

**“GRAMMATICAL ERRORS ON STUDENT’S WRITING RECOUNT
TEXT (An Error Analysis of Second Semester Students At English
Department of UINSA Surabaya).**

THESIS



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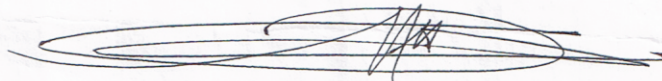
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Surabaya, September 12th 2019

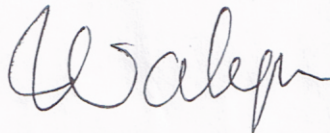
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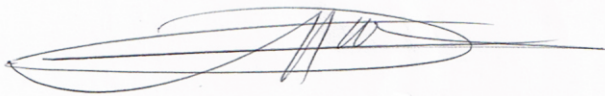
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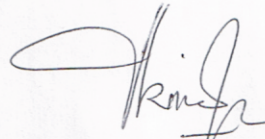
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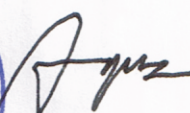
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ABSTRAK

Hotimah, R. 2019. *Grammar Error dalam Tulisan yang Menceritakan Masa Lampau Para Siswa Semester Dua di Sastra Inggris UINSA Surabaya*). Program Study Sastra Inggris, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: (1) Dr. H. Mohammad Kurjum, M.Ag.

Kata Kunci: analisis eror, grammar eror, taksonomi kategori strategi performansi taksonomi kategori efek komunikasi

Siswa-siswa Indonesia menghadapi masalah pada bagaimana membuat tulisan yang bagus dan menarik meskipun mereka berada pada level yang tinggi. Salah satu penyebab banyaknya kesalahan grammar dalam tulisan mereka adalah bahasa ibu mereka. Dimana bahasa ibu mereka berpengaruh buruk dalam bahasa target mereka dalam menulis. Para siswa membuat banyak kekeliruan karena mereka berfikir target bahasa mereka persis dengan bahasa asli mereka yang pada kenyataannya sangat berbeda.

Siswa semester dua UIN Sunan Ampel Surabaya adalah subjek dari penelitian ini. Maksud dari penelitian ini adalah (1) untuk mengidentifikasi tipe kesalahan grammar apa saja yang di temukan pada tugas akhir siswa semester dua UINSA Surabaya dan (2) Untuk menemukan penyebab kemungkinan terjadinya grammar error yang di temukan pada tugas akhir maha siswa semester dua UINSA Surabaya.

Penelitian ini menggunakan metode campuran. Data dari penelitian ini berhasil di kumpulkan dengan mengikuti kelas Grammar dasar dimana tugas akhir mereka adalah menulis recount text masa lampau mereka, menceritakan masa lampau mereka, entah itu masa lalu atau hal yang tidak bisa mereka lupakan di masa lampau, lalu penulis mengumpulkan hasil tes akhir maha siswa semester dua tersebut dan menganalisis data, penulis menandai grammar. Grammar yang salah. dan mengkategorikan mereka ke dalam tabel tentang tipe apa saja kesalahan yang terjadi beserta apa saja penyebab kesalahan grammar sendiri itu terjadi, lalu mengkalkulasi total kesalahan kesalahan grammar tersebut dan mendiskusikan data dalam penjelasan komprehensif.

Hasil dari penelitian ini ada 114 eror yang ditemukan dalam tulisan mahasiswa. 114 tersebut terdiri dari 32 eror dalam penghilangan, 17 eror dalam penambahan, 63 eror dalam misformasi, dan 2 eror dalam kesalahan order, disisi lain ada 4 penyebab terjadinya eror. Ada 17.46% eror dalam intralingual, 71.43% dalam interlingual, 11.11 % eror ambigu, dan 0% eror unik.

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form about their ability. Some of students have good ability in English. Otherwise, some of students have low ability in using English language because they have problem in their grammatical ability. According to Batstone (1994) without grammar, the English language would be chaotic. The people will experience confusion in understanding the writing.

Therefore, the English grammar is needed in writing or speaking. For the English Department students, writing class is the main lessons that must be learned by the students. Writing lesson is one of the main lesson from four main skills in English language.

