AN ERROR ANALYSIS ON STUDENTS` WRITING AT THE FOURTH SEMESTER STUDENTS OF ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT AT STAIN PALOPO

A THESIS

Submitted to the English Study Program of S1Tarbiyah Department
of StateCollege for Islamic Studies (STAIN) of Palopo
in Partial Fulfillment of Requirement for S.Pd.
Degree in English Teaching

IAIN PALOPO

Composed By,

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
2013

THESIS APPROVAL

This thesis entitled "**An Error Analysis on Students` Writing at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo**", Which is written by **Irnawati Israil, Reg. Num. 09. 16. 3. 0072,** English S1 study program of Tarbiyah Department of State College For Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Thursday, August 22nd 2013 M**., Coincide with **Syawal 15th 1434 H**., and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language teaching.

Palopo, <u>August 22nd 2013 M</u>
Syawal 15th 1434 H

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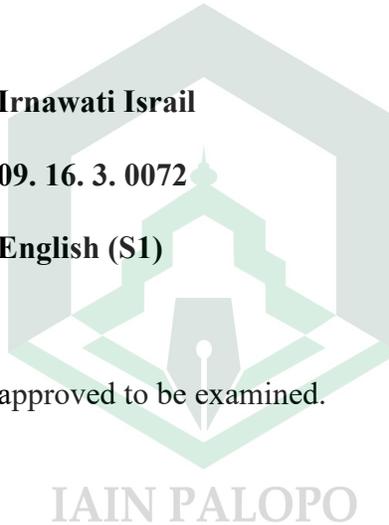
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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah, the beneficent and the most merciful, lord of the world has created judgment day in the here after and to our prophet Muhammad Saw., safety and peace be upon him. The writer expresses her gratitude to the almighty God that has been given her guidance, inspiration and good health, so that the writer could finish this thesis on the title "Error Analysis on Narrative Paragraph at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo".

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Finally, the writer prays to the God, may Allah SWT., gives reward to all people who have helped the writer and the writer hopes this thesis can be useful for the others especially for the writer and gives positive contribution for the readers, religion and the state, Amin.

Palopo, Juli 19th 2013

The Writer

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ABSTRACT

Irnawati Israil, 2013. *"An Error Analysis on Students` Writing at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo". Under the supervisors (1) Dr. Masruddin, S.S., M.Hum.,(II) Madehang, S.Ag., M.Pd.*

Key Words : *Error analysis, Students` Writing.*

This thesis deals with "Error Analysis on Students` Writing at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo". The main discussion of this study are : the kinds of errors that students mostly commit on students` writing and the possible causes that the students to commit errors on students` writing.

This thesis applied a case study research, it was used to describe an error analysis on students` writing. This study was focused on the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo in the 2013 academic year. The writer took these 64 students from three classes, class A, class B, and class C as the populations. The sample of this research was taken by using random sampling technique, where the writer took the sample by ordering the number 1 to 64. Then the sample was chosen by measuring the number of multiple 4. So, the writer got the total sample as much 16 students. The main purpose of this research are, to analyze and then categorize the errors that student commit on students` writing, and to find out the causes of those errors on students` writing.

This research showed that the fourth semester students of English study program of tarbiyah department at STAIN Palopo mostly commit errors in grammar category in Substitution with the percentage14,10 % of Addition error category, 17,94 % of Omission error category, 60,25 % of Substitution error category and 7,69 % of Ordering error category; and based on the table 2-5, it was found that the students committed error in Addition category, indicates that there was none of students do addition in subject and object, 11 (73,33%) error of addition in verb and 4 (26,66%) error of addition in preposition; the students committed error in Omission category, indicates that 1 (5%) error of omission in subject, 1 (5%) error of omission in object, 10 (50%) error of omission in verb and 8 (40%) error of omission in preposition; the students committed error in Substitution category, indicates that 7 (9,85%) error of substitution in subject, 1 (1,40%) error of substitution in object, 63 (88,73%) error of substitution in verb and there was none of students do substitution in preposition; and students committed error in Ordering category, indicates that there was none of students do ordering in subject and object, 7 (77,77%) error of ordering in verb and 2 (22,22) error of ordering in preposition. It showed that in grammar category the students mostly commit errors in Substitution in verb. Some factors that causes of those errors on students` writing are, Lack of understanding about structure and grammar, lack of understanding parts of speech and lack of vocabulary, the students do not have motivation to learn English, the students are careless and do not focus when they are writing, and there is interference of inter-lingual transfer.

CHAPTER 1

INTRODUCTION

A. *Background*

Errors in foreign language learning especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. These aspects are interference, overgeneralization, markers of transitional competence, strategies of communication and assimilation and teacher-induced errors.[1] Errors are unconsciously either in structure or vocabulary.[2] When someone use English does not only uses vocabulary but also structure (grammar), in order it can be understood by the native speaker.

As teachers of English as a foreign language, they should improve the way their teach to reduce the errors which are always made by the learners. The use of error analysis on students` writing can reduce the mistakes made by the students and can improve the quality of writing by the students.

Further, it is necessary to state that although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in

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[1]H. Douglas Brown, *Principle of Language Learning and Teaching,* New Jersey: Prentice Hall, Inc., Englewood Clifts, 1980, p. 258.

[2]Renzo Titone, Marcell Danesi, *Applied Psycholinguistic an Introduction to the Psychologe of Language and Teaching,* London : University of Toronto Press, 1984, p. 93.

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grammar which is difficult for them, whereas for teachers, it is required to evaluate themselves whether they are successful or not in teaching.[3]

Therefore, an error analysis has an important role to reveal what kinds of error the students do most, to know the causes of the error and how the students can learn from their mistakes in writing by themselves. Thus, the students will not do the same error or make some errors repeatedly.

Writing as one of skill in English is a process of expressing ideas or thoughts in word should be done at our leisure.[4] However, it is known that the writing skill is very complex. Besides that, many factors of difficulties to another in writing activity like structure and grammar how to use in writing or in the text. But, how can write something if never tries to express our idea in written form.

There are many students admitted that writing is difficult to learn. Consequently, the students lack of interest in writing. Therefore, the teacher should give more motivation to the students to write in learning English as foreign language, because without strong motivation, it would be impossible for student to learn well. So, the teacher should have good strategy or method in teaching writing and learning process in the classroom.

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[3]John Norrish, *Language Learners and Their Errors*, London and Basingstoke:The Macmillan Press Lmtd, 1983, p.10.

[4]Susanto leo, *Essay Writing English For Academic Purpose*, ed. 1st; Yogyakarta: C. V. AndiOffest, 2007, p. 1.

Therefore, it is found some students who have very low ability in writing skill. They are probably able to speak, able to read, and good in listening, but they are very low in writing. There some students just make a very short paragraph and the other write a lot but the point of their writing is unclear, and most of them will commit errors in their writing.

In this case, the writer focuses on the errors that students` commit in their writing. Norrish states error as a systematic deviation when a learner has not learnt something and consistently gets it wrong.[5] Error as one of the several problems which is faced by students in learning English especially the writing skill has a big portion in affecting the students` ability to write well. As we have mentioned before that probably some of the students will be able to write a lot. But when their writing`s point is still unclear and it is still full of errors, those students will still be considered low in writing ability.

Based on the theory above, it shows that error is very complex. Since error has a big portion in affecting the students writing ability, therefore it is necessary to be analyzed, and from the analysis result we can find the very dominant factor that influence the students in committing errors in their writing, and then we can formulate some solutions to solve the problem.

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[5] John Norrish, *Op., Cit.*, p.7.

The problem explained above is also faced by the student at STAIN Palopo, it is proven by the result of their writing which still commonly contain many errors. Based on the descriptions above, the writer is interested to conduct a research deals with error analysis with "*An Error Analysis on Students` Writing at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo*.

B. Problem Statement

Based on the background above, the writer formulates this research question as follows:

1. What kinds of the errors are there on the students` writing?
2. What are the causes of those errors on the students` writing?

C. Objective of the Research

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

1. To find out the kinds of errors that students` commit in students` writing.
2. To find out the causes of those errors on students` writing.

D. Significance of the Research

The result of this research is expected to be useful information for the teacher or literature to identify the kinds of error that the student committed in students` writing and to be meaningful contribution for readers and a foundation for other researcher to do research about error analysis in students` writing.

E. Scope of the Research

The scope of the research report in the categories of error that students commit in students` sentence in the writing and the sources of errors that students commit in students` writing.

F. Definition of Term

Based on the title is **"An Error Analysis on Students` Writing at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo**.

The writer gives the definition as follows:

1. Error analysis is an effort to observe, analyze and classify the error the learners made to reveal something of the system operating which the learner.

2. Writing is a one of skill in English for expression ideas about something, besides also as thing process in communication creating written work.

3. The paragraph is usually a series of sentence that that develop one topic.

4. The sentence is essentially a grammatical unit. English sentences will consist minimally of a subject noun phrase and a verb phrase as its predicate or complement.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Related Research Findings

In writing this proposal, writer found some research which were closely related to this research, those researcher:

1. The researcher, Muhammad Iksan wrote research about error analysis on students` essay writing at the seventh semester of English Study Program Tarbiyah Department STAIN Palopo. Based on the result, the research finding that error in lexicon category grammar students mostly committed error.[1]

2. The researcher, Sairdan wrote research about the syntactical error produced by the student in translating sentence from Indonesia to English (a case study at the fifth semester students of English Department of STAIN Palopo. Based on the result, the researcher finding that the syntactical error produced by the student are errors by omission where the students omitted element of sentence which should be present, errors of ordering, where the students sequenced the sentence wrongly, and errors of addition, where the students presented element which should not be there.[2]

B. The Concept of Error Analysis

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[1]Muhammad Iksan, *Error Analysis on Students` Essay Writing 7th Semester of English Study Program Tarbiyah Department STAIN Palopo*, Skripsi Sarjana Pendidikan, Palopo: Perpustakaan STAIN Palopo, 2009, p. 60.

[2]Sairdan, *The Syntatical Error Produced by the Student in Translating Sentence from Indonesia to English (a case study at the fifth semester students of English Department of STAIN Palopo,* Skripsi Sarjana Pendidikan, Palopo: Perpustakaan STAIN Palopo,2007, p. 55.

