A STUDY ON GRAMMATICAL ERRORS IN THE DESCRIPTIVE COMPOSITIONS OF ENGLISH PRODUCED BY THE SEVENTH GRADE STUDENTS OF MTs AL- WACHID OF SURABAYA

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ABSTRACT

Renata, Olivia Yuniar. 2010. *A Study on Grammatical Errors in the Descriptive Compositions of English Produced by the Seventh Grade Students of MTs. Al-Wachid of Surabaya*

Key words: Grammatical Error, Error Analysis, Descriptive Composition

In accordance with the standard competencies, one of genres of texts taught to the seventh grade students of Islamic Junior High School is descriptive text which is aimed to describe a particular person, thing, or place. Since it tells about factual events, one of the language features mostly used is simple present tense and other language features used in writing descriptive text. Therefore, the students of the seventh grade students are expected to master this tense well in order that they are able to produce a piece of descriptive writing with well-grammar. However, in learning language, the students cannot avoid themselves from making errors since it is regarded as a part of learning process.

This study is conducted to describe the types and the causes of errors occurred in the students' descriptive writing and to calculate the percentage of those errors to know the frequency of their occurrence. The data taken from the documentations of daily test – task I and II are presented in the form of words and percentage. Thus, the research design of this study is descriptive qualitative. Here, the subjects are the seventh grade students of MTs. Al-Wachid of Surabaya, in both classes; A and B class. There are 25 students of each class produce the two tasks in different time, theme, and teaching technique, but, in this case, only 37 descriptive writing that will be analyzed since there are some students who do not do the task given and some others are absent. In this study, the researcher uses four theories; Linguistic Category Taxonomy by Burt and Kiparsky, and by Dulay, Burt and Krashen to identify the errors found, Surface Strategy Taxonomy by Dulay, Burt and Krashen to classify them, interlingua proposed by Wilkins and intralingua suggested by Richards to predict the causes of errors.

The result of data analyzed shows that the most type of errors in the first task based on *Linguistic Category Taxonomy* belongs to *be* forms and a*rticles* as the least while in the second task, the most is *simple present tense*; verbal ending *–s* and the least is *to* infinitives and *subject and number*. According to *Surface Strategy Taxonomy*, the most frequent type of errors found in both tasks belongs to *omission errors* occured 49 times or 58.3% out of 84 errors in the first task and 60 times or 50.4% out of 119 errors in the second task, and the least is *disordering errors* 7 times or 8.3% in the first task and 9 times or 7.6% in the second task. The errors found are caused by *interlingua* and *intralingua*; over-generalization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized.

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study that describes the reasons why the researcher intends to conduct the study. Because of those reasons, problem of the study, objective of the study, and significance of the study are formulated. Next, scope of the study to give some limitations about what is and what is not included in this study. Finally, a list of important terms is defined to avoid misunderstanding of those terms.

A. Background of the Study

In the globalization era, people are demanded to learn English as a way in which higher levels and wider areas of learning process can be acquired. English as a global language becomes a language that people have to speak or learn to make the communication easier. By using English, people from different countries with different languages are able to communicate with others. In some countries like China, Japan, and also Indonesia, English is only used and learned primarily for getting in touch with people outside the community; education, government, or business. Thus, it is often called as a *foreign language*. In learning a foreign language, learners are involved in the process of approximations to the system used by native speaker of the

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language.[1] In Indonesia, English is regarded as a foreign language that is not used frequently in daily communication. However, Indonesia learners must experience a process of language acquisition in which they learn a new language differs from their mother tongue. They are unable to master English directly since it needs the long enough of learning process; from simple words until sophisticated ones. In fact, when it comes to the discussion on one's English skills, it is likely related to someone's mastery of English grammar. English is a particular language that has its own rules of pattern called *grammar*.

Grammar might be used to show how a language works and regarded as an essential requirement toward the success of language learning. Language without grammar will be disorganized and will cause some communicative problems, such as grammatical errors in writing and speaking. In general, grammar used in spoken sentences is usually simpler and less strictly constructed than in written sentences. Writing requires more attention than speaking and surely needs grammar learning as the first step to write well. As other language learners, English learners who want to learn about writing English well also need to know the grammatical rules, which consist of a set of rules for putting words together into sentences grammatically in a certain

[1] Douglas Brown, *Principles of Language Teaching and Learning*, (San Francisco, Longman, 2000), p. 215

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language, so that they are able to produce a good writing or a well communication with others.

In the second language acquisition studies, one of the issues discussed is that the deviant forms of English learners, namely *errors*. The basic idea in the error analysis is although the learners have cognitive ability to learn and acquire the target language, they are still difficult to avoid doing errors. In fact, it shows that learners have their own system in producing errors; it is mostly caused by the influence of their first language acquisition (*mother tongue*). As Chastain states, "errors in the process of language learning are due to the interference from the mother tongue."[2] The interference of the first language is one of error sources in second language acquisition. However, studies on error analysis contribute to the knowledge development of how people learn and use the languages and how this knowledge can be applied into teaching foreign language more effectively as well as developing more efficient instructional materials.[3] By knowing the errors produced by learners, the researcher may be able to reveal type of errors itself. The researcher also believes that in language learning, errors are naturally happened and considered as a necessary phenomenon. Language learning is similar to any other human learning in which learners will certainly produce errors during

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[2] D. A. Wilkins, *Linguistics in Language Teaching*, (London: Edward Arnold Publisher Ltd., 1980), p. 197

[3] J. Hendrickson, *Error Analysis and Error Correction in Language Teaching*, (Singapore, Seameo Regional Centre, 1983), p. 9

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learning process. In other words, committing errors must be considered as a natural step ahead in learning process rather than a fatal point of total failure.[4] By producing errors during learning foreign language, learners will build their new knowledge to use the target language better than before.

These errors are, of course, getting worse if it is not corrected immediately and in this case teacher has an important role to help learners correcting their errors. The teacher may give remedial exercises or practices as a way to solve the error produced and also may give high motivation to the learners to have effort to learn more about English especially grammar in writing. Generally, learners' errors are a description of students' understanding in mastering the language learned; if their understanding is less, errors may occur, but if their understanding is more, the occurrence of errors will be less than before.

Errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, and the study on learners' errors is usually called *error analysis*. Errors - clear manifestations of learners' system - arise from several general sources: Interlingua errors of interference from the native language, intralingua errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and affective variables.[5]

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[4] T. William Littlewood, *Foreign and Second Language Learning Acquisition Research and Its Implication for The Classroom*, (New York, Cambridge University Press, 1984), p. 189

[5] H. Douglas Brown, *Principles of Language Teaching and Learning*, (San Francisco, Longman, 2000), p.171

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The researcher chooses written language since she has a great concern to the students' competence in writing formal written English. To be able to write a good composition, the learners have to apply Standard English Grammar. Composing a piece of writing English is regarded as a way of transferring ideas, so that the writer is demanded to be able to organize and write the ideas in coherent sentences in order to avoid the readers from misinterpreting in understanding the writer's composition. Every student learning Second Language (L2) will do errors – as cited by Corder reprinted by Douglas Brown. It is proved by when the researcher did a preliminary observation toward some tasks of grammar in case of writing composition of seventh grade students of Islamic Junior High School during teaching and learning process in 2 days (May 3rd and 4th 2010); the researcher found that the students did errors in their composition of *simple descriptive text*. Considering those, the researcher is particularly interested to analyze grammatical errors produced by the seventh grade students of Islamic Junior High School of Al-Wachid of Surabaya. Studies on grammatical errors are considered crucial since they are actually obstacle in understandable communication. Indeed, it is true that focusing on grammatical errors is worth study due to the importance of using the correct grammatical rules in English compositions that might ensure the production of a good composition.

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B. Problem of the Study

Based on the background of the study described above, the problem of the study is formulated as follows:

1. What is type of errors occurred in the English compositions of *simple descriptive text* produced by the seventh grade students of Islamic Junior High School of Al - Wachid of Surabaya?
2. What is the frequency of occurrence of each type in the students' compositions?
3. What is the possible cause of errors occurred in the students' compositions?

C. Objective of the Study

In line with the problem of the study stated above, the objective of the study is to know:

1. Type of errors occurs in the English compositions of *simple descriptive text* – in accordance with *Linguistic Category Taxonomy* – produced by the seventh grade students of Islamic Junior High School of Al-Wachid of Surabaya.
2. The frequency of occurrence of each type in the students' compositions – based on *Surface Strategy Taxonomy.*
3. The possible cause of errors occurred in the students' compositions.

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D. Significance of the Study

Looking at the objective of the study above, this study is trying to analyze the grammatical errors occur in the English compositions of *simple descriptive text* produced by the seventh grade students of Islamic Junior High School of Al-Wachid of Surabaya. The result of this study later is expected to:

1. Give some valuable inputs for foreign language teachers; this will help them to identify the students' grammatical problems – what the students have learned and what they have not yet mastered – and emphasize on certain aspects in their language teaching process to minimize the possibility of reproducing errors in the next semester, for instance, give remedial exercises after the teacher explains more about their errors produced.
2. Give a better - understanding about the deviant forms and the correct grammatical rules of the target language to the seventh grade students of Islamic Junior High School so that they are able to avoid reproducing the same errors in the next semester.
3. Give the researcher an understanding of the grammatical errors; about how language is learned or acquired, how to classify and analyze the error types and an understanding of the nature of error itself produced by Second and/ Foreign Language Learners.

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E. Scope and Limitation of the Study

This study focuses on discovering and describing the type of error – in relation with *grammar* – in English compositions during the teaching learning process. The limitation of the study is on the errors in term of language features used in writing *simple descriptive texts*; describing about a particular topic (1st task: hobby, and 2nd task: one of student's family members) – that can be identified from 37 compositions of both classes and both tasks – the first task is 19 compositions; 10 compositions of A class, 9 compositions of B class, and the second task is 18 compositions; 10 compositions of A class, 8 compositions of B class. Errors related to choice of words, spelling, punctuation, and style of writing are excluded in this study.