According to Harmer (2001) one of the productive skills in language learning is writing lesson. It's different from others. Writing is more permanent skill, because writing is written in the paper and we can save the paper. It's different with speaking, reading or listening. In the writing lesson, we learn the spell-check, the grammar, punctuation, and the preposition. It means that writing lesson is very useful to increase the students' knowledge in grammar. The students can increase their ability in English learning.

The most difficult thing from four macro skills is writing. Whether the language is first, second, or foreign language, writing is more complex than other skills, because there are many aspects that we have to master in writing skill. Richards and Renandya (2002) from four macro skills of the English lesson, writing is difficult to master by the second language learners. We know that writing skill is really complex and we have to learn more about this lesson. From this statement, we can conclude that the most difficult lesson from four main

Writing is a fundamental lesson in the English Department students. Writing skill is needed in several lessons, such as, when we make article, essay, journal, or thesis. All of them are using writing skill. The writing skill is really important for the teachers and for the students. This research tried to analyze some of the linguistic problems of students that we called error. The researcher applies the surface strategy taxonomy for analyzing the data and finding the answer of problem formulation. According to Corder (1981) surface strategy taxonomy is the superficial classification of error. We can see from the name that surface strategy taxonomy is the theory of the grammar errors that focus on the surface structures that altered in specific ways. There are four categories of surface strategy taxonomy; those are omission, addition, misformation, and misordering. There are many students do errors in their writing. It is caused by some aspects. It can be happen because of their mother tongue. The researcher was extended to a deeper discussion about the grammatical errors by inferring the intralingual and the interlingual factors.

[illegible]

events to inform and to entertain the readers (Sukarni, 2006, p. 77) it means that the recount text is different from an essay, journal, or article. The recount text is our story in the past. It's emphasizing to entertain the readers. The function of recount text is to describe our past story. Also, we can retell our unforgettable experience in past events. It means that the recount text is the measurable of the student's ability by ordering them making a past story. The teacher gives the students an assignment about the past events experience.

Based on the explanation above, the researcher is interested in analyzing students' writing, especially in recount text writing about their grammatical errors by using the surface strategy taxonomy. Grammatical lesson is needed by students to master English language. It is also to know about the grammatical knowledge capability of the second semester's students at English Department of UINSA Surabaya. The error analysis is important for the students, the teachers, also for the researcher. This analysis is needed to know what types of grammatical errors are made by the students, also what types of grammatical errors that often occur in their writing.

Based on Dulay (1982, p.77) the errors lesson are classified in four categories, those are; linguistic category taxonomy, comparative taxonomy, surface strategy taxonomy, and communicative effect taxonomy. The researcher is capable to take all of the theories. The researcher only focuses on surface strategy taxonomy. The researcher analyzes the grammatical errors based on the surface strategy taxonomy.

The second thesis was written by Abdul Ghofur (Students of Islamic University Syarif Hidayatullah) in this thesis discussed about “Error Analysis on Students Speaking Performance” a case study at the second year students of SMK Permata 2 Bogor. This research classified the grammatical error by using Dulay's taxonomy. The data was taken from the result of students' narrative text. This research used the qualitative method while this research included numeral to account the number of errors. The result errors regarding verb-verb groups are the most dominant errors (39.07%) with the biggest number of errors are omission of suffix -s/ -es/ -ed/ -ing/ (18.19%).

[illegible]

errors. In syntactical errors, there are 165 items of errors. Based on this research, the cause of the grammar errors is mother tongue.

The last research was done by Rama Daniatul H. (Students of UINSA Surabaya) entitled Grammatical Errors of fifth Semesters Student English Department at Islamic University Sunan Ampel Surabaya. Based on her research, the most frequent error is the use of the correct verb and tense. It can be concluded that the verb is the most difficult lesson. There are many students having problem in this chapter.

All of the previous studies are discussing about grammatical errors analysis. The previous studies do not portray the main reason of the grammatical error that happens in their subject. Therefore, the present study tries to provide further research by showing the grammatical error as well as the reason behind the error that is happening.

Because grammar is very important to be acquired by students in mastering English, it is also to know the capability of grammar knowledge of the students. By knowing the students' errors, the writer considers helping them to know what features of the grammar lessons that should be more emphasized than others. So, the writer would like to carry out the research under the title "GRAMMATICAL ERRORS ON STUDENT'S WRITING RECOUNT TEXT (An Error Analysis of Second Semesters Students at English Department of UINSA Surabaya).