1. **The Definition of Error Analysis**

Error analysis is an effort to observe, analyze and classify the erros the learners made to reveal something of the system operating which the learner. An Error anlysis can give a picture or the type of difficulty learners are experiencing. If carried out on a large scale such as survey can be helpful in nature. Inevitably the learner will make mistakes in the process of acquisition, and indeed will even impede that process if he does not commit errors and then benefit it turn various forms of feedback on those errors.[3]

Human learning is fundamentally process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information.[4]

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

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[3]H. Douglas Brown, *Principle of Language Learning and Teaching,* New Jersey: Prentice Hall, Inc., Englewood Clifts, 1980, p. 257.

[4]Ibid.,p. 169.

certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake.[5]

From these two definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non systematic deviation from the norms of the language.

Error analysis became distinguishhed from contrastive analysis by its examination of errors attributable to all posibble sources, not just those which result from negative transfer of the native language. Error analysis easily superseded contrastive analysis the errors a learner make are attributable to mother tongue. Errors-overt manifestations of learner`s systems-arise from several posibble general sources.

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

2. Error Categories

On a rather global level, errors can be described as errors of addition, omission, substitution, and ordering, following standard mathematical categories. In a English a *do* auxiliary might be added (Does can he sing?), a definite article omitted (I went to movie), an item substituted (I lost my road), or a word order confused (I to the store went). But such categories are clearly very generalized. Within each

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[5]John Norrish, *Language Learners and Their Errors*, London and Basingstoke:The Macmillan Press Lmtd, 1983, p.7.

category, *levels* of language can be considered: phonology or orthography, lexicon, grammar, and discourse. Often, of course, it is difficult to distinguish different levels of error.[6]

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

a. The Mathematical Categories of Error :

1). Addition

Addition is the act of adding something to something else.[7]

Example[8]:

1. … and than through organization we can find <u>many</u> knowledge.

   ➢ …. and than through organization we can find knowledge.

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

   ➢ … so they struggle to get member.

2). Omission

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[6] H. Douglas Brown, *Op. Cit*., p. 177.

[7] Hornby, *Oxford Advancel Learner`s Dictionarry*, Ed. : 6, Great Clarendon Street, Oxford OX2 6DP, Oxford University Press. 2003, p. 15.

[8] Masruddin, *A Teaching Book and Exercise: Error Analysis,* Palopo, LPS Press STAIN Palopo,2009, p. 66.

Omission is the act of not including somebody/something or not doing something.[9]

Example:

1. … because it is ø the place to us improving our skill and network.

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

2. … there are four extra organization as place ø the students to learning.

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

3). Substitution

Substitution means thae act of putting one thing or peron in the place of another.[10]

Example:

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

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

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

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

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[9] Hornby,. Op,. Cit,. p. 921.

[10] http://www.wordreference.com/definition/substitution.

4). Ordering

Ordering means the way in something is ordered or arranged, or the act of puttinng something into an order.[11]

Example:

1. The director`s secretary sent <u>to them the manuscript last night.</u>

    ➢ The director`s secretary sent <u>the manuscript to them last night.</u>

2. Organization is one of <u>activity students</u> in every campus.

    ➢ Organization is one of <u>students` activities</u> in every campus.

b. The Linguistic Categories of Error:

 1). Phonology or Orthography

Phonology means the establishment and description of distinctive sound units of a language by means of distinctive features.[12] It ters is also concerned with the study of word to word relations in sentences and the investigation of intonation patterns. In addition, orthography is a term which used for representing the spelling in general, the correct or the standard spelling.[13]

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[11]Hornby, *Oxford Advancel Learner`s Dictionarry*, Ed. : 6, Great Clarendon Street, Oxford OX2 6DP, Oxford University Press. 2003, p. 931.

[12]Jack C. Richards, *Errors Analysis Perspectives on Second Language Acquisition*, Longman Group Limited, 1974, p. 216.

[13]Ibid., p.203.

2). Lexicon

The word lexicon means the set of all the words and idioms in any language. In this study, the use of lexicon term is closely related to the lexicology which means the study of the vocabulary items of a language, including their meanings and their relations and change in their form and meaning through time.[14]

3). Grammar

Grammar is a description of the structure of a language and the way in which linguistik units such words and phrases are combined to produce sentence in the language, and in generative transformational theory, grammar means a set of rules and a lexicon which describes the knowledge (competence) which a speaker has of his or her language.[15]

4). Discourse

In general term, discourse means the language use, i.e. language which has been produced as the result of an act of communication. If refers to the larger units of language such as paragraphs, conversations and interviews.[16]

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[14]Ibid.,p.165.

[15]Ibid., p.125.

[16] Ibid., p. 84.

c. The Stage of Error there are:

1). Pre-Systematic Error

Pre Systematic Error is the stage in which the learner is only vaguely aware that there is some systematic order to a particular class of items.

2). Systematic Error

Systematic Error is a stage when the student has begun to discren a system, to be more consistent in patterning and to exhibit rather consistent errors indicating internalization of rules, albeit "incorrect" rules by native speaker standards.

3). Post-Systematic Error

Post-Systematic Error is found when the learner is quite consistent in his speech and when he makes an error he can both explain it and correct it. Though errors occur in this stage they seem to be rather infrequent.[17]

3. Significance of Errors Analysis

Studying of learners errors is a part of the systematic study of the learners language which is itself necesarry to an understanding of the process of the second language acquisition. Therefore, error analysis has significant role to playing language learning process. Errors are significant in three ways :

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[17]H. Douglas Brown, *Principle of Language Learning and Teaching,* New Jersey: Prentice Hall, Inc., Englewood Clifts, 1980, p. 175.

a. To the teacher: errors are significant to show a student progress in learning.

b. To the researcher: errors have significant how a language is acquired, what strategies the learners uses.

c. To the learner: the learner can learn from these errors. When a learner has made an error, the most efficient way to teach him the correct from is not by simply giving it to him, but letting him discover it and test different hypothesses.[18]

4. Error Identification and Analysis

In order to know the learners error should be identified and analyzed. Carolina Mei Lin Ho in her paper empowering English Teachers to grapple with errors in Grammar introduced an approach for errors identification and analysis which called A-3 step approach. It consist of three steps and designed to be enabling identification and analysis of learners errors. Those steps are in the following:

a. Identification of error: writing out sentence containing the error and then underlining/highlighting word, phrase, clause which show of error.

b. Definition and classification of error: state type of error then classifies error type.

c. Explanation of rule and exemplification: state the grammar rule which have been vioted, give correct from to show contrast with inappropriate/deviated form, give example showing the rule in action.[19]

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[18]Sairdan,. *The Syntatical Error Produced by the Student in Translating Sentence from Indonesia to English (a case study at the fifth semester students of English Department of STAIN Palopo,* Skripsi Sarjana Pendidikan, Palopo: Perpustakaan STAIN Palopo,2007, p. 27.

[19] Ibid., p. 30.

When we confronted with something new, it is natural instict to look for similarities with things that are familiar, to try to draw some comarison with what we know already. Consciously or unconsciously, we bring what know to to what we do not know, making it posibble to learn anything entirely from sratch. It is same as when we set about learning a foreign learning. It is not possible to learn a foreign language without relying to some extent on mother tongue and impulse to look for similarities. It is suggested that the language produced by foreign learners is so unavoidable influenced by the mother tongue of he learner then it is called is language interference which plays in causing learners errors.[20]

5. Sources of Error

Brown writes that error-overt manifestations of learners` systems-arises from several sources : interlingual errors or interference from the native language, the sociolinguistic context of communication, psycholinguistik or cognitive strategies and no doubt countless affective variables.[21] He derives those sources as follows:

a. Inter-lingual Transfer

The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In these early stages,

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[20]Ibid.

[21]H. Douglas Brown, *Op. Cit.,* p. 177.

before the system of the second language is familiar, the native language is the only previous linguistic system upon which learner can draw.

b. Intra-lingual Transfer

Intralingual erros or intralingual interference is the negative transfer of items within the target language, or put another way, and the incorrect generalization of rules within the target language. This is the major factor in the second language learning

c. Contex of Learning

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

d. Communication Strategies

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

6. Causes of Error

Norrish is classifies causes of error into three types that is carelessness, firs language interference, and translation. The three types of causes of error will be discussed briefly below :

a. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and style of presentation do not suit him.

b. First language

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference".

c. Translation

Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.[22]

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[22]John Norrish, *Language Learners and Their Errors*, London and Basingstoke:The Macmillan Press Lmtd, 1983., p. 21-26.

C. *The Concept of Writing Skill*

1. The Definition of Writing

Writing as a process of expressing ideas or thought in words should be done at our leisure.[23]   The writing class should take into account the leaner's purposes for writing which transcend that of producing texts for teacher evaluation. Writing skill can develop rapidly when students concerns and interest are acknowledged. When they are given numerous opportunities to write, and when they are encouraged to become participant in a community of writers.

Writing is the mental work of investing idea, thinking about how to express them and organizing them, into statements and paragraphs that will be clear to a reader.[24]

Writing involves some activities before, when we write, and after writing. The activities before we write include exploring ideas which could be building vocabulary, interviewing someone, discussion and organizing ideas which could be ordering information in a paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. When we write we should develop cohesion and style which includes connecting ideas, adding details, selecting the correct verb tense, selecting the correct tense, and writing the first draft.

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[23]Susanto leo, *Essay Writing English For Academic Purpose*, ed. 1st; Yogyakarta: C. V. AndiOffest, 2007, p. 1.

[24]David Nunan,, *Practical English Language Teaching*, London,: 1995, p.88.

Based on the concept of writing above the writer concludes that writing is a one of skill in English for expression ideas about something, besides also as thing process in communication creating written work.

Writing skill consists of two categories :

a. Writing down, concentrating on the conventions of spelling, punctuation, grammatical agreements, act.

b. Writing in the language, which students engage in a variety of grammar practice activities of the controlled nature in order reinforce their growing knowledge of the linguistic system.

2. Component of Writing

Jacob al et states that the components of writing are devided into five, they are: content, organization, langyage use, vocabulary and mechanics.[25]

a. Contents

The contents of writing should be clear to readers so that the reader can understand the message convoyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the

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[25]J.B. Heaton, *Writing English Language tests*, New York : Longman, 1998, p. 146.

core or the body of a piece of writing. Therefore it is significant that it should be clear, specific and relevant.

1). Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to describe them.

2). Specific

Furthermore, the content should be specific enough for the topic to be focused. Relevant ideas can guarantee that there will be no confusion in understanding the message.

b. Organization

In organization of writing concerns with the way they write arrange and organized the ideas or the message in the writing. The purpose of the organizing in writing involve coherence, other of importance, general to specific, specific to general, chronological order of which happened from the beginning to the end.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understanding.

d. Language use

Language use in writing description and other from of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotation, a formal statements and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer than conclude that in composing or writing, we firstly have to pay attention of five components mentioned above, in order to make our writing be good.
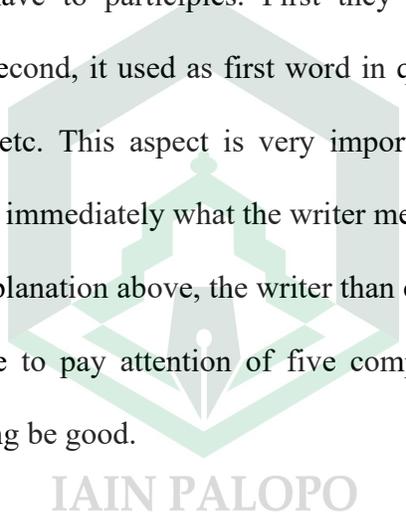
3. The Process of Writing

Writing is commonly seems as a three stage process: Pre-writing, Writing, Rewriting. These are:

a. Pre-writing

Before actual composition begins, there is always a period of getting ready, and this period can be few moments, a few days. Weeks or even year. We can

consider the problem involved in this topic, discovering ideas, defining our audience, and defining limitation.

b. Writing

One way to think the process of the writing process is to break it down into it is major units, such as sentences which together to make up coherent paragraphs and that make up coherent essay. Therefore, we can say that they major problems in the writing process are:

1). Producing effective sentence (sentence structure)

2). Constructing paragraph (paragraph development)

3). Crating a coherent overall from for the essay (organization)

c. Rewriting

Rewriting is the process of making deletion, rearrangement, and substitutions. When the writer makes of significant change in the paper. Rewriting should not be confused by editing. We mean cleaning up the manuscript, punctuating correctly, eliminating misspelling, making sure that verbs agree with their subject and so on. When we write, we can delete, add, rearrange, substitute of some words, phrases, sentences, and paragraphs section.

Revising and editing a paper is the next step you have to do after the writing process is completed. However, a writer should try to wait at least one day before coming back to the paper, especially if it is a large scale writing project. For the smaller ones, even a few minutes back is productive because it helps to create a distance between you and your writing. Taking a break is necessary because it would

be easier for writer to notice error or inconsistencies in his paper when he is working with a fresh mind and fresh eyes.[26] Revising a paper starts with reading and re-reading the paper slowly. Reading at a normal speed would not provide sufficient time for the eyes to spot errors in the paper.

4. The Stages of Writing

The writing process divide into three stages, they are: planning, drafting, and Revising.[27]

a. Planning

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

b. Drafting

Drafting is a series of strategies designed to organized develop a sustained of writing. Once planning has enabled people to identify several subject and encouraged people together information on these subject perspective, additional drafts can be written that futher shape, organize and clarify the work.

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[26]Susanto leo, *Essay Writing English For Academic Purpose*, ed. 1st; Yogyakarta: C. V. AndiOffest, 2007*, p. 149.

[27]James M. Mc Crimmon, *Writing With A Purpose* , Eight Ed : Houghton Mifflin Company, 1984, p. 10.

c. Revising

Revising is a series of strategies designed to examine and revaluate the choice that have created a place of writing. After people have complete their primary draft they need to stand back room their text and decade action would seen to be most production.

5. **The Purpose of Writing**

Suggest that has involved in societies as a result of cultural change creating communicative needs which connect be rapidly met by the spoken language. He speculates that with emergence of cultural based on agriculture rather than hunting and gathering, there develop a need permanent record. In the modern world, written language serves a range of function in everyday life. Include the follows:

a. Primarily for action public signs

Roads and situation: product label and instruction, e.g on foot, tools or toys purchased: recipes, map television and radio guides: they are bills menu, telephone directories, ballot papers, computer manuals, monitors and print outs for social contact personal correspondence: letters, postcards, greeting class.

b. Primarily for information

Newspapers (new, editorials) and current affairs magazines hobby magazines: nonfiction books, text books: public notice: advertisements: political pamphlets; scholastic. Medical etc. reports: guide books and travel literature.

c. Primarily for entertainment

Light magazines, comic trips: fiction book: poetry and drama; newspaper pictures: film suitable: games, including computer games. These different purposes for language will be reflected in the text through which the functions are realized: letters have different characteristic from newspaper editorial, which have different characteristics from poems, and so on. As we have seen these differences exist within sentence at the level of text structure.[28]

6. Types of classroom writing

While various genres of written text bound, classroom writing performance is, by comparison, united. Consider the following two major categories of classroom writing performance:

a. Imitative or writing down

At beginning level of learning to write, student will simply "write down" English letter, words and possibly sentence in order to learn the conventions f the orthographic code. Some from of dictation fall into this category although dictation can serve to teach and test higher order processing as well dictations typically involves the following steps:

1). Teacher read a short paragraph once or twice at normal speed.

2). During the pause, students write exactly what they near.

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[28]David Nunan, *Language Teaching Methodology,* London, 1995, p. 84.

3). Teacher then reads the whole paragraph once more at normal speed so students can check their writing.

4). Scoring of the student's written work can utilize a number of rubric to assigning points.

b. Intensive of controlled

Writing is sometimes used as a production mode for learning or testing grammatical concepts. This intensive writing typically appears in controlled written grammar exercise. This types writing would not allow much, if any, creativity on the part of the writer.[29]

7. The Problems in Writing

There are five problems in writing, they are:

a. We do not know the ability and potential our selves

b. Never look for and dominate information relationship with the topic which be write

c. The idea not organization as systematic and give expression as writer

d. Cannot observe and appraise that idea as objective

e. There is not planning how we start to write we do not thing and speaks orderly.

Besides, there are some grammatical problems sometimes found in writing, they cover:

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[29]H. Douglas Brown, *Teaching by Principles: An interactive Approach to language pedagogy,* (USA), p. 32.

a. Word Choice

Although good word choice is partly, a matter of preference, and therefore style, student should understand that certain choice will help them communicate their idea to the readers. The tolls for this search for word include a good dictionary. Students should be encouraged to consider context as well as.

b. Usage

Language use is another important aspect of grammar. It refers to a person`s from a expression choice of words and structures in both speaking and writing. In different social situation, a person adjust usage so that language. According to purpose, context, and intended audiences. Usage is what is acceptable in particular situation.

c. Punctuation and Capitalization

The Purpose of punctuation is to help the reader understand the writer`s meaning. For example "I left him convinced he has a fool" is not same as "I left him convinced he was a full". Variation it is also a signal to the reader. A capital letter for example announces to the reader the beginning of a few sentence, a little, a name, a day, a month, a place, a holiday, season, a direction, a school subject, or a language.[30]

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[30]Yuliana, *Grammatical Errors in Writing of English Department Students in STAIN Palopo,* Palopo: Perpustakaan STAIN Palopo, 2010, p. 62.

D. *The Concept of Paragraph*

1. Definition of Paragraph

The paragraph is usually a series of sentence that that develop one topic.[31] According Barli Bram states that basically, paragraph is a group of sentences which contain relevant information about one main or central an idea.[32] According to Gorys Keraf, paragraph is not conventional division of a chapter which consist of sentence, but it has a deeper meaning than a sentence unit only. Paragraph is a unit of mind which higher or larger than sentence. It is a group of related sentences in a combination to establish an idea.[33]

Based on definition above, paragraph is a group of related statements on sentences that a writer development or express in an idea of the topic. A paragraph use to organize and present idea, whether they are simple collaborated, complex controversial.

2. Kinds of Paragraph

In a good paragraph there should be a topic sentence, followed by a number of supporting sentences, and a concluding sentence. Each type of sentence plays an important and different role. According to Gorys Keraf, the paragraph can be

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[31]George E. Wishon, *Lets Write English,* New York:Litton Educational Publhising, 1980, p.369.

[32]Bram Barli, *Write Well : Improving Writing Skill*, Ed. VIII ; Yogyakarta : Kanisius, 1995. p.13.

[33]Keraf Gorys, *Komposisi*, Cet. IX, Flores, NTT : Nusa Indah, 1993, p. 63.

distinguished into three kinds based on the characteristic and the objective of it.[34] They are:

a. Introduction Paragraph

This paragraph is aimed to introduce the composition. This paragraph should be interesting and can guide the readers into the main of the composition.

b. Connecting Paragraph

The connecting paragraph is whole of the paragraph which exists between the introduction and the closing paragraph. These paragraphs contain the main topic of the composition which writer wants to write. That is why this paragraph should be well structured and arranged logically.

c. Closing Paragraph

The closing paragraph is a paragraph which aimed to end the composition or the part of the composition. The conclusion of the discussed idea in connecting paragraph is contained here.

3. **Main Parts of Paragraph**

According to F. Scott Waltres a good paragraph must consist of three main structural parts, namely topic sentence, supporting sentence and concluding sentence.[35]

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[34]Ibid.

a. Topic Sentence

A topic sentence usually comes at the beginning of paragraph; that is, it is usually the first sentence in a formal academic paragraph. Not only is a topic sentence the first sentence of paragraph but more importantly, it is the most general sentence in a paragraph. The general means there are not many details in the sentences, but that the sentence introduces and overall idea that you won`t to discuss later in the paragraph.

b. Supporting Sentences

Supporting sentences usually comes after topic sentences. Supporting sentence, support or explain, that idea that expressed in the topic sentence and paragraph in English often have more than two supporting ideas.

c. Concluding Sentence

In formal paragraphs you will sometimes see a sentence at the end of the paragraph which summarizing the information that has been presented. Not all academic paragraphs contain concluding sentences, especially if the paragraph is very short. However, if your paragraph is very long, it is a good idea to use concluding sentence.

