ERROR ANALYSIS ON STUDENTS' WRITING AT SENIOR HIGHT SCHOOL (MATCH THE JUMBLE PICTURES)

By :

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT THE

STATE COLLEGE FOR ISLAMIC STUDY

(STAIN) PALOPO

2015

ERROR ANALYSIS ON THE STUDENTS' WRITING ASSIGNMENT OF MAN PALOPO

THESIS

*Submitted to the English Language Studies Program of S1 Tarbiyah
and Teacher Training Faculty of Institute for Islamic Studies of Palopo
in Partial Fulfillment of Requirement for S.Pd
Degree in English Education*

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(IAIN) PALOPO
2015**

ACKNOWLEDGEMENT
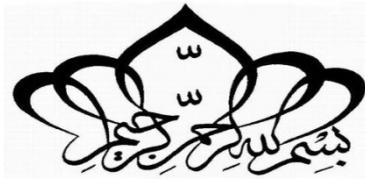
Alhamdulillahi Rabbil Alamin, praise and thanks to the Almighty God, Allah SWT. without His blessing and mercy, the researcher would have never been able to start and finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at The State Institute for Islamic studies (IAIN) Palopo on the title "**Error Analysis on the Students' Writing Assignment of MAN Palopo".** To our beloved prophet, the chosen one Muhammad SAW. Safety and peace be upon him.

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

1. Dr.Abdul pirol, M.Ag. as the Rector of IAIN Palopo

2. Dr. Rustan, M.Hum. as the first deputy head of IAIN Palopo

3. Drs. Nurdin K. M.Pd. as the head of Tarbiyah and Teacher Training Faculty of IAIN Palopo

   Who always give the best way in writing this thesis.

4. Jufriadi, S.S.,M.Pd. as the chief of English Study Program, who always gives support and encourage how to be the good students.

5. Munir Yusuf, S.Ag. M.Pd and Jufriadi, S.S., M.Pd as the first and second resercher's consultants who have given guidance, explanation, correction, suggestions and some ideas until the writer can finish this thesis.

6. All the lecturers of English Study Program IAIN Palopo who have given the writer knowledge motivation, developing her skill and attention in learning English language.

7. Special thanks to my beloved parents: Prawito and Sri Sunarti Nasum who has given writer help, motivation, blessed, pray and strength to finish the thesis. Thus, the writer can finish her thesis and her study in IAIN Palopo.

8. Thanks to my beloved sister: Jessy Puspita Sari for the support, guidance, financial and education to finishing this thesis.

9. Thanks to my boy friend: Samsur Adi Ryanto for the support, guidance, financial and education to finish this thesis

10. Thanks to my beloved friend: Wardah Nur for the support, guidance, and all of participation to finish this thesis.

11. Thanks to all my friends of English Program Study especially BIG-A and BIG-B who has given the writer support and spirit. You are the awesome buddy.

12. Special for Teacher and Students of MAN Palopo who always help, supports, and gives motivation to finish this thesis.

13. Special for everybody who has given the writer spirit, motivation, support and encourage finishing this thesis till this time.

Finally, the writer pray to the God, Allah SWT gives regard to all of the people who have helped the writer. And the writer hopes this thesis can be useful and give positive contribution for the readers and the others.

Jazakumullah khairan katsiran.
Be Different With A Good Reason
Cause I Am Divergent

Palopo,

Researcher

CONSULTANT APPROVAL

Thesis Entitled   : Error Analysis on the Students' Paper Assignment of MAN

Palopo

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Study Program   : Bahasa Inggris

Has been corrected and approved to be examined.

Palopo,   2015

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NIP.19740602 199303 1 003   NIP.19720727 200604 1 002

ABSTRACT

Restuning Aprilia Tyas Tuti, 2015, *Error Analysis on the Students' Writing Assignment of MAN Palopo. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the state Islamic Institute of Palopo, Under the Supervisors: (1) Munir Yusuf, S.Ag., M.Pd. (2) Jufriadi, S.S,M. Pd.*

Key word : *Error Analysis, grammatical and Students' writing Assignment.*

The study is carried out to describe the kinds of error on the grammatical in students' writing assignment of MAN Palopo. The writer intends to answer this question "what kinds of grammatical error written by students' writing assignment of MAN Palopo?".

The writer used descriptive analysis in form of quantitative and the object were 57 students' writing assignment. The data were analyzed by using error analysis method. The error types were classified based on surface linguistic strategy categories of grammatical error such as addition, omission, substitution, and ordering.

The findings of the study, the data in substitution error is the highest frequency that reaches up to 44,44%. Then addition 14,29% frequency of error, omission with 34,92% frequency of error and the lowest frequency is ordering 6,35%. Now, the researcher can find the answer of the question in problem statement that the kinds of grammatical error appear in the students' writing assignment are subject, object, verb and preposition and frequency of error made by the students in the writing assignment. There are verb as the highest frequency of error appeared in students' writing assignment at the 11th class year of MAN Palopo that reaches up 33,33%, then subject form with 26,98% frequency of error, object with 30,16% frequency of error, and preposition form is the lowest frequency of error with 9,25%.

The result of this study item analysis researcher can give the information which material of grammatical and it can pay more attention on usage of grammatical and have to be careful in writing. Especially in English writing.

CHAPTER I

INTRODUCTION

A. Background

Language is the main tool of the communication with other people. Without language we can not get the understanding what a speaker wants and needs language to discuss everything and we want to catch the chance or response about knowledge, economic, politic, culture. Also we can define are attitude, our express, sympathize, protect ourselves from the critize and we can convey our message to other people.

English is an international language, it is spoken by many people all over the world either as a first or second language, it is a key to open the world of scientific and technical knowledge, which is needed for the economic and politics development of many countries and it is also a top requirement of those seeking jobs applicants who master either active or passive English are more favorable than those who don't. That fact, it is obvious that everybody needs to learn English.

Error analysis is an effort to observe, analyze, and classify the errors the learners made to reveal something of the system operating with the learner. Stevens hypothesizes that the error students commit shouldn't be viewed as a problem to be overcome, but rather as normal and inevitable features indicating the strategies that learners use.

Human learning is fundamentally process that involves the making of mistakes. Mistakes, misjudgment, miscalculation, and erroneous assumption form an important aspect of learning virtually any skill or acquiring information. Since

this study analyzes learners' error, it is appropriate to define what is meant by errors. The term "mistake" and "error" are often used interchangeably. However, there is a clear difference between the two. Norrish makes a clear distinction between errors and mistakes.

In another source, brown states that mistake refers to performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly, and says that error is noticeable deviation from the adult grammar of native speaker, reflecting the inter-language competence of the learner.[1]

Writing is one of the four language skills which provide learner chance to express their ideas. Writing in English mainly connected with idea, because student cannot write a good composition without idea. Before writing, important to compose idea and think about theme to write. Besides, it also is needed to form good composition. Sometimes ideas can arise spontaneously find out them.

Writing is one of productive skill but speaking skill. Writing teaches us how to describe imagination, to express the idea, opinion, feeling, and to illustrate desire by writing. Besides that, writing is important skill as communication without sound. Writing can be defined by a series of contrasts:[2]

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[1] Masruddin, Error Analysis a teaching book and exercises, (Palopo: Pustaka As salam,2009) p.1-2

[2] David nunan, *Practical English Language Teaching*, p.88

Writing assignment becomes the significant task that should be completed frequently by the students of senior high school specifically in writing subject. Commonly, this kind of assignment is given to students by their teacher to be finished out of the class time. Also, it has to be submitted in written form discussing a certain topic. In order to get a good construction and well arrangement in a written form, the students have to produce good and right sentences.[3] Hence, they should know a set of rules that must be followed which is called grammar. Grammar is description of the ways in which words can change their forms and can combine into sentences in that language. It can be sure that grammar is the essential part as a writing guidance for students to make the sentences correctly and to convey the meaning properly in particular written form.

In this case, the strong foundation in grammar is one important aspect that should be comprehended in order to make a well structured writing. Particularly, written language without grammar would be disorganized and causes such problems, like grammatical errors in writing. Thus, students should have

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[3] Risti Yani Rahmawati, *Error Analysis on the Use of Simple Present tense in paper Assignment of writing Subject made by the fourth semester students of English Departement at STAIN SALATIGA,* 2012., P. 15.

grammatical knowledge otherwise they will make errors when they commit

activity dealing with grammar as well as in writing process.[4]

B. Problem Statement

Based on the above background the researcher will be formulated is

problem statement of their research as follows:

1. What kinds of grammatical error made by the students' writing in

   assignment at MAN Palopo?
2. What is the most common errors made by the students' writing in

   assignment at MAN Palopo?

C.   Objective of the Research

Based on the problem formulation above, the objective of the writer as

follows:

1. To find out the grammatical errors written by the students' writing

   assignment.
2. To find out the most common errors made by the students' writimg

   assignment.

D.   Significance of the Research

The result of this research affected to be useful information for the

researcher to identify the kinds of error on the students' writing assignment to be

meaningful contribution for readers and foundation for the learner and teacher

about error analysis on the writing assignment. This will encourage theacher not

only to identify students' difficulties in learning english, but also to solve their

problems in applying the grammatical. for researcher give experience and

personal knowledge.

