analysis on Grammatical Errors in Student's English Writing in Argumentative text (A case study in the second year of XI of Madrasah Aliyah Pembangunan UIN Jakarta)". This study was carried out to identify what kinds of Grammatical errors were commonly made by the students. The method used in this study was descriptive analysis or quantitative method, classifying them into the grammatical errors based on Betty Azar. With the result is the most error made by the students of XI Science I of Madrasah Aliyah Pembangunan UIN is in verb tenses which caused by intralingual transfer.

Based on the studies of grammatical error aboved, the reseachers took similar topic, they have investigated about grammatical errors in writing, the

first researcher took second grade of SMP 3 Tanggerang as sample and the second one took Thai as English foreign language to be sample. Different from this study, the researcher take second grade of English Student Department, who have learned about English since senior high. So, the researcher believes it will be given different result from those researcher.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method used in this research is qualitative method. Hatch (2002) states that the characteristics of Qualitative approach are proposes that natural settings, participant perspectives, extended firsthand engagement, focus on meaning, wholeness and complexity, emergent and evolving research design, inductive data analysis, and incorporated researchers' reflectivity. It will calculate the errors, describes and check the data that is available.

Futhermore, it's necessary to know that this research was conducted to reveal the research problems proposed in which the data studied were the college students' writing in narrative text (in more general term those were classified into document). Such kinds of data are classified into qualitative ones (Ary, 2006:49). Hence this research is designed in a case study and it will be only examine a single subject like Bogdan and Biklen (2007) states that a case study is a detailed examination of one setting or a single subject. Moreover, Deddy (2008: 201) states that case study is the comprehensive explanation about some aspect of individual, group, organization (community), program, or social situation. In other words, qualitative case study is an empirical enquiry that investigates a contemporary phenomenon within its real life context, and in which multiple sources of evidence is used. In short, the research design of this study is case study with Quantitative

descriptive approach. In this research, the researcher wants to analyze morphological and syntactic errors made by the third semester students taking writing II subject of the English Education Department at UIN Ar-raniry State Islamic University.

B. Location and Time

This study was conducted at UIN Ar-raniry State Islamic University. Particularly in students English department. Students of English department will be involved due to writing is one of mandatory lesson that should taken by students, In order to to find out the extent of errors made by students. To obtain the data, the researcher asked permission to the college and the lecturer to conduct the research. Then, on September 28th, 2017 to December 30th, 2017, the researcher obtained the data through three steps, there are free writing, midtrem test and final test that made by students. In addition, the researcher analyzes all the data to identify the errors.

C. Focus the Research

1. Population and Sample

   Parahoo (1997:218) defines population as "the total number of units from which data can be collected", such as individuals, artifacts, events or organisations. futhermore, the third grade of English student department consists of 240 persons.

Polit et al (2001) define a sample as "a proportion of a population". In line with Polit, Cohen (2007) defines sample as small group that is observed. In other words, sample is small group of participant taken from the greater group called population. The researcher used purposive sampling to take sample from the population. According to Sugiyono (2009), purposive sampling is a sampling technique of data source with a certain consideration. This sampling was chosen based on some considerations such as the limitation of time energy, and money. Futhermore, the standard used in choosing group of participants is whether they are have information that the writer needs for the research (Patton, 2002, as cited in Creswell, 2008). In this case, the researcher collected the data from unit 3, The class consists 31 students. Based on the researcher's observation and the interview with the teacher show that students of unit 3 have abilities in writing that will be analyzed by the researcher.

D. Technique of Data Collections

Arikunto (2006) stated that data collection is the method that used by the researcher to collect the data, and instrument is the tool that used to get the data. Furthermore, the researcher used documents paper to collect the data in this research. Documents paper were used to answer research questions. Therefore, it will helpful for researcher to know kind of grammatical errors

made by the college students and the highest and the lowest error frequency of each error

To get the data, the researcher collects student's paper through three stages.

1. The first student' free writing was collected on september 28 th 2017

2. The second data collected when student have finished midtrem test on october 29 th 2017.

3. The third data collected when student have finished the final test.

Finally, the data that have been collected will analyze according to Corder steps (1981). The description of these steps will explain in data analysis.

.

