ERROR ANALYSIS ON REPORT TEXT WRITING AT THE FOURTH SEMESTER STUDENTS ENGLISH STUDY PROGRAM OF IAIN PALOPO

A THESIS

Presented as Partial Fulfilment for the Attainment of S.Pd Degree in English Educational Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo

By :

NIESYA ULUL AZMI

Reg. Num: 17.0202.0193

ENGLISH EDUCATIONAL STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY STATE ISLAMIC INSTITUTE OF PALOPO

2021

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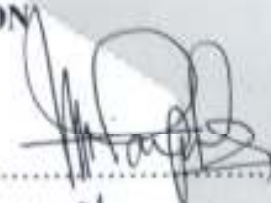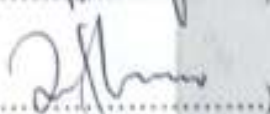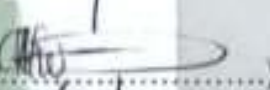
2021

THESIS APPROVAL

This thesis, entitled **"Error Analysis on Report Text Writing at the Fourth Semester Students English Study Program of IAIN Palopo"** written by **Niesya Ulul Azmi, Reg. Number 17 0202 0193**, English Educational S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Thursday, October 07th 2021**. It is authorized and acceptable as a partial fulfillment of requirement for S. Pd degree in English language teaching.

Palopo, October 07th 2021

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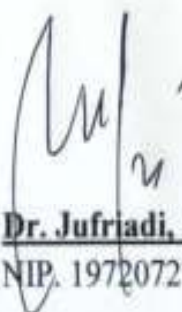
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Tempat

Assalamu'alaikum Wr.Wb.

      Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap naskah skripsi mahasiswa di bawah ini :

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    Judul Skripsi   : Error Analysis on Report Text Writing at the Fourth Semester Students English Study Program of IAIN Palopo.

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian untuk diproses selanjutnya.

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NOTAS DINAS PEMBIMBING

Lamp : -

Hal : Skripsi

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ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

All praises and grateful to the almighty God Allah SWT for His mercies and blessings there by the researcher could complete this thesis as an requirement for Sarjana Pendidikan degree at the State Islamic Institute of Palopo, entitled Error Analysis on Report Text Writing at the Fourth Semester Students English Study Program of IAIN Palopo. Salawat and salam may be upon to our beloved prophet Muhammad SAW, his family, his companion, and his adherence.The researcher realizes that this thesis could be completed with supports, advices, guidance, and suggestions from many people. Therefore, in this chance, the researcher would like to express highest appreciation to:

1. Prof. Dr. Abdul Pirol, M. Ag as the Rector of State Islamic Institute of Palopo.

2. Dr. Nurdin K, M. Pd as the Dean of Tarbiyah and Teacher Training Faculty.

3. Amaliyah Yahya, S.E., M. Hum as the Head of the English Study Program who always provides support and enthusiasm to become a good student.

4. Wahibah, S.Ag., M.Hum, as the first consultant, and Dr. Jufriadi, S.S., M.Pd as the second consultant who have given guidance, explanations, corrections, suggestions, and ideas thereby the researcher can finish this thesis.

5. Dr. Masruddin, S.S., M.Hum as the first examiner and Rusdiansyah, S.Pd., M.Hum as the second examiner for their valuable help, guidance, corrections and suggestions for completing of this thesis.

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ABSTRACT

Niesya Ulul Azmi, (2021)*" Error Analysis on Report Text Writing at the Fourth Semester Students English Study Program of Iain Palopo".* consultant: (1) Wahibah and (2) Jufriadi.

This thesis discusses Error Analysis on Report Text Writing at the Fourth Semester Students English Study Program of Iain Palopo. What categories of errors were made the fourth-semester students of IAIN Palopo in writing a report text? and What are the sources of student errors in writing report text?. The purpose of this research is to find out the categories of the error made by the fourth-semester students of IAIN Palopo in writing a report text and to find out the source of students' errors in the writing report text. In this thesis, the researcher uses a qualitative descriptive method. The population of the thesis is the fourth-semester students majoring in English at IAIN Palopo. The sample of this thesis uses a systematic random sampling technique from classes A, B, C, totaling 11 students. The thesis instrument is a test of writing report text and conducting interviews. The results showed that the total errors made by students were 68 errors. The highest error frequency is found in substitution errors which consist of 28 errors or 41.17%. In addition, errors consisted of 22 errors or 32.35%. Then the omission error consists of 16 errors or 23.35%. While the lowest error frequency is in ordering errors which consist of 2 errors or 2.94%. As for the sources of student errors in writing, namely interlingual transfer, and intralingual transfer, which are still very influential on students. In addition, there are several causes of student errors, such as lack of interest and motivation to write, lack of accuracy in writing, lack of vocabulary, lack of mastery of grammar, and carelessness.

Key Words: *Error Analysis, Sources of Error, Writing, Report Text.*

CHAPTER I

INTRODUCTION

A.   *Background*

A writer's error while learning a foreign language, particularly in English, is a difficult instance to avoid. From Ridha, perspective error analysis is a "process of observing, analyzing, and classifying some of the rules that exist in a second language, and then revealing the system used by students.[1] According to Amanah, students' blunders in learning foreign languages have become very widespread as a result of their failure to pay attention to the rules.[2]

Students' problems in composing sentences can be overcome by using error analysis, error analysis is an option for a second language or foreign language analysis. Error analysis is one of the best linguistics study tools that concentrate on learners' errors. Error analysis compares the errors made by the learner in the target language and in the target language itself.

Unconsciously, many students usually make errors in writing both the vocabulary they use and the grammatical structure. Usually, students make errors in writing because they still do not understand the form of words and grammatical structures. In this case, the role of the English teacher here is very important to

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[1] N Ridha, "The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis Study," Journal of the College of Arts. University of Basrah 2, no. 8 (December 22th, 2012): 22, https://www.researchgate.net/profile/l

[2] P, F, & Amanah."Simple Past Tense Errors in Recount Text Made by Third Grade of Senior High School Students". Script (Unpublish) Lampung of University, January 28th, 2021, https://repository.stkippgri-sidoarjo.ac.id/570/1/1523017-%20ARTIKEL.pdf.

help students provide a deeper understanding to reduce student errors and students can certainly improve the quality of writing.

There have been many students who admit that they think writing is very difficult to learn so that the students' interest in writing is less. In writing a text activity is the student's ability to compose an idea from an idea poured into a paragraph to be read to others and make efforts to connect ideas cohesive and coherent so that it is meaningful.

As stated by Hammad, it is thus important to understand the problems of students in writing skills to improve the quality of writing in a second language or foreign language[3]. So that the role of the English teacher in a situation like this must be really good by motivating students and also the teacher must pay attention to the shortcomings of their students, wherein writing is located and in this way students' writing skills can improve with a good grammar arrangement.

This report text is one type of text that students learn. This text is a text that presents or explains information about something either from the results of research or systematic analysis, in the form of explanations relating to living things, objects, to general phenomena. It is difficult to start writing a report text, students must make the beginning of the story as interesting as possible so that the story becomes entertaining to read. Many students do not understand how to arrange this text correctly resulting in many errors in the use of grammar and vocabulary.

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[3] A. E, Hammad. *Teaching and learning English reading in Gaza prep schools: A Descriptive study.* A PhD dissertation, (Cairo University: Egypt. 2012), 86.

The researcher found that most of the students had difficulty writing report texts. This is evidenced by the many facts that the researcher found during an interview with one of the lecturers. She said that most of the students still did not understand the grammatical structure and the vocabulary possessed by the students was still lacking. Students also sometimes get confused when writing their ideas.[4] Then from the results of the study, the researcher found several errors made by the fourth-semester English students at IAIN Palopo, namely addition, omission, substitution, and ordering. Students often do this because the source of errors is very influential for them, such as interlingual transfer where their mother tongue is very influential when writing into English text, and the source of intralingual transfer errors also affects students. In addition, when writing, students are sometimes less careful with the results of their writing, they often make carelessness.

Besides that, students are also still experiencing difficulties in comprehension when writing the report texts, particularly in feature text language reports. So this research focuses on mathematical categorical analysis.

The overall organization, qualities, and other elements of the report text are among them. Students should be able to identify the structure, features, or general qualities of the report text's language. Compile and create report materials that are free of errors in grammar, spelling, punctuation, and vocabulary.

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[4]Online interview with Andi Tenri sanna as the lecturer of IAIN Palopo, on May 29th, 2021,via Whatsapp.

There are flaws in writing native language disorders, incorrect hypotheses, and ignorance of the correct sentence patterns of the English language structure, as well as a lack of expertise in grammatical rules. As a result, students at all levels, including advanced students, might make writing errors. it is critical to teach students about grammar because they must write with proper grammar.