This descriptive will be conducted at the seventh grade students of Islamic Junior High School of Al-Wachid of Surabaya, period of 2009-2010. Here, there are two classes; A and B. A class consists of 25 students and B class is too. Each class is conducted in 90 minutes for each meeting, which is twice in a week (Monday and Friday); it is based on the schedule of teaching and learning process from the school. As stated by the English teacher, there, that the seventh grade students of these two classes are less motivation in learning English; some of them are lazy and careless of teacher's explanations and instructions about English materials – they assumed that English is not their language, why they are demanded to learn it. This, unconsciously, influences their English knowledge – they frequently commit errors in their composition

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although the teacher has already explained those more than twice. It happens may be caused by the teacher's teaching technique is not interesting, make the students bored and less motivated to study their Second and/ Foreign Language.

F. Definition of Key Terms

The following terminology will be used in order that the readers will have the same interpretation in understanding this study:

1. Grammar is a system of rules that allows human beings to form and to interpret the words and sentences of their language. Here, the researcher analyzes grammatical error – occurring in compositions of *simple descriptive text* – that relates with the language features used in this text.
2. Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.[6]
3. Error analysis is a study of learners' errors; identifying, classifying, and systematically interpreting the unacceptable form produced by second and/ foreign language learners, using any principles and procedures provided by linguists.
4. Composition is a piece of written work produced to practise the skills and techniques of writing or to demontrate a person's skill as a writer.[7] In

[6] *Ibid*, p.170

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language teaching, two types of writing activities are sometimes distinguished:

a. *Free Composition*: the student's writing is not controlled or limited in any way, such as essay questions, or writing about a particular topic.
b. *Controlled Composition*: the student's writing is controlled by various means, such as by providing questions to be answered, sentences to be completed, or words/ pictures to be described.

Here, the researcher focuses on the type of error occurs in *free composition* – about a particular topic (1st task: student's hobby; 2nd task: one of student's family members) – produced by the seventh grade students of Islamic Junior High School of Al-Wachid.

5. Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text has generic structures: *identification*; identifying the phenomenon to be described, and *description*; describing the phenomenon in parts, qualities, and/ characteristics. It usually uses the language feature, such as attributives and identifying process, adjectives and classifiers in nominal group, and simple present tense.

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[7] Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (London, Pearson Education Ltd.-3rd editions, 2002), p. 97

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the understanding theory and study – from previous researchers – used in the study concerning with the grammatical errors in the students' compositions and descriptive research. To be more specific, this review of related literature discusses about as follows:

A. The Nature of Writing

Writing is one of the five skills has to be mastered by language learners. It is one of ways of humans to express their thought through a piece of work. Nunan states, "writing is the physical act of committing words or ideas to some medium and is also the mental of work of inventing ideas, thingking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader."[8] Furthermore, Hogue argues that "writing is a process of creating, organizing, and polishing."[9] Other linguists – White and Arndt – suggest, "producing a text involve six recursive procedures: drafting, structuring, reviewing, focusing, generating, ideas, and

[8] David Nunan, *Practical English Language Teachung*, 1st edition, (Singapore: McGraw-Hill, 2003), p. 88

[9] Ann Hogue, *The Essential of English*: A Writer's Handbook, (New York: Pearson Education Inc., 2003), p. 255

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evaluating."[10] The above statements prove that writing is a productive skill that has complex steps and of course needs long enough time to be mastered. The difficulty to write well, in this case, is not only faced by second and/ foreign language learners but also native language learners. As stated by Brown, "we also fully understand the difficulty of learning to write well in any language, even in our own native language."[11]

However, writing is an important skill to be mastered well by the learners because it measures how far the success in learning the target language acquired by them, especially for whom have been in the highest level, such as in college. As stated by Carter, "the students of colleges are usually required to write papers or essays in order to ensure that they are knowledgeable."[12]

To be knowlegeable learners, they have to try hard to write a good writing from the earlier stage of learning. A good writing – defined by Nunan – is graded for its grammatical accuracy and correct organization as well as its content, and of course should be comprehensive and understandable, so there is not misinterpretation between the readers and the writer.

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[10] David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle & Heinle, 1999), p. 273

[11] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 218

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B. The Nature of Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. It can consist of one sentence or as long as ten sentences. However, the number of sentences is not important but it should be long enough to develop the main idea clearly. A paragraph consists of several related sentences that develop one unit of content. Dornan and Dowe stated, "A paragraph may stand alone as a brief work, but usually it functions as a part of a longer piece of writing."[13] A paragraph consists of one topic sentence and some support sentences.

Here, the researcher are going to analyze the errors produced in the students' paragraph writing – specifically in their two writing assignments in simple descriptive text.

C. Descriptive Text

The genres of cultural context forms are kinds of text of which each has certain communicative purposes, text structures, and linguistic characteristics. In accordance with this statement, it is important for Second/ Foreign learners to study about the genres that come from English culture including how to make a good conversation in English. As noted by Depdiknas, "Genre also

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[12] C. Carter et. al., *Keys to Effective Learning*, (New Jersey: Pearson Education Ltd., 1985), p. 246

[13] Edward A. Donan and Charles W. Dawe, *The Brief English Handbook*, (Little, Process Boston: Houghton Mifflin Company, 1987), p. 244

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brings linguistic implications that should be noticed by the learners."[14] Based on the curriculum stated above, the genres of cultural context forms are *descriptive*, *narrative*, *recount*, and *anecdote* – taught to the eight grade students of Junior High School. Depdiknas states that "the basic purpose of descriptive text is to give information to the readers."[15] The social context of this text is giving such description about certain thing, person, or place that writer knows well. Nowaday, the seventh grade students of Junior High School are provided *functional text*, *descriptive text*, and *procedural text* to be learned although in simpler way than eight and nineth grade students of Junior High School. Here, the researcher chooses to analyze the type of error in the composition of *simple descriptive text* because based on the result of preliminary study, frequency of occurrence of error mostly occurs in the *decriptive text* than in procedural and functional text.

Descriptive text differs from report text that deals with general class of things, such as animal species, architecture of certain era, and so on. Savignon states, "better communication means better understanding of ourselves and

[14] Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyyah*, (Jakarta: Depdiknas, 2004), p. 51

[15] Depdiknas, *Bahan Pelatihan Terintegrasi Berbasis Kompetensi Guru SMP Bahasa Inggris Pembelajaran Teks Descriptif*, (Jakarta: Depdiknas, 2005), p. 4

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others."[16] It means that "the relationship between the writer and the reader in this text is likely the authority and unknown readers and/ listeners."[17]

Description is represented by words of our sensory impressions caught in a moment of time. "In much descriptive writing, visual imagery dominates."[18] Barnet and Stubbs also state that description is often a kind of persuasion. Describing such thing, person, or place may persuade the readers to visit or see the source of description directly. The vocabulary relates to the name of place, *for instance*, location, direction and all about the place described, while the vocabulary used to describe animal, *for instance*, classification, appearance, habitat, behavior, and all the animal has. Every genre has text structures, language features, and linguistic characteristics and so does descriptive text. Here are the linguistic characteritics of descriptive text:

a. Descriptive text aims to show rather than tell the reader what something / someone is like
b. Descriptive text relies on precisely chosen vocabulary with carefully chosen adjectives and adverbs.
c. Descriptive text focuses and concentrates only on the aspects that add something to the main purpose of the description.

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[16] S. J. Savignon, *Communicative Competence: Theory and Classroom Practic*, (Reading, Mass: Addison-Wesley, 1983), p. 4

[17] Depdiknas, *Bahan Pelatihan Terintegrasi Berbasis Kompetensi Guru SMP Bahasa Inggris Pembelajaran Teks Descriptif*, (Jakarta: Depdiknas, 2005), p. 4

[18] S. Barnet and M. Stubbs, *Practical Guide to Writing*, (Boston: Little, Brown and Company: 1977), p. 210

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d. Sensory description – what is heard, seen, smelt, felt, tasted – precise use of *adjectives*, *similes*, *metaphors* to create images/ pictures in the mind.

e. Strong development of the experience that *put the reader there* focuses on key details, powerful verbs, and precise nouns.

Beyond the characteristis stated above, the descriptive text also consists the *generic structures* as seen below:[19]

a. Identification or definition; it identifies, defines, and gives information about the subject, e.g. whale is a mammal that lives in ocean.

b. Description; it may describe the physical appearances, qualities, general personalities and the characteristics.

Besides, the *language features* used in writing of descriptive text are as follow:

a. Special noun; e.g. actor, house, elephant, etc.

b. Simple present tense.

c. Detailed noun phrase – to give information about the subject; e.g. nice story, beautiful girl, big building, etc.

d. Adjectives with characteristic of describing, numbering and classifying; e.g. two strong legs, sharp white fangs, etc.

e. Verbs

[19] Depdiknas, *Kurikulum 2004 Standar Kompetensi Mata Pelajaran Bahasa Inggris untuk SMP dan MTs*, (Jakarta: Depdiknas, 2004), p. 39

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- Action verb; e.g. your new puppy bites my shoes, etc.
- Relating verb – to inform the subject; e.g. my mum is really cool, the dog has a thick fur, etc.
- Thinking and feeling verb – to express individual perception of the writer about the subject; e.g. I think sheila is a smart girl, etc.

f. Adverbials – to add information about subject's action; e.g. she runs fastly.

g. Conjunctions; e.g. Mulan is smart and multi-talented girl in her class.

h. Figurative language, such as simile and metaphor; e.g. John is white as chalk.