E.   Scope of the Research

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4 Ibid,. P. 16

The scope of the research report in the categories error analysis on the students' writing assignment of MAN Palopo and sources of errors that researcher commit on the writing assignment. The researcher focuses on the students' writing assignment of describing thing and place (descriptive writing) as the main source of the data to find linguictic categories of grammatical error as a categorized by Brown.[5] Namely addition, omission, substitution, and ordering.

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5 H .douglas brown *principle of language learning and teaching fifth edition* , (united states of America: pearson Education,Inc., 2007).,p262

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

In this thesis, the researcher found some researches closely related to this

research as follows:

1. Irnawati Israil, wrote research about An Error Analysis On Students' Writing At

   The Fourth Semester Students of English Study Program Of Tarbiyah Department

   At STAIN Palopo in the 2013 academic year. Based on the result, the research

   finding of students' Grammatical Error, and shows in the table, it was found that

   the students totally commit error in grammar category, consisted addition,

   omission, substitution, and ordering.in the research, the writer applied a case

   study research. It was used to describe an error analysis on students' writing. The

   sample of the researcher was taken by using random sampling technique. [1]

2. Muhammad Iksan, wrote research about Error Analysis On students' Essay

   Writing At The Seventh Semester Of English Study Program Tarbiyah Department

   STAIN Palopo. Based on the result, the research finding that error in lexicon

   category grammar students mostly committed error.[2]

   Based on the two previous studies above, actually they have the same purpose

where they wanted to improve the students' writing skill by some kinds of way.

Moreover, the differences between from two preferences are the difference of

typical grammar that was focused. Two preferences have almost the same to this

research, they are error analysis. This researcher focus on the students' paper

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[1] Irnawati israil, "An Error Analysis On Students' Writing At The Fourth Semester Students Of English Study Program Of Tarbiyah Departement At STAIN Palopo". (unpublished thesis) STAIN Palopo, p.55

[2] Muhammad iksan, " Error Analysis On Students' 7 Semester Of English Study Program Tarbiyah Department STAIN Palopo", (unpublished thesis) STAIN Palopo, p. 60

assignment and concentrates to analyze the usage of linguistic categories of grammatical error. The other similar of two preferences are their studies focused on the usage of grammar category, consisted addition, omission, substitution, and ordering, and lexicon category grammar students mostly committed error.

Additionally, the researcher tries to make conclusion that analyze an error very important to be known. An error analysis is one of solution because it can help the students how to learn from mistake and correct in their writing.

B. Error Analysis
1. The Definition of Error Analysis

Since this study analyzes learners' error, it is appropriate to define what is mean "errors and mistake". However there is different between errors and mistake. John Norrish made a clear between errors and mistakes. He started errors as a *systematic deviation*, when a learner has not learnt something and consistently gets it wrong. He added also that when learner of English as a second or foreign language makes an error systematically, it is because he has not learnt the correct form. And then defined mistakes as a *inconsistently deviation*, when a learner has been taught an inconsistently, the inconsistent deviation is called mistake.

Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those which result from negative transfer of the native language. Error analysis easily superseded contrastive analyses the errors a learner make are attributable to mother tongue. Errors-overt manifestation of learner's system-arise from several possible general sources.

Based on some theories above, the writer can conclude that error analysis is a study on the systematic error that students' commit in acquiring a language into the target language and the description and classification of intralingiustic error.[3]

2. Error Categories

On a rather global level, errors can be described as errors of addition, omission, substitution, and ordering, following standard mathematical categories. In English do auxiliary might be added (does can he sing?), the definite article omitted (I went to movie) an item substituted (I lost my road), or the word order confused (I to the store went). But such categories are clearly generalized. Within each category, levels of language can be considered: phonology or orthography, lexicon, grammar, and discourse. Often, of course, it is difficult to distinguish different levels of error.[4]

Brown states some terms as a plausible tool for classifying errors, they are four Mathematical Categories (Addition, Omission, Substitution, and Ordering), four Linguistic Categories (Phonology or Orthography, lexicon, Grammar, and discourse) and three stages of error (Pre-systematic Error, Systematic Error and Post-Systematic Error. Each of them is listed as follows:

1. The Matematical Categories of Error:
   a. Addition
      Addition is the act of adding something to something else.
Example[5] :
   1) ..... and than through organization we can find many knowledge.

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3 Irnawati israil, , "opcit". (unpublished thesis) STAIN Palopo

4H .douglas brown, principles of language learning and teaching, fifth edition (united states of America: Pearson Education, Inc, 2007).,p 265

> ➤ ..... and than through organization we can find knowledge.

2) ..... So they faith <u>for</u> to get member.

> ➤ ..... so they struggle to get member.

    b. Omission

Omission is the act of not including somebody/something or not doing

something.[6]

Example :

1) ..... because it is Ø the place to us improving our skill and network.

> ➤ ..... because it is <u>one of</u> the place for us improve our skill and our
>
> network.

2) ..... there are four extra organization as place Ø the students to learning.

> ➤ ..... there are four extra organization as place <u>for the</u> students to
>
> learning.

    c. Substitution

Substitution means the act of putting one thing or person in the place of

another.[7]

Example :

1) ..... this is the <u>plus value</u> of extra organization.

> ➤ ..... this is the <u>negative effect</u> of the extra organization.

2) ..... and the students be able <u>development</u> their idea.

> ➤ ..... and the students be able <u>to develop</u> their idea.

    d. Ordering

Ordering means the way in something is ordered or arranged, or the act of

putting something into an order.[8]

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5 Masruddin, A Teaching Book and Exercise: Error Analysis, Palopo, LPS Press STAIN Palopo, 2009, p.66.

6Irnawati israil, "An Error Analysis On Students' Writing At The Fourth Semester Students Of English Study Program Of Tarbiyah Departement At STAIN Palopo". (unpublished thesis) STAIN Palopo, P.10.

7 Ibid ., 10

8 Ibid., 11

Example :
1) The director's secretary sent <u>to them the manuscript last night.</u>
   ➢ ..... the director's secretary sent <u>the manuscript to them last night.</u>
2) Organization is one of <u>activity students</u> in every campus.
   ➢ ..... organization is one of <u>students' activities</u> in every campus.

The stage of error there are:
1) Pre- systematic Error
Pre sistematic Error is the stage in which the learner is only vaguely aware that there is some systematic order to a particular class of items.
2) Systematic Error
Systematic Error is a stage when the student has begun to discren a system, to be more consistent in patterning and to exhibit rather consistent errors indicating internalization of rules albeit "incorrect" rules by native speaker standards.
3) Post-Systematic Error
Post-Systematic Error is found when the learner is quite consistent in his speech and when he makes an error he can both explain it and correct it. Though errors occur in this stage they seem to be rather infrequent.[9]
3. Significance of Errors Analysis
Studying of learners errors is a part of the systematic study of the learners language which in itself necessary to an understanding of the process of the second language acquisition. Therefore, error analysis has significant role to playing language learning process. There are ways significant of Errors:
a. To the teacher: errors are significance to show a student progress in learning.
b. To the researcher: error have significant how a language is acquired, what strategies the learners uses.

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[9] H. Douglas Brown, principle of language learning and teaching fifth edition(united states of America: Pearson Edication, Inc, 2007, p. 268.

c. To the learner: the learner can learn from these errors. When a learner has made an error, the most efficient way to teach him the correct from is not by simply giving it to him, but letting his discover it and different hypotheses.[10]

4. Sources of Error

Brown writes that error-overt manifestations of learners' system-arises from several sources: inter-lingual errors or interference from the native language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies and not doubt countless affective variables.[11] He derives those sources as follows:

1) Inter-lingual Transfer

The beginning stages of learning a second language are especially vulnerable to inter-lingual transfer from the native language, or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which learner can draw.

2) Intra-lingual Transfer

Intra-lingual errors or intra-lingual interference is the negative transfer of items within the target language, or put another way, and the incorrect generalization of rules within the target language. This the major factor in the second language learning.

3) Context of learning

Contex itself refers, from example, to the classroom with its teacher and its materials in the case of school learning, or the social situation in the case of untutored second language learning. In classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

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10 Sairdan, The Syntatical Error Produced by The Student In Translating Sentences From Indonesia To English (a case study at the fifth semester students of English Department Of STAIN Palopo, (unpublished thesis) STAIN Palopo,2007, p.27

11 H. douglas brown.,opcit.,P 263

4) Communication Strategies

Communication strategies are a fourth source of learner error, but this major category is so pervasive and important that it is treated in a separate section here. Communication strategies actually include process of inter-lingual and intra-lingual transfer and the context of learning as a learner tries to get a message across to hearer or reader. The latter pertains to the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not available to the learner at that point in communication.

5. The Sources of Error Occurrence

1. Interference from the native language

The learner may assume that the target language and his native language are similar. Then, he will over generalize the rules of his native language and the target language.