Based on the preceding definition, it is apparent that students must master writing abilities in the context of composing a report text. If students do not understand the components of writing abilities required, particularly while producing a report text, errors in writing might occur, causing learning to be ineffective. In line with the aforementioned thoughts, the author is interested in performing research titled "Error Analysis on Report Teks Writing at Fourth Semester of the English Language Education Student's at IAIN Palopo".
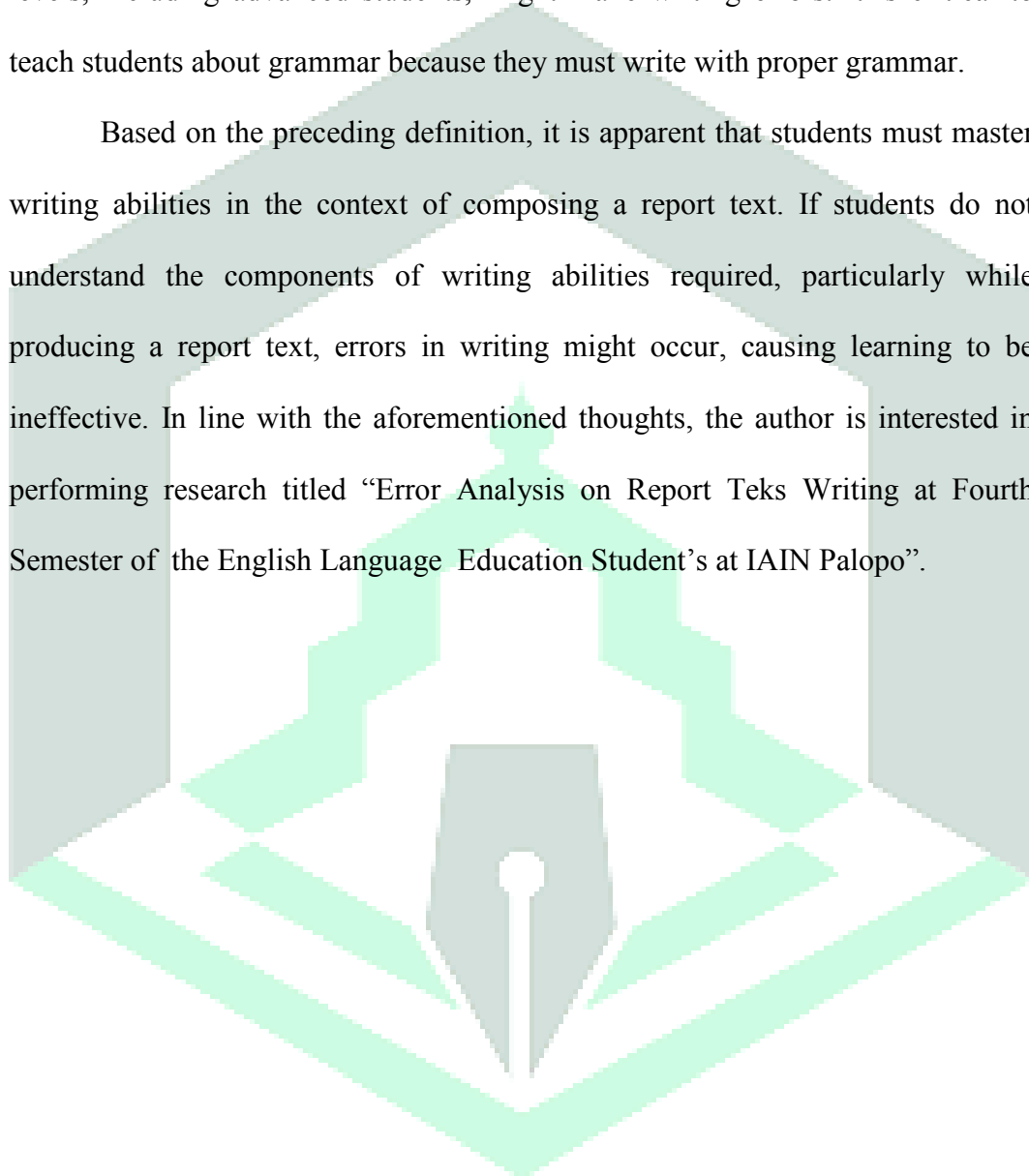
B. *Problem Statement*

The researcher formulate the following research questions based on the foregoing context:

1. What categories of errors made the fourth-semester students of IAIN Palopo in writing a report text?

2. What are the sources of student errors in writing report text?

C. *The objective of the research*

Relevant to the research questions above, the specific objectives of this study are:

1. To find out the categories of the error made the fourth-semester students of IAIN Palopo in writing a report text.

2. To find out the source of students' errors in the writing report text.

D. *Significance of the research.*

The findings of this study can be important information for researcher in identifying the sorts of student faults in producing a text report, as well as a valuable addition to readers and a foundation for students and teachers on text report error analysis. This can also be a motivation for an educator to identify student difficulties in learning English and be able to solve their problems in applying grammar structures. Meanwhile, the researcher provides experience and knowledge.

E.   *Scope of the research.*

The scope of this research limits the form of written learning to the fourth semester students of IAIN Palopo. Error analysis is used to correct and find some errors in writing using the report text. As the main data to find categories of mathematical errors, namely: addition, omission, substitution, ordering, and sources of student errors in writing report texts. The researcher focused on the mathmtical categories because the researcher wanted to analyze only four parts of the students' writings and according to the abilities of the researcher and students.

F.   *Operational Definition*

Based on the title is "Error Analysis on Report Text Writing at the Fourth Semester Students English Study Program of IAIN Palopo", the researche defines it as follows :

1. **Error Analysis** is an effort to analyze, describe errors that appear, make explanations systematically on structural. It requires avoiding the errors of the learners' produce frequently.

2. **Writing** is a visual depiction of thoughts, feelings, or ideas, using language system symbols for communication or note-taking purposes.

3. **Report Text** is a type of text which describes a general result such as an observation, research, observation, or study of an object, animal, person, or place.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   *Previous of Related Findings*

In writing this thesis, the researcher found some researchesr which are closely related to this research, those researchers :

1.   Diana wrote research "An Analysis of Students' Error in Writing Resume at the Third Year English Department Students of IAIN Palopo". Based on these result, she found the students' errors and showed in the table, it was found that the students made errors in the mathematical categories, consisting of addition, omission, substitution, and ordering. In his research, she applies case study research which is used to describe the analysis of errors in students' writing. the sample from the she was taken by using random sampling technique.[5]

2.   Abdi wrote research "Analysing Students' Error in Writing Thesis Proposal at the Fourth Year English Students of IAIN Palopo". Based on these result, he found that the grammatical errors produced by students when writing their thesis proposals were addition, substitution, omission, ordering errors, which showed that the total errors made by students were 140. In addition, there were several causes of their errors while she was analyzing the thesis background of the

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[5] Diana, An analysis of the students' error in writing resume at the thrd year english department stdents of IAIN palopo, skripsi sarjana pendidikan (palopo: perpustakaan IAIN Palopo, 2018).

proposal such as lack of interest and motivation to write and lack of vocabulary, poor mastery of language, fewer academic words, and carelessness.[6]

3.   Selman wrote research "An Error Analysis of Students' in Using Auxiliary Verbs in Writing at IAIN Palopo". Based on the result, he found that there were several errors made by students in using auxiliary verbs in writing, namely errors of addition, omission, substitution, ordering, the most common mistakes made by students in using auxiliary verbs in students' free writing, namely in the section omission. The error category is influenced by the student's first language or mother tongue. He used a random sampling technique.[7]

4.   Nur Rohmad wrote research "An Error Analysis in Writing Descriptive Text Made by the Eighth Grade Students of Mts N Tinawas in Academic Year 2017/2018". Based on these results, he found errors. Some of the student's assignment errors were influenced by several factors. the most dominant error due to lack of grammar understanding. All of that is influenced by a lack of understanding of grammar in which students still use the rules of language and patterns from Indonesian to English to translate a sentence which is then translated into a text or sentence.[8]

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[6]Abdi, "Analysing Students' Error in Writing Thesis Proposal at the Fourth Year English Students of IAIN Palopo", skripsi sarjana pendidikan, (palopo: perpustakaan IAIN Palopo, 2018).

[7]Selman, "An Error Analysis of Students' in Using Auxiliary Verbs in Writing at IAIN Palopo", skripsi sarjana pendidikan, (palopo: perpustakaan IAIN Palopo, 2017)

[8] Nur. Rohmad, An Error Analysis in Writing Descriptive Text Made (doctoral dissertation, state islamic institute), (2018). Https://core.ac.uk/download/pdf/296476814.pdf (accessed on saturday 30 january 2021).

Based on the previous research above, they have a relationship with this study where the researcher wants to show their error in writing English. In addition, the results of previous studies focused more on grammatical categories and what factors influence students in writing a text or reading. Meanwhile, for this research, the researcher focuses more on the mathematical categories and sources of errors made by students in writing using Douglas Brown's theory. Previous research used a random sampling technique, while this study used a systematic random sampling technique in collecting samples and data. The instruments used by previous researcher were written tests and questionnaires, while this study used written tests and interviews with students and lecturers. The purpose of this research is to make students know their error in writing report texts, with this they can improve their ability to write something in English.

B. *The Concept of Error Analysis*

1. **Error and Mistake**

In analyzing a student's error whether the learner's grammar is in the right perspective, it is very important to make a difference between mistake and error, these two phenomena are very different. Mistakes refer to performance errors that are random guesses or slips, which are failures using a properly recognized system.

According to Sivakumar, the occurrence of errors when speaking or writing may be related to the student's lack of attention to using vocabulary or grammar features with defective or partial forms when speaking or writing L2 during L2 learning. The most common cause of such errors is insufficient knowledge.[9]

According to Jack Richard et al, that errors reveal learners' knowledge of the target language while mistakes are due to lack of concentration, exhaustion, carelessness, or other characteristics of performance, students make an error when writing or speaking.[10]

An inaccurate speech generated by language learners as a result of limited information is referred to as an error. An erroneous speech generated by language learners due to lack of attention, exhaustion, or carelessness is referred to as a mistake.

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[9] C, Sivakumar, A linguistic study of the problems in learning Tamil by Tribal children of the Nilgiris, *Mysore: Central Institute of Indian Languages* no 14, (September 9th, 2014): 28 http://languageinindia.com/sep2014/khansirparagraphwritingfinal1.pdf.

[10] Jack Richard, *Error Analysis: Perspective on Second Language Acquisition,* 1 edition (London : Longman, 1985), 95.

To discern between errors and mistakes, according to Ellis in Erdogan suggests two ways. The first is to check the consistency of the student's writing; if he uses the correct form sometimes and one other time, it's a mistake. However, if he consistently misused it, this would be an error. Then the second way is to ask the student to try to correct his deviant speech. Whenever he couldn't, deviations were errors, while he succeeded, they were mistakes.[11]

2.   Definition of Error Analysis

There are several definitions that researcher found namely, according to Douglas Brown, error analysis is a form of business that is used to observe, analyze, and classify errors made or made by students.[12]

According to James, error analysis aims to describe the learner's interlanguage (the learner's version of the target language) independently and objectively. Error analysis's most distinct features are those in which the mother tongue should not be mentioned for comparison. Therefore, studies in error analysis are mostly concerned with the linguistic aspects of learners' errors.[13]

Error analysis is a piece of very important information for teachers. The existence of error analysis provides information about students' errors in writing and is also able to increase the effectiveness of their teaching. Learning error analysis by itself is difficult, but differs from several correct answers and gives a

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[11] Vacide Erdogan, "Contribution of Error Analysis to Foreign Language Teaching," *Mersin University Journal of the Faculty of Education* 1, no.2 (December 2th, 2005): 261, https://dergipark.org.tr/en/download/article-file/161018.