D. The Nature of Error

As an international language, English has been used in most aspects of human life and has been learned by all people in the world. In acquiring English as a second language, learners are unable to avoid themselves from doing errors although they have cognitive ability to learn and acquire the target language. Errors occur in every situation whether it is caused by *grammatical errors*; in written or by *slip of tongue*; in oral. Errors are predictable as well as universal not only in a large degree but also in a certain degree. "Errors as the flawed side of learners' speech or writing that deviate from selected norm of language performance, no matter what the

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characteristics or causes of the deviation might be."[20] However, committing errors can be considered as an important part of language learning since Second and/ Foreign Language Learners are unable to learn language without first systematically committing errors.

"Error is a term used in *psycholinguistics* referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning of the neuromuscular commands from the brain."[21] It is thus distinct from the traditional notion of error, which based on the language user's competence to conform to a set of real or imagined standard of expression. Several types of psycholinguistic error have been recognized. The speaker's error involving difficulties to the timing or sequence of commands will lead to the addition, omission, or substitution of sound and morphemes – and is the most noticeable in the phenomenon labeled 'slip of tongue' (relabeled by some psycholinguists 'slip of brain'), in the false start, pause, and other influences of daily speech. Hearer's error is particularly noticeable in language acquisition, as when a child miss-analyzes an adult spoken sentences (e.g. A: *He's his hat on*, C: *Where's his hat on?*), and in the history of language, where new forms came from a reanalysis of older ones (e.g. *apron an* => *apron an apron*). The distinction between errors of *production* and *perception* is sometimes hard to draw – especially as often the only evidence for the latter is the former – and

[20] H. Dulay and S. Krashen, *Language Two*, (New York, Oxford University Press, 1982), p. 140
[21] David Crystal, *A Dictionary of Linguistic and Phonetic*, (USA/ UK, Blackwell, 1997), p. 71

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generally the term 'error' should be used with caution, particularly in the language acquisition studies that can be easily confused by the pedagogical notion of error (in the context of essay-marking, etc.)

Meanwhile, Corder and Ellis emphasize on errors as the result of the learners' knowledge development. Learners are able to restructure the knowledge of language into data. "Errors are violations from the standard."[22] It means that learners are against the grammatical rules of the language and result in unacceptable utterences. The learners try to apply English based on grammatical rules but often do errors. Their incorrect utterences are evidence that they are in the process of language learning and gradually building the second language (L2) rule system.

Another linguist, Chompsky distinguishes between errors produced from lack of knowledge of language rules; called '*competence errors*' and errors caused by several factors in terms of way that learners used for communication purpose; called '*performance errors*'. Slip of tongue and similar phenomenon considered as performance errors might be caused by some factors such as tiredness, boredom, nervousness, less attention, and so on. On the other hand, grammatical errors and similar phenomenon in written English considered as '*competence errors*' might be caused by less understanding about English rules especially in written forms based on

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[22] S. P. Corder, *The Significance of Learner's Errors*, (Heidelberg, Julius Groos Verlag, 1967), p. 21

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KEMENTERIAN AGAMA PERPUSTAKAAN SURABAYA IAIN SUNAN AMPEL

Standard English Grammar. Thus, it is important to draw a clear borderline on both; competence errors and performance errors.

In brief, as this study that relates to the error types, the term of 'error' used in this context taken from Chompsky's concept of error as noted by Dulay, Burt, and Krashen. An error in this context is defined as an example of language that deviates from Standard English Grammar. It is considered being significant since only language learners produce errors and are unable to be self-corrected until further relevant learning takes place. Besides, error will develop learners' English competence; by learning from the errors produced, they will try hard not to produce the same errors in the next time and get closer to the target of language.

E. Error Analysis

"Human learning is basically a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning actually any skill or aspect of acquiring information"[23], *for instance*, learning to swim, to play tennis, to type, to read, etc., all involve a success comes by profiting from mistakes, by using mistakes to obtain feedback from the environment and with that

[23] H. Douglas Brown, *Principles of Language Teaching and Learning*, (San Francisco, Longman, 2000), p. 169

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feedback, learners will make new attempts which successively more closely approximate desired goals.

Language learning, in this sense, is like any other human learning. Children learning their first language make countless 'mistakes' from the point of view of adult grammatical language. Many of these mistakes are logical in the limited linguistic system within which children operate, but by carefully processing feedback from others such children slowly but surely learn to produce what is acceptable speech in their native language. Brown cited, "second language learning is a process that is clearly like first language learning in its trial and error nature"[24]. Inevitably that learners will make mistakes in the process of acquisition, and indeed will impede that process if they do not commit errors and then benefit in turn from various forms of feedback on those errors.

Researchers and teachers of second and/ foreign languages come soon realize that the mistakes a learner make in the process of constructing a new system of language need to be analyzed carefully; to hold some of keys for the understanding of the process of Second Language Acquisition. As Corder noted, "A learner's errors ... are significant in (that) they provide to the

[24] *Ibid.*, p. 170

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researcher evidence of how language is learned or acquired, what strategies or procedures the learner is imploying in the discovery of the language."[25]

Mistakes and Errors

In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between *mistakes* and *errors* that are technically very different phenomenon. Mistakes refer to performance errors - as cited by Chompsky – that are a random guess or a slip. They do not result from a defective or approximate knowledge of the target language structure or vocabulary. ***Mistakes*** are recognized immediately by learners who are able to correct them by themselves. They usually occur because of the difficulty of processing forms that are not yet fully mastered; the learner is unable to perform what he/ she knows. On another hand, ***Errors*** are noticeable deviations from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner, *for instance*, if an English learner asks, "does John can sing?" he/ she is probably reflecting a competence level in which all verbs require a pre-posed '*do*' auxiliary for question form. They refer to competence errors – as cited by Chompsky – that are either structure or vocabulary. They usually arise because of gaps in the learner's second language knowledge; the learner does not know what is correct.

[25] S. P. Corder, *The Significance of Learner's Errors*, (Heidelberg, Julius Groos Verlag, 1967), p. 167

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F. Grammatical Error - Error Taxonomy

Grammatical errors can be defined as language forms, which deviate from acceptable grammatical rules. In a conducive study on errors' classification in the compositions, the researcher thinks that it is necessary to present error taxonomy based on Linguistic Category. The errors classification originally developed by Burt and Kiparsky as cited in the book *Language Two* by Dulay, Burt, Krashen. From their study on error taxonomy, they proposed a principal hierarchy of error that can be used by language learners in determining the errors. Burt and Kiparsky focused on error taxonomy that classified errors according to Linguistic Category and some observable surface features of error itself, without reference to its underlying cause or source. They called it as *descriptive taxonomies* in which the purposes are to present the error categories that rely only on observable characteristic and to report the findings of the study on error types observed.

The term *taxonomy* is defined in the New Shorted Oxford English Dictionary as a branch of science that deals with classification. Taxonomy must be organized according to certain constitutive criteria. There are four descriptive classifications of errors: Linguistic Category, Surface Strategy, Comparative, and Communicative Effect. *Linguistic Category* classifies errors based on the language component and/ the particular linguistic constituent that errors affect; *Surface Strategy* explains the changes of surface structure that occur in the compositions; *Comparative* classifies errors according to

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comparisons between learner's errors on the target language structure and on certain other types of construction; "*Communicative Effect* deals with errors from the perspective of their effect on the listener or reader."[26] In classifying the errors, the researcher uses Linguistic Category Taxonomy by Burt and Kiparsky and by Dulay, Burt and Krashen and Surface Strategy Taxonomy by Dulay, Burt and Krashen. Furthermore, Linguistic Category taxonomy is modified; the researcher reduces some constituents excluded in this study, such as simple past tense, and all that are out from the language features of descriptive text. The constituents included in this study are all constituents related to the language features used in descriptive text, such as simple present tense, article, noun phrase, verb, conjunction, etc. Because the scope of this study is on grammatical errors of English compositions, the researcher does not need to classify the errors into phonology (pronunciation), semantic (meaning), and lexicon (vocabulary). In addition, the grammatical errors stated in this study are the errors that violate the Standard English usage through English grammatical rules.

The use of error taxonomies to porpose sources of errors has taken up a good portion of the error analysis literatures. The explanation of error types, however, is not simply a matter of assigning a single source to each error produced. To the extent that language learning is an interaction of internal and

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[26] H. Dulay and S. Krashen, *Language Two*, (New York, Oxford University Press, 1982), p. 65

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external factors, explanations of errors will have to be multidimensional and include factors beyond the observable characteristics of error. Since taxonomies are intended to classify concretely observable phenomenon, the use of them as explanatory frameworks for second and/ foreign language errors is questionable.

Different definitions of error categories and error types in the published literature have prevented meaningful cross-study comparisons or validation results. The researchers attempted to address this problem by stating purposes and defining the categories of errors; included the taxonomies they used. The four major types of descriptive taxonomy presented above. Here are the two of four types of it:

Linguistic Category Taxonomy by Burt and Kiparsky, and by Dulay, Burt and Krashen

Linguistic Category Taxonomy classifies errors in accordance with either or both the language component or the particular linguistic constituent that error affects. Language components consist of phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that consist of each language component. For example, within syntax; the error occurs in a clause either in the main or subordinate clause, e.g. noun phrase, auxiliary, verb phrase, preposition, adverb, adjective, and so on. Many

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errors collected by them. In this case, the researcher only uses four linguistic categories in her study: the skeleton of english clauses, verb phrase, noun phrase, and conjunction.[27]

1) The Skeleton of English Clauses

- Omission of surrogate subject - *there* and *it*

  e.g. (incorrect) is a book on Hamidah's desk.

  (correct) There is a book on Hamidah's desk.

- Omission of simple predicate *be*

  e.g. (incorrect) These shirts too small for Nasya.