1.3 The Purpose of the Study

1. What types of grammatical errors found in the writing recount text of second semester students at English Department of UINSA Surabaya?
2. What are the possible causes of grammatical errors in the writing recount text of second semester students at English Department of UINSA Surabaya?

1.4 Scope and Limitation

- In communication, the mistakes are made by the English students. There are some of errors theory having different form, those are, pronunciation errors, lexical errors, and grammatical errors. The writer is not capable of studying all of theories. The writer limits the subarea of the errors. Therefore, the writer focuses on the grammatical errors.

The result of this research is expected to be able to give the following benefits:

1. For English teacher, hopefully this research can help them to choose the best in teaching English learning.
2. For English students, they can know about their errors in their recount text writing. By knowing the errors, they can repair what types of grammar lesson that they should be improved.
3. The other researchers, this research can give some inspiration to the other researchers in conducting their research. Also, this research can give more information about grammatical errors in writing. Also, this research can give some information and inspiration to other researcher in conducting their research studies. Then, the other researchers try to find out the other problem solutions about the errors problem. Besides that, they can be stimulus for the next new research but it's deeper the discussion than before, and they try to make a new best repots.

1.6 Definition Key Terms

1. *Grammatical Errors*: The language form which deviate from the standard grammatical rules (Richard, 1971, p. 157).
2. *Errors*: The deviation due to the learner is still developing knowledge of the two language rules system. (Dulay, 1982, p. 120)
3. *Error analysis*: an activity of observing, analyzing, and classifying the errors to reveal the system that the learner's use. (Brown, 1980, p. 102)
5. *Mistake* : mistake is less serious since it is the retrieval that is faulty not the knowledge. (Harmer, 2001, p. 77)

6. *Grammar*: the description of the ways in which words can change their forms and can be combined into sentences in the language (Harmer, 2001, p. 89).
7. *Writing* is to make letters or other symbols (ideograph) on a surface (Hornby, 1987, p. 56)
8. *Essay*: An essay is a set of paragraphs which consists of a topic and a central main idea. It must be in three paragraphs minimally , but a five-paragraph essay is written commonly in academic writing (Zemach, 2003, p. 56).
9. *Recount text*: recount text is a piece of text that retell past events, usually in the order of which they happened. (Wadirman, 2008, p. 15)
10. *Paragraph*: paragraph is a group of sentences about a single topic. Together, the sentences of paragraph explain the writer's main idea (most important idea) about the topic. (Zemach, 2003, p. 11)

c. Misselection

Selecting the wrong element and directly change it into the right one called as error of selection. For example when the learners write: “*I go to Bondowoso last month*” and the learners directly select the sentence if that is past tense form. That “go” should be “went”. Thus the right sentence is *I went to Bondowoso last month*. There are three types of misinformation errors, they are:

1) Regularization errors

The kind of error occurs in which a regular marker is used in place of an irregular one e.g.

- Fell = felled
- Himself = his self
- Children = Childs

2) Archi-forms

Archi-forms error occurs in which the learners select one member of a class of forms to represent others e.g.

- That dogs
- Those dog
- Him handsome
- Me hungry
- Daddy took me at the train
- This books
- Those book

c) Alternating forms

This kind of error occurs when the learner's vocabulary and grammar grow; the use of archi-forms often give way to apparent fairly free alternation of various members of a class with each other. Like addition errors, misformation indicate that some learning has transpired and that barring certain attitude or environmental circumstances, the learner is on his or her way to target language proficiency.

Example:

- Those dog
- This cats
- I seen her yesterday
- I would have saw them

d. Misordering

Error of order means that the sentence is right but not in order. For the example: “*What you are doing?*”. From the sentence “are” actually stand before “you”. Thus the correct sentence is, “*What are you going?*”.

2.2.3 Error Based on Comparative Taxonomy

The classification of error in a comparative taxonomy is based on the comparison between the structure of second language errors and certain other types of constructions. These types of errors are applied in the causes of errors in the students writing recount text. This classification is sub-classified into four parts:

speech or writing of second or foreign language learner the use of linguistic item (e.g. a word, a grammatical item, a speech act, etc) in a way which a fluent or native speaker of the language regard as showing faulty or in complete learning. Some differences are often made by learners from the form of speaking and writing because they have a lack understanding and attention.