[12] Douglas brown. *Principle of Language Learning and Teaching*, 7 edition (New jersey: Prentice Hall, inc., Englewwood clifts,1980), i66.

[13] Carl James, *Errors in language learning and use: Exploring Error Analysis,* 1 edition. (London: Longman, 1998), 134.

good picture of which items are being quasi and which items have not been mastered, hereby a teacher gets enlightened regarding grammar errors and will improve the way of teaching grammar items or other linguistic features.

According to Dulay, that error analysis is a method that is used to analyze the defective side of the errors of students in the form of a speech or writing. It is further stated that errors have four types, they are linguistic categories, surface strategies (omissions, additions, substitution, and ordering), comparative analysis, and communicative effects[14]

According to Divsar and Heydari that error analysis is a method or approach used to collect or summarize errors found in student language whether the errors are systematic or not.[15]

Based on the theories above, the researcher concludes that error analysis is a way of analyzing, observing, collecting, and classifying errors made by someone in using a second language.

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[14] Heidy dulay, "Surface Strategy Taxonomy On The Selected Texts Of The Bilingual Biology Textbook: A Study Of Error Analysis In Translation," December 5th, 2012, https://repository.unej.ac.id/handle/123456789/5111(Accessed on Thursday 4th February 2021).

[15] Hoda Divsar, & Robab Heydari, "A Corpus-based Study of EFL Learners' Errors in IELTS Essay Writing," *International Journal of Applied Linguistics and English Literature* 6, no. 3 (2017) : 143-149. http://www.journals.aiac.org.au/index.php/IJALEL/article/view/3052.

3.   Types of Error

According to Heidi dulay, there are four categories of errors namely Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Taxonomy Effect.[16]

From several discussions related to the types of errors, this taxonomy-related discussion is guided by two main objectives, the first is to present error categories that focus on the observed characteristics for their definition. then the second is to report the findings of the research carried out, which to date relate to the type of error observed. so that the researchers here only focus on the surface strategy taxonomy and comparative analysis because where the two types of errors in the error contribute more to this study than other types of errors that exist.

a.   Surface Strategy Taxonomy

This category illustrates the systematic and particular ways in which surface structures are transformed by students. The faults in this category are based on some logic as a result of some type of error.

Omission, addition, substitution, and ordering are the four categories of Dulay errors, according to Dulay. The Surface Strategy Taxonomy is used in this study to examine learner errors. Surface strategy taxonomy can be used to classify errors and provide a clear account of the cognitive process that underpins the learner's reconstruction of the new language or language in progress.

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[16] Heidi Dulay, *language Two,* 1 edition, (New York : Oxford University Press, Inc, 1981), 148.

It teaches us that learner errors are the outcome of their activities in producing the target language utilizing temporary principles. These are thorough descriptions of each surface strategy taxonomy category.

1. Omission

The absence of an item that must appear in a good form utterance is known as an omission. It means that one or more of its aspects (words) are omitted from a sentence.

Example :

..... Majority ethnic groups in Singapore are chinese.

✓ ......Majority of ethnic groups in Singapore are chinese.

2. Addition.

Furthermore, it is distinguished by the presence of an item that should not be present in a well-formed utterance. Learners typically have already learned target language rules, and they are often overly loyal to certain rules, resulting in errors.

Example :

...... There are several subspecies that belong.

✓ ..... Several subspecies belong.

3.   Substitution.

Substitution is defined as the use of the incorrect morpheme form. It means that one or more aspects of the sentence are incorrectly formed. It is possible that rule regulation is to blame.

Example :

……. These river floods are generally the result of..

✓   …… These river floods are generally the cause of….

4.   Ordering

The incorrect placement of a morpheme or group morpheme in an utterance is known as an ordering error. It indicates that the sentence structure is incorrectly ordered. The words are arranged in the incorrect order.

Example :

……. Singapore also was known as..

✓   ……. Singapore was also known as..

b.   **Comparative Taxonomy**

Comparative taxonomies are classified on the comparison between second language error structures and construction types. So thus the type of comparative taxonomy is divided into two parts, namely:

1.   Developmental errors

Developmental errors are the same errors that children make when learning the target language as a first language. Example: men give beautiful white dress (The man gave a beautiful white dress)

2.   Interlingual error.

Interlingual errors, namely those which are structurally similar to phrases or semantically sentences that are hand in hand in the use of students' mother tongue, by identifying errors that can be traced back to where to translate these words into the student's mother tongue. Example: the man fat (The fat man).

4.   Error Categories.

Brown classified there are several types of errors, namely mathematical categories, there are four parts, namely (addition, omission, substitution, ordering), then there are four linguistic parts of the category, namely (phonology, orthography, lexicon, grammar, and discourse).[17]

a.   The Mathematical Categories of Error

1)   Addition, which is an act that adds something to a sentence.

2)   Omission, namely negligence that does not include something / omits something in a sentence.

3)   Substitution is an action that places one thing or person in place of another.

4)   Ordering, namely errors marked by the wrong placement of morphemes or groups of morphemes in speech.

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[17] Douglas Brown, *Principle of Language Learning and Teaching,* 5 edition. (New Jersey: Prentice Hall, inc., Englewood Clifts, 07632, 1980), 170.

b. **The Linguistic Categories of Error.**

1) Phonology or Orthography means the formation and description of a sound in a language by using several terms which are also related to the study of word-to-word relationships in sentences and investigating intonation patterns. while orthography is a term that is used to identify errors in spelling categories either in general or standard spelling.

2) Lexicon namely a set of related idioms, vocabulary in any language, the use of this lexicon has a close relationship with lexicology, which studies the vocabulary of a language, including its meaning and relationship, and changes in meaning and shape over time.

3) Grammar is a set of rules and lexicons that describe the speaker's prior knowledge of a language. Grammar is also a linguistic unit or language structure in which words and phrases are combined to form a sentence in a language.

5. **The Stage of Error Analysis.**

Brown suggests that four main stages can be identified in learner language development :

a. Pre-systematic error.

Pre-systematic errors occur when the learner is only vaguely aware that a particular class of items follows a systematic order.

b.   Systematic error.

To recognize a pattern, to be more consistent in pattering, and to make fairly consistent errors, indicating internationalization of rules, albeit incorrect rules by native speaker standards.

c.   Post-systematic error.

Post systematic error is discovered when the learner's speech is fairly consistent, and when he makes an error, he can both explain and correct it. Though errors occur in this stage they seem to be rather infrequent.[18]

6.   The Sources of Error

a.   Interlingual error.

According to Richard, type of error occurs when students are influenced by habits such as patterns, systems, or rules that disturb them. Interlingual learning occurs when a foreign language learner makes an error in the target language due to the influence of the mother tongue.[19] According to Brown, the majority of learners' errors in the second language are caused by the learner's assumption that the second language forms are the same as the native language forms.[20]

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[18] Douglas Brown, *Cross Linguistic influence and Learner Language,* 4 edition (San Francisco State University : Longman, 2000), 220.

[19] Jack C. Richards, *Error Analysis Perspectives on Second Language Acuqusiton,* 1 edition (London: Longman Group Limited, 1975), 4.

[20] Douglas Brown, *Principle of Language Learning and Teaching,* 5 edition. (New Jersey: Prentice Hall, inc., Englewood Clifts, 07632, 1980), 166.

b.   Intralingual error.

According to Richard students make errors in the target language because they do not know the language well and thus have difficulty using it. Excessive generalization, ignorance of rule boundaries, incomplete application of rules, and a hypothetical false concept or semantic error are all examples of intralingual error.[21]

c.   Context of learning.

The context refers, for example, to material in social situations in a case of poorly implemented second language learning. Students often make an error due to incomplete explanations, be it explanations related to the presence of structures or words in the textbook, or the use of randomly memorized patterns but not contextualized correctly.

d.   Communication strategy

Good use of verbal or non-verbal mechanisms is both consciously to communicate an idea when the appropriate linguistics is formed for some reason and it is not available to the learner at the point of communication. Then this communication strategy is divided into precast patterns, cognitive styles, personality attracts authority, and language switching.[22]

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[21] Jack C. Richards, *Error Analysis Perspectives on Second Language Acuqusiton,* 1 edition (London: Longman Group Limited, 1975), 35.

[22] Masruddin, *Error Analysis a Teaching Book and Exercises*, 1 edition, (Sul-sel : Pustaka As salam, 2012),10.

7.   The significance of Error Analysis

The study of errors is part of the systematic study of language in which the learner is naturally required to understand the process of acquiring language learning, which as Corder notes to whom (in which areas) the research is carried out the errors will become more significant. a significant error in three ways:

a.   To the teacher: an important error that is used to measure student abilities or measure student progress in the learning process.

b.   For researchers: errors have an important meaning in how a language will be obtained and what strategies are used in learning.

c.   For students: with the analysis of errors students can learn from these errors. if a student makes a writing error, the efficient way to use it is to teach him the correct form not just by giving it, but let him find it and test different hypotheses. Thus, students can find out their competence in mastering or knowing a language.[23]

8.   Error identification and analysis

To obtain the results of student errors must be identified and analyzed the results of these students. Writing empowers an English teacher to find out students' errors in language by introducing the approach used to identify and analyze errors. This approach is known as the A-3 step approach. Consists of 3 steps used which allow it to be used to identify and analyze student errors. The steps are:

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[23] S. Pit Corder, *Error Analysis and interlanguage,* 1 edition, (New York: Oxford University Press, 1981).54.

a. Identify the error: by writing the sentence where there is an error in it, then underlining, highlighting the word, phrase, the clause that shows the error.

b. Definition and classification of the type of error state, then classify the type of error.

c. Explanation of the rules and examples that state the grammatical rules that have been selected, providing correct form to show contrast with inappropriate/deviant, providing examples showing rules in an action.