2. An incomplete knowledge of the target language

Because of the incomplete knowledge, the learner may make guesses. When he has something that he doesn't know, he may guess what it should be there. The foreign language learners commit errors largely because of the paucity of their knowledge of the target language whereas deviant forms produced by native speakers are dismissed as slips of the tongue or slips of the pen.

3. The complexity of the target language

Certain aspects in English are difficult for some learners, it may be caused the rules of their native language are quite different from English and even more complex than their native language.[12]

6. The Benefits of Analyzing Errors

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12 file:///C:/Users/Downloads/skripsibaru selasa 24 februari 2015 15:06 , Pefry Hartanti , *analysis of grammatical error in writing* 2010 ., p.5

Errors are normal and unavoidable during the learning process as Richard (1974: 95) mentioned that no one could learn without making errors. Meanwhile, Lengo (2003: 1) mentioned that errors are believed to be an indicator of the learners' stages in their target language development. So, it is important to analyze the errors because there are many benefits in analyzing the errors, such as:

(1) A device which the learner uses in order to learn

(2) To fully grasp and understand the nature of the errors made, and

(3) Instead just being able to explain the rules and correct the errors.[13]

7. Steps in Errors Analysis

There are some steps in error analysis are:

1) Error Detection

In this step, the writer or the analyst detected or located the errors. She/he should consider whether it is an error or mistake.

2) Locating Error

Error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contain global errors.

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13 Ibid. *(Analysis of grammatical error in writing)* 2010 ., p. 7

3) Describing Error

The system used for description of learner's errors must be one having two essential characteristics. First, the system must be well-developed and highly elaborated because many errors made by beginners are remarkably complex.

4) Classifying error

Classifying error not only entries on grammatical category but also lexical category. In this step, the analyst classifies whether errors belong to subject and verb agreement, tenses, etc

5) Counting error

In this part, the analyst counts the errors made by learners. That's why the previous step is classifying error. It cans the ease the analyst to count the data and analyst it.[14]

C. English Grammar
   Some kinds of English grammar there are

   1. Parts of Speech

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14 Rina Wulandari, *The Analysis of Common Errors Made by The Second Grade TheStudents of Mts Al-Mursidiyyah in Using English Tense*, (UIN Jakarta : 2011), p.14-15

a. Nouns

Noun is a part of speech that describes an object, a person, or a concept. It answers the question 'what is it?' or 'who is it'? English nouns often have an article 'a' or 'the' (see 1.1.4 Articles). English nouns have categories of number and case. Nouns are often accompanied by a modifier (see 1.2 Adjectives and Adverbs).

b. Pronoun

Pronoun is a part of speech that is used instead of a noun or an adjective to Avoid repetition. There are several types of pronouns: personal, possessive, reflexive, demonstrative, interrogative, indefinite, etc. We'll consider the most important of them.

Example:

1. Nancy came home late. She was very tired.
   (The personal pronoun 'she' replaces the proper name 'Nancy'.)
2. The car stood in a garage. It was white and clean.
   (Here, the indefinite pronoun 'it' substitutes the noun 'car'.)

c. Adjective

Adjective is a part of speech that defines a characteristic of an object or concept. Adjectives usually answer the question 'what kind of?

Example:

Black; big; lazy; old.[15]

d. Verb

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15 E-book English grammar, pdf., p. 10

A verb is the core of every sentence. Without a verb, a group words is only a fragment of sentence instead of a complete sentences.

Example:

1. Birds sing
2. The flower were blooming every were
   e. Adverb

Adverb is a part of speech describing character or circumstances of an action. Adverbs usually answer the questions 'how, in what way, when, and where, etc.

Example:

(simply; very; slowly; lately; fast). Some English adjectives and adverbs do not differ in their form. The same word 'fast' can be an adjective or an adverb depending on whether it modifies a noun or a verb.[16]

f. Preposition

Prepositions are auxiliary words that define relationship of nouns or pronouns with other words in a sentence. Prepositions may be simple words (for, in, with), compounds (outside, throughout), or collocations (in front of, with regard to). Some prepositions have their own distinctive meaning (during, instead of). The meaning of others (for, by, of) is only vaguely defined and is fully realized in a usage context. The choice of a preposition is determined by one of the three factors:

1) Semantic - a preposition's own meaning (on/ in/ under/ over/at/ to the table),

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16 Blanche ellswoth and john a higgins, E-book english grammar simplified(Harper Collins college Publishers., 2007) , P. 19

2) Grammatical combinatory rules (at the meeting, over the weekend) or

3) Governing rules (belong to, be proud of).

Example:

1) Take it out of the pocket (from the kitchen, off the shelf) and put it on the desk

(near the wall, behind the armchair).

2) He will arrive in two weeks on Monday at 8 o'clock.

3) It depends on her commitment to the cause.

g. Conjunction

Conjunction joins other word or word groups, there are two conjunctions:

1. A coordinate conjunction: (and, but, or, nor, for, yet, so)
    Word: jack and Jill, small yet fierce, speaking or listening.
2. Subordinate conjunction: (if, because, although, when, unless, etc)
    Example: because they were late, if you love me.[17]

2. The Definition of Tense

Tense means the form of a verb that shows the time of its action or state of being or set of such forms indicating a particular time. In other words, tense is the inflected form in the declension of verb that indicates the time such as past, present, or future it does not matter whatever the tense means. If someone wants to talk about tense he or she may not escape from grammar because tense is part of structure. Grammar may be roughly defined as the way a language manipulates

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17 Ibid, p. 20

and combines words in order to form longer units of meaning.[18] For example, in English the present form of the verb be in the third person has two distinct forms, one "is" being used with a singular subject, and the other "are" with a plural; and if the plural "are" is combined with a singular subject, the result usually unacceptable or ungrammatical. This sentence like "this is a pencil" is grammatical, whereas "this pencil" is not. There is a set of rules which governs how units of meaning may be constructed in any language. We may say that a learner who knows grammar is one who has mastered and can apply these rules to express himself or herself in what would be considered acceptable language form either in verbal communication or in written form.[19]

3. **Grammatical Errors**

Grammar can be defined as a set of shared assumptions about how language works. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills. Knowing about how grammar works

18 Risti Yani Rahmawati, Error Analysis on the Use of Simple Present tense in paper Assignment of writing Subject made by the fourth semester students of English Departement at STAIN SALATIGA, 2012., P. 42.

19Ibid , p. 42

is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning. In this research, the term of error in grammar will be called a grammatical error. The writer has chosen only three categories or problem areas in grammatical errors, they are:

1. *Subject and verb*
   In a sentence, there are at least one subject and one verb. The subject may be a noun, a pronoun, and the predicate may be a verb or to be. Some types of errors that might appear in this category are:
   a. Subject missing
   e.g., From the text above, can be concluded that book is important.
   It should be: from the text above, it can conclude that book is important
   b. Simple predicate missing be
   e.g., Water very important for human being.
   It should be: Water is very important for human being. [20]
   c. Wrong simple predicate missing be
   e.g. There are student in the library.
   It should be: There is student in the library.
   d. Superfluous be
   e.g. John and Taylor are do their homework.
   It should be: John and Taylor do their homework.
2. *Verb agreement, tense, and form.*
   Every sentence has at least one verb. It indicates number of the subject, the tense, etc wherever it stands in a sentence.
   a. Misinformation of passive form
   e.g., Andi was borrow it two days ago.
   It shoul be: Andi was borrowed it two days ago
   b. Passive order, but active form
   e.g., The wedding will held tomorrow.
   It should be: the wedding will be hold tomorrow
   c. Active order, but passive form
   e.g., The police is caught by the thief.
   It should be: the police caught the thief

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20 file:///C:/Users/Downloads/skripsibaru selasa 24 februari 2015 15:06 , pefry Hartanti, *analysis of grammatical error in writing* 2010 ., p.8

d. Misinformation of the next verbal word

e.g., we will coming soon

it should be: we will come soon.

e. The verb comes after the subject

e.g., Jane look at herself in a mirror.[21]

It should be : jane looks at herself in a mirror

f. A form of have/ has

e.g., She have a book.

It should be: she has a book

g. A form of do / does

e.g., Andi do not know the rules

it should be: andi doesn't know the rules.

3. *Pronoun form, agreement, reference*

Pronoun is a word that used to replace noun in a sentence or a paragraph.

So, there is no repetition for the noun that may bore the audience, that is, the

reader or the listener. The example of the error that might appear in this area is:

e.g., He borrows the books. It will be returned soon.

It should be: he borrows the books. They will be returned.[22]

D. Examples of strategies for writing

There are many different writing strategies referred to in the literature,

they all tend to have common aims and characteristics. They all focus on helping

students think productively before writing, and then to sequence their ideas

logically, add relevant detail, impose structure on their text, and then review and

improve their first draft. The following examples will serve as typical illustrations

of specific strategies for writing.

> *POW and TREE*

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[21]Ibid , pefry Hartanti (*analysis of grammatical error in writing*) 2010.,p.8

[22] Ibid . pefry Hartanti (*analysis of grammatical error in writing*) 2010., p.9

This is a two-part strategy to help students write opinion essays. The authors report that this strategy can be effective with students with learning difficulties. The students are taught to apply the following step-by-step procedure:

P = Pick your topic or idea.