For further explanation, Sharma explained, "Errors analysis is defined as a process based on analysis of learners' error with one clear objective; evolving a suitable and effective teaching-learning strategy and remedial measures necessary in certain marked out areas of the foreign language." On the other hand, Jeremy Harmer said: "error is the result of incorrect rule learning; language has been stored in the brain incorrectly."

To conclude, errors automatically exist during the learning process, it may be from the teachers or students who have a lack of understanding of all systems in the target language. It can be forever wrong because the students and teachers save the errors in their minds and considered it as the right one.

2.7 The Procedures of Error Analysis

Carl James states that there are five steps in analyzing learners' errors.

a. Detecting Error.

Meaning that we as learners or the teacher can directly aware of the errors, therefore, we can spot it.

b. Locating Error.

Pointing the error or saying at the last part is called as locating error.

conclusion, writing means that expressing what is in students' minds into writing using their language. To have better writing, students should have more practice. The students can write their story in the past or the students write a dairy on their book.

2.8.2 Types of Writing

Based on their sentence organization, there are three kinds of writing as follows:

- a. Descriptive writing is to describe a thing. James A.W. Fefferman and John E. Lincoln, state that description is writing about the way person, animal or thing appears.
- b. Narrative writing is about writing a storytelling. It is created to make the readers involved in the writing. So, the writer makes a feeling and detailed explanation in it.
- c. Expository writing or exposition is used to give more information. Such as editorials, essays, informative, instructional material, and also it can inform, clarifies, defines, and analyze.

According to Marjorie Farmer, there are four types of writing which can be implemented by the students. They are: Expressive writing, informative writing, persuasive writing, and imaginative writing.

a. Expressive Writing

Autobiographies, essays of opinion, diaries, letters, and memories are only a few of many forms of expressive writing. Or even some writings that include writes' personal concern, wishes and feelings.

b. Controlled Writing

Based on Ann Raimés' statement that controlled writing is all the writing your students do for which a great deal of the content and or form supplied. She also explained that the students are focused on getting words down on paper and in being concentrating on one or more problems at the time; and the technique, the students are given a task to work such as an outline to complete, a paragraph to manipulate, a model to follow.

c. Guided Writing

Ann Raimes (1983) states that guided writing is an extension of controlled writing. She explains that guided writing is less controlled. In these kinds of writing the students are given a first sentence, the last sentence, an outline to fill out, a series of questions to respond or information to include in their writing. The English teacher often gives the students writing duty by using guided writing. By using guided writing, our written will be better. We have an orientation in our writing task.

2.9 Recount Text

2.9.1 The Definition of Recount Text

A recount is a kind of text to retell past events. Mark Anderson stated that recount text is a piece of text that retells past events, usually in the order of which they happened. It means that recount text is telling someone about something or even in the past.

From several definitions above, it can be said that recount text is a factual text which gives an explanation of some information to entertain or to inform the readers. The characteristic of the text is retelling the past experience and giving the chronological description of what and when it occurred. Examples of recount text can be found in a news item, a journal, a biography, or a testimony of a witness of an incident or events.

According to Mukarto (2005) there are three types of recount text.

A personal recount usually retells an experience in which the writer was personally involved. It describes past event experiences by retelling events. The purpose is to inform or to entertain the reader.

Procedural recount records events such as a science experiment or a cooking experience. The purpose of it is to inform the reader about the

procedure to do something. The example of procedural recount is about how to cook noodle. The steps to cook noodle is the procedural recount.

c. Biographical Recount

A biographical recount uses specific names of the people involved in the biography. The purpose of a biographical recount is to inform the reader by retelling past events and achievements in a person's life.

2.11 Contracting a Recount

A recount text has three main sections. The first paragraph is orientation or background information about who, what, where, and when. The second paragraph is retelling the events in the order in which that happened (called events). The last is re-orientation, which is the conclusion or the end of the text.

2.11.1 Generic Structure: Parts of Recount Text

Rudi Hartono said that recount is one kind of genre text, containing about retelling events to inform or entertain. Recount text tells the events in order. It consists of:

- a) Title (optional)
- b) Part1: Setting or orientation. It provides background information. The background information surface the view of the topic that we will discussed in the next chapter. The question should be answered: Who? When? Where? Why? What?
- c) Part 2: List of events

3) *When I dropped my cup, the coffee spilled on my lap.*

2.13.2 Past Progressive Tense

The structure of past progressive tense (verbal)

Subject + to be (was/were) +Verb-ing +

The past progressive shows the two actions, both occurred at the same time, but one action began earlier and was in progress when the other action occurred. For example:

- 1) *I was walking down the street, when it began to rain.*
 - 2) *At eight o'clock last night, I was studying.*
 - 3) *Last year at this time, I was attending school.*
- Sometimes the past progressive is used in both parts of a sentence when two actions are in progress simultaneously. For example: While I was studying in one room, apartment, my roommate was having a party in the other room.