When we are faced with something new it is an instinct to look for common ground with things that are already known to try or compare with what we already know, whether we are consciously or unconsciously. We carry what we don't know so that we can learn something completely from scratch. this is the same as when we want to start learning a foreign language, of course, it is not possible when we learn a foreign language without relying on the mother tongue and the drive to find common ground. Thus, it is suggested that the language produced by foreign learning is strongly influenced by the learner's mother tongue, so it is called a language disorder that plays a role in causing learner errors.[24]

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9. The causes of error

There are several causes for the error to occur, according to Norrish who has classified the causes of errors into several types, namely carelessness, first language disorders, and translation.[25] These three types of errors will be briefly discussed below:

a.   Carelessness.

Carelessness often occurs where carelessness is closely related to lack of motivation. This type of error causes many teachers to admit that students are not always wrong, if they lose interest in learning, they may not fully understand the material presented, and usually, the presentation style is not suitable for them because each student has a different personality.

b.   First language

According to Norrish, learning a language (mother tongue or foreign language) is a matter of habit formation. When someone tries to learn new habits, old habits will affect new habits. then the cause of the error is also called first language interference.[26]

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[25] Jhon Norrish, *Laanguage Learner and Their Errors,* 1 edition. (London: Macmillan Press, 1983), 135.

[26] Jhon Norrish, *Laanguage Learner and Their Errors,* 1 edition. (London: Macmillan Press, 1983), 135.

c.   Translation

The translation is one of the causes of errors. This happens because usually, a student translates his first language sentence or idiomatic expression into the target language word for word. The cause of this error is the most common that is often done by students. Many students say that translation is difficult to do because we have to know all the meanings in the target language to get a good meaning of course.

C.   *The Concept of Writing*.

1.   Definition of Writing

Writing is one of four language skills to examine, and it offers numerous advantages. It is a method of generating or expressing an idea, feeling, or opinion into words so that students can write about their feelings or experiences. Writing is the process of expressing oneself through handwriting, in which the writer gives form to all he thinks and feels. Writing is difficult since it takes time to learn and practice these skills. Experts have come up with a variety of definitions for writing.

According to Allen, it is the "most difficult of the linguistic abilities to learn." It was also discovered that errors persist even among students at the tertiary level, despite the fact that they had already taken language classes during their academic years. This study was conducted in this context because the researchers feel that Linguistics and Literature majors are not immune to this

phenomenon.[27] As stated by L. Strauss in J. Hartley "the power of writing, which is a form to say, is a type of artificial memory whose development must be followed by a greater understanding of the past, because it gives you more power over the present and future.[28]

2.   Stages in writing

According to Freedman, Dyson, Flower, & Chafe, When we say we want an effective performance-oriented program, we mean we want to educate students on the importance of problem-solving abilities related to the writing process so they may achieve more precise goals at each level of the drafting process.[29]

The writing process is a learning program that gives students a sequence of structured learning experiences to help them comprehend the nature of writing at each stage. In the writing process, there are four essential writing stages: planning, composing (writing), revising (rearranging), and editing - as well as three additional stages that the teacher imposes on students, namely responding (sharing), evaluating, and post-writing.[30]

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[27] W. Stannard Allen, *Living English Structure,* 1 edition (Malaysia : Longman, 1973), 87.

[28] T,   Haryanto. "Grammatical error analysis in students' recount texts." *Bachelor's Skripsi, UNNES, Semarang* (2007): 9. http://lib.unnes.ac.id/34072/1/2201413142_Optimized.pdf (Accessed on Wednesday, February 10th, 2021).

[29] Freedman, Dyson, Flower, & Chafe, "Research in writing: Past, present and future", February 9th, 1987, https://files.eric.ed.gov/fulltext/ED335676.pdf . (Accessed on Friday 12 February 2021).

[30]John R, Hayes, and Linda S. Flower. "On the structure of the writing process Topics in language disorders" *journals of the College of Arts. University of Basrah* 3, no.4 (January 14th, 1987) : 35,
https://scihub.se/https://journals.lww.com/topicsinlanguagedisorders/Citation/1987/09000/On_the
_structure_of_the_writing_process.4.aspx.

a.   Pre-writing

Is an activity that encourages students to write. At this stage, students will be stimulated to think to find ideas so that students will avoid being left empty in generating ideas and gathering information to be put in writing.

b.   Drafting

At this point, The first attempt at writing is to proceed quickly with compilation once enough ideas have been acquired in the planning stage. During the compilation stage, the writer is more concerned with writing fluency than with the precision or neatness of the design language. The writer's capacity to imagine the audience is one of the characteristics of successful writing. Of course, depending on the sort of writing to be written, students must also identify the key ideas they wish to convey and provide guidance for their writing in this area.

c.   Response

Teachers or peers who play a key role in responding to student writing are crucial to the student writing process's success. Between drafting and revising, responding to interruptions. Oral and written responses are also acceptable options. Because giving a special response in the form of suggestions and questions is very important and useful for the author.

d.   Revision

Students revise their work based on the comments they received during the responding step. They go over what they've written again to see how well they've communicated the meaning to the audience. Revising entails more than just checking for grammatical problems. This was done to boost overall content and organize concepts so that the reader may better understand the author's aim.[31]

3.   Types of Writing Text

There are several types of writing, namely: narrative, recount, procedure, descriptive, and report text, to understand each type of written text easily, in the explanation according to Littlefair [32]:

a.   Recount text

A recount text is a piece of text that recounts past events, usually in chronological sequence. The goal is to provide the listener with a narrative of what happened and when it happened.

b.   Narrative text.

Narrative text, according to Nathanson, is a sort of text that tells a tale. Its goal is to entertain or instruct the reader or listener by presenting a worldview.[33]

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[31] Firdaus Habibi, Ismalianing Eviyuliwati, and Sunardi Kartowisastro, "Writing Ability of Narrative Text The Effect of Reflective" *Journal Writing on Students* 115, no. 3 (December 15th, 2018): 16–20, file:///C:/Users/User/Downloads/25895117%20(5).pdf.

[32] Nurul Fitrah, Syams, "Error Analysis of Word Order Used in Writing Recount Text Made by Students' at SMK Negeri 1 Pinrang, Diss, Universitas Islam Negeri Alauddin Makassar, "2016, http://repositori.uin-alauddin.ac.id/6212/, (Accessed on Monday, February 15th, 2021).

[33] Firdaus Habibi, Ismalianing Eviyuliwati, and Sunardi Kartowisastro, "Writing Ability of Narrative Text The Effect of Reflective" *Journal Writing on Students* 115, no. 3 (December 15th, 2018): 16–20, file:///C:/Users/User/Downloads/25895117%20(5).pdf.

d.   Procedure text

A procedure text is a text that contains instructions for performing a task. The purpose of this book is to demonstrate how something can be completed.

e.   Descriptive text

The term "descriptive text" refers to a group of texts that describe the lives of living and non-living things. The purpose of this essay is to explain the features of people, things, animals, and places to the audience.

f.   Report text

A report text is a paragraph of text that gives information about a certain topic. This paragraph normally includes information about the subject, such as facts, a description, and details about its parts, behavior, and features. The objective of this paragraph is to categorize, describe, or give information about a subject.

4.   Aspects Writing

We need to know some of the components of writing. This writing component is needed by the writer to produce effective writing. According to Chakraverty and Gautum state that there are five aspects in making good writing namely[34]:

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[34]A Chakraverty, and Gautum, K. K, "Dynamic of Writing", December 21th, 2012 , http://exchange.state.gov, (Accessed on Tuesday February 16th ,2021).

a.   Grammar

A good writer certainly has to know the writing pattern of grammar elements and be able to produce the best sentence formulas which they will later use in writing.

b.   Vocabulary

The importance of vocabulary in writing cannot be overstated. Students will be unable to express themselves in writing unless they have mastered vocabulary. The use of the correct words in conjunction with the topic they will write about informs good writing.

c.   Organization

The arrangement of ideas or the flow of ideas in a paragraph is one of the components of writing that explains the systematics of ideas or the flow of ideas. It also explains the logical growth and completeness of thoughts in a paragraph.

d.   Content

This component is one of the writing components that seek to gather all information into a creative communicative message, and its content explains the written concepts.

e.   Mechanics

Mechanics is the final component. Punctuation and capitalization are contained in this part of the component.

5.   **Writing purpose**

Writing is a form that is used to communicate with other people who are not bound by time and space, or in permanent or semi-permanent events where a record is needed as evidence. Every article certainly has a purpose for the writer or reader. Iskandarwassid & Sunendar explains that writing is used for the following purposes:

a.   For actions such as manuals, billing menus, ballot papers, computer manuals

b.   For information

Writing to provide information has the purpose of telling the reader about something. This type of information writing focuses on objects, places, procedures, and events. This can be seen in newspapers and articles, scientific or business reports, instructions or procedures, and essays for schools and universities.

c.   To entertain

Writing to entertain generally has a creative and imaginary form of writing, where the writer needs to use his creativity, where a reader who reads his writing involves their feelings in reading.[35]

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[35] Iskandarwassid & Sunendar, D, *Strategi pembelajaran bahasa*, 6 edition, (Bandung: PT Remaja Rosdakarya 2008), 51.

D. *Report Teks*

1. **Definition of Report Text**

A report is a piece of writing that gives information on something as it is, as well as knowledge gleaned via methodical observation and analysis. Aside from this explanation, some experts describe what report text is.

The language of the factual report, according to Barker, is an essay that seeks to describe something in general. According to this theory, a tech report is a type of prose that explains the actual general information. In writing the report text, aspects that are of concern are vocabulary and grammar.[36]

2. **Generic Structure of Report**

Barker suggests there are several generic structures to the text of the report:

a. Title: In this section, the title aims to describe the subject to be discussed.

b. General classification: This section defines the broad classification of items, such as animals, public places, and plants, that will be discussed in general, and it also introduces the major debate.

c. Description: This section will describe the things that will be discussed in detail.

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[36] Barker, & Ray, *Literacy Connections*, 2 edition, (New York:Longman 2013), 47.

3. **Report Language Feature**

According to Barker the text of the report has the following language characteristics:

a. Using general nouns, namely things (living or dead) that are general.

b. Use related verbs to describe a feature.

c. Description of the conduct with action verbs

d. Use technical terms/terms that include the report text itself.

e. To organize a collection of material, employ paragraph topic sentences, such as labeling the repeated themes as the clause's starting focus.

f. Using the simple present tense.[37]

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[37] Barker, and Ray, *Literacy Connection*, 4 edition (New York: A catalag record for this book is available from the British Library, 2000), 87.