O = Organize your thoughts and make notes.

W = Write, and then say more.

T = Topic sentence – state your opinion.

R = Give at least three reasons to support that belief.

E = Explain your reasons in more detail.

E = End with a good concluding statement.

> POW and WWW + What 2 + How 2

This strategy is for narrative story writing. POW is explained above.

WWW stands for:

(a) **W**ho are the characters? (b) **W**hen does the story take place? (c) **W**here does the story take place?

What 2 represents:

(a) *What* do the characters do? (b) *What* happens?

How 2 reminds the writer to:

(a) State *how* the story ends. (b) *How* did the characters feel?

This strategy has been used successfully with Grade 2 students who were though for 30 minutes sessions three times per week (total of 11 lessons). Report that the students wrote longer stories of better quality, because they gave more thought to planning. POW plus WWW + What 2 + How 2 contains far too many

steps for students to remember unaided, so it needs to be supported by use of a cue card or prompt sheet.[23]

> *PLAN and WRITE*

These researchers taught students the mnemonics PLAN (to be used at the Planning stage of writing), and WRITE (to be used at the composing and transcription stages).

P = Pay attention to topic. Set your goals.

L = List your main ideas.

A = Add supporting detail.

N = Number the ideas in sequence.

W = Work from your plan.

R = Remember the goals

I = Include transition words to move from one paragraph to the next.

T = Try different kinds of sentences.

E = Exciting and interesting content.[24]

> **Story planner**

Using a story planner is also effective for helping students brainstorm ideas before narrative writing, and arranging the ideas in the best sequence. The story planner can take the form of a graphic organizer that provides a starting

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23 Peter Westwood, E-book *What teachers need to know about Reading and writing difficulties* (published 2008), p.70

24 Ibid, P. 73

point for generating ideas. The topic title is written in a circle in the centre of the whiteboard. From this circle a number of 'spokes' branch out like rays from the sun. As ideas related to the title are suggested, each one is added to one of the spokes until a suitable quantity of ideas have been recorded. Prompts and cues can be used to stimulate students' thinking. Ideas might include the setting for the story, the type of action to take place, the characters involved, the outcome, etc.

> **LESSER (LESSER helps me write more)**

Many struggling writers produce very little material during times set aside for writing. This strategy is designed to increase the amount of material these students complete in a lesson, thereby increasing the amount of successful practice.

L = List your ideas.

E = Examine your list.

S = Select your starting point.

S = Sentence one tells us about this fi rst idea.

E = Expand on this first idea with another sentence.

R = Read what you have written. Revise if necessary. Repeat for the next Paragraph

In addition, in the report those encouraging primary school students with writing difficulties to count and record on a graph the number of words they write each lesson can improve both the quantity and quality of their written work.[25]

E. The Stages of Writing

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25 Ibid, P. 75

Before writing we have to know the stage in writing such us: Planning, Drafting, and Revising.

1. *Planning*

Planning is state of strategies to find and produce information in writing when the people begin to write project; people had discovered what it possible. People need to located and explore a variety of subject.

2. *Drafting*

Drafting is as series of strategies designed to organized develop a sustained of writing. Once planning has enabled people to identify several and encouraged people to gather information on these subject perspectives, additional draft can be written that further shape, organize, and clarify the work.
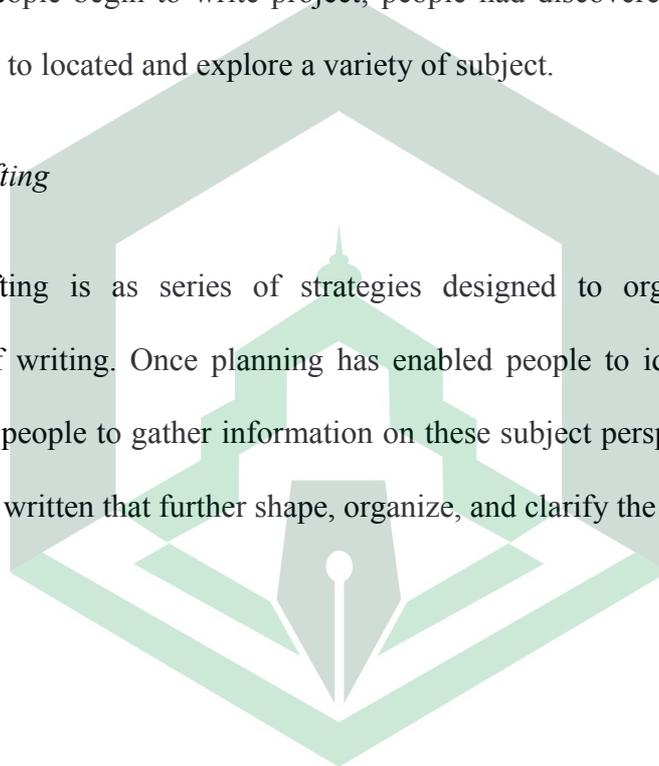
3. *Revising*

Revising is a series of strategies designed to examine and evaluate the choices that have created a place of writing. After people have complete their primary draft they need to stand back from their text and decade action would seen to be most production.[26]

F. Parts of writing

There are some parts of writing, as follows:

a. Capital letter according Oxford Learner's pocket dictionary third edition page 57 Capital letter is large letter.[27] The second is the use of large letter based English club.com state that each letter of the English alphabet may be written as a small letter (ABC...) or as a large or capital letter (ABC...). Here is a full list of capital letters. In English, we do not use capitals letters very much. We use them mainly for the first letter of sentences, names, days and months as well for some abbreviations. In addition, of course, we always write the first person pronoun as a capital I. It is not usual to write whole sentences in capitals. A sentence or paragraph written in capitals is extremely difficult to read. Did you ever see a book or newspaper written completely in capitals? Of course not! We cannot easily read large amounts of text in capital letters. Lawyers know that capital letters are difficult to read. That is why some legal texts are written completely in capitals. When we use capital letter? Based on englishclub.com state that there are eleven part when we use capital letter, the part are :

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[26]Mc Crimmon, James M, *Writing With a Purpose, Eight Edition,* Houghton Mifflin Company, 2005. p. 10-11

[27] *Oxford Learner's pocket dictionary third edition,* University Press, p.57

2) Use a capital letter for the personal pronoun 'I',

Example: - What can I say?

3) Use a capital letter to begin a sentence or to begin speech:
    Example: - The man arrived. He sat down.

4) Use capital letters for many abbreviations and acronyms:
    Example: - G.M.T. or GMT (Greenwich Mean Time)

5) Use a capital letter for days of the week, months of the year, holidays:
    Example: Monday, Tuesday, January, February, Christmas, Armistice Day

6) Use a capital letter for countries, languages & nationalities, religions:
    Example:Indonesia, China, France, Japanese, English, Islam, Christianity,

Buddhism

7) Use a capital letter for people's names and titles:
    Example: Anthony, Ram, William Shakespeare, Professor Jones, Dr Smith,

Captain Kirk, King Henry VIII

8) Use a capital letter for trade-marks and names of companies and other

organizations:
Example: Pepsi Cola, Walkman, Microsoft Corporation, Toyota, the United

Nations, the Red Cross

9) Use a capital letter for places and monuments:
    Example : London, Paris, the Latin Quarter, the Eiffel Tower, St Paul's Cathedral,

Buckingham Palace, the White House, Oxford Street, Fifth Avenue, Jupiter, Mars,

Sirius, Asia, the Middle East, the North Pole

10) Use a capital letter for names of vehicles like ships, trains and spacecraft:
    Example: the Titanic, the Orient Express, the Flying Scotsman, Challenger 2,

the Enterprise

11) Use a capital letter for titles of books, poems, songs, plays, films etc:
    Example: War And Peace, If, Futility, Like a Virgin, The Taming of the Shrew ,

The Lion King, Gone With The Wind

12) Use capitals letters (sometimes!) for headings, titles of articles, books etc, and

newspaper headlines:

Example: HOW TO WIN AT POKER, Chapter 2: CLINTON'S EARLY LIFE,

LIFE FOUND ON MARS!, MAN BITES DOG[28]

b. Punctuation, based on Oxford Learner's pocket dictionary third edition page

347 state that punctuation is marks such as full stops and commas in a piece

of writing. Based on Englishclub.com state that summary of punctuation

marks. The punctuation are :

1) full stop or period, example : I like English,
2) comma, example : I speak English, French and Thai,
3) colon, example : You have two choices: finish the work today or lose the contract,
   4) Question mark, example: Where is Shangri-La?,
5) Exclamation mark, example: "Help!" she cried. "I'm drowning!",
6) slash, forward slash or oblique, example : Please press your browser's

Refresh/Reload button,
7) double quotation marks, example : "I love you," she said,
8) single quotation marks, example : 'I love you,' she said,
9) apostrophe, example : This is John's car,
10) underscore, example : bin_lad@cia.gov,
11) Round brackets, example: I went to Bangkok (my favorite city) and stayed there

for two weeks.[29]