2.13.3 Past Perfect Tense

The structure of past perfect tense (verbal):

Subject + had + Verb 3 + Object

The past perfect tense expresses an activity that was completed before another activity or time in the past. For example:

- 1) *Sam had already left by the time Ann got there.*
- 2) *The thief simply walked in. Someone had already left to lock the door.*
- 3) *After the guests had left, I went to bed.*

researcher were enjoying the class during English learning process. In the end of the class, the researcher intended to analyze the writing recount text paper of the second-semester students.

2. The researcher determined 20 students' final test papers to be analyzed, before, the researcher asked permission to the lecture to bring the final test papers of the second semesters' students.
3. Then, the researcher read carefully the writing recount text of second semester's students.
4. After that, the researcher analyzed the data.

3.5 Data Analysis

After collecting the data, the researcher analyzed the data and answered the research problems. The researcher used the procedures as below:

Table 3.1 Table Data Analysis

No	Steps	Explanation
1	Collecting samples from learners ' languages	collecting the samples and deciding the learners samples, then the researcher analyzed the data
2	Identification of errors	Identifying the errors by italic and bold the errors of the learner made
3	Classification of errors	Grouping the errors and stating the classes of the errors. The researcher classified the error types based on surface strategy taxonomy of error analysis category
4	Explanation of errors	Explaining the errors by establishing the causes of the errors.

3. Calculation the errors

To know the frequency of grammatical error that has been made by the second semesters' students by calculating the errors, the researcher using the following formula to calculate the frequency of each errors. In this step, the researcher calculated the errors to know how frequent these errors have been made by the second semester students. In calculating the frequency of these each error, the researcher employed the following formula:

Number of error each type

_____ X 100%

The total number of errors of each type by calculating the frequency of each error, the researcher can identify the most frequent error and the least frequent error made by the students. Then the researcher described the result of each type of errors to make it clear. The next step, the researcher concluded by establishing the causes of the errors based on the analysis in this step, the researcher made valid conclusions in the form of a brief description of the errors.

and 2) the possible causes of grammatical errors in the descriptive analysis taxonomy. Each of those two researches is discussed separately in details as follows.

2.1.1. Descriptive Analysis

Chomsky (1965) distinguished between the surface structure and the deep structure. He further analyzed the errors based on the surface structure. Chomsky (1982, p.146) which concerns on four types of errors: deletion, omission, addition, misformation, and misordering. Deletion is an absence of an item, which must appear in a well-formed utterance. The misformation

ively in details as follows.

Grammatical Errors Found in the Students' Writing

She analyzed the errors based on the surface structure (Pay (1982, p.146) which concerns on four types of errors: omission, addition, misformation, and misordering. There is an absence of an item, which must appear in a well-formed utterance. The misformation

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Omission is an absence of an item, which must appear in a well-formed utterance. The addition type is an error when there is a presence of an item in a well-formed utterance. The misinformation

Further analyzed the errors based on the surface structure. Chomsky (1982, p.146) which concerns on four types of errors: omission, addition, misformation, and misordering. Omission type is an error when there is an absence of an item, which must appear in a well-formed utterance. The misformation

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ed data about the type of grammatical errors are
re some errors happening in the writing recount text
grammatical errors found in the students' writing as follow

Table 4.1. The Type of Grammatical Errors Found in the Students' Writing

No.	Subject Code	Type of Grammatical Error: Surface Strategy Taxonomy				
		Omission	Addition	Misformation	Misordering	Total Errors
1	A8046	2	0	3	1	6
2	Z8041	2	2	3	0	7
3	E8098	1	4	4	0	9
4	E8053	2	0	3	1	6
5	R8072	2	0	6	0	8
6	S8075	1	2	4	0	7
7	F8054	2	0	3	0	5
8	S01	1	1	3	0	5
9	I8106	2	1	4	0	7
10	A8048	2	0	5	0	7
11	F8057	1	2	3	0	6
12	R8127	2	2	3	0	7
13	A8043	3	0	2	0	5
14	A8087	3	1	4	0	8
15	F8017	0	0	2	0	2
16	L8114	0	0	1	0	1
17	K8063	1	0	1	0	2
18	8125	0	0	2	0	2
19	N8120	3	1	3	0	7
20	S8076	2	1	4	0	7
Total		32	17	63	2	114

From the identification, as shown in the table 4.1, there are 114 errors found in the students' writing. The 114 errors consist of 32 errors of Omission type, 17 errors of Addition type, 63 errors of Misformation type, and 2 errors of Misordering type.