E. Technique of Data Analysis

This study focused on grammatical error analysis. Corder (1967:160) explains that error analysis can deal effectively only with learner production; speaking or sentences, not with learner reception; reading and listening. Its compatibility was then strengthened by the fact that this study tried to uncover the errors occurring in language construction made by a specific group of learners and the error analysis itself. The processing of this analysis, I took the steps proposed by Corder (1974) in Ellis and Barkhuizen (2005): (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, (4) explanation of errors.

After having all writing made by the third semester students taking writing II subject, the researcher started collecting the data. In collecting the data there

are several procedures that the researcher did. There are three main steps used in analyzing the data namely :

    1.   Identifying the errors.

Firstly, after collecting the students' compositions, the researcher try to find out the grammatical error by underlying the error. The Researcher started identifying the sentence which produced an error or errors, by underlining every part of the sentence such as word, phrase, clause or even the sentence itself. This process was to identify the location of errors in the sentence. Afterward, the Researcher classified the errors into morphological and syntactic errors. Finally, all error sentences were put in a list in order to make it systematic and easy to analyze.

    2.   Finding out the frequency of each error.

It consists of two steps; calculating the error frequency of each category and calculating the error of each sub category.

    3.   Calculation of data.

In this step consists of presenting the diagram of frequency distribution of errors and presenting some examples of the errors taken from the data.

The researcher used the formula on Corder theory $\{ p = \frac{n1}{\Sigma n} \times 100 \% \}$ theoryto find the types of grammatical error in Guided students' Writing. P= percentage, n1= total of the errors, Σn= total of the whole errors. Finally, each type of errors was explained and discussed.

All results of the process of identification, classification, and description of errors presented into one big table which is put in the appendix page. In presenting the types of errors, the researcher finished each classification in

morphological errors types firstly, before doing the syntactic one. The example of tables:

Tabel 5.1

Table of errors Frequency

No	Surface strategy taxonomy	Total errors	Percentage (%)
1	Omission		
2	Addition		
	a. regulation b. double marking c. simple addition		
3	Selection a. regulation b. archi-form c. alternating		
4	Ordering		

Chapter IV

Research Finding and Discussions

A. The Process of Collecting the Data

The instrument used in this research is documents paper. The researcher collected students paper in writing class of unit 3. Data collection took three stages, first the researcher collected free writing made by students, second the researcher collected the data in midtrem test, and the last the researcher took the final test made by students.

B. Data Description and Analysis

In order to make the data easy to analyze, the researcher carried out three steps on describing the errors found in students' writing, they are identifying the error, finding out the frequency of each error, and calculating them in the form of a table. To find out the types of error and how many error on students' writing, the researcher documented the students' writing. Then the writer analyzes the data one by one and categorized each other. The data from the students' writing are presented below.

Tabel 4.1 Errors on surface strategy taxonomy

no	Surface Strategy Taxonomy	frequency	Percentage (%)
1	Omission	107	31.75 %
2	Addition	68	20.17 %
3	Selection	144	42.72 %
4	Ordering	18	5.34 %
	Jumlah	337	100 %

Figure 1. distribution of student' error
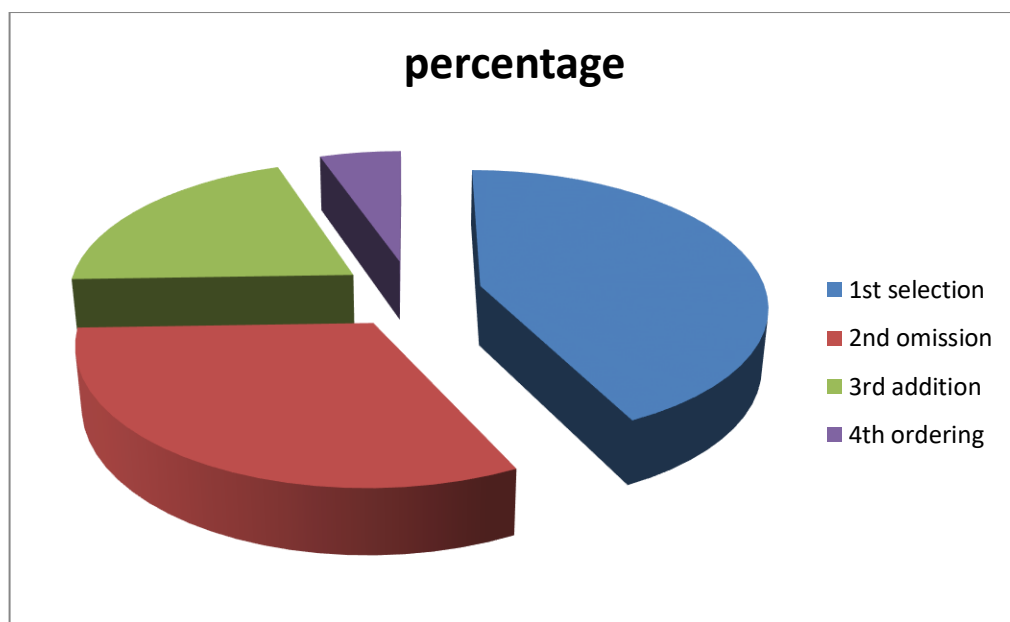
Tabel 4.1 shows that 31.75% of omission of errors, 20.17% errorss were found in addition, 42.72% errors are selection, and errors ordering was 5.34%. these errors described the problems which students faced in writing.