4. **The Function of Paragraph**

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[35]Scott Walters, *Basic Paragraph Structure, (online),* (http : //www.paragraph.com), January 2013, p. 1-4 .

To express idea with give a thinking form and feeling on the sentence connected with arranged as logic on the one unity:

a. Signed the changed of new idea on the composition which consist of several paragraph

b. Easier organization idea for the writer, and easier comprehension on the reader. Easier to develop composition topic on the think unity which smaller.

c. Easier to control variable, specially the composition which consist of several variable. [36]
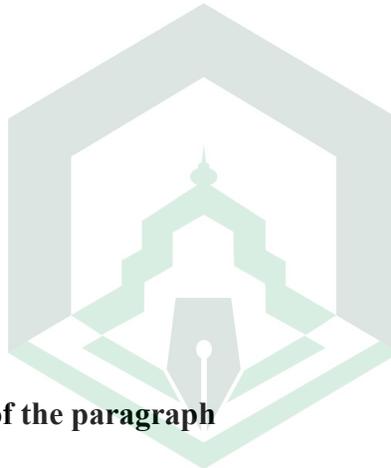
5. Requirements of the paragraph

An effective topical paragraph must meet four requirements, they are:

a. Unity

Unity in a paragraph requires consistent development of the idea. The paragraph as a whole should focus on that idea. If it is to achieve such a focus, each succeeding sentence must show a clear connection to the topic.

b. Completeness

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[36]Wiwik Muliani Nur, *Developing Writing Skill Through Descriptive Composition at the First Year Students of SMU Negeri 2 Palopo,*Palopo: Perpustakaan STAIN Palopo,2007, p.36.

Completeness, the second major requirement of an affective paragraph, is relative. The detailed information added in the expansion is necessary to make the meaning of the incomplete paragraph clear.

c. Order

Order in a paragraph is like organization in an easy. Because paragraphs are smaller in scope, it may be simpler to consider order as direction of movement.

d. Coherence

A paragraph is coherent when the sentences are woven together in such a way that your reader can move easily from one sentence to the next and read the paragraph as an integrated whole, rather than as series of separate sentences.[37]
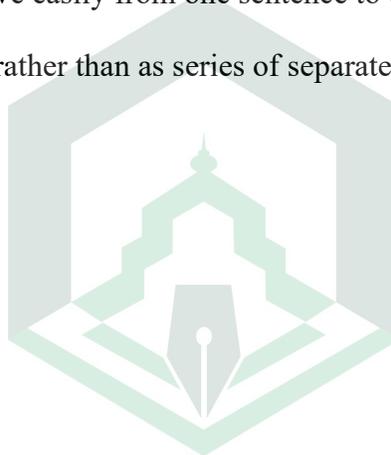
6. **Structure of the Paragraph**

The structure of paragraph is involved in two types as follows:

a. Deductive

The deductive structure places the controlling idea for the near beginning and the topic of paragraph is the first few sentences and provides some background information or makes a general statement.

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[37] James M. Mc Crimmon, *Loc. Cit.*, p. 10.

Example: Yesterday it rained all day. I could still hear it raining when I went to school, the yard was full of water. The reason the yard was flooded because it rained so much.

b. Inductive

The inductive paragraph structure begins with evidence reason leading to the statement of the writer claim at the end of paragraph. The main conclusion is the most important parts of reasoning and usually comes at the end of a paragraph.

Example: When I went to school I saw that the year was full of water. The bird bath was overflowing. The rain gauge was full, the street gutters had water flowing through them. Therefore it rained yesterday.[38]

7. Forms of Paragraph

According to George. Wishon, there are some forms of paragraph:[39]

a. Narration

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[38]Anonym, http//:www, wikipedia the free Encyclopedia, *Deductive and Inductive Paragraph Organization*, Mei 10th 2013.

[39]George E. Wishon, *Lets Write English,* New York:Litton Educational Publhising, 1980, p.378.

Narration places occurrences in time and tells what happened according to natural time sequence. Types of narration include short stories, novels and new stories, as well as a large part of our everyday social interchange in the form of letter and conversation. Narrative is the form of writing used to related story of acts or even.

b. Exposition

Exposition is used in giving information, making explanation and interpreting meanings. It includes editorial essays and informative and instructional material.

c. Definition

An explanation of what word or a term means is another kind if exposition. The simplest form is a statement of, first, the general class to which the word belongs and, second its distinguishing features.

d. Description

Description reproduces the way things look, smell, taste, feel, or sound; it may also moods such as happiness, loneliness, or fear. It is used to create a visual image of people, place, even of unity time/days, times of day or season. It may be used also to describe more than the outward appearance of people. It may tell about their traits of character or personality.

e. Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.

E. Grammar and Sub Grammar

Grammar is the rules in language for changing the form of words and joining them into sentences.[40]

Grammar itself has several sub categories. Several of them which considered generally used and students more potentially commit errors in are listed as follow:

1. Preposition

Preposition is word which shows the relationship among noun, pronoun, and other words in sentence.[41] Preposition are classified into two kinds of preposition, those are:

a. Preposition which consist of one word:

   Example: at, in, on, by, into, above, after, around, before, beside, inside, etc.

b. Preposition which consist of two or more words:

   Example: according to, next to, different from, upside of, instead of, etc.

2. Articles

   There are two kinds of article which commonly known, those are indefinite article and definite article.

a. Indefinite article

   Indefinite article is *a* and *an* which commonly means one, someone, etc. and used preceding indefinite noun.[42] The form *a* is used before a word beginning with a consonant, or a vowel with a consonant sound:

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[40]Hornby, *Oxford Advancel Learner`s Dictionarry*, Ed. : 6, Great Clarendon Street, Oxford OX2 6DP, Oxford University Press. 2003, p. 586.

[41]Fuad Mas`ud, *Essential of English Grammar-a practical guide*, Ed;3rd , Yogyakarta:BPFE-Yogyakarta, 2005, p. 98.

[42]Satrio Nugroho, *Practical Complite English Grammar-Tata Bahasa Inggris Lengkap,* Surabaya:Penerbit Kartika Surabaya, 1986, p. 127.

a man   *a university*   *a hat*   *a European*

The form *an* is used words beginning with a vowel (a, i, u, e, o) or words beginning with a mute *h*:

an apple   *an island*   *an egg*

an uncle   *an hour*   *an onion*

3. Singular/Plural (Noun)

Noun is word which represents people, thing, place, plant, animal, idea, etc.[43] Noun in number is divided into two kinds, they are countable noun and uncountable noun. Countable noun also divided into two kinds, they are singular noun and plural noun.

In constructing the plural noun, there are several rules which have to be paid attention on, they are[44]:

a. The plural of noun is usually made by adding *s* to the singular:

Day   →   Days   House   →   Houses

Photo   →   Photos   Dog   →   Dogs

b. Nouns ending in *o,* or *ch, sh, ss* or *x,* from their plural by adding *es*:

Tomato   →   Tomatoes   Box   →   Boxes

Kiss   →   Kisses   Hero   →   Heroes

c. Nouns ending in *y* following a consonant from their plural by dropping the *y* and adding *ies*:

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[43]Fuad Mas`ud , *Op. Cit*., p. 44

[44] A.J. Thomson and A.V. Martinet, *A Practical English Grammar*, (Walton Street, Oxford OX2 6DP), 1986, p. 25.

| Baby | → | Babies | Lady | → | Ladies |
| Country | → | Countries | Fly | → | Flies |

d. Twelve nouns ending in *f* or *fe* drop the *f* or *fe* and add *ves*. These nouns are: *calf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wolf, wife*:

The nouns hoof, scarf and wharf take either *s* or *ves* in the plural:

Hoofs or hooves　　*scarfs or scarves*　　*wharfs or wharves*

Other words ending in *f* or *fe* add *s* in the ordinary way:

Cliff　→　cliffs　　　safe　→　safes　　　handkerchief　→　handkerchiefs

4. Adjective

Adjective is words which functions is to describe and restrict a noun or pronoun.[45] Generally, there are six main kinds of adjective, they are:

a. Demonstrative: this, that, these, and those.

b. Distributive: each, every, either, and neither.

c. Quantitative: some, any, no, little, few, many, much, one, twenty.

d. Interrogative: which, what, whose.

e. Possessive: my, your, his, her, their, our, its.

f. Quality: clever, dry, fat, golden, good, heavy, square.

Beside those six main kinds of adjective, both present and past participle also are able to be used as adjectives. Care must be taken not to confuse them. Present participle adjectives, amusing, boring, tiring, etc., are active and mean "having this

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[45]Ibid., p. 68.

effect". Past participle adjectives, amused, horrified, tired, etc,. are passive, and mean 'affected in this way'.[46]

5. Irregular Verbs

A small number of verbs have forms that different from the regular tense forms it is called irregular verb. In order to use tense forms of these irregular verbs, the speaker of English must know their principal parts. The first principal part of a verb is the *simple form* of the verb (or the stem), the second principal part is the *past tense*, the third principal part is *past participle*. The fourth principal part, if it is given, is the present participle.[47]

The principal parts of irregular are classified into several groups based on the type of irregularly they show. The groups are classified as follows:

a. All three principal parts are different:

1). Verbs that pattern like:

Give	gave	given
Take	took	taken
Begin	began	begun
Break	broke	broken
Drive	drove	driven
Know	knew	known

b. Second and third principal parts are like:

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[46]Ibid., p. 33.

[47]Marcella Frank, *Modern English-A Practical Reference Guide,* Englewood Cliffs, New Jersey; Prentice-Hall, Inc., 1972. p. 61.

Bend   bent

Feel   felt

Sleep   slept

Buy   bought

Meet   met

Pay   paid

c. All three principal parts are like:

Bet   bet

Cut   cut

Cast   cast

Hurt   hurt

Read   read

Put   put
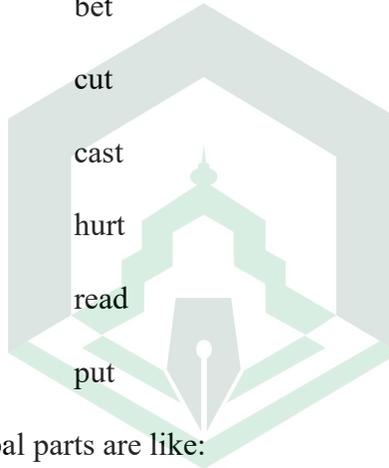
d. First and third principal parts are like:

Come   came   come

Run   ran   run

e. First and second principal are alike:

Beat   beat   beaten

6. Tenses

Tenses is the form of a verb which shows:

a. The time of an occurrence/action

b. The perfection level of an action when it is done or occurrence that happen.[48]

There are only three kinds of the tense which related to the time in English:

a. Present tense

b. Past tense

c. Future tense

Meanwhile, there are four kinds of the tense which related to the level of perfection:

a. Indefinite/simple

b. Continuous

c. Perfect

d. Perfect Continuous

As a modification of the time and the quality of time which described above, it is known that there are sixteen kinds of tense.