  (correct) These shirts are too small for Nasya.

- Omission of object pronoun

  e.g. (incorrect) Kitty steals in the kitchen.

  (correct) Kitty steals it in the kitchen.

- Omission of subject pronoun

  e.g. (incorrect) Mulan is a rich girl. Has many companies.

  (correct) Mulan is a rich girl. She has many companies.

- Omission of possessive

  e.g. (incorrect) The cat fur is thick.

  (correct) The cat's fur is thick.

- Malformation of indefinite article

[27] *Ibid.*, p. 79

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e.g. (incorrect) A ant is in the tea.

(correct) An ant is in the tea.

• Misordering of verb before subject

e.g. (incorrect) Escapes the bird from the pet.

(correct) The bird escapes from the pet.

2) Verb Phrase

a. Malformation of singular and plural verb; subject and number

e.g. (incorrect) Those monkeys is on the tree.

(correct) Those monkeys are on the tree.

b. Tenses

1. Progressive tense

• Omission of *be*

e.g. (incorrect) That mirror hanging on the wall.

(correct) That mirror is hanging on the wall.

• Omission of *–ing* form

e.g. (incorrect) The birds are shake their head together.

(correct) The birds are shaking their head together.

2. Simple present tense

• Omission of main verb

e.g. (incorrect) The glass from the table.

(correct) The glass falls down from the table.

• Omission or addition of *–s* form

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e.g. (incorrect) The dog eat meatball.

(correct) The dog eats meatball.

(incorrect) The pictures of family hangs on the wall.

(correct) The pictures of family hang on the wall.

- Malformation of progressive form for present form

e.g. (incorrect) Abi is study English every morning.

(correct) Abi studies English every morning.

3. Auxiliary system

a. *Do/ does*

- Addition in affirmative sentence

e.g. (incorrect) Zee does sleeps in her own room.

(correct) Zee sleeps in her own room.

- Malformation of *be* for *do/ does*

e.g. (incorrect) The birds are not want to sing.

(correct) The birds do not want to sing.

- Disordering in negative sentence

e.g. (incorrect) He not does wear uniform.

(correct) He does not wear uniform.

b. *Have/ has*

- Malformation of *have* and *has*

e.g. (incorrect) Via and avi has the same shoes.

(correct) Via and avi have the same shoes.

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c. *Modals*

• Malformation of auxiliary for modal in negative tense

e.g. (incorrect) He don't could come to the party.

(correct) He could not come to the party.

3) Noun Phrase

a. Determiners

• Addition of article after possessive

e.g. (incorrect) Maria put it in front of the her mirror

(correct) Maria put it in front of her mirror

b. Nominalization

• Malformation of simple verb instead of *–ing*

e.g. (incorrect) The meat can be eaten by to cook it.

(incorrect) The meat can be eaten by cooking it.

• Omission of preposition *by*

e.g. (incorrect) The dove helped him putting leaf on the water.

(correct) The dove helped him by putting leaf on the water.

c. Number

• Malformation of singular and plural

e.g. (incorrect) Catty chases some mouses.

(correct) Catty chases some mice.

d. Use of pronouns

• Malformation of possessive pronoun

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e.g.(incorrect) The little boy hurts its leg.

(correct) The little boy hurts his leg.

• Malformation of object pronoun as subject

e.g.(incorrect) Me forget it

(correct) I forget it

e. Color

• Disordering of adjective and noun

e.g.(incorrect) A jacket black is on the bed.

(correct) A black jacket is on the bed.

4) Conjunction

• Malformation of *and* for *but*

e.g.(incorrect) Those children are actually smart and poor.

(incorrect) Those children are actually smart but poor.

Surface Strategy Taxonomy by Dulay, Burt and Krashen

Surface Strategy Taxonomy explains the surface changes of structure that occur in the compositions; language learners may omit necessary items or add unnecessary ones and may misform or disorder items. The surface strategy elements of a language are altered in specific and systematic ways. There are four common errors proposed by Dulay, Burt and Krashen: omission error, addition error, malformation error, and disordering error.[28]

[28] H. Dulay and S. Krashen, *Opcit.*, p. 59-63

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1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

e.g. (incorrect) The sun very hot.

(correct) The sun is very hot.

2) Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are:

a. *Double markings*; place the tense marker on a linguistic item, *for instance*, on both auxiliary and verb.

e.g. (incorrect) She doesn't knows my name.

(correct) She doesn't know my name.

b. *Regularization*; place the tense marker on a linguistic item particularly on exceptional items of the given class that do not take a marker.

e.g. (incorrect) Childs play football in the ground.

(correct) Children play football in the ground.

c. *Simple additions*; an addition error that is not a double marking or regularization.

e.g. (incorrect) A this fish live in the water.

(correct) This fish live in the water.

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3) Malformation

Malformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

a. *Regularization errors*; a regular marker is used in place of an irregular one.

e.g. (incorrect) The dogs eat those mouses.

(correct) The dogs eat those mice.

(incorrect) Andi hurts hisself.

(correct) Andi hurts himself.

b. *Archi-forms*; the selection of one member of a class of forms to represent others in the class, *for instance*, one member of a class of personal pronouns.

e.g. (incorrect) Me hungry.

(correct) Iam hungry.

(incorrect) this dogs are sick.

(correct) these dogs are sick.

c. *Alternating forms*; the effect of using of archi-forms that gives way to the free alternation of various members of a class with each other, *for instance*, in the production of verbs when the participle form (*-en*, as in *taken*) is being acquired, it may be alternated with the past irregular or in the case of pronouns, plural and singular.

e.g. (incorrect) I seen her yesterday.

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(correct) I saw her yesterday.

(incorrect) Maria sees the beautiful skirt and blouse but she does not want to buy it.

(correct) Maria sees the beautiful skirt and blouse but she does not want to buy them.

(incorrect) Those flower are so smelly.

(correct) Those flowers are so smelly.

4) Disordering

Disordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

e.g. (incorrect) I don't know what is that.

(correct) I don't know what that is.

G. The Causes Of Error

Error is common thing occurred in the learning process of target language. No one can avoid themselves from making mistake in learning language. The error or mistake may be caused by some factors that have been identified and described by the linguists. There are two factors that cause the occurrence of error: interlingual errors and intralingual errors.[29]

[29] Jack C. Richards, A non-Contrastive Approach to Error Analysis. In Jack C. Richards (Ed.), *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1974), p. 172-181

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1. **Interlingual errors**

Interlingua is a system that has structurally intermediate status between native language and target language. "The errors, as cited by Wilkins, that occur in learning foreign language are caused by the interference of mother tongue."[30] Those errors occurred because of the features of two different language. The second or foreign language learners have already acquired their first language, therefore, when they learn their second or foreign language, they apply the rules of their first language into the target language. To identify interlingual errors, the researchers usually translate the grammatical forms of learners' tense – used in target language – into learners' tense of first language to see the similarities of pattern used by the learners, *for instance*, The girl beautiful → The beautiful girl.

2. **Intralingual errors**

Since interlingual errors are considered as the learners' errors come from transferring rules of their first language into the target language, "intralingual errors, as noted by McKeating, are considered as the learners' errors come from the faulty generalization of target language's rules."[31] Linguists have classified the possible causes of intralingual errors

[30] D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd., 1980), p. 97

[31] D. McKeating, Error Analysis: in Gerry Abbot, John Greenwood, Douglas McKeating, and Peter Wingard (Eds.), *The Teaching of English as an International Language: A Practical Guide*, (Collins: Glasglow and London, 1981), p. 230

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into four. They are: "*over-generalization, ignorance of rules restriction, incomplete application of rules,* and *false concept hypothesized.*"[32]

a. Over-generalization

Over-generalization deals with the deviant structures produced by the learners using their previously acquired rules when they construct a new form of sentence. They generalize the rules of their previous knowledge to make other sentences, *for instance*, the sentence *she write* a letter is influenced by *I write* a letter. In this case, the learners regard that all personal pronouns have not verbal ending, such as *–s/ -es* in simple present tense.

b. Ignorance of rule restrictions

Ignorance of rule resrtrictions shows the learners' failure to observe the restriction of the existing structures. Here, the learners do not apply the rules – learned in their second language – to the context, *for example*, when the learners produce the sentence My little sister *crys* instead of My little sister *cries*. In this case, the learners fail to observe that the verbal ending of the word *cry* for the third singular person in simple present tense is *–es* not *–s*. Moreover, in some rule restrictions, errors may be caused by analogy, such as in the use of

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[32] Jack C. Richards, A non-Contrastive Approach to Error Analysis. In Jack C. Richards (Ed.), *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1974), p. 174

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preposition. The learners, that have found a particular preposition with an appropriate verb in a sentence, tend to use the same preposition with different verbs in another sentence. For example, the sentence He *says at* me may be influenced by He *looks at* me.

c. Incomplete application of rules

Incomplete application of rules deals with how the learners develop therules in producing other acceptable utterances. They usually can not develop the rules they have been acquired to produce other utterances, *for instance*, they can produce She likes those little cats well, but if they are asked to change the sentence above into interrogatives, they will produce What she likes? Instead of What *does* she like?

d. False concepts hypothesized

False concepts hypothesized deals with errors that derives from faulty comprehension of the rule distinction in the target language. Learners usually misinterpret the use of certain structures of target language. In other words, it can be said as misconception of the difference in the target language. This happened may be caused by the incorrect teaching technique the teacher uses. For example, in teaching present tense, the teacher usually starts from *be* – is, am, are – then *verb*. If the teacher presents both items in incorrect technique, learners may have incorrect conclusion too; *be* – is, am, are – is the sign of

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present activities. Therefore, the learners may produce She *is brings* my books instead of She *brings* my books.