G. Steps in Planning a Writing Course and training Teachers of Writing

According to the Methodology in Language Teaching an Anthology of

Current Practice, that steps planning a writing course and training teachers of

writing are: ascertaining goals and institutional constraints, deciding on theoritical

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28 Tri Endar yogi, teaching writing skill by using mind web at the fifth semester students of

english study program tarbiyah department stain palopo, p.10

29 ibid, p.11

principles, planning content, weighing the elements, drawing up a syllabus, selecting materials, preparing activities and roles, choosing types and methods of feedback, evaluating the course, reflecting the teacher's experience.[30]

H.   Characteristic of Good Writing

To be a good writing, we have to write carefully of thinking. There are four characteristic of good writing, they are:

a. Good writing is easy to follow because it follows a plan. In the case of an essay, it means that it sticks to one dominant idea which is supported or developed by enough facts and details.
b. Good writing present that are fresh and original, not hand me-down, tires ideas borrowed for someone else. As a result, it sounds like its author rather than sounding generic.
c. Good writing use is language that is right for the job-formal when required and informal when appropriate. The writer uses word that is precise, vivid and extract, avoiding worn out expression and clashes'.
d. Good writing is free of serious mistakes in grammar, spelling. And punctuation because those errors get in the way of the writers ideas and distract the reader.[31]

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30 Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching an Anthology of Current Practice* (United State of America, 2009), p.306

31 Malikhatul Munawwarah,*Improving students' writing through board magazine at eleventh year of SMAN 2 Baebunta* (STAIN Palopo,2010),p.13-14

I. The Problem of Writing

Beside, every activity has purpose. Exactly it has problem, so does

writing. There are five problems in writing, they are:

a. We don't know the ability and potential ourselves
b. We never look for and dominate information relationship with the topic which

   be written.
c. The idea not organization as systematic and give expression as writer.
d. Cannot observe and appraise the idea as objective.
e. There is no planning when we start to write we don't think and speaks

   orderly.[32]

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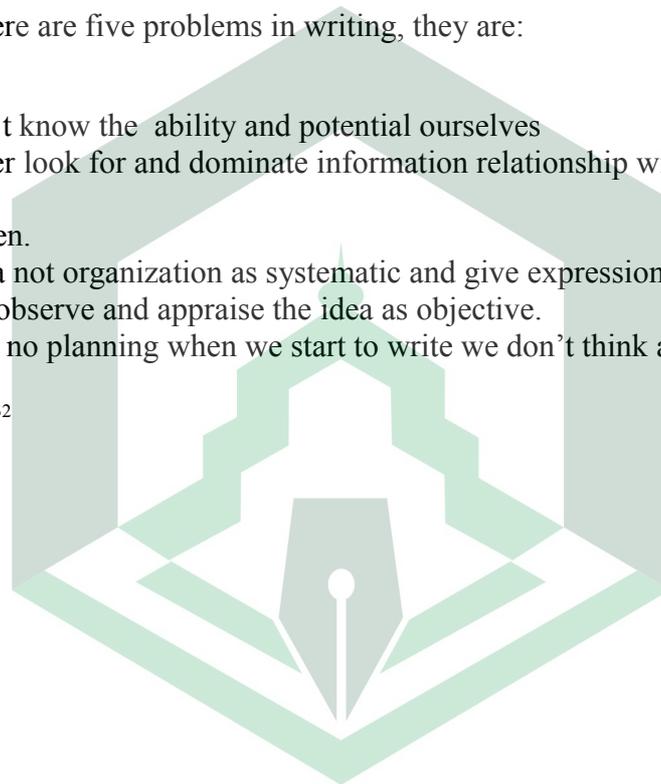
[32] Tri Endar yogi, teaching writing skill by using mind web at the fifth semester students of english study program tarbiyah department stain palopo, P. 11

CHAPTER III

RESEARCH METHOD

A. **Research Design**

In the research the writer used field research by using quantitative descriptive analysis. This method is used to do research on the error of students' writing assignment of MAN Palopo in the eleven (11th) year of 2014/2015. In addition, the writer had tried to calculate the errors. The case that was surveyed in this research in linguistic categories of grammatical error commited by all of the students' writing assignment of MAN Palopo.

B. **Population And Sample**

1. **Population**

The population of this research is all of the students of MAN Palopo at the academic year 2014/2015. The total population are 57 that semester of three classes.

2. **Sample**

In determining the number of sample in this research, the sample was taken by using *cluster random sampling technique*. In this case, the writer choose 16 students' writing assignment of science class.There were 16 students as a sample in order to get representative data.

C. **Procedure of Collecting Data**

The procedure of collecting data of this research as follows:
1.   The researcher determined the students.
2.   The researcher identified the numbers of error of the sampel

D. **Technique of Data Analysis**

The collecting data by used descriptive quantitative technique, the process of

data analysis as follows:
1. Identifying the error produced on the students' writing assignment.
2. Counting the frequency of every error produced on the writing assignment.
3. Classifying or categorizing each error produced by the students' writing

   assignment into kinds where it is categorized.
4. Counting the percentage each of errors produced of writing assignment by

   using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Notation:

    P   : The Percentage of Error   N   : Total of sample[1]

    F   : The Frequency Error
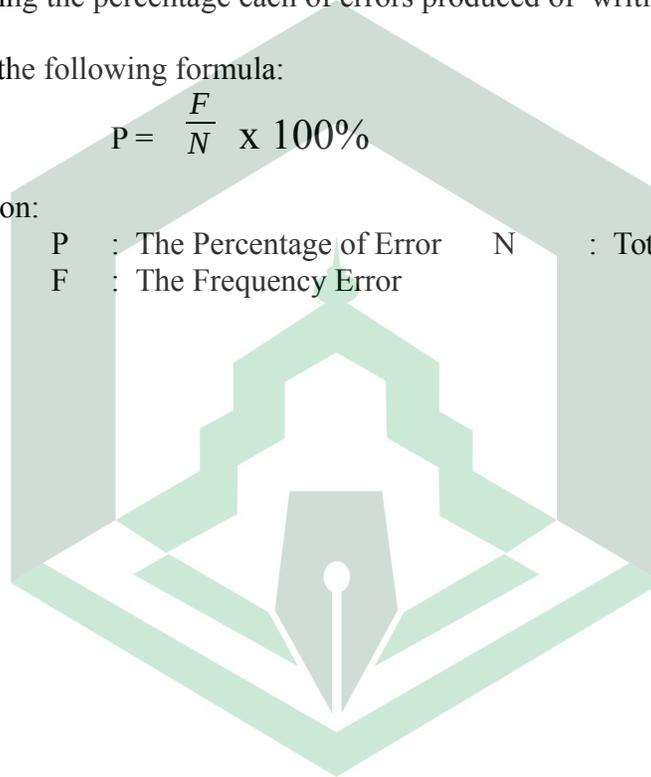
IAIN PALOPO

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[1] Sugiyono, Metode Penetilian kombinasi (Mixed Methods), (Bandung: Alfabeta, 2013),P.11

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This method is used to do research the error of student's writing assignment of MAN Palopo in the eleven (11th) class year. In addition, the writer tries to calculate the errors. The case that was surveyed in this research was about case in linguistic categories of grammatical error commited by all of the students' writing assignment of MAN Palopo. After collecting and analyzing the data to know the error sentences, the writer found that there were a lot of grammatical errors.

To know the result of the analysis, the writer made the table of error classification that can be seen on the table below completed with kinds of errors and the error types of each sentences.

Table: 4.1

Grammatical Error from writing Assignment 1

No	Error Sentences	Correct sentences	Types of Error	Kinds of grammatical
1	A beautiful **flowers**	A beautiful **flower**	Addition	Suffix 's' in the noun of Object
2	He **was kind**, friendly, and industrious	He **is** kind, friendly, and indrustious	Substitution	Main verb
3	He **that** teacher fun and also funny	He **is a** teacher fun and also funny	Substitution	Preposition

The table above is the writing assignment 1, it can be seen that it has three **3** errors where there were one addition error and two substitution. From three

errors, the kinds of grammatical error in this table are three there are noun of object, main verb, and preposition.

Table :4.2

Grammatical Error from writing Assignment 2

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	Senior high school road Dr. Ratulangi	Senior high school at Dr. Ratulangi street	Substitution	Object complement
2	**School** is very beautiful because **of** its location ø many **of** the rooms **spacious** building losts of cool at atmosphere because **ø** many trees.	**My school** is very beautiful because its location **has** many large rooms building losts of cool atmosphere because of many trees.	-Omission -Addition -Omission - Addition -Substituion -Omission	-Pronoun 'my' in the **subject** -Preposition 'of' -Verb -Preposition -Noun in the **object** - Preposition

From the paper assignment 2, it can be seen that it has **7** errors where there were 2 addition errors, 3 omission errors, and 2 subsitution errors. From 7 errors, the kinds of grammatical error in this table are subject, 2 object, verb, and 3 preposition.