7. Possessive case

Possessive case is a noun which shows the owner of something which made by putting an apostrophe and *s* at the end of noun.[49] There are several ways of using the genitive as written below:

a. '*s* is used with singular noun and plural nouns not ending in *s*:

a man`s job               men`s work

the children`s room       the cat`s mouth

b. A simple apostrophe (') is used with plural nouns ending in *s*:

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[48]Fuad Mas`ud, *Essential of English Grammar-a practical guide*, Ed;3rd , Yogyakarta:BPFE-Yogyakarta, 2005,. p. 18.

[49] Ibid., p. 56.

a girls` school           the students` classroom

the eagles` nest           the smiths` car

c. Classical names ending in *s* usually add only the apostrophe:

Pythagoras` Theorem      Archimedes`   law

d. With compounds, the last word takes the *'s*:

My brother in law`s guitar

Names consisting of several words are treated similarly:

The prince of wale`s helicopter

's also can be used after initials:

F. Concept of Sentences

1. Definition of Sentences

The sentence is essentially a grammatical unit. Indeed it is the function of syntax to describe the structure of the sentence and to define it. English sentences will consist minimally of a subject noun phrase and a verb phrase as its predicate or complement.[50]

The sentence is a group of words arranged and means consisting of subject and predicate. Subjects demonstrated in people, objects, or concepts that became the subject. While the predicate indicates the actions, events, processes, or circumstances.

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[50] F.R Palmer, *Semantic*, Cambridge University Press, 1989, p. 37.

2. Element of Sentences

Elements in a sentence that can be seen as follows[51]:

a. Subjects

Subject is something (people, objects or animals) that was the talk. To find the subject of a sentence we can ask the question: who? or what?. Subject in the active sentence is the person or thing that does the job.

Example:

1. Ali is reading a newspaper.

2. The bell rings loudly.

As for who can be the subject include:

A Simple Subject

a). A Noun

Example:

1. Birds fly in the sky.

2. Coffee is delicious.

b). A Pronoun

Example:

1. I work hard every day.

2. They are tired.

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[51] Fuad Mas`ud, Op,. Cit,. p. 3.

c). A Adjective used as noun

Example:

1. The employed are losing hope.

2. The poor have tried to find aid.

d). An infinitive used as noun

Example:

1. To understand is more difficult.

2. To speak is easy.

e). A Participle used as noun

1. Smoking is not good for health.

2. Reading is my hobby.

b. Predicates

Predicates are words that describe the state of the subject. In English a sentence must have a predicate verb, and if there is no verb, for example in the nominal sentence is a sentence that predicate verb form in addition, there must be an auxiliary verb (Auxiliary Verb / Helping Verb).

To find the predicate of a sentence we can ask the question: how?, Why? or doing?

Example of Verbal Sentences:

1. I write a letter.

2. She is studying English.

3. Jono reads a newspaper.

4. Do you <u>study</u> English?

Example of Nominal Sentences:

1. We are <u>students</u>. (Noun)

2. She is <u>happy</u>. (Adjective)

3. I was at <u>home</u> last night. (Adverb of place)

4. You are <u>here</u>.

c. Objects

Object noun or pronoun is the target predicate (purpose of work on the subject).

Object is needed to enhance the purpose of the transitive verb, which is abbreviated as Vt. Transitive verb can be divided into two groups are verbs that requires one object and that requires two objects. To know the object of a sentence, we can ask the question: what? Or who? Performed by the subject. In English there are two kinds of objects, namely:

1. Direct Object   = Od

2. Indirect Object = Oi

Example:

1. Jalal killed <u>a snake</u>.

2. Rina gives <u>me</u> a book.

Question: Jalal kill what? or what killed by jalal (subject)? Answer: a snake, this is called the Direct Object (DO). While for example the number 2, Rina gives me what? Or what is given by Rina (subject) charge: a book, this is called the Direct Object. And the answer to the question: Rina gave the book to whom or to whom the

book is given? the answer is: me that is not directly targeted by the title, this is called Indirect Object (IO).

d. Complements

Complements is a word or words that complete the verb meaning (verb) in a sentence. In English there are two kinds of complements, namely:

1). Complement the complete subject of a sentence, this is called the Subjective Complement, usually abbreviated to: Cs.

2). Complement the complete object of a sentence, is called the Objective Complement, usually abbreviated to: Co.

Complement can be expressed in a variety of forms, but the most common are:

1. Adjective

2. Noun

3. Preposition with object

4. Adverb
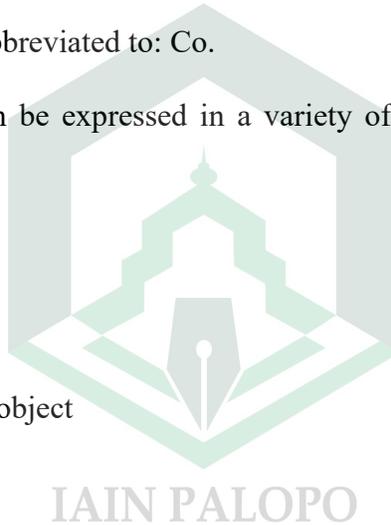
3. Classification sentence

a. Based on the consumer, sentences are classified into four kinds:

1) Declarative Sentence

Declarative Sentence is a sentence or statement news, positive or negative, true or false.

Example:

1. John is happy

2. She will go to Jakarta

3. Rina was not absent yesterday

2). Interrogative Sentence

Ask interrogative sentences are sentences.

Yes / No Question Ask a sentence answer is yes or no.

a). Place the Auxiliary (Helping) Verb or capital before the subject.

Auxiliary (to be) + Subject + Verb
        Modal

Example:

1. (+) You are going to school every day.

   (?) Are you going to school every day?

2. (+) She can speak English fluently.

   (?) Can she speak English fluently?

b). When the fruit no auxiliary verb sentences or capital then use: do, does, or did, or after the subject verb must be in the form of simple present.

Example:

1. (+) They want to drink.

   (?) Do they want to drink?

2. (+) He came here last night.

   (?)   Di he come here last night?

3). Imperative Sentence

Imperative Sentence is a sentence that includes a command line application, prayer, and so on. In imperative sentences the subject is the second person, or you (which is considered to be understood so that is not mentioned), and is usually coupled to said please put at the beginning or at the end of the sentence. In the form of the written word, sentence orders are always marked with exclamation point by using the word keja first forms (simple present).

Example:

1. Please open the door !

2. Sit down please !

3. Keep quiet !

4. Please help me !

5. Tell him to come here !

4). Exclamatory Sentences

What diligent students they are! Exclamatory Sentences are sentences that express a spontaneous utterance atu call for wonder, awe, surprise, sadness, and so on. In a written sentence usually always marked with exclamation mark (exclamation

mark). An exciting phrase to complete the form is to disclose (containing) elements of subject and verb, or can be shaped in the form of the sentence is not complete without a subject or verb and common pattern used on exclamatory sentences are as follows:

What + noun (phrase) + Subject + Verb

Example:

1. What beautiful hair she has!

2. What nonsense it is!

b. Based on the sentence structure is classified into four types, they are:

1). Simple Sentence

Simple sentence is a sentence which contains only one main verb (the main - Cluse parent) which reflects the idea.

Example:

1. Birds fly in the sky

2. I arrive at school on time.

3. The man stole the jewelry.

2). Compound Sentence

Compound sentence is a sentence that contains two or more verbs (the main clause two or more) which reflects the existence of two or more ideas, and in between each of the ideas associated with a conjunction (conjunction). The conjunctions are: but, and, Because, before, after, as soon as, so, unless, therefore, even though, so that, if, etc.

Example:

1. The man stole the jewelry *and* he hid it in his home.

2. Inna is happy *but* ita is sad.

3. I won`t come to your house *unless* you fetch me.

4. I will marry her *if* I love her.

3) Complex Sentence

Complex sentence is a sentence that contains a single main clause (main sentence) and one or more dependent clause (subordinate clause - the clause that depends on the main clause), which between them are connected with the use of "relative pronoun" or a relative pronoun: who, Whom , which, that, and Whose.

Description:

Who: connecting children with the sentence (subject)

Whom: connect the clauses with the (object)

Which: connecting with the objects clause (subject / object)

That: connecting clauses with a person or object (subject / object)

Whose: connecting clauses with objects belonging to or owned (subject / object)

Example:

1. Ridwan, *who* speaks English well, is the best students in class.

2. Fatimah, *whom* Umar met yesterday, is a party girl.

3. The book *which* I bought was published in 1985.

4. He is the man *that* you saw last week.

5. Indah, *whose* secretary is very beautiful, works more than 8 hours a day.

4). Compound – Complex Sentence

Compound - Complex Sentence is the perfect compound sentence containing one or more of the main clause and one or more dependent clauses. (It is a combination between a compound sentence with perfect sentences).

Example:

1. I just visited Mr. Nurdin *who* was taken to the hospital three days ago *and* brought him a bunch of flower *which* my son bought from a flower-shop near my office.

2. Fatimah, *whose* father is an English teacher, takes a driving course *although* she is only in her second year of high school *which* is located in Jendral Sudirman.