From the data research above, it was found that selection was the highest percentage of student' error made in writing. the students commited errors 144 times or 42.72% out of the whole errors. Selection is the error which is where the learner selects the wrong word in the right form. The error mostly the learner can not distinguish to choose the appropriate to be. From students writing, the researcher found the common errors such as "*is, are,was,were has, have*" for examples, "*i know that every student have a favorite lecturer*", "*pulau dua are two small island that has thier own history*", "*they was very annoying*", "*my favorite animal are hamster*", "*it have gold yellow feathers*" in those sentences, students does not put appropriate to be in right place, beacause it was plural words *two small island and they*, must be followed by *have* and *were*. In other hand, in singular word such as *my favorit animal, it and* every *student* must be followed by *is* and *has*. Other example is the choice of word in which both have different meaning, such as "*making a task*" instead of "*doing a task*", "*to use polite clothes*" instead of "*to wear polite clothes*". In those sentences, the student used an ambiguous word *making* and *use* to explain the meaning of *doing* and *wear*. The error was also found in the category preposition such as " *if we have sailed in that ship...*". This sentence will be more correct if the student use *with* to refer *in*. The sentence should be "*if we have sailed with that ship...*" the error of verb that have same pronouncing such as "*before i rich the top of guava*" this sentence was incorrect because rich is not appropriate word to explain the top of guave, the sentence will be more correct if the student use *reach* to refer *rich*. the error of

verb that have meaning such as " *teacher <u>saw</u> my paper task*" this sentence was no correct because *saw* inappropriate in that case, it should be "*check*". *The* error was also found in the sentence "*there are much effect of smoking..*". The sentence is incorrect because *much* refers to uncountable noun, while *effect of smoking* is countable noun, thus, the using determiner *much* should be change into countable noun *many*. The error was also found in the sentence "*you just need to prepare all of materials*" the sentence is incorrect because *material* is not appropriate used in cooking, student should be use *ingredient* to refer material. Another example such as "*we do everything <u>with</u> our self*" instead *we "do everything <u>by</u> our self*" the sentence was incorrect because student wrong in choosing preposition.

The second highest percentage of student error was omission. The students commited error 107 times or 31.75% out of the whole errors. Omission is the error which is characterized by the absence of an item that must appear in a well-formed utterance. From the data of student' writing, the researcher found the common errors in deletion "s" such as, "*the are three reasons why UIN Ar-raniry <u>become</u> a nice collage*" other examples, "*everyone who <u>come</u> there have to..*" and "*UIN Ar-raniry also has many <u>achievement</u> in various..*" those sentences must be added *s* related singular words.another example of omission such as, "*<u>to</u> campus on time*" the sentence miss verb after infinitive. So, the sentence must be "*to go campus on time*". Another example of error made by student such as, "*<u>when</u> i child*" the sentence was incorrect because student miss the to be. So, the sentence must be "*when i was child*". Another example

such as "*undertand English also help us to get..*" instead "*understanding English also help us to get..*" the sentence was incorrect because there is no subject in the sentence". So, understad must be form in gerund.