Table 4.3

Grammatical Error from writing Asssignment 3

No	Error Sentences	Correct sentences	Types of error	Kinds of grammatical error
1	And **ø** have **very** many classroom **ø**	And **it** has many **classrooms**	-Omission -Addition -Omission	- **Subject** - Adverb in the **object** - suffix 's' in the **object**
2	I am very happy **study here**	I am very happy **to** study	Substitution	To infinitive of "to" in the **object**
3	My school **have** a **much** field	My school **has** a **large** field	-Substitution - Substitution	- verb - object

The table above is the writing Assignment 3, has **6** error where there were 1 addition, 2 omission, and 3 substitution. From 6 error, the kinds of grammatical error in the table above are 1 subject, 4 object, and 1 verb.

Table: 4.4

Grammatical error from writing Assignment 4

No	Error Sentences	Correct sentences	Types of error	Kinds of grammatical error
1	My school **have many student ø,**	My school **has** many **students**,	- Substitution - Omission	- Verb - Suffix –s noun of **object**
2	**Page his very wide** and **too have teacher-teacher that enough many**	**Its yard is large** and **also has many teachers**	- Substitution - Substitution	- Object - Object
3	**My teacher favorite** is **pak wahab**	**My favorite teacher** is **Mr.** Wahab	- Ordering - Substitution	- Subject - Object
4	**She** kind and funny	**He is** kind and funny	- Substitution	- Subject

The table above is the writing Assignment 4 and it can be seen that it has **7** errors where there were 1 omission, 5 substitution, and 1 ordering. From 7 errors, the kinds of grammatical error in the table above are 2 subject, 4 object, 1 verb.

Table: 4.5

Grammatical error from writing Assignment 5

No	Error sentences	Correct sentences	Types of error	Kinds of Grammatical
1	Students in my school **is** about four hundred fifty five	Students in my school **are** about four hundred fifty five	- Substitution	- Verb
2	Her name is Mrs. Rahmawaty, **he** is so funny and friendly. **He** never angry	Her name is Mrs. Rahmawaty, **she** is so funny and friendly. **She** never	- Substitution - Substitution	- Subject - Subject

_____
angry.
_____

The table above is the writing Assignment 5 and it can be seen that it has **3**

errors where there were 3 substitution errors. From 5 errors, the kinds of

grammatical error in the table above are 2 subject, and 1 verb.

Table: 4.6

Grammatical error from writing Assignment 6

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	There **is** a lot of things	There **are** a lot of things	- Substitution	Verb
2	.....where every moslem people **wanted** to pray	......where every moslem people **want** to pray	- Addition	suffix –ed in **verb**
3	....**an** basketball field	....**a** basketball field	- Substitution	Object

The table above is the writing Assignment 6 and it can be seen that it has **3**

errors where there were 1 addition and 2 substitution. From 3 errors, the kinds of

grammatical error in the table above are 1 object and 2 verb.

Table: 4.7

Grammatical error from writing Assignment 7

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	**I** school **have** many **classroom ø**	**My** school **has** many **classrooms**	- Substitution - Substitution - Omission	- Subject - Verb - Suffix 's' in the noun of **object**
2	There **is** also a laboratory, a library, **a office**, and computer.	There **are** also a laboratory, a library, **an** office and a computer.	- Substitution - Substitution	- Verb - Object

The table above is the writing assignment 7 and it can be seen that it has **5** errors where there were 1 omission, and 4 substitution. From 5 errors, the kinds of grammatical in the table above are 1 subject, 2 object, 2 verb.

Table: 4.8

Grammatical error from writing Assignment 8

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	My school **have a very much building**	My school **has many buildings**	- Substitution - Substitution	- Verb - Object
2	I can't **ø** that one by one	I can not mention one by one	- Omission	- Verb
3	I **very ø** happy **ø study** here	I **am** very happy **to** study here	- Omission - Omission	- Verb - To infinitive in the **object**

The table above is the writing assignment 8, it can be seen that it has **5** errors, where there were 3 omission and 2 substitution. From 5 errors, the kinds of grammatical error in the table above are 2 object and 3 verb.

Table: 4.9

Grammatical error from writing Assignment 9

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	My school will **have tree very** much	My school will **have many trees**	- Substitution	- Object

The table above is the writing assignment 9, it can be seen that it has **1** error where there were 1 of substitution error in the object.

Table 4.10

Grammatical error from writing Assignment 10

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	I go to **the** school	I go to school	Addition	Preposition
2	**My schoolmate ø are** cleaning yard school	My **schoolmates** are cleaning yard school	Omission	Suffix 's' in the noun of **subject**
3	I **to** come in classroom	I come in classroom	Addition	Preposition
4	I like **to** in this school	I like **in** this school	Addition	Preposition
5	Sometimes she **advise** me	Sometimes she **advises** me	Omission	Suffix 's' in the **verb**
6	My teacher **come** to school by luxurious car	My teacher **comes** to school by luxurious car	Omission	Suffix 's' in the **verb**

The table above is the writing assignment 10, it can be seen that it has **6** errors where there were 3 addition and 3 omission. From the 6 error, the kinds of grammatical error in the table above are 1 subject, 2 verb, 3 preposition.

Table : 4.11

Grammatical error from writing Assignment 11

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	The name of my **parent's**	The name of my parents	Addition	Apostrophe in **subject**
2	My father **ø** name is Hasbi, and my mother **ø** name is wati.	My **father's** name is Hasbi and my **mother's** name is wati.	- Omission - Omission	- Subject - Subject
3	She very **ø** good	She **is** very good	Omission	Verb

The table above is the writing assignment 11, it can be seen that it has **4** errors where there were 1 addition and 3 omission. From 4 errors, the kinds of grammatical error in the table above are 3 subject and 1 verb.

Table : 4.12

Grammatical error from writing Assignment 12

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	She **coves** from Palopo	She **comes** from Palopo	Substitution	Verb

The table above is the writing assignment 12, it can be seen that it has **1** error of substitution in verb.

Table : 4.13

Grammatical error from writing Assignment 13

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	My parents' **name ø is** Nursia and Angga	My parents' **names are** Nursia and Angga	- Omission - Substitution	- Subject - Verb
2	The **job my parent ø** is interpreniur	My **parents'** job is interpreniur	- Ordering - Omission	- Subject - Possessive in the subject

The table above is the writing Assignment 13, it can be seen that it has **4** errors where there were there 2 omission, 1 substitution, and 1 ordering. From 4 errors, the kinds of grammatical error in the table above are 3 subject and 1 verb.

Table: 4.14

Grammatical error from writing Assignment 14

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	**My teacher's favorite** name is Dra. Nurlela S	My favorite teacher's name is Dra. Nurlela S	Ordering	Subject

The table above is the writing Assignment 14, it can be seen that it has **1** error of orderring in subject.

Table : 4.15

Grammatical error from writing Assignment 15

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	**My favovite teacher is name** Mrs. Nurlaeli. She has a good character and is very **desiplined.**	My favorite teacher name is Mrs. Nurleli she has a good character and is very on time to school.	- Ordering - Substituion	- Object - Adjective in the object

The table above is the writing Assignment 15, it can be seen that is has **2** errors, there were ordering and Substitution. From 2 errors, the kinds of of grammatical error in this table above are 2 objects.

Table : 4.16

Grammatical error from writing Assignment 16

No	Error sentences	Correct sentences	Types of error	Kinds of grammatical
1	My school **ø** so **wide**	My school **is** so **large**	- Omission - Substitution	- Verb - Object
2	I love my school because all **teacher** in my school **ø** very kind	I love my school because all **teachers** in my school **are** very kind.	- Omission - Omission	- Verb - Suffix 's' of noun in **subject**
3	He **ø** very kind	He **is** very kind	- Omission	- Verb

The table above is writing assignment 16, it can be seen that it has **5** errors, there were 4 omission and 1 substitution. From 5 errors, the grammatical error in the table above are 1 subject, 1 object, and 3 verbs.

Table :4.17

The number of grammatical error

Writing Assignment	Addition	Omission	Substitution	Ordering
WA1	1	-	2	-
WA2	2	3	2	-
WA3	1	2	3	-
WA4	-	1	5	1
WA5	-	-	3	-
WA6	1	-	2	-
WA7	-	1	4	-
WA8	-	3	2	-
WA9	-	-	1	-
WA10	3	3	-	-
WA11	1	3	-	-
WA12	-	-	1	-
WA13	-	2	1	1
WA14	-	-	-	1
WA15	-	-	1	1
WA16	-	4	1	-
Total score	**9**	**22**	**28**	**4**
Total score : 63				

Addition = P= $\frac{9}{63}$ X 100% = 14,29% Substitution =P= $\frac{28}{63}$ X 100%=

44,44%

Omission =P= $\dfrac{22}{63}$ X 100% = 34,92% Ordering = P= $\dfrac{4}{63}$ X 100%= 6,35%

From the finding data shows in the table above that **63** error items in use of grammatical that are distributed into four types of errors: addition, omission, substitution, and ordering. The writer made the table of grammatical error that are taken from the data analysis. From the calculate of the data, the errors of Substitution area are the most frequent in the writing Assignment that was done by the students with **63** errors in grammatical error. Moreover, it is followed by errors of addition there were 9 errors (14,29%), omission there were 22 errors (34,92%), substitution there were 28 errors (44,44%), and ordering there were 4 errors (6,35%).