CHAPTER III

METHOD OF THE RESEARCH

A.   *Research Design*

The research method is a problem-solving procedure, seeking the truth contained in the problem formulation, literature study, assumptions, hypotheses, data collection, data analysis.[38]

In this study the researcher used field research using descriptive qualitative analysis, using the Grotjhan method mixed paradigm. Researcher used the fifth paradigm: exploratory-qualitative - statistics (non-experimental design, qualitative data, statistical analysis). This method is used to examine the analysis of errors in writing text report of fourth-semester English Education students at IAIN Palopo. The case surveyed in this study is the linguistic mathematical category of errors committed by all students in writing report text for IAIN Palopo students.

B.   *Population*

The population in this study were English students academic 2021 at the fourth-semester students English study program of IAIN Palopo and the total students were 106 students who were divided into three classes, namely classes A, B, and C.

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[38] M. Subana dan sudrajat, *Dasar-dasar Penelitian Ilmiah,* 2 edition, (Bandung: CV PustakaSetia, 2005), 11.

C. *Sample*

Sampling was conducted to determine the number of samples in this study using systematic random sampling techniques. Thus the researcher took a sample of 10% of the population.

D. *The Instrument of The Research*

1. Writing text the use of this instrument is to find out the errors made by students and identify student errors.

2. Interview the researcher uses this instrument to get accurate information from students by asking certain questions to students regarding their difficulties in writing a text report.

E. *The Procedure of Collecting Data*

To collect data, the researcher gives writing tests to students:

1. The first step used is the researcher explaining the research objectives.

2. Then give instructions to students related to writing the report text.

3. Then the researcher conducted interviews with students both offline and online.

4. The final step. The researcher collects the students' writing and the results of the student interviews, after which the researcher analysis them.

F.   The Technique of Data Analysis

In analyzing the data, the researcher uses the theory of H. Douglas Brown which focuses on the mathematical category namely: addition, omission, substitution, ordering. After that, the researcher collected student data from the writing test and then identified their mistakes in writing the report text along with the results of interviews that had been conducted both offline and online. Furthermore, classifying errors and analyzing errors.

In analyzing errors in writing a resume, this study uses the following formula to calculate the percentage level of student scores::

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

Where :

P = Rate percentage of error in the writing report text

F = Frequency of error that occurred

N = Number of the sample which was observed.[39]

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[39] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, 15th ed. (Bandung: Alfabeta, 2012). 13.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Findings

1. Recapitulation of Students' Errors

In this section, the researcher identifies the errors found in the writing of a report text that has been done by IAIN Palopo students. The researcher presents the identification of errors in the form of the table below.

Tabel 4.1
Recapitulation of Students' Errors

Students	Addition	Omission	Substitution	Ordering	Total (N)
Student 1	-	3	1	-	4
Student 2	2	-	1	1	4
Student 3	2	2	7	-	11
Student 4	2	-	4	-	6
Student 5	2	3	1	-	6
Student 6	3	1	5	-	9
Student 7	3	-	1	-	4
Student 8	2	3	2	1	8
Student 9	1	-	2	-	3

Student 10	3	2	3	-	8
Student 11	2	2	1	-	5
Total	**22**	**16**	**28**	**2**	**68**

a.   Addition   : $P = \frac{22}{68} \times 100\% = 32{,}35\%$

b.   Omission   : $P = \frac{16}{68} \times 100\% = 23{,}52\%$

c.   Substitution : $P = \frac{28}{68} \times 100\% = 41{,}17\%$

d.   Ordering   : $P = \frac{2}{68} \times 100\% = 2{,}94\%$

The table above is a recapitulation of the types of errors students made in their writing tests. From the table, the researcher found the percentage of errors that students made in their writing test, as shown in the graph below:
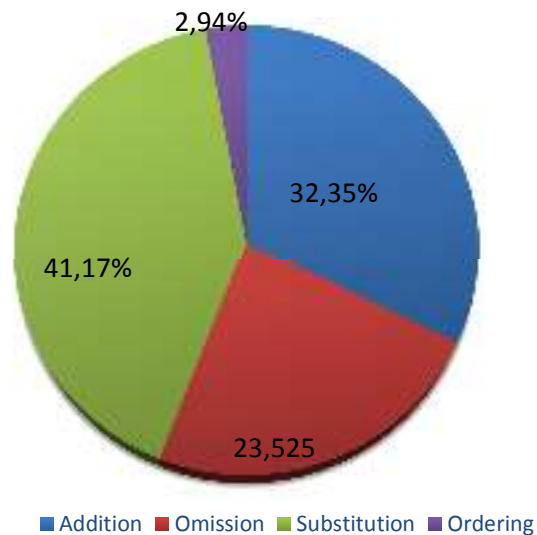
Chart 4.1

Percentage of Students' Errors

The section above shows a percentage of each error based on the mathematical category by H. Douglas Brown, this researcher found some errors made by the fourth-semester English students of IAIN Palopo. From the results of this research, the researcher found that the substitution category was the most frequent error made by students in their writing test with 28 of the total errors or 41,17%. The second is addition with 22 of the total errors or 32,35%. next is omission with 16 of the total errors or 23,52%. The last is ordering with 2 of the total errors or 2.94%.

In the First addition error category, in students' writing, the researcher found some errors in the category of addition such as *the outer layer is a coarse, inner layer is a soft hair, the wore cats refers to,* and so on. Those all should be *the outer layer is coarse, inner layer is soft hair, the wore cats refer to.*

The second Omission error category, where the researcher found several student errors in writing report texts, namely *has special characteristic, obedience to law, majority ethnic*, and so on. Those all should be *has a special characteristic, obedience to the law, majority of ethnic.*

The third substitution error category, in the results of student writing, the researcher found several errors in substitution categories such as *domestic cats of house cats, which are a type or carnivorous, KEI island are a group*, and so on. Those all should be *domestic cats or house cats, which are a type of carnivorous, KEI Island is a group.* The last ordering error category, the researcher found several errors in the ordering category, namely, *singapore also was, the soil which is usually dry*. Those all should be *Singapore was also, the usually dry soil.*

2.   Students' Interview.

Tabel 4.2
Students' Interview

	STUDENT 3
Addition	1. Make an error in the addition section due to a lack of understanding of the use of to be, when it is used and where it is placed. 2. Then it is caused by the Indonesian grammar structure that is used when translating into English, and there is still a lack of understanding related to the grammatical structure.
Omission	1. Lack of accuracy in writing and when translating into English the Indonesian grammatical structure is used without paying attention to the results of the translation. 2. Then due to lack of understanding related to grammar / grammatical structure, and when the article was used in writing.
Substitution	1. There is still a lack of understanding about the use of to be. 2. Lack of academic vocabulary. 3. Less thorough in writing vocabulary in English because when writing a word in English, you are used to writing how to read it while in English the way to read and write is different.
Ordering[40]	

[40]Online interview with Reskya Dwi Maulinda as the students fourth semester English student at IAIN Palopo, on May 28th, 2021.via Whatsapp.

	STUDENT 6
Addition	1. Lack of accuracy when writing, after translating into English the author no longer pays attention to the sentence, then the grammatical structure is still not good in the use of the article. 2. Lack of understanding in the use of to be and still confused in determining the subject.
Omission	1. Lack of understanding in the correct use of to be and not careful in writing, not paying attention to the subject
Substitution	1. Lack of accuracy in writing and still lacking in choosing the right vocabulary in sentences. 2. Lack of understanding in the use of prepositions, because the material obtained in learning is incomplete. 3. Lack of understanding of grammar and when translating into English the results are directly copied without paying attention to the sentence structure and proper vocabulary.
Ordering	-[41]

[41] Online interview with Nursyafasah as the students fourth semester English student at IAIN Palopo, on May 28th, 2021.via Whatsapp.

STUDENT 8

Addition	1. Lack of accuracy in writing, of course, both in the sentence structure and in writing the right vocabulary.
Omission	1. Lack of understanding when writing a place or country, and lack of understanding of the use of es/s in sentences. 2. Lack of understanding in the use of conjunctions and when writing just translate into English without paying attention to the sentence again.
Substitution	Lack of vocabulary owned and less careful in determining the vocabulary to be used. When translating into English, just use the Indonesian sentence structure.
Ordering	Lack of understanding of grammar related to the use of tenses and the like.[42]

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[42] Online interview with Salsabilah Anggraini as the students fourth semester English student at IAIN Palopo, on May 28th, 2021.via Whatsapp.

B. Discussions.

Based on the frequency table, it was found that the highest error was found in substitution errors with a total of 28 errors out of 11 students. For example, students write "KEI Island are a group". Students write to be are in the sentence that does not match the subject in front of them. Should be: (KEI Island is a group). This means that when students write they do not pay attention to the results of their writing. In substitution errors, the most common mistakes are the inappropriate use of to be and their lack of understanding related to vocabulary selection or vocabulary writing is still inaccurate so that sometimes they insert words or letters into sentences.

Based on previous research, researchers found similarities between the results of the study and one of the studies, namely from Nurwanti and sultiani in their research on An Error Analysis of Simple Present in Writing Descriptive Text Through Theeleventh Grade Students found that the highest frequency of research was substitution errors with a total of 30 students. with 142 errors or 51.00% of errors. The researcher stated that most of the students were still confused and had difficulty in using the simple present tense in writing descriptive text.[43]

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[43]Nurwanti, Nurwanti. "An Error Analysis of Simple Present in Writing Descriptive Text Through The Eleventh Grade Students: *Uniqbu Journal of Social Sciences* 2, no. 2 (December 22th, 2021): 107-114. http://ejournal-uniqbu.ac.id/index.php/ujss/article/view/141/109

In another study from Abdi in his research on Analysing Students' Errors in Writing Thesis Proposal at the Fourth Year English Students of IAIN Palopo, [44] he also found that the highest frequency of student errors occurred in substitution errors with 43 or 42% errors. The researcher stated that most of the students did not pay attention to their work, lack of sufficient vocabulary and placing words or letters in the wrong place, and also wrong grammar appeared in substitution errors.