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CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a set of ways in doing a detailed study to discover new facts in a new country with the new objects and of course it is done by collecting the accurate and valid data – as evidence – to reach a maximum result of the study.

This chapter discusses about the research design, the research setting and subjects, population and sample, source of data of the study, the data collection techniques, and the data analysis techniques.

A. Research Design

The study is classified as *qualitative*. A qualitative research is a kind of research that does not employ statistical procedures or other means of quantifications to arrive the findings.[30] The data collected is in form of words or pictures – such as interview transcripts, field notes, photographs, video recorders, task documents of the subjects, and so on. And, here, the main measurement tool for collecting data is the researcher itself. Qualitative researchers usually tend to analyze the data obtained inductively. They do not search out data or evidence to prove or disapprove hypothesis established

[30] Juliet M. Corbin and Anselm Strauss, *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, (London, Sage, 1990), p. 4

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previously as that of quantitative research; yet, the abstractions are built as particulars obtained are grouped together.

In line with the purpose of the study that is to identify type of errors and find cause of errors produced by seventh grade students of Islamic Junior High School, the research design used or employed in this study will belong to a descriptive methodology. As stated by Sevilla, "Descriptive studies are designed to collect the information concerning with the current phenomenon."[31] He further explains that "the main goal of this design is to identify the nature of phenomenon that exist at the time of study and investigate the causes of that phenomenon."[32] This descriptive study is designed to identify and classify the students' grammatical errors into the type, calculate the frequency of occurrence of each error, and propose the possible causes of errors occured in 37 compositions of simple descriptive text of both classes and both tasks – the first task is 19 compositions; 10 compositions of A class, 9 compositions of B class, and the second task is 18 compositions; 10 compositions of A class, 8 compositions of B class – produced by seventh grade students of Islamic Junior High School.

[31] Consuelo G. Sevilla; Penerjemah Tuwu, Alimuddin, *Pengantar Metode Penelitian*, (Jakarta: UI Press, 1993), p. 71

[32] *Ibid.*

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B. Research Setting and Subjects

The study will be conducted at the school of Surabaya namely *Al-Wachid*, which is located on Jalan Raya Rungkut Kidul No. 99. This school is chosen as the setting of the study for some reasons; *first*, it is included a new school built in 2001, so that, as the researcher's assumption, the teacher there particularly English teacher usually needs help knowing and understanding the students' difficulties in learning English, which later this school will be able to product the smart students who can compete with other schools. *Second*, this study will save money and time because the school is near sister of the researcher's house.

The five language skills; listening, speaking, reading, writing, and grammar are offered at these two classes, each of which is taught simultaneously in semester, *for instance*, the students are offered to study about reading, speaking and vocabulary on Monday, then to study about listening on the next day, and so on. Because the study will concern grammar in English compositions of simple descriptive text, the seventh grade students of this school – in academic year 2009/2010 – will be the most appropriate subject to conduct the study. It is under consideration that the students in this grade are in the beginning level of Junior High School. Knowing and minimizing their grammatical errors earlier will be good for their future learning; the teacher will think more about the ways to minimize the possibility of reproducing the same errors – by emphasizing on the

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both classes from the teacher herself – how she instructs the students to write descriptive text and what media used (*interview*), what the students' difficulties (*questionnair*) and checklist (*Table*) for classifying types of error produced. The teacher, in the first task, asks the students to describe their hobby. In the second task, the teacher asks the students to describe about one of their family members in term of physical appearance, personality, and habit in paragraph that consists of at least 7 sentences. The result of teacher's interview on how she instruct the students to write shows that the teacher asks the students to describe about both topics given in different time as well as some descriptive texts written in their source English book that are read by them before.

F. Procedures of Data Collection

The data collection technique is a technique used to collect the data. The data must be valid and reliable, which is actually enough to know how far the students' comprehension on the materials – particularly in writing a good descriptive text – given during the teaching learning process. To obtain the valid data, the researcher, *first*, asks permission to the headmaster of Islamic Junior High School of Al-Wachid of Surabaya for doing a study, then meets the English teacher to interview about what teaching method used and how she instructs the students to write simple descriptive text, and to borrow the *documentations* of students' compositions during the teaching learning process

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as the source of data. *Second*, the researcher takes the data randomly; 37 compositions – 1st task is 19 compositions of both classes; 10 compositions of A class, and 9 compositions of B class and the 2nd task is 18 compositions; 10 compositions of A class, 8 compositions of B class. *Last*, the researcher gives the students a list of written questions (questionnair); to know what current difficulties faced by them in learning this second language (English).

G. Data Analysis Techniques

Data analysis technique is the step or procedure to analyze the data obtained. In analyzing data, the researcher uses the error analysis proposed by Corder; there are three steps: classification, evaluation, and explanation. The researcher particularly focuses on the first and second step to answer the problem of the study; *classification* and *evaluation* of errors produced. In this case, the researcher expects to be able to get information about types of errors and the frequency of them produced by the students of Islamic Junior High School in the compositions. The researcher applies the steps below in the process of error analysis:

1. Identification of errors

The researcher identifies the errors related to the language features used in writing descriptive text on the students' compositions based on *Linguistic Category Taxonomy* by Burt and Kiparsky, and by Dulay, Burt and Krashen. The researcher collects all grammatical errors in each

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sentence of each subject and put them into checklist (see Table 3.1). To make the process of this identification easier, the researcher underlines the area of errors produced.

2. Classification of errors

After being identified, all errors found are categorized into the types of error – based on *Surface Strategy Taxonomy* proposed by Dulay, *et al.*; addition, omission, malformation, and disordering (see Table 3.2). This taxonomy is chosen because it shows the cognitive process that underlines the learner's reconstructions of the new language learned.

3. Tabulation of errors

The next step in analyzing the data – after identifying and classifying the errors – is counting the frequency of occurrence of errors in each student's composition. The calculation of the number of errors is done by counting them from each language feature of descriptive writing and each type of errors because the possibility of occurrence of the errors is more than one in a sentence. Here, the researcher presents the frequency of occurrence of errors in the percentage form to make it clearer and easy to understand for readers. To know the percentage of learners' errors produced in each type of errors, the researcher uses the following formula:[34]

34 Jack Levin and James Alan Fox, Elementary Statistic in Social Research, 6th edition, (New York: Harper Collins College Publisher, 1994), p. 24-25

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$$P = \frac{f}{N} x100\%$$

P : errors' percentage

f : frequency of each error

N : total number of errors

4. Evaluation of errors

In this case, the researcher tries to predict the possible causes of errors – related to the language features used in writing descriptive text – produced by the subjects of this study. The causes are categorized by two different linguists, as described in the previous chapter; Wilkins: *interlingual errors* (mother tongue), and McKeating: *intralingual errors* (over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized).

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34 Jack Levin and James Alan Fox, Elementary Statistic in Social Research, 6th edition, (New York: Harper Collins College Publisher, 1994), p. 24-25

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$$P = \frac{f}{N} x100\%$$

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Table 3.1

Types of errors based on Linguistic Category Taxonomy

No.	Grammatical Errors	Frequency	Percentage
1.			
2.			
	Total		

Table 3.2

Types of errors based on Surface Strategy Taxonomy

and their causes

Task I and Task II

Respondent	Sentence	Grammatical Error	Correction	Total	Types of error				Causes of error				
										Intralingua			
					A	O	MF	DO	Interlingua	OG	IORR	IAOR	FCH
Total													
Percentage of all Ss													

Notes:

A : Addition

O : Omission

MF : Malformation

DO : Disordering

OG : Over-Generalization

IOAR : Incomplete application of rules

FCH : False Concept Hypothesized

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CHAPTER IV

RESULT AND DISCUSSION

This chapter deals with the result of the data analysis – based on the procedures noted in the previous chapter; *identification*, *classification*, *tabulation* and *evaluation of errors*, and on the finding discussion. The data obtained are the errors found in the students' compositions of descriptive text that are produced during the teaching and learning process (task I and task II as described in the chapter III).

A. Result

After the data of the students' descriptive compositions are collected, they will be analyzed under the procedures that have been described in the chapter III. The sample of this study are 50 students of both classes; A and B class – 25 students of each class produce the two tasks in different time, theme, and teaching technique, but, in this case, only 37 descriptive writing obtained that will be analyzed (1st task is 19 compositions of both classes; 10 compositions of A class, and 9 compositions of B class and the 2nd task is 18 compositions; 10 compositions of A class, 8 compositions of B class) since there are some students who do not do the task given and some others do not present in the class. The focus of data analysis is on the errors in term of language features – as described in the chapter II – used

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in descriptive writing, such as *simple present tense*, *detailed verbs*, *relating verbs*, *noun phrase*, *pronouns*, etc.

1. **Types of errors**

   a) **Task I**

   During the analysis of data obtained, the researcher tries to classify the errors found in the students' compositions of this task – based on Linguistic Category Taxonomy by Burt and Kiparsky, and by Dulay, Burt and Krashen – and gives number to all data calculated. The theme of this task is "*My Hobby*". The following table shows the identification and classification of errors, and the frequency of occurrence of each grammatical error.

Table 4.4

Types of errors based on Linguistic Category Taxonomy

No.	Grammatical Errors	Frequency	Percentage
1.	*be* forms	33	39.3%
2.	*to* infinitives	3	3.6%
3.	Articles	2	2.4%
4.	Pronouns	7	8.3%
5.	Noun phrase	9	10.7%
6.	Subject and number	3	3.6%
7.	Simple Present	12	14.3%
8.	Prepositions	14	16.7%
9.	Possessives	6	7.1%
	Total	84	100%

There are 57 sentences consisting grammatical errors of which the number is 84 errors in this task (see the Table above) produced by the students of both classes. The highest frequency of error occurrence belongs to *be* forms with 33 times (39.3%) that is then followed by *prepositions* as the second rank with 14 times (16.7%),

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simple present tense; present verbal ending *-s/ -es* as the third with 10 times (11.9%), *noun phrase* with 9 times (10.7%), *pronouns*; subject-object with 7 times (8.3%) and *possessives*; pronoun adjective with 6 times (7.1%). Next is *subject and number*, and *to* infinitive that occur 3 times (3.6%). The lowest frequency of errors, in this task, that occur only twice out of 84 errors (2.9%) is *articles*.