The third highest percentage of student error was addition. The student commited the error 68 times or 20.17% out of the whole errors. Addition is the the presence of an item that must not appear in well-formed utterences. The example such as, "*come to shcool one time and wearing a complete uniform*" this sentece was incorrect because *wearing* not parallel with come. So, the sentence must be "*come to school and wear a complete uniform*". Another example such as "*i played with it*" instead of "*i play with it*" the sentence was incorrect because put unappropriate tense "played" that is not compatible with present tense. Another example, "*discipline is obedient about the rules*" instead of "discipline is obedient the rules" the sentence was incorrect because student unnecessary to put "about". Another example such as "*i must always ready too in every condition*" instead of *"i must always ready in every condition"* student not necessary to add "too" like in bahasa to explain the statement. Another example such as "*i will diving in the sea*" the sentence was incorrect because there is Verb+ing after modal "will". So, the correct form of the sentence is "i will dive in the sea".

The lowest of the percentage of the student error was ordering, student commited errors 18 times or 5.34%. Ordering is the error where the learner put item incorrect placement. The example such as "*a country rich natural resources*" instead of "*a rich country of natural resources*" another example

such as "*rice fried is my favorite food*" instead of "*fried rice is my favorit food*". The sentence was incorrect because student influenced by his native language. another example such as "*the table shows people how much like the internet*" the sentence has ambiguous meaning because student put "*people*" in wrong place. So, the correct form is "*the table shows how much people like internet*". From the frequencies of the type of those errors above, it was concluded that the students were still committed errors on omission, misformation, addition, and misordering errors. The students tend to make errors as the result of their native language transfer since they have not been familiar with the English language system which makes them lack of competence to the target language.

C. Dicussions

The discussions in this section is to answer the research question stated in Chapter I. There is one research question:

2. What are the common grammatical errors that the students do in writing?

Based on the result of analysis, it shows that the highest percentage of errors made by student is selection, the second is omission, the third is addtion, the lowest is ordering.

It could be stated that the students get the problem in applying the word choice which should be add in sentence based on the approriate rules. In this case, the students did not add word choice in sentence based on the approriate rules.

Besides, it could be stated that the students have failed applying grammar in complex sentence because the students have lack of knowledge about grammar they just translated every word by using dictionary. It could be proven that they committed the error on writing. The result can be concluded that the students committed the grammatical errors on writing based on categories of ommision, addition,selection and ordering. The researcher found the common error that exist on the students' writings is in the category of selection.

The results of this study are different from Alfiyani (2012) who conducted a study to investigate the second semester students in writing errors in Yogyakarta State Universiy she found that omission is the most frequent one committed by students with 281 errors time or 47.22 % while selection, addition, and ordering followed with 189 errors or 31.76%, 119 errors or 19.78%, and 6 errors or 1.00% percentage. Most of students still influenced by native language. Although the results of the study indicated the majority of the second semester students are still making a lot of grammatical errors, to some extent, some Students' writings were found well organized in the right pattern and had fewer errors.

In summary, dominantly most of students were made error because their native language transfer. Actually they have studied about grammar but failed in applying thir knowledge in complex sentences that makes them confused the right pattern. In others word, it can be said that They have not been

familiar with the English language system which makes them lack of competence to the target language.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As it was stated in Chapter I, The aim of the study is to analyze common grammatical errors that made by the students in their writing. The researcher analyzed the data based Corder theory. Based on the previous chapter, there are four category of errors were found in the students' writing. The four categories are:

1. Selection

The occurences of selection in students' writing are 144 times or 42.72% out of the total number of the grammatical errors. The selection was the highest frequency of errors in the writing conducted by the English students in their learning process. It is happened when the student supplies the wrong form of the structure. It is occured when the learner supplies something although it is incorrect. The example of selection error such as "*i know that every student have a favorite lecturer*".

2. Omission

The omission errors are committed 107 times or 31.75% out of total number of the grammatical errors. The omission was the second highest frequency of of errors in the writing conducted by the English students in

their learning process. The omission happened when the students omit an item that must appear in a well-formed utterance or writing. The example found in the data is "*UIN Ar-raniry also has many <u>achievement</u> in various..*".

3. Addition

   The addition errors are committed 68 times or 20.17% out of the total number of the grammatical errors. The addition errors occured when the students present an item which must not appear in a well-formed utterance or writing. It is usually occured in the later stages of second language acquisition, when the learner has already acquired some target language rules. The example of addition such as "*i will <u>diving</u> in the sea.*"

4. Ordering

The occurences of ordering errors in writing are 18 times or 5.34% out of the total number of students' writing. The ordering errors was the lowest frequency of occurence made by the English students. It is happened when the students make an incorrect placement of a morpheme or group of morphemes in an utterance or writing. The example found in the data is "*<u>rice fried</u> is my favorite food*".