While for addition errors, students made 22 or 32.39% errors. This error arises because students add letters or words, formulas, or something in the sentences they write which don't need to be included in the sentence. In this case, the students are still less thorough in doing the assignments and also they still lack vocabulary at all. For example, a student should write "from a few hundreds to several" (from a few hundred to several).

In contrast to the omission error, students made 16 or 23.52% errors. This error arises because where students miss letters, words, or even something that has its formula in a sentence that we cannot change. This means that students still lack vocabulary and lack knowledge about how to apply tense correctly. For example, students write "Kuta beach located in Bandung". should be (Kuta beach is located in Bandung).

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[44] Abdi, "Analysing Students' Error in Writing Thesis Proposal at the Fourth Year English Students of IAIN Palopo", skripsi sarjana pendidikan, (palopo: perpustakaan IAIN Palopo, 2018).

While the ordering error occurs as much as 2 or 2.94% student errors. For example, a student wrote "Singapore is also known as". Should be" (Singapore also known as). This error arises because students make mistakes in placing letters, words, formulas in sentences or readings to be written. This section shows us that the frequency of students' errors in writing text reports is lower. This section has similarities with Nurwanti in her research, she found a lower frequency of ordering, while the total errors obtained were 17 students with 26 errors or 9.31% of errors, but with a low frequency, of course students should make good progress in their work, especially in writing, because they make a writing is a good way to practice.[45]

Based on the findings and classification of student errors in writing report texts. The researcher found that the main cause of student errors was carelessness. According to John Norrish in his book "Language learner and They Error" writes that there are 3 causes of errors, namely carelessness, first language, and translation. The causes of errors in carelessness are closely related to students' motivation in writing.[46] This theory describes what students do in writing report texts.

[45] Nurwanti, Nurwanti. "An Error Analysis of Simple Present in Writing Descriptive Text Through The Eleventh Grade Students: *Uniqbu Journal of Social Sciences* 2, no. 2 (December 22th, 2021): 107-114. http://ejournal-uniqbu.ac.id/index.php/ujss/article/view/141/109

[46] Jhon Norrish, *Laanguage Learner and Their Errors,* 1 edition. (London: Macmillan Press, 1983), 135.

In general, an error made by students in writing report text is because English is not the first language of students, their first language is Indonesian or their respective regional languages. It is very normal when a language learner makes mistakes in using the language, especially in writing. Their knowledge of the structure of English words is also still not sufficient so that it is still possible to emerge errors in their pronunciation and writing.

The majority of students who participated in this study were able to speak more than one language, namely Indonesian and their respective regional languages. Students on campus use Indonesian and at home they use their local language. In this case, students rarely use English unless they are in a situation where they are taking part in English-based learning.

According to Douglas Brown, the main sources that cause errors in students' use of English are interlingual transfer, intralingual transfer, and context of learning, communication of strategies [47] Based on the analyzed data, the researchers found the sources of errors that made students make errors.

Interlanguage transfer errors are influenced by interference or from the first language in which students tend to use Indonesian sentence structure in English. For example, in Indonesian, the existing sentences do not use auxiliary words (to be) this rule is often disturbing students to eliminate these auxiliary words when producing writings or sentences in English, students produce the sentence "Kuta Beach Located in Bandung". In Indonesian, the function of the auxiliary (to be) does not appear even though grammatically the correct sentence

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[47]Douglas Brown, *Principle of Language Learning and Teaching,* 5 edition. (New Jersey: Prentice Hall, inc., Englewood Clifts, 07632, 1980), 166.

should have to be (is) to be "Kuta Beach is Located in Bandung".The sentence above shows the student's language transferring the rules of Indonesian into English.

According to Setyawati, the sources of errors in learning a language can occur due to system intervention from students' native language and the general characteristics of their language learning patterns.[48] This error occurs because students still lack understanding of the rules of grammar, especially the rules of language which are very different from their mother tongue.

The next source of error is an intralingual transfer which occurs when students generalize or generalize the rules of the English language. So the concept of intralingual is the opposite of interlanguage, where the generalized rules are the rules of the target language. This is because students do not understand the use of English rules, so they end up applying certain English rules in the sentences they make. For example, students write "In kuta beach, you...", students do not understand correctly the use of prepositions. The correct sentence should be "On kuta beach, you..", from the example above we can see that students do not understand when to use on and in sentences.

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[48] Setyawati, *Analisis Kesalahan Berbahasa Indonesia*. 1 edition, (Surakarta: Yuma Pustaka 2010), 38.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The main purpose of this research is to find out the types of student errors in writing report texts and the sources of errors made by students when writing report texts. Based on data analysis and discussion in previous chapters. The researcher found that the total number of errors made by students was 68 from the types of substitution, addition, omission, ordering errors made by the fourth-semester English students of IAIN Palopo. Sources of errors experienced by students are interlingual transfer and intralingual transfer.

The highest error frequency is found in substitution errors with a total of 28 errors out of 11 students. This means that 41.17% of students must be careful in writing and need a lot of motivation to write in English. Then in addition to errors, the researcher found the number of errors was 22 or 32.35%. Furthermore, the omission error, the researcher found the number of errors as much as 16 or 23.52%. Furthermore, errors in ordering, researchers found the number of errors as much as 2 or 2.94%.

B. Suggestion

Following the completion of the study, the researcher wished to make some recommendations based on the findings. Hopefully, it will be simple to implement in teaching and learning activities, and will, of course, reduce student writing errors.

First, the researcher suggests to teachers/lecturers who teach both speaking, reading, listening, or especially writing courses to provide a more detailed explanation of what is important in writing and be able to create a comfortable classroom atmosphere and use appropriate teaching methods. with student needs.

The second is where teachers must create impressive, creative, innovative writing teaching techniques that can attract students' attention to writing activities, especially during a pandemic, of course students will feel bored when learning online. Next and most importantly, the teacher should provide feedback on the students' writing afterwards and communicate the students' writing progress.

Finally, for students themselves, of course, they have to learn more about English to develop their understanding in writing report texts or other texts later. they also have to read a lot of books, develop an understanding of grammatical structures, develop their vocabulary. not only that, where students must also dare to express their own opinions in writing English, more writing exercises to get better writing skills.

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BIOGRAPHY

Niesya Ulul Azmi, Born in Palopo on April 24, 2000. The researcher is the first child, a father Bantilang S.Pd.I and a mother Hatia. The researcher grew up in Salutete, Kel. Pentojangan, Kec. Telluwanua, Palopo City. The researcher basic education was completed in 2011 at SDN 486 Salutete which is currently renamed SDN 52 Salutete.

Then, in the same year, she studied at SMPN 8 Palopo until 2014. In the same year, the researcher continued his education at SMAN 2 Palopo. When studying at SMAN 2 Palopo the researcher majored in science, and while the researcher was active in the PMR organization at SMAN 2 Palopo. After graduating from high school in 2017, the researcher had the opportunity to receive the BIDIKMISI scholarship from 99 accepted participants. So that the researcher continues his education in the field he is engaged in, namely the English language education study program, Tarbiyah faculty and teacher training at the State Islamic Institute (IAIN Palopo).

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APPENDICES
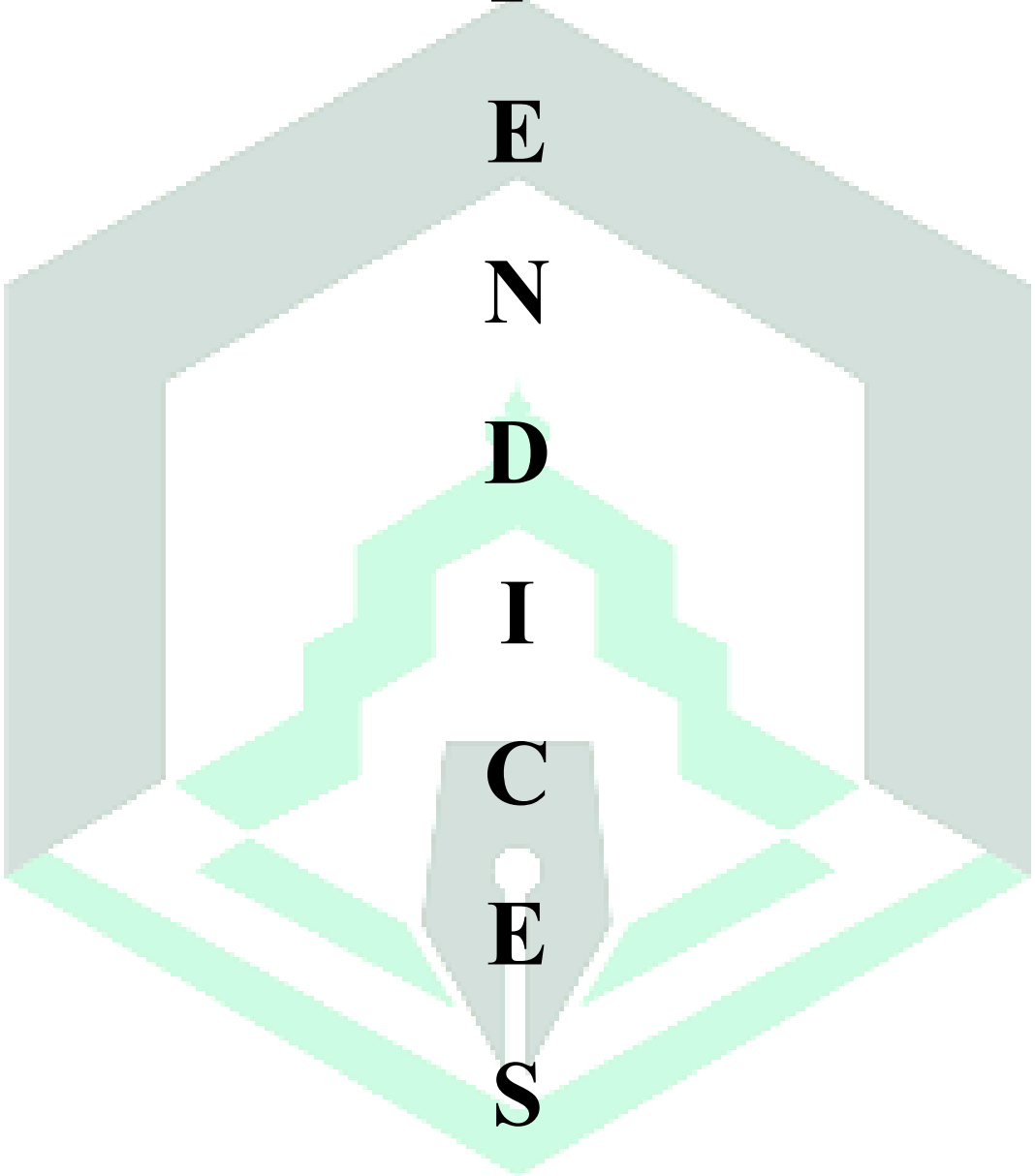
Students Errors In Writing