3. The man stole the jewelry *and* he hid it in his home *until* he could safely get out of town.

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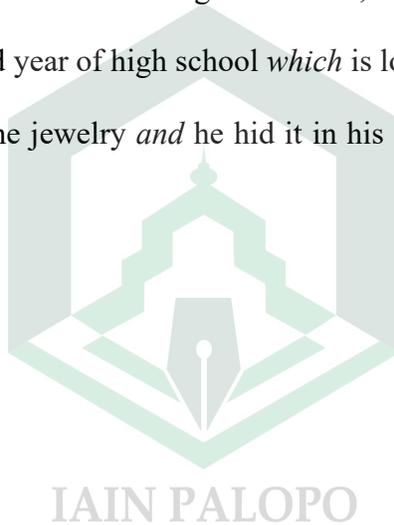
CHAPTER III

METHOD OF THE RESEARCH

A. Design of the Research

In the research, the writer applied a case study research. It was used to describe an error analysis on students` writing at the fourth semester students of English study program of Tarbiyah Department at STAIN Palopo.

B. Population and Sample

1. Population

The population of this research was the fourth semester students of English Study Program of Tarbiyah Department at STAIN Palopo in the 2013 academic year and consisted of 64 students from three classes, class A, class B, and class C.

Class	Students
A	24
B	24
C	16
Total	**64**

2. Sample

The sample of this research was taken by using random sampling technique, where the writer took the sample by ordering the number 1 to 64. Then the sample was chosen by measuring the number of multiple 4. So, the writer got the total sample as much 16 students. To know about the total of the representative students of each class, there is a calculation as follows[1]:

Group x: $\dfrac{\text{Total of sample}}{\text{Total of population}}$ X Total of each group

1. Class A : $\dfrac{16}{64}$ x 24 = 6

2. Class B : $\dfrac{16}{64}$ x 24 = 6

3. Class C : $\dfrac{16}{64}$ x 16 = 4

So, the total of sample is 6+6+4= 16 students.
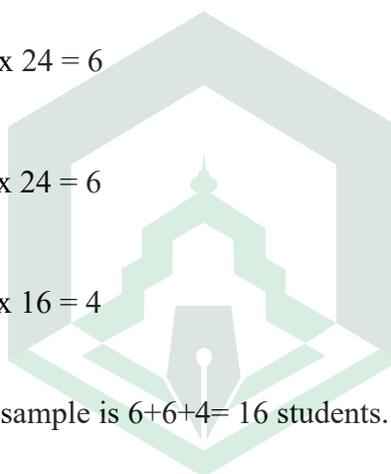
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[1]Sugiyono, *Statistik untuk Penelitian*, Bandung: Alfabeta, 2008, p. 73.

C. Instruments of the Research

The instruments of the data collection in this research were:

a. The writing test: it is intended to find out the errors the students commit in it.

b. Questionnaire: is collector instrument information by manner to deliver some questions to answer according written by respondent.[2] In this case the writer used two alternative choices as follows:

 1). Agree

 2). Disagree

D. Procedure of Collecting Data

To collect the data, the writer used some procedure as follows:

a. The writer gave test to the students with asking them to write with certain title.

b. The writer gave questionnaire to the students to know about the causes of the students to commit error.

c. After that, the writer analyzed and percentage the students` result.
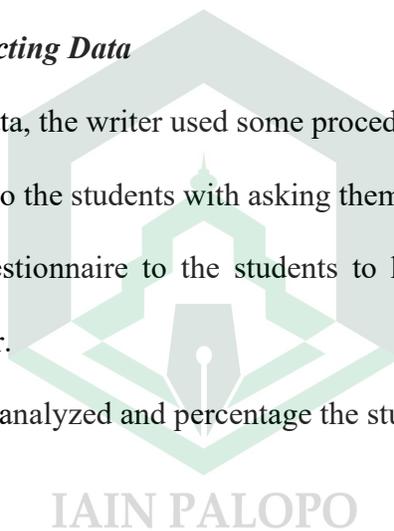
E. Technique of Data Analysis

The data of this research were analyzed as follows:

a. The collecting data evaluation from test and questionnaire.

b. Analyzing the data and questionnaire by using percentage, it is counting the rata percentage of the students` score by using the following formula[3]:

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[2] Amirul Hadi and Haryono, *Metodology Penelitian Pendidikan*, (Cet.III; Bandung, CV. Pustaka Setia, 2005), p. 137.

[3] L.R Gay, *Educational Research*, (USA, 1981), p. 225.

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

Where:

P   = Rate percentage

F   = Frequency

N   = Sample

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter deals with findings and discussions about the result of the research which has been found and explained based on the research questions that have been formulated.

A. *Findings*

In this part, the writer report about the result of the students` writing and their errors which had been gotten when the writer did the research about an error analysis on students` writing at the fourth semester students of English study program of tarbiyah department at STAIN Palopo in the 2013 academic year.

1. Finding of Students` Grammatical Error

Table below shows the result of the students` grammatical error.

Table 1
The Number of Students` Grammatical Error

Respondent	Addition	Omission	Substitution	Ordering
R1	1	1	3	_
R2	2	1	2	_
R3	_	1	5	1
R4	2	1	_	_
R5	2	_	12	2
R6	_	1	6	1
R7	_	_	2	_

R8	1	_	1	_
R9	2	3	4	1
R10	_	1	1	_
R11	2	_	7	1
R12	1	2	1	_
R13	1	2	5	1
R14	1	2	8	1
R15	_	2	8	_
R16	_	3	6	1
Total	**15**	**20**	**71**	**9**

From the findings data shows in the table, it was found that the students totally commit 115 errors in grammar category, consisted of 15 from addition, 20 from omission, 71 from substitution and 9 from ordering.

The table shows that most of the students committed errors in substitution in grammar category. After counting it into percentage, it was found that the students committed 13,04 % of Addition error category, 17,39 % of Omission error category, 61,73 % of Substitution error category and 7,82 % of Ordering error category.

The percentage of the students` grammatical error above can be shown in the graph below:

Graph 1 Students` Grammatical Error
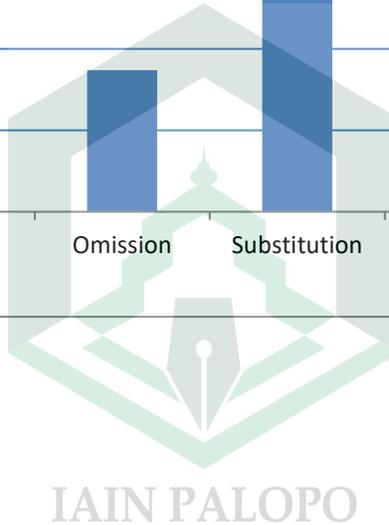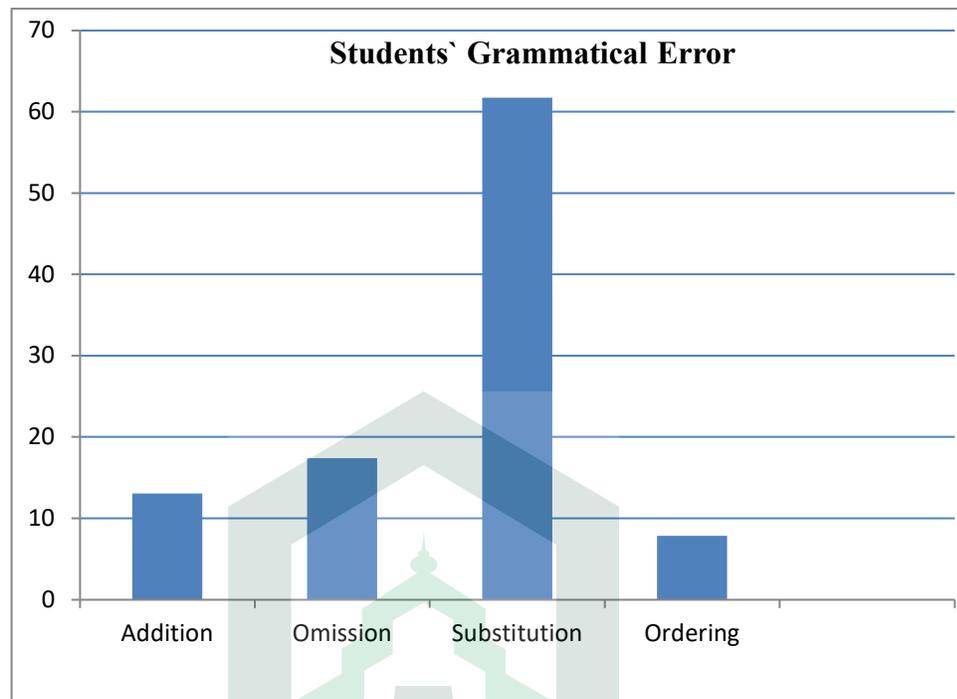
The writer found some students make errors in Addition of subject, object, verb and preposition; error in omission of subject, object, verb and preposition; error in substitution of subject, object, verb and preposition and error in ordering of subject, object, verb and preposition. This follow its table :

Table 2
The Number of Students` Addition

Respondent	Addition			
	Subject	**Object**	**Verb**	**Preposition**
R1	-	-	1	-
R2	-	-	1	1
R3	-	-	-	-
R4	-	-	1	1
R5	-	-	2	-
R6	-	-	-	-
R7	-	-	-	-
R8	-	-	1	-
R9	-	-	2	1
R10	-	-	-	-
R11	-	-	1	1
R12	-	-	1	-
R13	-	-	1	-
R14	-	-	-	-
R15	-	-	-	-

R16	-	-	-	-
Total	**-**	**-**	**11**	**4**

Based on the table above was found that the students committed error in Addition category, indicates that there was none of students do addition in subject and object, 11 (73,33%) error of addition in verb and 4 (26,66%) error of addition in preposition.

Table 3
The Number of Students` Omission

Respondent	Omission			
	Subject	**Object**	**Verb**	**Preposition**
R1	-	-	1	-
R2	-	-	-	1
R3	-	-	-	1
R4	-	-	-	1
R5	-	-	-	-
R6	-	-	1	-
R7	-	-	-	-
R8	-	-	-	-
R9	-	1	2	-
R10	-	-	1	-
R11	-	-	-	-

R12	-	-	-	2
R13	1	-	-	1
R14	-	-	2	-
R15	-	-	1	1
R16	-	-	2	1
Total	**1**	**1**	**10**	**8**

Based on the table above was found that the students committed error in Omission category, indicates that 1 (5%) error of omission in subject, 1 (5%) error of omission in object, 10 (50%) error of omission in verb and 8 (40%) error of omission in preposition.