B. Suggestion

The researcher would like to present some suggestions that will hopefully provide more insight into the learning of writing and give a new idea for better teaching and learning process in university level. The first suggestion is intended for the teachers as the one that can minimize the students' errors. The second is student as subjetc of this research. They can be aware to their writing in order to improve thir writing skill. The last is for other researchers who will conduct a research related to this research study.

1. The English teacher

Based on this study, it can be suggested that the teachers should be aware on grammatical errors in writing, thus they can identify the difficulties faced by students in writing. Knowing the problem will make it easier for teachers to solve the problem. The result of the study is valueable for them as indicator in evaluating teaching learning process whether they are succesfull or not. It is expected that they will not make the same errors in the future.

2. For students

Through this research, students can reconize in what aspect in grammar which is difficult for them. In order to improve their English grammatical ability students have to learn English by reading more materials .

3. For others researchers

next researchers could take this study as a guideline in conducting the research.

REFERENCES

Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Bina Aksara.

Ary (2006). *Introduction to Research in Education.* Wadsworth: Cengage Learning .

Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods*. Boston, MA [etc.: Pearson Allyn & Bacon.

Brown, H. Douglas. (1994). Principles of Language Learning and Teaching. 3rd

Buchanan, B., Carol J. A., & Susan K. Y. (2001). Journey to Gameland: *How to make a board game from your favourite children's book.* United States of America: Library of Congress Cataloguing-in-Publication Data.

Corder, S. P. (1973). Introducing Applied Linguistics. Harmonds worth: penguin.

Corder, S.P. (1974). Error Analysis*,* In Allen, J.L.P. and Corder, S.P. (1974). *Techniques in Applied Linguistics*. Oxford: Oxford University Press.

Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Dulay,Heidi, *et al.(*1982). *Language Two*. New York: Oxford University Press.

Hanafi, A. (2014). The Second Language Influence On Foreign Language Learners' Errors: The Case Of The French Language For Algerian Students Learning English As A Foreign Language. European Scientific Journal, (2), 31-38.

Hatch, J.A. (2002). *Doing qualitative research in educational settings*. Albany: State University of New York Press.

Harmer, Jeremy. (2002). The Practice of English Language Teaching 3rd Edition. London: Longman.

James, C. (1998). Error in Language Learning and Use. Exploring Error Analysis, New York: Longman.

Kecskes, I. and Papp, T. (2000) *Foreign Language and Mother Tongue*. Mahwah, NJ: Erlbaum.

Lado, R. (1964). *Language Teaching: A Scientific Approach*. New York: McGraw-Hill.

Louis Cohen, L. M. a. K. M. (Ed.). (2007). research methods in education (Sixth ed.): Routledge 270 Madison Avenue, New York, NY 10016.

Mulyana, D. (2008). *Metodologi Penelitian Kualitatif,* (Bandung: PT. Remaja Rosdakarya, p. 201.

Nunan, D. 1991. *Language Teaching Methodology*. New York: Prentice Hall.

Palmer, C. Barbara., Hafiner, L. Mary., and Sharp, F. Marylin. (1994). Developing Cultural Literacy Through the Writing Process. Massachusetts: Allyn and

Parahoo, K. (1997). *Nursing research: Principles, process and issues.* London: MacMillan Press, P.218.

Penny, Ur. (1996). A Course in Language Teaching, United Kingdom: Cambridge University Press,p. 161.

Polit, D. F., & Beck, C. T. (2004). Nursing research: Appraising evidence for nursing practice (7th Edition). Philadelphia: Wolters Klower/Lippincott Williams & Wilkins.

Ramelan. (2003). *English Phonetics.* Semarang: uness pressing.

Richards, I.A. (1974). Techniques in Language Control. Rowley: Newbury House Publishers.

Richards, C. (1987). *The Context of Language Teaching*. Cambridge: Cambridge University Press. edition. Englewood Cliffs, New Jersey: Prentice Hall Inc

Richards, J. C and Renandya, W.A. (2002). *Methodology of Language Teaching: an Anthology of Current Practice*. England: Cambridge University Press.

Sugiyono. (2009). *Metode Penelitian Bisnis (Pendekatan Kuantitatif, Kualitatif, dan R&D)*. Bandung: Alfabeta.

Wachs, S. (1993). Breaking the writing barrier: Approaches to the composition class. In P.