1. Omission Type

Error of omission is the absence of an item that should appear. The learner omits the item that should appear in the good utterance. Omission has two types of morphemes. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs. Grammatical morphemes are little words that have minor meaning in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

The subjects of the research committed 32 errors out of total 114 errors for the omission type. The subject of the research omitted morphemes such as verb auxiliaries, noun and verb inflections, and articles. The subject Z8041, for example, omitted an auxiliary **were** by writing “***We** inside the black dark room ...*” So, the correct sentence should be typed as “*We **were** inside the black dark room ...*”

Other omission example is the deletion of a verb inflection –s in the writing of “*one of my **friend ask** to the waiter ...*” It is definitely known that the word **friend** should be plural because of the *one of*, so that **friend** needs to have a noun inflection –s. The word **ask** also needs the inflection –ed as the subject of the research wrote a recount text which uses past tense. Therefore,

The subjects of research also omit the main constituent of the clause or sentence such as subject pronouns, so that it resulted in the incomplete clause or sentence. As it is shown at these two cases, “*And leaved at 21.00 p.m from my house*” and “*And do not know why there is a desire ...*” do not content any subject pronouns. The missing of subject pronouns resulted phrases and it makes the incomplete sentence, which is grammatically wrong in writing text.

The second type of grammatical error based on surface strategy taxonomy is addition. This error is characterized by the presence of an item (e.g. auxiliary, article) that must not appear in a well-formed utterance. In addition, there are three kinds of additions; those are double marking, regularization, and simple addition, these theories was explained in chapter 2, which is found 17 errors out of all 114 errors. In this type, the researcher found that the errors are classified into double marking and simple addition. In terms of double

[illegible]

Comparative Analysis Taxonomy	Errors Found	%
Interlingual Errors	45	71.43%
Intralingual Errors	11	17.46%
Ambiguous Errors	7	11.11%
Unique Errors	0	0.00%
Total	63	100.00%

[illegible]

“I discussed with my family where we would go if we went to Malang”.

2. Intralingual Errors

‘Intralingual or developmental errors exemplify the learner attempting to build up hypotheses about the English language from his/her limited experience of it in the classroom of textbook that reflects the general characteristics of rule learning, such as a faulty generalization, incomplete application of rules, and a failure to learn conditions under which rules apply.

Based on the analyzed data, the phrase “*especially in Mathematic and English lesson*” is classified as an intralingual error. The error is in terms of plural rule that needs to add whether –s/–es. The word *lesson* actually carries two nouns namely Mathematic and English. It means *lesson* must follow the plural rule by adding an inflection –s. So, the corrected sentence becomes “*especially in Mathematic and English lessons*” This error might occur because of the research subjects’ failure in putting the singular plural form. Almost at the same problem, the sentence “*I visited to many waterfall, there was a Watu Ondo waterfall, Cangar, Coban Canggu, etc.*” The research subject does not need to add *to* after the word *visit* because it is functioning as a verb. Other than that, these are about plural sign. The word *waterfall* should have an inflection –s because of the word *many* as a sign of plural. Then the auxiliary verb must follow the preceded phrase, the research subject should use *were* instead of *was* for it explains more than one waterfall. Hence, the correct

sentence is “*I visited many waterfalls, there were a Watu Ondo waterfall, Cangar, Coban Cangu, etc.*”

Other errors are also found in the sentence “*I will tell you about my experience about **enter** to the university*”. In this case, the research subject made an incomplete use of rule about gerund after prepositions. The verb *enter* should change the function into a noun by being gerund because it is preceded by a preposition. In this case, the word *about* has the function of preposition so that *enter* needs an inflection –ing. Therefore, the correct sentence is “*I will tell you about my experience about entering to the university*”.