Another table is provided by the researcher to show the errors of each student as seen in the Appendix II.

As the result of data analyzed, there are 13 errors of addition, 49 of omission, 15 of malformation and 7 of disordering from those 84 errors (see Table below).

Table 4.5

Types of error based on Surface Strategy Taxonomy

Types of Error	Task II	
	Frequency	Percentage
Addition	13	15.4%
Omission	49	58.3%
Malformation	15	17.8%
Disordering	7	8.3%
Total	84	100%

From the table above, it can be seen that the subjects of this study mostly do error in the type of omission error in their first task. It takes more than a half of total of frequency of error occurrence of all types; 49 times out of 84 errors with the percentage is 58.3% which is then followed by malformation error

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occurs 15 times of 84 errors (17.8%), addition error 13 times (15.4%), and disordering error 7 times (8.3%).

The description below will explain more about the students' errors according to their types; *addition*, *omission*, *malformation* and *disordering*.

a. Omission errors

This error type is characterized by the absence of one or more items that must appear in well-formed sentences. The words or morphemes which are mostly omitted by the students are grammatical morphemes such as present verbal ending of *-s/ -es*, pronouns, possessives, *be* forms, etc. It may probably happen because the grammatical morphemes play a minor role in conveying sentence meaning.

Errors of omission, in this first task, are the most common error type found in the students' compositions. The table below shows the specific grammatical errors omitted.

Table 4.6

The frequency of omission errors

No.	Grammatical Errors	Frequency	Percentage
1.	Possessives	1	2%
2.	*be* forms	28	57.1%
3.	Simple present tense	6	12.2%
4.	Prepositions	14	28.6%
5.	Pronouns	1	2%
	Total	49	100%

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The table above proves that the subjects of this study mostly do error on this type. 49 times of 84 errors of which the percentage is 58.3% belong to this error type. Here, *be* forms are the highest rank of frequency of error occurrence; 28 times or 57.1%. For example, the sentence *My age _ 13 years old* should be *My age is 13 years old.*

Another result of data analyzed shows that the student omits preposition that must appear in the prepositional phrase and *be* form *is* as a verb phrase such as seen in a sentence *My school _ _ SMP Al-Wachid Surabaya* instead of *My school is in SMP Al-Wachid Surabaya.* The errors in this grammar; prepositions omitted occur 14 times (28.6%) in the whole compositions.

In a sentence *Swimming _ useful for I am because it make_ _slim*, another student omits *be* form *is*, present verbal ending -*s* and object pronoun *me*. These errors explain that the grammar omitted play a minor role in conveying the meaning of a sentence, therefore, he/ she omits those grammar. Errors in the grammar; simple present tense in term of present verbal ending -*s* occur 6 times out of 49 omission errors (10.5%), and once or 2% for pronouns in term of subject-object pronoun.

Another grammatical error is possessives that occur once with the percentage are 2%. The sentence _ *address home _ on*

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Jl... may be produced because the student argue that he/ she describes about his/ her hobby in biodata sign; sentence per sentence not paragraph, for instance, *name*:..., *address*:..., *ambition*:..., *hobby*:... therefore the possessive adjective form omitted.

b. Malformation errors

The second rank of frequency of type of errors occurrence – based on surface strategy taxonomy is this type that occurs 15 times of 84 errors (17.8%). Errors of malformation are characterized by the use of wrong form of morpheme or structure. In other words, the students tend to apply another item in their utterances or sentences although it is incorrect structure or morpheme. The following table is the grammatical errors found and included in this type and its frequency.

Table 4.7

The frequency of malformation errors

No.	Grammatical Errors	Frequency	Percentage
1.	Possessives	5	33.3%
2.	Simple present tense	3	20%
3.	Subject and number	3	20%
4.	Pronouns	4	26.7%
	Total	15	100%

From the table above, it can be seen that there are 4 grammatical errors occur in the errors of malformation. They are possessives that appear 5 times or 33.3% as the highest frequency of errors, followed by pronouns occur 4 times or

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26.7%, and simple present tense; *-ing* form for simple present and subject number of which each occurs 3 times or 20%.

In the result of the data analysis, there are some students misuse possessive adjective forms for subject pronouns such as seen in a sentence *My play badminton every morning* instead of *I play badminton every morning*. It happens may be caused the student argue that possessive adjective *my* and subject pronoun *I* have the same meaning in his/ her nature language; *aku*.

Again, some others misuse *ing* form for constructing simple present tense; present verbal ending *-s* such as in a sentence *my reading book every night* instead of *I read book every night*. It occurs not only in this task but also in the second task (see Task II; malformation errors).

The students still do not understand about the use of subject and number appropriately. It is proved that they do errors in the same grammar; plural and singular forms (subject and number) in different time, theme, task and teaching instruction. For example, the sentence *My hobby is badminton and volleyball* should be *My hobbies are badminton and volleyball*.

c. Addition errors

This type of errors – as the next rank of frequency of error – occurs 13 times out of 84 errors found of which the percentage

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is 15.4%. The errors of addition occur because of the presence of one or more unnecessary items that must not appear in a well-sentence. The following table shows the grammatical errors occurred in this type.

Table 4.7

The frequency of addition errors

No.	Grammatical Errors	Frequency	Percentage
1.	Articles	2	15.4%
2.	*to* infinitives	3	23.1%
3.	Simple present tense	2	15.4%
4.	*be* forms	5	38.5%
	Total	13	100%

The table above shows that there are four grammatical errors that belong to this type. From those four grammatical errors, *be* forms are regarded as the highest rank of frequency of error that appear 5 times or 38.5%, followed by *to* infinitive occurs 3 times (23.1%), and the least is simple present tense; present verbal ending *–s* and articles that appear only twice or 15.4%,.

As the result of data analyzed, the researcher finds that some students add *be* forms *is* such as seen in a sentence *My hobby is reading especially* <u>*is*</u> *book sains and the book other* instead of *My hobby is reading especially book sains and the book other*. The errors of *be form is* in this sentence is regarded as *double markings*.

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Another addition error produced by some others is *to* infinitives. They add the infinitive *to* coming after modal *can* as in a sentence *Reading can to enlarge, ..., and to add knowledge* instead of *Reading can enlarge, ..., and add knowledge*. They think that *to* infinitive is always present before verbs (*to* + verb) in constructing verbal sentences although there is modal before it. In other words, they have not understood yet about the appropriate use of *to* infinitive in verbal sentences.

Simple present tense; a double marking verbal ending *-s/ -es* is also done by the subject although it only occur twice (20%) in this task. Similar reason to the task I – in term of this grammatical error, it happens because they tend to apply present verbal ending *-s* for all subjects; first person (*I*), second person (*you*), and third person singular (*he, she, it*) and plural (*they, we, you*).

d. Disordering errors

The errors of disordering are marked by the incorrect placement of a morpheme or group of morphemes in a sentence or utterance. The least of frequency of error type in this task is errors of disordering which occur 7 times out of 84 errors with the percentage is 8.3% and this frequency belongs to noun phrase as seen in the following description.

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The result of data analysis shows that the subjects of this study still use the pattern of their first language. It is proved that some of them disorder noun phrase; noun comes before adjective as seen in a sentence *draw is job that make me happy and can to fill in* <u>*time empty*</u> instead of *draw is job that make me happy and can to fill in* <u>*empty time*</u>.

b) Task II

Similar to the first task, the researcher tries to classify the errors found in the students' compositions – particularly in term of language features used in writing descriptive text – based on Linguistic Category Taxonomy by Burt and Kiparsky, and by Dulay, Burt and Krashen. The theme of this task is "*family*". To make the analysis easier, the researcher gives number for all data calculated. The table below shows the identification and classification of errors, and the frequency of occurrence of each grammatical error.

Table 4.1

Types of errors based on Linguistic Category Taxonomy

No.	Grammatical Errors	Frequency	Percentage
1.	Auxiliaries	12	10%
2.	*be* forms	13	10.9%
3.	*to* infinitives	4	3.4%
4.	Articles	7	5.9%
5.	Pronouns	12	10%
6.	Noun phrase	8	6.7%
7.	Subject and number	4	3.4%
8.	Simple Present	42	35.3%
9.	Prepositions	8	7.2%
10.	Possessives	7	5.9%
	Total	119	100%

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In accordance with the table above, there are 88 sentences containing grammatical errors of which the number is 119 errors in the compositions of this task and the highest frequency of error occurrence is *simple present tense*; verbal ending *-s* with 42 times (35.3%). It is then followed by *be* forms; is, am, are as the second rank of frequency of error with 13 times (10.9%), by *pronouns*; subject-object pronoun and *auxiliaries*; do/ does, has/ have with 12 times (10%), by *prepositions* and *noun phrase* with 8 times (7.2%), by *possessives*; adjective-noun and *articles* as the next with 7 times (5.9%), and the least is *to* infinitives and *subject and number* that occur 4 times (3.4%). To give the clear illustration, the researcher also provides another table as seen in the Appendix II.

From those 119 errors found, there are 10 times of addition, 60 of omission, 41 of malformation and 9 of disordering (see Table below).