Table 4
The Number of Students` Substitution

Respondent	Substitution			
	Subject	**Object**	**Verb**	**Preposition**
R1	-	1	2	-
R2	-	-	1	-
R3	-	-	5	-
R4	-	-	-	-
R5	-	-	12	-
R6	-	-	6	-
R7	-	-	2	-
R8	-	-	1	-

R9	1	-	3	-
R10	-	-	1	-
R11	1	-	7	-
R12	1	-	-	-
R13	3	-	2	-
R14	-	-	8	-
R15	-	-	7	-
R16	1	-	6	-
Total	**7**	**1**	**63**	**-**

Based on the table above was found that the students committed error in Substitution category, indicates that 7 (9,85%) error of substitution in subject, 1 (1,40%) error of substitution in object, 63 (88,73%) error of substitution in verb and there was none of students do substitution in preposition.

Table 5
The Number of Students` Ordering

Respondent	Ordering			
	Subject	**Object**	**Verb**	**Preposition**
R1	-	-	1	-
R2	-	-	-	-
R3	-	-	-	1
R4	-	-	-	-
R5	-	-	2	-

R6	-	-	-	-
R7	-	-	-	-
R8	-	-	-	-
R9	-	-	-	1
R10	-	-	-	-
R11	-	-	1	-
R12	-	-	-	-
R13	-	-	1	-
R14	-	-	1	-
R15	-	-	-	-
R16	-	-	1	-
Total	**-**	**-**	**7**	**2**

Based on the table above was found that the students committed error in Ordering category, indicates that there was none of students do ordering in subject and object, 7 (77,77%) error of ordering in verb and 2 (22,22) error of ordering in preposition.

Example of the students` Grammatical Error:

1. Addition

a. I felt that <u>this</u> moment was a special moment.

   ➤ The sentence above shown the grammatical error in addition "this" the sentence should be "I felt that moment was a special moment". Because there is no double addition of article demonstrative (that/this) in sentence.

b. I <u>am</u> forgot to pay the cashier.

   ➤ The sentence above shown the grammatical error in addition "to be" with used word "am". The sentence should be "I forgot pay to the cashier", because this is past form.

c. We seldom <u>to meet</u> with them.

   ➤ The sentence above shown the grammatical error in addition in "infinitive to". After adverb should be verb no to infinitive. So, the correct sentence should be "We seldom meet with them".

d. I must <u>to</u> call him immediately.

   ➤ The sentence above shown the grammatical error in addition in proposition "to". After modal should be verb. So, the correct sentence should be "I must call him immediately".

e. I enjoyed <u>from</u> the place.

   ➤ The sentence above shown the grammatical error in addition in proposition "from". This sentence is simple past. So, the correct of the sentence is "I enjoyed the place".

2. Omission

a. I and my family went to picnic in one Ø interesting places.

➤ The sentence above shown the grammatical error in omission. This case have formulated: Spesific + of the + Noun Plural. So, the correct sentence is "I and my family went to picnic in <u>one of the</u> interesting places".

b. This places was different Ø a year ago.

➤ The sentence above shown the grammatical error in omission. Because "different" should be in pair of "with". So, the correct sentence is "This places was different <u>from</u> a year ago".

c. Every students <u>like</u> the teacher.

➤ The sentence above shown the grammatical error in omission "s". Because the subject is singular, so that verb should be adding "s". The correct sentence is "Every student <u>likes</u> the teacher".

d. Tom and john hope Ø go skiing in the mountain.

➤ The sentence above shown the grammatical error in omission. This case have formulate : hope + to infinitive. So, the correct sentence is "Tom and john hope to go skiing in the mountain.

e. I Ø angry but that is fun because all of my family to be fun.

➤ The sentence above shown the grammatical error in omission "to be". Because this sentence is nominal sentence in past form and its subject is "I" so, the to be of subject I is was. So, correct form is "I was angry but that is fun because all of my family to be fun".

3. Substitutions

a. <u>Me</u> and my friends went to latuppa for recreation.

 ➢ The sentence above shown the grammatical error in substitution "subject". This sentence is not correct because "me is object no subject". Subject of "me" is "I" and subject should be put in the first sentence before verb. So, the correct sentence is "<u>I</u> and my friends went to latuppa for recreation".

b. I <u>did not found</u> anybody.

 ➢ The sentence above shown the grammatical error in substitution "to do". Because "to do" should be meet with verb 1, so the correct sentence "I <u>did not find</u> anybody".

c. We started <u>to prepared</u> our preparation.

 ➢ The sentence above shown the grammatical error in substitution "to infinitive", so after "to" have to there is infinitive. So, the correct sentence is "We started <u>to prepare</u> our preparation".

d. Yesterday, the hospital <u>doesn`t</u> have stock of blood group O.

 ➢ The sentence above shown the grammatical error in substitution "to do". Because this sentence is simple past. So, the sentence should be written in past form. The correct sentence is "Yesterday, the hospital <u>didn`t</u> have stock of blood group O".

e. I <u>get</u> many experiences and knowledge

 ➢ The sentence above shown the grammatical error in substitution "verb with used get", but the sentence must be used word "got" because this sentence is past form. So, the correct sentence is "I <u>got</u> many experiences and knowledge".

    4. Ordering

a.   The director`s secretary sent <u>to them the manuscript last night.</u>

    ➤ The sentence above shown the grammatical error in ordering. This case have

        formulate : $S + DV + DO + \frac{For}{to} + IO$. So, the correct sentence is "The

        director`s secretary sent <u>the manuscript to them last night</u>".

b. The little boy brought <u>his grandmother some flowers</u>.

    ➤ The sentence above shown the grammatical error in ordering. This case have

        formulate : $S + DV + DO + \frac{For}{to} + IO$. So, the correct sentence is "The little

        boy brought <u>some flowers for his grandmother</u>.

c.   He owe <u>the bank several thousand dollars.</u>

    ➤ The sentence above shown the grammatical error in ordering. This case have

        formulate : $S + DV + DO + \frac{For}{to} + IO$. So, the correct sentence is "He owe

        <u>several thousand dollars to the bank</u> .

d. Organization is one of <u>activity students</u> in every campus.

    ➤ The sentence above shown the grammatical error in ordering in "Possessive

        Case". A simple apostrophe (') is used with plural nouns ending in *s*. So, the

        correct sentence is "Organization is one of <u>students` activities</u> in every

        campus".

e.   By organization can be change <u>mind set the students</u>.

    ➤ The sentence above shown the grammatical error in ordering in "Possessive

        Case". A simple apostrophe (') is used with plural nouns ending in *s*. So, the

        correct sentence is "By organization can change <u>the students` mind set</u>".

2. Finding of Problem through Questionnaire

Besides using test, the writer used questionnaire to collect the data. The data were analyzed by using percentage technique as follows:

Table 6
Understanding of structure and grammar
can help the students to write

NO	Classification	Frequency	Percentage (%)
A	Agree	16	100
B	Disagree	–	–
	Total	16	100

The table above shows that there were 16 students (100%) agree about understanding of structure and grammar can help the students to write, and no one disagree about this problem. It means that by understanding of structure and grammar can decrease the error analysis in students` writing.
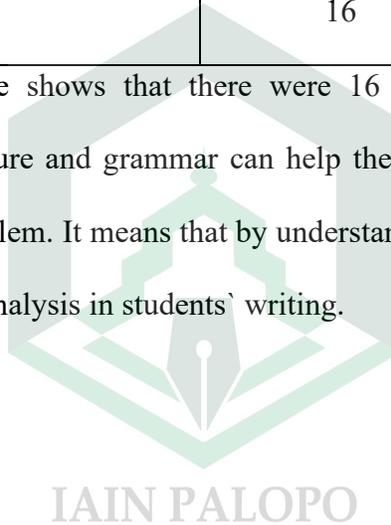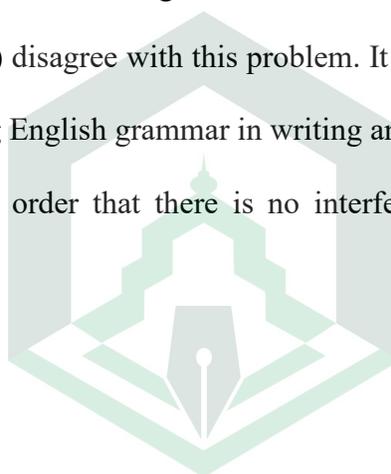
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Table 7
Interference of inter-lingual transfer
can make errors in writing

NO	Classification	Frequency	Percentage (%)
A	Agree	14	87,5
B	Disagree	2	12,5
	Total	16	100

The table above shows that there were 14 students (87,5%) agree with the problem that interference of inter-lingual transfer can make errors in writing and there were 2 students (12,5%) disagree with this problem. It means that the students should be more careful in using English grammar in writing and they have to master the rules of English grammar in order that there is no interference of inter-lingual transfer anymore.

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Table 8
Communication strategies by the teacher make students
understand grammar well

NO	Classification	Frequency	Percentage (%)
A	Agree	12	75
B	Disagree	4	25
	Total	16	100

Based on the table above shows that there were 12 students (75%) agree with communication strategies by the teacher make students understand grammar well, and there were 4 students (25%) disagree with this problem. It means that by good communication strategy by the teacher can help the students to understanding grammar well and to avoid error in writing.

Table 9
Students do not have motivation in writing
can make errors

NO	Classification	Frequency	Percentage (%)
A	Agree	13	81,25
B	Disagree	3	18,75
	Total	16	100

The table above shows that there were 13 students (81,25%) agree with the problem that the students do not have motivation in writing can make error and there were 3 students (18,75%) disagree with the problem. It means that by having motivation can decrease errors in writing and get many ideas in writing.

Table 10
Lack of vocabulary do not help
the students to write

NO	Classification	Frequency	Percentage (%)
A	Agree	10	62,5
B	Disagree	6	37,5
	Total	16	100

The table above shows that one of problem that the students faced was lack of vocabulary to write. The table shows that there were 10 students (62,5%) agree about the problem, and 6 students (37,5%) disagree about the problem above. It points out that the students feel uneasy to write a paragraph because of lack of vocabulary.