Student 1

Errors		Students Sentence	Correct Sentence	Total
Addition	-	-	-	-
Omission	3	Have many unique featurs	Have many unique features	3
		Not they constitue separate	Not they constitute separate	
		Two species of elephant: The Asian elephant…	Two species of the elephant : The Asian elephant…	
Substitution	1	large floppy ears, and widen thick legs	large floppy ears, and wide thick legs	1
Ordering	-	-	-	-

Student 2

Errors		Students Sentence	Correct Sentence	Total
Addition	2	fall rapidly with little or no advance warning are…	fall rapidly with little or no warning are…	2
		Some floods can occur suddenly and occur quickl..	Some floods can occur suddenly and quickly	
Omission	-	-	-	-
Substitution	1	These river floods are generally the result of…	These river floods are generally the cause of…	1
Ordering	1	The soil which is usually dry.	The usually dry soil.	1

Student 3

Errors		Students Sentence	Correct Sentence	Total
Addition	2	The law of larwul ngabal and are specifically fied..	The law of larwul ngabal and specifically fied..	2
		There are many more tourist…	There are more tourist…	
Omission	2	Obedience to law love…	Obedience to the law love…	2
		KEI island is called a hidden paradise in Moluccas.	KEI island is called a hidden paradise in the Moluccas.	
Substitution	7	Kei island are a group…	Kei island is a group…	7
		Specifically fied to the philosophy…	Specifically tied to the philosophy…	
		Beaches in the wolld that…	Beaches in the world that…	
		Hawang cave, a eave with…	Hawang cave, a cave with…	
		Festival featuring cultunal and…	Festival featuring cultural and…	
		Every addober to concide with the…	Every addober to coincide with the…	
		The best shape sand entrances frequenled by….	The best shape sand entrances frequented by….	
Ordering	-	-	-	-

Student 4

Errors		Students Sentence	Correct Sentence	Total
Addition	2	But the wore cats refers to..	But the wore cats refer to..	2
		This cats has been…	This cat has been…	
Omission	-	-	-	-
Substitution	4	Called domestic cats of house cats..	Called domestic cats or house cats..	4
		Which are type or carnivorous..	Which are type of carnivorous..	
		To lions and tygers (big cats)..	To lions and tigers (big cats)..	
		Cat has been a human put since a long time…	Cat has been a human pet since a long time…	
Ordering	-	-	-	-

Student 5

Errors		Students Sentence	Correct Sentence	Total
Addition	2	The outer layer is a coarse hair…	The outer layer is coarse hair….	2
		the inner layer is a soft hair	the inner layer is soft hair	
Omission	3	Dogs are one of the most preferred pet in the world..	Dogs are one of the most preferred pets in the world..	3
		while the hind leg consist of four…	while the hind leg consists of four..	
		the inner layer is soft hair and used to…	the inner layer is soft hair and is used to..	

Substitution	1	The outer layer is coarse hair which protects them	The outer layer is coarse hair that protects them	1
Ordering	-	-	-	-

Student 6

Errors		Students Sentence	Correct Sentence	Total
Addition	3	as well as a very…	as well as very…	3
		but also at the night	but also at night	
		In addition to offering the natural beauty..	In addition to offering natural beauty,	
Omission	1	Kuta beach located in Badung..	Kuta beach is located in Badung…	1
Substitution	5	very popular both in Indonesia and international.	very popular both in Indonesia and internationally	5
		In Kuta beach, you…	On Kuta beach, you..	
		Kuta beach is not only takes place..	Kuta beach does not only take place..	
		the day but also in the night…	the day but also at night	
		you do not have to worry with the existing	you do not have to worry about the existing	
Ordering	-	-	-	-

Student 7

Errors		Students Sentence	Correct Sentence	Total
Addition	3	from a few hundreds to several..	from a few hundred to several…	3
		to several thousands Although..	to several thousand although..	
		of village life, the typical typical village	of village life, the typical village	
Omission	-	-	-	-
Substitution	1	however, temporary inhabited villages / ransient villages	however, temporary inhabited villages / transient villages	1
Ordering	-	-	-	-

Student 8

Errors		Students Sentence	Correct Sentence	Total
Addition	2	to the first wworld country	to the first world country..	2
		numerous international rangkings for…	numerous international rankings for..	
Omission	3	Singapore size is not..	Singapore's size is not..	3
		not as big as Indonesia..	not as big as Indonesia's..	
		Majority ethnic groups in..	Majority of ethnic groups in	
Substitution	2	Singapore is known for its transition as a third…	Singapore is known for its transition from a third…	2
		the Asian tiyer economy…	the Asian tiger economy..	

Errors		Students Sentence	Correct Sentence	Total
Ordering	1	Singapore also was known as..	Singapore was also known as..	1

Student 9

Errors		Students Sentence	Correct Sentence	Total
Addition	1	There are actually three types…	There are three types..	1
Omission	-	-	-	
Substitution	2	This type of earthquake…	This type of earthquake…	2
		So the volcano is free to explode,	So the volcano is ready to explode,	
Ordering	-	-	-	-

Student 10

Errors		Students Sentence	Correct Sentence	Total
Addition	3	Jakarta is located in the northwest of Java..	Jakarta is located northwest of Java..	3
		Negative and positive impact…	negative and positive impact..	
		However, from the positive impact, the negative impact….	However, the negative impact…	
Omission	2	Negative and positive impact…	The negative and positive impact…	

		Especially Jakarta are polluted by waste	Especially in Jakarta are polluted with waste	2
Substitution	3	Jakarta are polluted with waste. And if Jakarta rains,	Jakarta are polluted with waste. when Jakarta rains,	3
		Especially Jakarta are polluted with waste	Especially Jakarta are polluted by waste	
Ordering	-	-	-	-

Student 11

Errors		Students Sentence	Correct Sentence	Total
Addition	2	Beside as respiration	Beside respiration	2
		They look for foods for their baby…	They look for food for their baby…	
Omission	2	some species that live in land and..	some species that live in the land and…	2
		Earth bird has special characteristic..	Earth bird has a special characteristic	
Substitution	1	Birds breath with their air pocket..	Birds breathe with their air pocket..	1
Ordering	-	-	-	-

Name : Indah Prijanti

Class : Bio 4 B

22 April 2021

"Elephant"

Elephants are the largest land animals on Earth, and they're one of the most unique - looking animals, too. With their characteristic long noses or trunks; Large, floppy ears; and wider, thick legs, there is no other animal with a similar physique.

Most experts recognize two species of elephant : The Asian elephant (elephas Maximus) and the African elephant (loxodonta africana), who live on separate continents and have many unique Features. There are several subspecies that belong to one or the other of those two main species, though experts argue over how many subspecies there are and whether or not they constitue separate species.

Nurmi (cy0902 0015)

"Floods"

Date:

Floods are one of the natural disasters Caused by overflowing water that soaks the soil is usually dry. Some Floods can occur suddenly and occur quickly. But there are also those that take days or more. There are several types of Floods. Periodic Flooding occurs naturally in many rivers, Forming areas known as Floodplains. These river Floods are generally the result of heavy rains, Sometimes Combined with Melting snow, Causing rivers to overflow. Floods that rise and Fall rapidly with little or no advance warning are referred to as Flash Floods. During a Flood, water can carry objects. Floods are very dangerous for humans. It also has great erosive power and can be very destructive.

Reskya Dwi Maulida
BIG IV A

Kei Islands

Many people do not know this island, its name is Kei islands.
Kei islands are a group of island in the Southeastern maluccan archipelago
it may be located a speck in a cluster of islands in Indonesia, but you will
find special things on this island.

In this place, the culture or customs are very thick and continue to be passed
down from generation to generation such as kinship, brotherhood, obedience
to law, love and distinguishing religion because "one blood".

These values are in the law of "lawful ngabal" and are specifically tied to
the philosophy of the KEI people "manut aan mehe in tilur, vaut aan mehe
in ngvun" and "aan in aan".

Kei island has extraordinary natural beauty like Ngurbloat beach, as one of
the softest sand beaches in the world that stretches for approximately 2
Ngurtavur beach, one of the best shape sand entrances frequented by
Australian Pelicans, Hawang cave, a zone with fresh water that is very clear like
sparkling crystals, wrapped in a mystical clay. Bair island, a calm lagoon with
turquoise and clear turquoise water. Bair island is known as the more of these
Amish island. Festival Meti Kei, as an annual cultural festival featuring
cultural and culinary attractions typical of the kei islands which is held
every October to coincide with the extreme low tide in the kei islands.
There are many more tourist, cultural and underwater destinations on kei
island. That's why kei islands is called a hidden paradise in Indonesia.

Cats

Cats are also called domestic cats or house cats, which are a type of carnivorous mammal. Cats are also similar to lions and tigers (big cats), but, the word cats refers to domesticated cats. There are several types of cats, such as Pusion, siamese, manx, and sphinx cats. But these cats are usually bred in animal husbandry.

This cats ~~off~~ ~~that~~ has been a human pet since a long time ago as a home decoration and also to keep mice away from the crops of farmers.

Ishwara Rudianto (9 0201 0040)

"Dogs"

Dogs are one of the most Preferred Pet in the world. Their height ranges from 12.7 to 86.4 cm. They have four legs where the Front leg has Five fingers, while the hind leg consist of four fingers. In each finger, they have claws like cats.

They have many different hair types. Their hair may be hard, okay, wavy, curly, or long and smooth. Their hair thickness is usually adapted to climatic conditions. The colder the climate, the thicker their hair. The hair is composed of two layers, outer and inner. The outer layer is a course hair which protects them from dirt, ice, and snow. Meanwhile, the inner layer is a soft hair and used to prevent loss of body heat.