Table 4.2

Types of error based on Surface Strategy Taxonomy

Types of Error	Task I	
	Frequency	Percentage
Addition	10	8.4%
Omission	60	50.4%
Malformation	41	34.4%
Disordering	9	7.6%
Total	119	100%

The table above explains that the subjects of this study – seventh grade students of Islamic Junior High School from both classes – mostly do error in the type of omission error in their second task, same

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with the first task. It takes more than a half of total of frequency of error occurrence of all types; 60 times of 119 errors of which the percentage is 50.4% of 100%. It is then followed by malformation error which occurs 41 times of 119 errors (34.4%), addition error 10 times (8.4%), and disordering error 9 times (7.6%).

The following description will explain more about the students' errors in accordance with their types; *addition*, *omission*, *malformation* and *disordering*.

a. Omission errors

Errors of omission, in this task, are the most common error found in the students' descriptive compositions. The table below shows the specific grammatical errors omitted.

Table 4.3

The frequency of omission errors

No.	Grammatical Errors	Frequency	Percentage
1.	Possessives	5	8.3%
2.	*be* forms	8	13.3%
3.	*to* infinitive	2	3.3%
4.	Simple present tense	33	55%
5.	Articles	4	6.7%
6.	Prepositions	5	8.3%
7.	Pronouns	1	1.7%
	Total	60	100%

It is proved that more than a half of errors occurrences are on this type. The students omit possessives 5 times or 8.3%, *be* forms 8 times or 13.3%, *to* infinitive twice or 3.3%, simple present tense; verbal ending *-s/ -es* 33 times or 55%, articles 4 times or 6.7%,

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prepositions 5 times or 8.3%, and pronouns once or 1.7%. But, in this case, the most grammatical error tends to be produced by the students is present verbal ending *-s/ -es*; 33 times or 55%.

The analysis result points out that almost students do errors on this grammar; simple present tense (present verbal ending *-s/ -es*). From 60 omission errors found, there are 33 omission errors of present verbal ending *-s/ -es*. It happens may be probably caused by the students think that all third person singular or plural subjects (*I, you, they, we, he, she, it*) have zero verbal ending when producing simple present tense in their composition. For example, the sentence ..., *because he buy_ a bicycle new for me* should be ..., *because he buy<u>s</u> a bicycle new for me*; *Every Sunday, he go_ to river for fishing* instead of *Every Sunday, he go<u>es</u> to river for fishing*, and so on.

In another result of analysis, the students omit *be* forms (*is, am, are*) when constructing non verbal sentence in their composition. It happens may be caused by the students are still confused in differentiating between verbal and non verbal sentences. For example, the sentence *His fingers _ small* should be *His fingers <u>are</u> small*; *He _ angry* instead of *He <u>is</u> angry*, etc.

The students also omit preposition forms that must be appear in prepositional phrase; "an important element of English sentence

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of which consists a preposition and its object."[34] This may happen because the teacher has not taught about prepositional phrase yet to the students. For instance, the students may produce sentence ..., *my family and I always to invite Thofa to play _ park* instead of ..., *my family and I always to invite Thofa to play in park*; *Sometimes my brother and me fight because _ barel utensile* instead of *Sometimes my brother and me fight because of barel utensile.*

Besides, omission errors done by the students are in *to* infinitives, possessives and pronouns too. The sentence *I want my father _ stop smoking* shows that they omit *to* infinitives before the word *stop*. It may be caused they argue that *to* infinitives always mean '*untuk*' and no verbs followed by infinitives. They also omit possessive *-s* such as in a sentence *My father_ name is Hartono* instead of *My father's name is Hartono*. This happens may be caused by the influence of the ordering of noun phrase which adjective comes before noun in English while in Indonesia noun comes before adjective, for instance, *beautiful girl* (means 'perempuan yang cantik') that has the same ordering with *my father name* ('nama ayahku'). In another sentence, a student omits object pronoun in a sentence *His name is Tamaji, but my family call _ Abah Ji* instead of *His name is Tamaji, but my family call*

[34] Betty Schrampfer Azar, *Understanding and Using English Grammar: 2nd edition*, (New Jersey: Prentice Hall Regents, 1989), p. A2

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him Abah Ji. It happens because the interference of his/ her mother tongue.

b. Malformation errors

Errors of malformation, in this task, are in the second rank of the frequency of error occurrence coming after omission errors. As stated above that malformation errors occur 41 times of 119 errors (34.4%) found in the whole sentences produced by the subjects of the study belongs to this type. There are three kinds of malformation errors; regularizations, archi-forms, and alternating forms. The result of data analysis shows that the students do errors of malformation in term of *archi-forms* and *alternating forms*. The following table is provided by the researcher in order to give specific grammatical errors done by the subjects belong to this type.

Table 4.3

The frequency of malformation errors

No.	Grammatical Errors	Frequency	Percentage
1.	*be* forms	1	2.4%
2.	Simple present tense	9	21.9%
3.	Articles	2	4.8%
4.	Prepositions	3	7.3%
5.	Pronouns	9	21.9%
6.	Subject and number	4	9.7%
7.	Auxiliary	9	21.9%
	Total	41	100%

The table above shows that the students misuse the simple present tense; *-ing* form for simple present, pronouns, and auxiliary

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forms 9 times (21.9%), singular and plural form; subject and number 4 times (9.7%), prepositions 3 times (7.3%), articles twice (4.8%), and *be* forms that only occur once (2.4%). But, in this type, the most grammatical error tends to be produced by the students is the use of simple present tense, pronouns, and auxiliary forms which appear 9 times (21.9%).

In pronouns, the students misuse subject pronoun for possessive pronoun such as in a sentence *He habitual activities are singing and playing* instead of *His habitual activities are singing and playing*; subject pronoun as object as seen in a sentence *If you see she, you will pinch her cheek* instead of *If you see her, you will pinch her cheek*; and object pronoun as possessive pronoun as showed in a sentence *Him job is swasta in Surabaya* instead of *His job is swasta in Surabaya*. It happens may be caused the students are still confused to differentiate and to apply subject pronouns, object pronouns, and possessive pronouns correctly into the sentences they produce.

In auxiliary-*be*-modal forms, the students misuse auxiliary *do* for *does* such as in a sentence *My brother don't go school because* ... for *My brother doesn't go school because* ... it probably happens because they use the same auxiliary verb acquired '*don't*' in negative sentence coming after first person (*I*), second person (*you*) and third person – plural (*they, we, you*) and singular (*he,*

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she, it). Whereas the correct auxiliary verb used in negative sentence after third person singular (*he, she, it*) is '*doesn't*' not '*don't*'. Besides, the students also misuse verbal for non verbal sentence and vice versa as seen in two sentences *He is a big eyes* instead of *He has a big eyes* and *Without he, I don't fun* instead of *Without he, I am not fun*. '*do/ does*' belongs to the verbal sentence followed by verbs while '*is, am, are*' belong to the non verbal sentence followed by adjectives/ nouns/ adverbs. It happens because they are still difficult to differentiate the use of both verbal and non verbal sentences. Another sentence, the students misuse the auxiliary form in negatives '*don't*' for modal in negatives such as in a sentence *She don't could to take a bath with hot water* instead of *She couldn't to take a bath with hot water*. This may happen because of the interference of their mother tongue; they apply the rules of their first language into the target language. They think that the word '*don't*' always has meaning '*tidak*' and the word 'could' (meaning bisa/ dapat).

In singular and plural forms, the students misuse subject and number in non verbal sentence. *be* forms used are not appropriate with the subject and the object stated, as seen in a sentence *The colors is black and white* instead of *The colors are black and white*. It occurs may be caused they are more familiar with *is* than

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are in their daily language use. In other words, they ever hear or produce *be* form *is* than *are*.

In constructing simple present tense, the students misuse *-ing* verbal ending such as in sentence *Usually on free time, he is fishing*. Because the adverb of time of this sentence is *usually* designed for simple present, the correct sentence is *Usually on free time, he fishes*. It happens because the students regard both present progressive and simple present tense as a tense to express events or situations happen in present moment without knowing the specific usage of these two tenses.

The students also misuse prepositions, *in, at, of, etc.* as seen in a sentence *He is a student at Senior High School* instead of *He is a student of Senior High School*. This may happen because they think that all prepositional phrases use the preposition *at* or because of the influence of their mother tongue.

c. Addition errors

This type of errors which is in the third rank of frequency of error occurrence is contrary with errors of omission that occur because of the absence of one or more necessary items. There are three kinds of this type; *double markings*, *regularizations*, and *simple additions*. In this case, the students do errors in term of both double markings and simple additions. As stated above that 10 times of 119 errors (8.4%) found in the whole sentences produced

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by the subjects of the study belong to this type as seen in the Table below.

Table 4.4

The frequency of addition errors

No.	Grammatical Errors	Frequency	Percentage
1.	*be* forms	4	40%
2.	Simple present tense	2	20%
3.	Articles	1	10%
4.	Pronouns	2	20%
5.	*to* infinitives	1	10%
	Total	10	100%

From the result of data analyzed, errors of double marking and of simple addition are twice in simple present tense; verbal ending *-s/ -es* and in pronouns, once in *to* infinitives and in articles, and 4 times in *be* forms. A student adds present verbal ending *-s* for the third person plural *you, they, we* as seen in a sentence ..., *so if we* ***meets*** *him, certainly we* ***wants*** *to pinch his cheek* instead of ..., *so if we* ***meet*** *him, certainly we* ***want*** *to pinch his cheek.* It happens because they tend to generalize the rules of their previous knowledge to make other sentences, *for instance*, they apply present verbal ending *-s* for all subjects; first person, second person, and third person singular and plural. Besides, another student adds the third person singular *he* between modal and verb such as in a sentence *if no body that will* ***he*** *play with him, so he will whine and* ***he*** *cry* instead of *if no body that will play with him, so he will whine and cry*. This happens may be caused by the

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influence of the sentence structure of their first language acquired and applied in their new language structure. Another one make errors by presenting *be* forms in verbal sentence such as in a sentence *She is have young sister* instead of *She has young sister.*

d. Disordering errors

As the least rank in frequency of error types, this type occurs 9 times of 119 errors (7.6%) found. The result of data analyzed shows that some subjects of this study disorder noun phrase in their sentences as seen *because he buy a bicycle new for me* instead of *because he buy a new bicycle for me*; *He like film monkey of title George* instead of *He like monkey film of title George*. Those sentences point out that the students still apply the patterns of their mother tongue in their new language.