The next error occurs because the research subject failed to understand the condition of writing a recount text using past tense. This sentence “*The first is when I went to the department store to buy some clothes*” contains a present tense auxiliary verb, which is **is**. The research subject should actually use a past tense auxiliary verb whether to choose *was* or *were*, in this case *was* because the subject pronoun, the phrase *The first*, is singular. Therefore, the correct sentence is “*The first was when I went to the department store to buy some clothes*”.

The error is also found caused by a limited knowledge about passive voice and irregular verb in the following sentence, “*The story **was begin** when I went to the mosque’s toilet.*” Considering the type of the text written by the research subject is a recount text, the researcher assumes that the research subject intended to use passive voice in past tense. Therefore, the auxiliary verb *was* has to be followed by a verb in the form of past participle. In this case, the

infinitive *begin* must be replaced with its past participle form that is *begun*. As a result, the correct sentence is “*The story was begun when I went to the mosque’s toilet.*”

3. Ambiguous Errors

Ambiguous errors are those that could be classified equally well as intralingual or interlingual errors. It refers to when the errors reflect the learner's native language structure and the types found in written works/speech of children acquiring a first language.

For example, the sentence “*I also have to be proud of my parents*”. There is a negative transfer in that sentence. The research subject intended to deliver that she wants to make her parents happy. Unfortunately, the message delivered that the research subject feels proud of having her parents. Therefore, the process of transfer meaning has failed because the research subject native language interferes the result that is giving an ambiguous meaning. Hence, the researcher suggests modifying the sentence into “*I also have to make my parents proud of me*”.

Other examples found that it causes an ambiguous meaning is in the sentence “*when I was senior high school*”. In English, the meaning might be that the subject pronoun *I* is literally the building of senior high school. This happened because the lack of knowledge transfer from L1 to L2 construction, the intended meaning is understandable if it uses the sense of the research subjects’ mother-tongue that is Bahasa. The research subject intended to say that in the past, he was still a student of senior high school. Therefore, the

researcher proposes revising the sentence into “*when I was in the senior high school*”. Having the same problem as the preceded error. Another research subject make errors because of the limited knowledge of the theory, they think that the Bahasa and English construction are the same, though in fact it is not the same at all.

The sentence “*When I was _senior high school I **begin** to diligently study and **do** assignment before the day*” is written for a recount text. It seems that the research subject had tried to use past tense by using auxiliary *was*, but then he/she forgets to apply it for the next clause, as it is seen in the using of the infinitive *begin* and *do*. This forgetfulness might happen because the nature of L1 that does not have to change the form of the verb due to tenses. The research subject also ignored the use of comma in his/her compound sentence. As the result, the researcher recommends correcting the sentence into “*When I was in a senior high school, I began to diligently study and did assignments before the day*”.

This error is related to a limited vocabulary the research subject's possess so that the sentence is ambiguous. The sentence is "*The movie watchers is too many, it's too crowded.*" Firstly, the diction of *movie watcher* is not a term that the native English speaker would use; the suitable term of *movie watcher* in this case is a **moviegoer**. Secondly, the research subject failed to apply the agreement of singular plural form. It can be seen at the use of *is* instead of *were*, the research subject did not take into account that the subject is plural.

The other fatal error done by the research subjects is about the sentence constructions. They need to memorize the very basic sentence construction in English in order that the group of words they have written is appropriate to be called as a sentence, for example, a clause must contain minimum of one subject and one verb. The errors lie on what they think it is already a sentence but actually it's not because the researcher has been breaking down the construction linguistically, sometime the subject is missing, or it does not contain verb or even both a verb and a subject (it is just a phrase).

[illegible]

Above all, almost the entire of research subjects' writing apply simple sentences. There are minor combinations in the usage of complex sentences, compound sentences or even compound-complex sentences to color the variety of their writings. Unfortunately, the fact of a number of simple sentences used is not followed by minimum errors. It is logic that the more complicated the sentence, the greater the possibility of making errors.

CONCLUSION AND SUGGESTION

5.1 Conclusion

In conclusion to the first research problem, the type of grammatical errors found in the students' writing final examination of the second semester's students at UINSA are classified into four types of grammatical errors. Those are omission, addition, misformation and misordering.

To conclude the second research problem, the entire of all possible causes of grammatical errors are found in the students' writing final examination of the second semester's students at UINSA. Those possible causes are classified into four sources. Those are intralingual, interlingual, ambiguous and unique source of error.

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