Nursya Fasah (19 0202 0016)

"Kuta beach"

Kuta is very beautiful beach. Kuta beach located in Bandung regency. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accomodation, restaurant, bar as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing verreyball, warking around, and playing beach soccer. This is a beach that is very crowded every day. The activity in kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment through out the night. The night life at kuta beach starts at 23.00.

When you visit kuta beach, then you do not have to worry with the existing system of accomodation. In the vicinity of kuta beach, there are many types of hotels and resorts that provide you with an accomodation budget ranging from the lowest to the highest. Kuta beach is a beach that is highily recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

Mutmainnah (1905020010)

"Village"

A Village is a huddled settlement of humans or communities, larger than a hamlet but smaller than a city, with a population ranging from a few hundreds to several thousands. Although often located in remote areas, the term Urban Village is also applied to certain urban environments. Villuges are usually permanent, with permanent residence; however, temporary inhabited village / ransient villages may occur. Furthermore, the residences of the people of a village that are quite close to each other, are not widely spread throughout the area, as scattered settlements.

Despite many pre-existing patterns of village the typical village is small, consisting of perhaps 5 to 30 families. The houses are located close together to serve as a means of socialization and defense, and the land around the residence is suitable for agricultural land.

Salsabila Anggraini. (19-0202-0072)

"Singapore is a South-east Asian Country"
Located between Malaysia and Indonesia

Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce. Singapore size is not as big as Indonesia, but the city ranks highly in numerous International rankings for its education, entertainment, Finance, healthcare, human capital, innovation, logistics Manufacturing, technology, tourism trade, and transport. Singapore is home to 5-6 million people with a diverse culture. Majority ethnic groups in Singapore are chinese, Malay and indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official Mascot of Singapore. Singapore is famous for its Garden by the bay, Marina Bay Sands, dan Orchard Road (description).

Nurianti Sayang. (19 0202 0096)

"Earthquake"

Earthquakes often occur around us. This incident brought great damage to the community. it is difficult to predict when an earthquake will occur and it causes Many victims. There are actually three types of earthquakes. This type of earthquakes is usually based on factors and the geological area where the earthquake occurred. These three types of earthquakes is tectonic, volcanic and explosisive. Tectonic earthquakes are the most common. Volcano produces activit lava, which dries quickly, when it dries quickly it blocks the top of the volcano - so the volcano is free to explode, the pressure is released so fast that an earthquake occurs. A volcanic earthquakes is usually kept within 10-20 Miles to -20 Miles of the volcano. Earthquake explosions are the result of earthquake Collapses which are small earthquakes that occur in underground mines and caves

Juwita (19-0202007)

"Jakarta"

Jakarta is the capital city of Indonesia. Jakarta is located in the northwest of Java. The most popular foods in Jakarta are kerak telor, ketoprak and Soto Betawi. There are so many cultures in Jakarta. There are many old buildings there.

But Now, Jakarta has been affected by globalization. Globalization has many impacts. Negative impact and positive impact. There are many positive impacts. However, because of the positive impacts, there are also many negative impacts. An example of the positive impact is that many tourists vacation in Jakarta. then, tourists will see Indonesian culture, old buildings, and more. However, from the positive impact, the negative impact is that the rivers in Indonesian especially Jakarta, are polluted with waste. And if Jakarta rains, there are always floods.

Anisah (19 0202 0002)

"Birds"

Birds breath with their air pocket. Beside as respiration organ, air pocket also can enlarge or reduce their weight when flying or swimming. There are many kinds of birds. Each bird has special characteristic. They have different morphology according to their food and their habitat. Some of them eat seeds, pollen, fish or meat. There are some species that live in land and the others live in water. Land bird live on their nest. Female birds have specific tasks. They lay eggs and feed their baby, beside that they look for foods for their baby.

SURAT KETERANGAN

Yang bertanda tangan di bawah ini menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Niesya Ulul Azmi
Nim	:	17 0202 0193
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat / No. HP	:	Salutete, Kel Pentojangan Kec Telluwanua
		082 296 819 773

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 30 Juli 2021
Ketua Prodi
Pendidikan Bahasa Inggris

a.n. Dekan
Wakil Dekan I
Fak. Tarbiyah dan Ilmu Keguruan

Dr. Munir Yusuf, M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, S.E., M.Hum
NIP. 19771013 200501 2006

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Niesya Ulul Azmi

Nim : 17 0202 0193

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 29 Juli 2021

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

SURAT KETERANGAN

No 050 /In.19/PP.00.9/AK/08/2021

Yang bertanda tangan di bawah ini,

Nama	:	Prof. Dr. Abdul Pirol, M.Ag.
NIP	:	196911041994031004
Pangkat/ Gol	:	Pembina Utama Madya/ IVd
Jabatan	:	Rektor

dengan ini menerangkan bahwa,

Nama	:	Niesya Ulul Azmi
NIM	:	17 0202 0193
Prodi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Instansi	:	IAIN Palopo

Yang tersebut namanya di atas telah selesai melakukan penelitian di Institut Agama Islam Negeri Palopo, dengan judul penelitian **"Error Analysis on Report Text Writing at The Fourth Semester Students English Study Program of IAIN Palopo"**, yang dilaksanakan mulai tanggal 07 Mei s.d. 12 Juni 2021.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 30 Agustus 2021
Rektor,

Prof. Dr. Abdul Pirol, M.Ag.
NIP. 196911041994031004

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SURAT KETERANGAN
No 019 /In.19/PP.00.9/AK/05/2021

Yang bertanda tangan di bawah ini,

Nama	:	Prof. Dr. Abdul Pirol, M.Ag.
NIP	:	196911041994031004
Pangkat/ Gol	:	Pembina Utama Madya/ IVd
Jabatan	:	Rektor

dengan ini menerangkan bahwa,

Nama	:	Niesya Ulul Azmi
NIM	:	17 0202 0193
Prodi	:	Pendidikan Bahasa Inggris
Semester	:	VIII (delapan)
No Handphone	:	082 296819 773
Alamat	:	Salutete Kelurahan Pentojangan Kec. Telluwanua Kota palopo

Yang tersebut namanya di atas telah disetujui untuk mengadakan penelitian di Institut Agama Islam Negeri Palopo, yang dilaksanakan mulai tanggal 07 Mei s.d. 12 Juni 2021. Dengan judul penelitian **"Error Analysis on Report Text Writing at The Fourth Semester Students English Study Program of IAIN Palopo"**, dengan ketentuan sebagai berikut:

1. Proses pengambilan data tidak menganggu aktifitas layanan administrasi;
2. Data yang sifatnya rahasia harus dirahasiakan;
3. Hasil penelitian dalam bentuk disertasi 1 rangkap disimpan di perpustakaan IAIN Palopo.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 07 Mei 2021
Rektor,

Prof. Dr. Abdul Pirol, M.Ag.
196911041994031004

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0771 TAHUN 2021
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	: a.	bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
	b.	bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas,maka perlu ditetapkan melalui Surat Keputusan Dekan;
	c.	bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
Mengingat	: 1.	Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
	2.	Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
	3.	Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	4.	Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo menjadi IAIN Palopo;
	5.	Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
Kedua	:	Tugas Tim Dosen Penguji Skripsi adalah: mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
Ketiga	:	Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2021;
Kelima	:	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di   : Palopo
Pada Tanggal   : 07 September 2021

Dekan,

Nurdin K.

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

I. Nama Mahasiswa : Niesya Ulul Azmi

NIM : 17 0202 0193

Fakultas : Tarbiyah dan Ilmu Keguruan

Program Studi : Pendidikan Bahasa Inggris

II. Judul Skripsi : Error Analysis on Report Text Writing at the Fourth Semester Students English Study Program of IAIN Palopo

III. Tim Dosen Penguji :

Ketua Sidang : Dr. Jufriadi, M.Pd.

Penguji (I) : Dr. Masruddin, S.S., M.Hum.

Penguji (II) : Rusdiansyah, S.Pd., M.Hum.

Pembimbing (I) : Wahibah, S.Ag., M.Hum.

Pembimbing (II) : Dr. Jufriadi, S.S., M.Pd.

Dekan,

Nurdin K.

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR 0089 TAHUN 2020
TENTANG
PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA
PROGRAM S1
INSTITUT AGAMA ISLAM NEGERI PALOPO

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a. bahwa demi kelancaran proses penyusunan dan penulisan Skripsi bagi mahasiswa Strata S1, maka dipandang perlu dibentuk Tim Pembimbing Penyusunan dan Penulisan Skripsi;
		b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Pembimbing sebagaimana dimaksud dalam butir a di atas perlu ditetapkan melalui Surat Keputusan Dekan.
Mengingat	:	1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan dan Pengelolaan Perguruan Tinggi;
		4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
		5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PEMBIMBING PENYUSUNAN DAN PENULISAN SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana yang tersebut pada alinea pertama huruf (a) di atas;
Kedua	:	Tugas Tim Dosen Pembimbing Penyusunan dan Penulisan Skripsi adalah : membimbing, mengarahkan, mengoreksi, serta memantau penyusunan dan penulisan skripsi mahasiswa berdasarkan panduan Penyusunan Skripsi dan Pedoman Akademik yang ditetapkan pada Institut Agama Islam Negeri Palopo;
Ketiga	:	Pembimbing Skripsi juga bertugas selaku Penguji Mahasiswa yang dibimbing pada Seminar Hasil Penelitian dan Ujian Munaqasyah Skripsi;
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2020;
Kelima	:	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan pembimbingan atau penulisan skripsi mahasiswa selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di   : Palopo
Pada Tanggal   : 11 Agustus 2020

Dekan,

Nurdin K

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip

I   Nama Mahasiswa   :   Niesya Ulul Azmi

    NIM   :   17 0202 0193

    Program Studi   :   Pendidikan Bahasa Inggris

II Judul Skripsi   :   **Error Analysis on Report Text Writing of the English Language Education Students' at IAIN Palopo**

III Tim Dosen Pembimbing :

    A. Pembimbing Utama (I)   :   Wahibah, S.Ag.,M.Hum.

    B. Pembantu Pembimbing (II)   :   Dr. Jufriadi, S.S.,M.Pd.

Dekan,

Nurdin K.