2. Causes of errors

In analyzing the causes of errors, the researcher refers to the theory proposed by Wilkins; interlingua errors – caused by the interference of mother tongue, and the theory proposed by Richards; intralingua errors – four possible causes of errors. The following description is provided to explain the possible causes of errors produced by the subjects of this study.

Errors regarded as *Interlingua* when the deviant structure is caused by the influence of the students' first language acquired, as seen in the subject of this study sentence *His habit is reading book*

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religion. The words *book religion* is translated by the researcher into the subject's first language, Indonesia, as *buku* (book) *agama* (religion). This may happen because the student does not know the target language structure yet or he/ she argues that the rule of his/ her first language is similar with the target language learned.

Another example caused by interlingua errors can be seen in a sentence produced by the subject 2, *My age _ 13 years old.* The researcher groups this sentence into interlingua error after translating it into Indonesia (umurku 13 tahun). In Indonesia pattern, there are not *be* forms (only S + Adjective/ Noun), therefore, the student does not need them in forming non verbal sentence of English.

Errors considered as *Intralingua* such as *over-generalization* when the students tend to use their previous rule acquired in the target language in constructing a new sentence. The researcher assumes, the students think that every tense in their target language (English) has the same rule or pattern so that they produce it in another tense, as seen in a subject' sentence *He always fight_ with me*. The student omits the use of present verbal ending *-s* for the third person singular subject. He/ she possibly regards that all personal pronouns have zero verbal ending in simple present tense. This sentence may be influenced by other sentences in which the subject is not the third person singular; *I, you, they,* and *we*, for instance, *they always fight with their classmates.*

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Another intralingua error is *ignorance of rules restriction* which is proposed when the students fail to observe the restriction of the existing structures.[35] It means that the students do not apply the existing patterns to their compositions, for example, *the colors is black and white*. The student ignore the existing pattern of plural and singular which plural is always signed by *be* form '*are*' and '*is*' for singular after his/ her teacher explained it.

Another one of Intralingua errors is *false concept hypothesized* which deals with errors derived from faulty comprehension of rule distinction in the target language.[36] It means that the students misinterpret the use of certain structure; they tend to exchange the use of certain rule with another rule. For example, a sentence *usually on free time, he is fishing* is regarded as the student's misunderstanding on the use of present progressive tense. He/ she thinks that the use of all present tense is same; to tell about present moment.

B. Discussion

Based on the results of data analyzed above – from the first and second task, it can be noted that more than a half of errors produced by the subjects of the study are in the type of *omission errors* because the

[35] Jack C. Richards, A non-Contrastive Approach to Error Analysis. In Jack C. Richards (Ed.), *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1974), p. 175

[36] *Ibid.*, p. 178

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students are considered as the beginner level in learning their second/ foreign language. As stated by Dulay, "omission errors mostly occur during the early stages of second language acquisition."[37]

To be more specific, almost students tend to omit *be* forms in the task I and simple present tense – present verbal ending *-s/ -es* in the task II (see the Appendix I). Both grammatical errors omitted are also regarded as the most frequent error produced by the seventh grade students of Islamic Junior High School of Al-Wachid of Surabaya. This result is in line with Dulay's argument, "the words or morphemes mostly omitted by the students in the early stages are the grammatical morphemes such as verbal ending *-s/ -es*, *be* forms, progressive *-ing* form, prepositions, etc."[38] It means that the students in this stage still find difficulty to construct the correct sentences in simple present tense particularly when the subject of a sentence is the third person singular. They also feel hard in distinguishing between the use of verbal and non verbal sentences.

Making errors, in fact, cannot be separated and lost from the learning process particularly of languages as stated by Thornbury, "error seems to be an inevitable part of learning a language."[39] However, there should be attempts to eliminate the errors occurred otherwise the errors will be fossilized in the learners' mind. To do that, it is needed to know why the learners make such kind of errors. Knowing the causes of errors can help

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[37] H. Dulay and S. Krashen, *Language Two*, (New York, Oxford University Press, 1982), p. 155

[38] *Ibid.*, p. 155

[39] Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Ltd., 1999), p. 113

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the teacher finding the best way to overcome the grammatical problems faced by the students so that they, step by step, are able to avoid themselves from making the same errors in the next.

Therefore, in this study, the researcher also tries to evaluate and predict the possible causes of all errors found in the students' compositions particularly in their descriptive compositions. In predicting the causes of errors, the researcher uses the two theories proposed by the linguists; *Interlingual errors* (the interference from mother tongue) by Wilkins and *Intralingual errors* (over-generalization, ignorance of rules restriction, incomplete application of rules, and false concept hypothesized) by Richards.

In spite of both theories above, the researcher also refers to the result of students' interviews and questionnaires which shows that the students are still confused in applying the English rules that are more complicated than Indonesia rules. Some students do not know yet the correct grammatical rules. Some others are not interested in learning English because they think that English is not their own language.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In accordance with the result of data analyzed in the previous chapter, the researcher concludes that the seventh grade students of Islamic Junior High School of Al-Wachid of Surabaya produce many errors in their descriptive compositions of both tasks; in the 1st task with the theme given "*hobby*", the students of both classes produce 84 errors in 57 sentences, in the 2nd task under the theme given "*family*", they produce 119 errors in 88 sentences. The students do these two tasks in different theme as noted above, time, and teaching technique.

The below conclusions are provided by the researcher based on the problem of the study.

1. The types of errors based on *Linguistic Category Taxonomy*

The research finding of task I shows that the types of errors in term of language features used in writing simple descriptive text are *be* forms, prepositions, simple present tense; present verbal ending *-s/ -es*, noun phrase, pronouns; subject-object, possessives; adjective-noun, subject and number, *to* infinitive, and articles. From those types found, the most type of errors made by the seventh grade students of MTs. Al-Wacid of

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Surabaya belongs to *be* forms and the smallest of it is *articles.* While in task II, the researcher finds that the students produce errors in the use of simple present tense; verbal ending -s, be forms, pronouns; subject-object pronoun, auxiliaries; do/ does, has/ have, prepositions and noun phrase, possessives; adjective-noun, articles, and to infinitives and subject and number. Here, the smallest type of errors is in the use of *subject and number,* and the highest is *simple present tense*; verbal ending *-s.*

These results will let the researcher and the readers know in what types of *Surface Strategy Taxonomy* those grammatical errors take place. It can be seen in the conclusion of number 2.

2. The types of errors based on *Surface Strategy Taxonomy*

The types of errors – based on *Linguistic Category Taxonomy* are specified into the types of errors according to this taxonomy; *Surface Strategy Taxonomy.* In both tasks, the researcher finds the students make errors in types of omission, malformation, addition, and disordering errors.

The most frequent type of errors in the first task belongs to *omission errors* occured 49 times or 58.3% out of 84 errors, which are then followed by malformation errors 15 times or 17.8%, addition errors 13 times or 15.4%, and *disordering errors* 7 times or 8.3% as the least.

Similar to the first task, *omission errors* are the highest frequent type of errors produced by the students in their second task that occur 60 times or 50.4% out of 119 errors, the second rank is malformation errors 41

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times or 34.4%, addition errors 10 times or 8.4% as the next, and the least belongs to Disordering errors: 9 times or 7.6% out of 119 errors

Based on the conclusion of data analysis result of both task above, the most frequent errors type belongs to *errors of omission* in *be* forms (task I) and simple present tense – present verbal ending *-s/ -es* (task II). The seventh grade students of Islamic Junior High School of Al-Wachid of Surabaya still find difficulty to construct the correct sentences in simple present tense particularly when the subject of a sentence is the third person singular. They also feel hard in distinguishing between the use of verbal and non verbal sentences.

3. The causes of errors

As the research finding, the errors found in both tasks produced by the seventh grade students of MTs. Al-Wachid are caused by *interlingua*; the influence of mother tongue – happens when the students produce *noun phrase* and of *be* forms in both tasks, and *intraligua*; over-generalization (the students generalize the rules of their previous knowledge to make other sentences), ignorance of rules restriction (the students do not apply the rules learned in their second language), incomplete application of rules (the students still cannot develop the rules they have been acquired to produce other sentences), and false concept hypothesized (the students misinterpret the use of certain structures of target language). The four possible causes of intralingua, in this case, happen when the students

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apply the use of *possessives*, *present verbal ending -s*, and *to* infinitives, *auxiliaries*, *articles*, and *progressive forms* (*-ing*) for *present*, *pronouns*, *subject and number*, and *modal*.

B. Suggestion

Based on the findings, the researcher tries to give some suggestions to the teacher. By knowing the area of errors made by the students, the teacher should predict the more effective teaching method for the next semester, so that the students understand how to use the language features of simple descriptive writing well, such as simple present tense, *be* forms, pronouns noun phrase, and so on. In addition, the teacher should give strong emphasis to the areas where most students made errors. Those are the use of simple present tense; verbal ending *-s/ -es* and the difference between verbal and non verbal sentences. The teacher should give more drills for the students in both areas in order that they can understand how to compose sentences with well grammatical rules so that they do not do the same errors again in the next. Also, the teacher should not go down in motivating the students in order that they realize that learning English is important for their future, particularly motivating them whom still think that "English is not their own language so it is not necessary to be mastered."

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