The percentage of the writing Assignment grammatical error text above can be shown in the graph below:
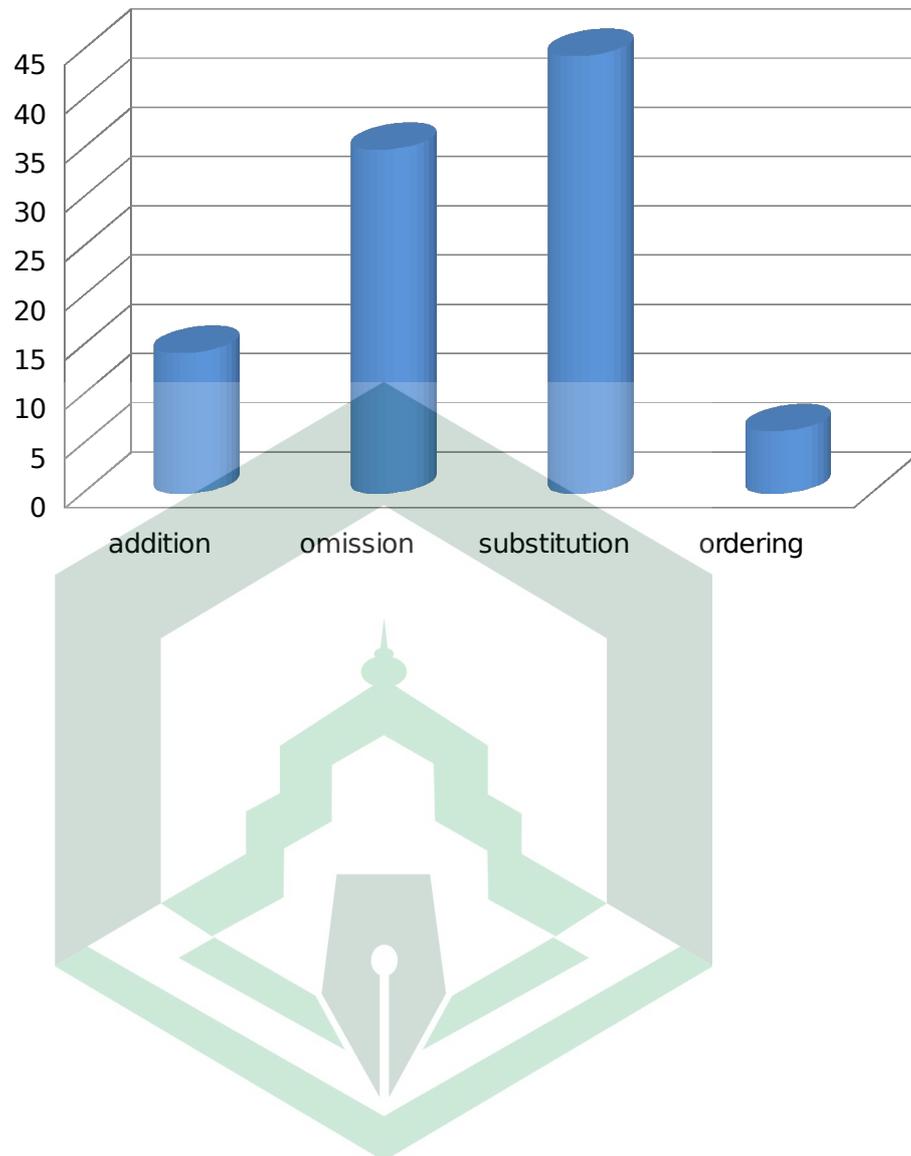
The writer found some writing assignment errors in addition of subject, object, verb, and preposition; error in omission subject, object, verb, and preposition; error in substitution of subject, object, verb, and preposition; and error in ordering of subject, object, verb and preposition. This follow its table:

Table : 4.17.1

The number of Writing Assignment Addition

Writing Assignment	Addition			
	Subject	Object	Verb	Preposition
WA1	-	1	-	-
WA2	1	-	1	-
WA3	-	1	-	-
WA4	-	-	-	-
WA5	-	-	-	-
WA6	-	-	1	-
WA7	-	-	-	-
WA8	-	-	-	-
WA9	-	-	-	-
WA10	-	-	-	3
WA11	1	-	-	-
WA12	-	-	-	-
WA13	-	-	-	-
WA14	-	-	-	-
WA15	-	-	-	-
WA16	-	-	-	-
Total	2	2	2	3
Total score : 9				

Subject = $\frac{2}{9}$ X 100% = 22,22%   verb = $\frac{2}{9}$ X 100% = 22,22%

Object = $\frac{2}{9}$ X 100% = 22,22%   PP= $\frac{3}{9}$ X 100% = 33,33%

Based on the table above, it was found that the student's writing assignment error in addition category, indicates that 2 (22,22%) errors addition in subject, 2 (22,22%) errors addition in object, 2 (22,22%) errors addition in verb, and 3 (33,33%) errors addition in preposition.

The writer classified the errors in addition, errors commited in preposition. Based on the correct of writing assignment mostly commited obout parts of speech and the students cannot distinguish it. Usually occuring at the beginning of the sentences and it does not perform any grammatical function. Each part of speech will be described according to the observable signals that operate the grammar function, position, form, markers. Under function will be a further consideration of how a part of speech serves either as part of the central core.

Table : 4.17.2

The number of Writing Assignment omission

Writing Assignment	Omission			
	Subject	**Object**	**Verb**	**Preposition**
WA1	-	-	-	-
WA2	1	-	1	1
WA3	1	1	-	-
WA4	-	1	-	-
WA5	-	-	-	-
WA6	-	-	-	-
WA7	-	1	-	-
WA8	-	1	2	-
WA9	-	-	-	-
WA10	1	-	2	-
WA11	2	-	1	-
WA12	-	-	-	-
WA13	2	-	-	-
WA14	-	-	-	-
WA15	-	-	-	-
WA16	1	-	3	-
Total	8	4	9	1
Total score : 22				

Subject = $\dfrac{8}{22}$ X 100% = 36,36%   Verb= $\dfrac{9}{22}$ X 100% = 40,91%

Object = $\dfrac{4}{22}$ X 100% = 18,18%   Preposition= $\dfrac{1}{22}$ X 100% = 4,55%

Based on the table **4.17.2** that the students' writing assignment error in omission category, indicates that 8 (36,36%) error of omission in subject, 4 (18,18%) error of omission in object, 9 (40,91%) error of omission in verb, 1 (4,55%) error omission in preposition.

The writer classified the errors in omission commited in verb. Based on the correct of writing assignment mostly commited about using of word choice correctly in the writing. Explained that a good word choice is partly and a matter of preference. Spelling rules for adding inflectional suffixes there are only four single forms of the lexical verb that enter into the construction of the finite verb for example: open, opens, opened, opening. In adding –s, -ed, or –ing to the simple form of the verb. We must be careful to make any spelling changes that may be required.

Table : 4.17.3

The number of Writing Assignment Substitution

Writing Assignment	Substitution			
	Subject	Object	Verb	Preposition
WA1	-	-	1	1
WA2	-	1	-	1
WA3	-	2	1	-
WA4	1	3	1	-
WA5	2	-	1	-
WA6	-	1	1	-
WA7	1	1	2	-
WA8	-	1	1	-
WA9	-	1	-	-
WA10	-	-	-	-
WA11	-	-	-	-
WA12	-	-	1	-
WA13	-	-	1	-
WA14	-	-	-	-
WA15	-	1	-	-
WA16	-	1	-	-
Total	4	12	10	2
Total score: 28				

Subject = $\dfrac{4}{28}$ X 100% = 14,29%   Verb = $\dfrac{10}{28}$ X 100% = 35,71%

Object = $\dfrac{12}{28}$ X 100% = 42,86%   Preposition = $\dfrac{2}{28}$ X 100% = 7,14%

Based on the table above was found that the students' writing assignment error in Substitution category, indicates that 4 (14,29%) error of substitution in

subject, 12 (42,86%) error of substitution in object, 10 (35,71%) error of substitution in verb, 2 (7,14%) error of substitution in preposition.

The writer classified the errors in substitution commited in object. Based on correct of writing assignment mostly commited errors of three types that is carelessness, first language interference, and translation. In the writing assignment was found the sentences into translated word by word without meaning.

Table : 4.17.4

The number of Writing Assignment Ordering

Writing Assignment	Ordering			
	Subject	Object	Verb	Preposition
WA1	-	-	-	-
WA2	-	-	-	-
WA3	-	-	-	-
WA4	1	-	-	-
WA5	-	-	-	-
WA6	-	-	-	-
WA7	-	-	-	-
WA8	-	-	-	-
WA9	-	-	-	-
WA10	-	-	-	-
WA11	-	-	-	-
WA12	-	-	-	-
WA13	1	-	-	-
WA14	1	-	-	-
WA15	-	1	-	-
WA16	-	-	-	-
Total	3	1	-	-
Total score: 4				

$$\text{Subject} = \frac{3}{4} \text{ X } 100\% = 75\% \qquad \text{Verb} = -$$

$$\text{Object} = \frac{1}{4} \text{ X } 100\% = 25\% \qquad \text{preposition} = -$$

Based on the table above was found that the students' writing assignment error in ordering category, indicates that 3 (75%) error of ordering in subject, 1 (25%) error of ordering in object, verb and preposition error of ordering was not found.

The writer classified the errors in ordering commited in subject. Based on correct of the writing assignment mostly commited error of the rules of structure and grammar. Students cannot translate in english. So that the write word by word. The students translates based on first language sentences or idiomatic expression in to the target language word by word. The students was error are used for subject and arrange.

Table : 4.17.5

Percentage of grammatical errors based its form in the Writing Assignment

Grammatical	Types of error			
	Addition	Omission	Substitution	Ordering
Subject	2	8	4	3
Object	2	4	12	1
Verb	2	9	10	-
Preposition	3	1	2	-
Total	9	22	28	4
Total score : 63				

a. The first frequent is addition error. It appears 9 times from of 63 of the total errors with calculation as follows:

$$\frac{9}{63} \ \text{X} \ 100\% = 14{,}29\%$$

b. The second frequent is omission errors. It appears 22 times from 63 of the total errors with the calculation as follows:

$$\frac{22}{63} \ \text{X} \ 100\% = 34{,}92\%$$

c. The third one is the error of substitution. It appears 28 times from 63 of the total errors with the calculation as follows:

$$\frac{28}{63} \ \text{X} \ 100\% = 44{,}44\%$$

d. The last one is the error of ordering. It appears 4 times from 63 of the total errors with the calculation as follows:

$$\frac{4}{63} \ \text{X} \ 100\% = 6{,}35\%$$

The percentage above has verified the errors type Substitution errors as the most frequent error in the students' writing assignment in the use of grammatical. To make the errors clearer, the writer presents them in the table that can seen above.

From sixty the students' writing assignment that were done by the students, the writer found some students made some errors in the writing

assignment and collecting sixty three (63) errors from 16 writing assignment in the use of grammatical which can be seen table above.

Table : 4.17.6

Frequency of errors of grammatical form

No	Grammatical form	Percentage
1	Subject	26,98%
2	Object	30,16
3	Verb	33,33%
4	Preposition	9,25%
	Total	99,99%

Percentage of subject error = $\dfrac{17}{63}$ X 100% = 26,98%

Percentage of object error = $\dfrac{19}{63}$ X 100% = 30,16%

Percentage of verb error = $\dfrac{21}{63}$ X 100% = 33,33%

Peercentage of preposition = $\dfrac{6}{63}$ X 100%= 9,52%

Based on the table above, it can be seen that verb is highest frequency 33,33% it means that verb often appears in writing assignment in error. In subject, 26,98% frequency of errors, while object, 30,16% frequency of errors and the lowest frequency is preposition form with 9,52% of errors in the students' writing assignment and error on usage of grammatical form was not found.

From the result above the writer can say, in general, some writing on students' writing assignment are still got error sentences specifically ussage of verb. It is expected the writers must be improved again to be the best.

B. Discussion

In this part, the writer discussed the result of data analysis. Therefore the discussion was intended to describe error analysis on students' writing assignment of MAN Palopo.

Based on the result of the data analysis error on the table **4.17** in previous page, the writer made the table of grammatical error that are taken from the data analysis. From the calculate of the data, the errors of Substitution area are the most frequent in the Writing Assignment that was done by the students with **63** errors in grammatical error. Moreover, it is followed by errors of addition there were 9 errors (14,29%), omission there were 22 errors (34,92%), substitution there were 28 errors (44,44%), and ordering there were 4 errors (6,35%).

Based on the table **4.17.1** in the previous page, it was found that the student's writing assignment error in addition category, indicates that 2(22,22%) error addition in subject, 2(22,22%) error addition in object, 2(22,22%) error addition in verb, and 3(33,33%) error addition in preposition; then in the table **4.17.2** in the previous page, it was found that the students' writing assignment errors in omission category, indicates that 8(36,36%) error of omission in subject,

4(18,18%) error of omission in object, 9(40,91%) error of omission in verb, 1(4,55%) error omission in preposition; then in the table **4.17.3** in the previous page, it was found that the students' writing assignment error in Substitution category, indicates that 4(14,29%) error of substitution in subject, 12(42,86%) error of substitution in object, 10(35,71%) error of substitution in verb, 2(7,14%) error of substitution in preposition**;** and then in the table **4.17.4** in the previous page, it was found that the students' writing assignment error in ordering category, indicates that 3(75%) error of ordering in subject, 1(25%) error of ordering in object, verb and preposition error of ordering was not found.

The result of the study mentioned above has collected some important information from the students' writing. The study reveals errors that the students made in their writing assignments. Also, the grammatical errors that occurred in this study belong to four types: omission, addition, substitution and ordering. Additionally, it can be known the factors that influence the grammatical errors made by the students.

Many errors in the students' writing assignments were due to several factors. In fact, those are not only internal factor as well as the students' lack understanding of vocabularies, but also external factor such as inappropriate grammar teaching method. However, the dominant factor is the students" lack understanding of English grammar. It means that it becomes the factor which influences many students in committed in grammatical errors. Thereby, it is expected for the teacher to give attention more about the dominant factors that

influence students in making errors. So, it is possible for the teacher in order to be able to find the appropriate solution to overcome the problem.

According Marcella Frank special endings are used for nouns functioning as subjects (nominative case), as possessive modifier (genitive case), as indirect objects (dative case) as objects of verbs (accusative case), and as objects of many prepositions (ablative case). However, since the english noun actually does not have special endings for most of these functions, traditional grammarians simply attached these case names to the noun functions themselves. The related literature was found error analysis in substitution is the same as this research. Can be concluded, its the common error by the students most commited in the substitution category.
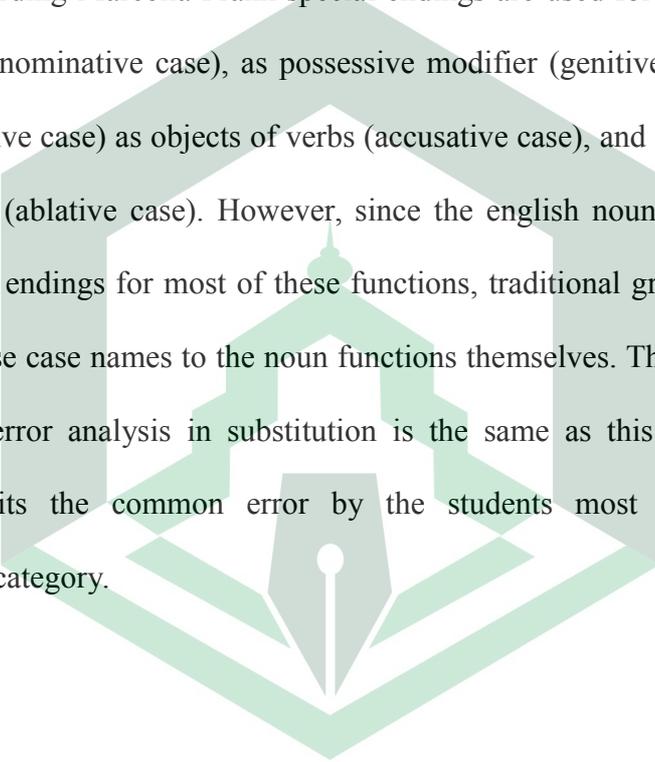
IAIN PALOPO

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the analysis and the description of data in the previous chapter, it can be concluded that after analyzing through the research the writer got the data about grammatical error in the writing assignment. The writer gives conclutions as follows:

1. Based on the result of error analysis on students' writing assignment in the previous chapter, the writer found that kinds of error are addition, omission, substitution, and ordering on the students' writing assignmnet. The students mostly errors in grammar category in substitution.
2. Based on the result of error analysis on students' writing assignment in the previous chapter, the writer found the most common errors made by the students in grammar category in verb.

B. Suggestion

Regarding the problem of the study, some suggestions are ordered for the students and the teacher of writing class.

1. For the students

a. The students should improve their understanding on English grammar in order to reduce the errors in their written products.

b. The students are expected to take responsibility for their own learning and become aware of their own strategies.

c. The students should increase their awareness of the importance of English grammar, so they have motivation to master English grammar.

d. The students are needed to improve their capability in writing skill, by practicing writing regularly either in class or at home that is useful for them to recognize their errors made.

2. For the teacher

a. Concerning the teacher, there is a view plan strategies for teaching writing in English. There should be flexible and effective techniques of error correction for the teacher. For instance, the teacher correct the students' paper assignments directly in class and give explanation to them one by one dealing with their errors.

b. They should pay much attention to their students' error by giving more practical writing tasks for students in order to reduce errors in their writing.

c. In teaching English related to its grammar, the teacher should give more easily understood explanation in order to make the students more interested in learning English, especially the grammar.

d. The teacher should be able to not only detect and describe the errors, but also understand the factor for their occurrences.

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