Table 11
Lack of understanding parts of speech
make errors in students' writing

NO	Classification	Frequency	Percentage (%)
A	Agree	12	75
B	Disagree	4	25
	Total	16	100

Based on the data above shows that there were 12 students (75%) agree that lack of understanding parts of speech make errors in students' writing, and there were 4 students (25%) disagree with that. It means that by understanding parts of speech well makes students' writing has clear meaning.

Table 12
Writing with word by word can make errors

NO	Classification	Frequency	Percentage (%)
A	Agree	14	87,5
B	Disagree	2	12,5
	Total	16	100

Based on the data above shows that there were 14 students (87,5%) agree about writing with word by word can make error, and there were 2 students (12,5%) disagree with the problem. It means that by knowing about translation and rules of structure and grammar can decrease errors in writing.

Table 13
Using of word choice correctly makes
writing focus with the title

NO	Classification	Frequency	Percentage (%)
A	Agree	14	87,5
B	Disagree	2	12,5
	Total	16	100

Based on the data above shows that there were 14 students (87,5%) agree about that using of word choice correctly makes writing focus with the title and there were 2 students (12,5%) disagree with the problem. The highest difference shows by the table above, it means that the students should be encouraged to consider context as well as.

Table 14

**Lack of understanding Punctuation and Capitalization
Can make errors in writing**

NO	Classification	Frequency	Percentage (%)
A	Agree	12	75
B	Disagree	4	25
	Total	16	100

Based the table above shows that there were 12 students (75%) agree about that lack of understanding punctuation and capitalization can make errors in writing, and 4 students (25%) disagree this problem. It means that by knowing the rules of punctuation and capitalization can fill criteria of writing well.

Table 15

Careless are making errors in writing

NO	Classification	Frequency	Percentage (%)
A	Agree	12	75
B	Disagree	4	25
	Total	16	100

Based on the table above shows that there were 12 students (75%) agree about careless are making errors in writing, and 4 students (25%) disagree this problem. It means that by writing quickly and do not focus when write can make errors in writing.

B. *Discussions*

In this part, the writer discussed the result of data analysis. Therefore the discussions was intended to describe an error analysis on students` writing at the fourth semester students of English study program of Tarbiyah Department at STAIN Palopo.

1. Discussions of Students` Grammatical Error.

Based on the result of the data analysis the test of students` grammatical error in the table 1 in the previous page, the writer found that students totally commit 115 errors in grammar category, consisted of 15 from addition, 20 from omission, 71 from substitution and 9 from ordering. After counting it into percentage, it was found that the students committed 13,04 % of Addition error category, 17,39 % of Omission error category, 61,73 % of Substitution error category and 7,82 % of Ordering error category. It means that in grammar category students mostly commit errors in substitution.

Based on the table 2 in the previous page, it was found that the students committed error in Addition category, indicates that there was none of students do addition in subject and object, 11 (73,33%) error of addition in verb and 4 (26,66%) error of addition in preposition; then in the table 3 in the previous page, it was found that the students committed error in Omission category, indicates that 1 (5%) error of omission in subject, 1 (5%) error of omission in object, 10 (50%) error of omission in verb and 8 (40%) error of omission in preposition; then in the table 4 in the previous page, it was found that the students committed error in Substitution category, indicates that 7 (9,85%) error of substitution in subject, 1 (1,40%) error of

substitution in object, 63 (88,73%) error of substitution in verb and there was none of students do substitution in preposition; and in the table 5 in the previous page, it was found that the students committed error in Ordering category, indicates that there was none of students do ordering in subject and object, 7 (77,77%) error of ordering in verb and 2 (22,22) error of ordering in preposition. Based on the describing above, the writer concluded that the students mostly committed error in substitution category in verb.

It means that, the students lack of understanding of structure and grammar. It is Grammar is important in writing skill, because in grammar clarifies that the way how to arrange word by word, and by the word the students will be able to write in English well. According Jack C. Richards Grammar is a description of the structure of a language and the way in which linguistik units such words and phrases are combined to produce sentence in the language, and in generative transformational theory, grammar means a set of rules and a lexicon which describes the knowledge (competence) which a speaker has of his or her language.[1]
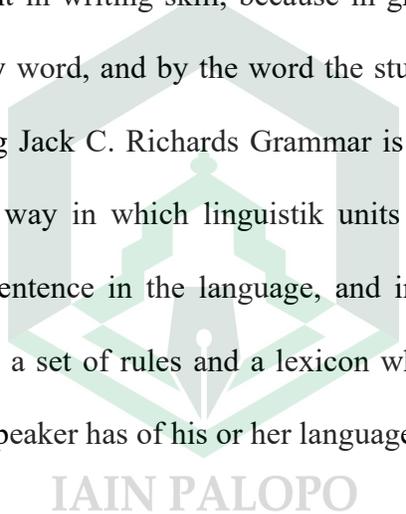
2. Discussions of Problem through Questionnaire

Based on the result of the data analysis from the questionnaire (*look on page 66-71*), the writer concluded that there were some problems faced the fourth semester students of English study program of tarbiyah department at STAIN Palopo in writing as follows:

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[1]Jack C. Richards, *Errors Analysis Perspectives on Second Language Acquisition*, Longman Group Limited, 1974), p. 216.

The problems of students can be seen in table 6, that there were 16 students (100%) agree about understanding of structure and grammar can help the students to write, and no one disagree about this problem. It means that by understanding of structure and grammar can decrease the error analysis in students` writing. Based on raw data above there are some students do not master and do not know the rule of structure and grammar, so that there are many students make error categories in Substitution. Masruddin said that[2] "grammar is the system of a language. People sometimes describe grammar as the "rules" of a language. And he said that again that "if you are serious about learning a foreign language, the long answer is 'yes', grammar can help you to learn a language more quickly and more efficiently." It is important to think of grammar as something that can help you, like a friend. When you understand the grammar (or system) of a language, you can understand many things yourself, without having to ask a teacher or look in a book.

Based on table 7, that there were 14 students (87,5%) agree with the problem that interference of inter-lingual transfer can make errors in writing and there were 2 students (12,5%) disagree with this problem. It means that the students should be more careful in using English grammar in writing and they have to master the rules of English grammar in order that there is no interference of inter-lingual transfer anymore. There are many students make error categories in substitution because they do not master the rules of structure and grammar. According H. Douglas Brown, inter-lingual transfer is the beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or

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[2]Masruddin, *A Teaching Book and Exercise: Error Analysis,* Palopo, LPS Press STAIN Palopo,2009, p. 10.

interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which learner can draw.[3]

Based on table 8, that there were 12 students (75%) agree with communication strategies by the teacher make students understand grammar well, and there were 4 students (25%) disagree with this problem. It means that by understanding grammar well can avoid error in writing. Communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.[4]

Based on table 9, that there were 13 students (81,25%) agree with the problem that the students do not have motivation in writing can make error and there were 3 students (18,75%) disagree with the problem. It means that by having motivation can decrease errors in writing and get many ideas in writing. According Brown said that[5] "motivation is probably the most often used catch-all term for explaining the success or failure of virtually any complex task. It is easy to figure that success in a task is due simply to the fact that someone is "motivated." It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. According to Willga M.

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[3]H. Douglas Brown, *Principle of Language Learning and Teaching,* New Jersey: Prentice Hall, Inc., Englewood Clifts, 1980, p. 177.

[4]Ibid. p. 180.

[5] Ibid. p. 114.

Rivers said that[6] "Motivation in learning is highly needed by the teacher to raise students` interest of the subject. Further, most of language teachers agree that the motivation of the student is one of the most important factors influencing their success of failure in learning the language. It might said that motivations gives contribution of the success or failure during teaching and learning process in the class. And according to Jeremy Harmer said that there are two main categories of motivation students should have, namely[7]:

a. Extrinsic motivation, which is concerned with factors outside the classroom, such as: intregative motivation and instrumental motivation.

b. Intrinsic motivation, which is concerned with what take places inside the classroom, such as: physical condition, method, the teacher, and success.

Based on table 10, shows that one of problem that the students faced was lack of vocabulary to write a paragraph. The table shows that there were 10 students (62,5%) agree about the problem, and 6 students (37,5%) disagree about the problem above. It points out that the students feel uneasy to write a paragraph because of lack of vocabulary. If looked of the result of questionnaire it makes clear that the students don`t have vocabularies because there are many students agree that the students are lack of vocabulary. So, there are many students make error categories in omission because they do not have many vocabularies. According to J.B. Heaton that[8] "the

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[6]Wilga M. Rivers, *Communicating Naturally in a Second Language; Theory and Practice in Language Teaching,* Cambridge University Press, 1989, p. 147.

[7]Jeremy Harmer, *The Practice of English Language Teaching*, London and New York: Longman, 1991, p. 4.

[8]J.B. Heaton, *Writing English Language tests*, New York : Longman, 1998, p. 148.

effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understanding.

Based on table 11, that there were 12 students (75%) agree that lack of understanding parts of speech make errors in students' writing, and there were 4 students (25%) disagree with that. It means that by understanding parts of speech well makes students' writing has clear meaning. And if the students can distinguish between parts of speech with the others, so that their writing well. Based on raw data above there are some students make error categories in addition and omission because they do not know about parts of speech and they cannot distinguish it. Marcella frank said that "traditional grammarians often include another part of speech, the interjection. However, since the interjection is simply some expression of emotion or feeling, usually occurring at the beginning of the sentence and does not perform any grammatical function, this part of speech will not be treated further in this text. Each part of speech will first be classified into its various types. Such classifications will be based chiefly on differences in structural form or in grammatical behavior. After that, the part of speech will be described according to the observable signals that operate the grammar function, position, form, markers. Under function will be a further consideration of how a part of speech serves either as part of the central core

(noun or pronoun, verb), or a modifier (adjective, adverb), or a connector (preposition, conjunction).

Based on table 12, that there were 14 students (87,5%) agree about writing with word by word can make error, and there were 2 students (12,5%) disagree with the problem. It means that by knowing about translation and rules of structure and grammar can decrease errors in writing. Based on raw data above there are many students make error categories in ordering because they do not know the rules of structure and grammar and they cannot translate, so that the students write word by word. According John Norrish Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.[9]

Based on table 13, that there were 14 students (87,5%) agree about that using of word choice correctly makes writing focus with the title and there were 2 students (12,5%) disagree with the problem. The highest difference shows by the table above, it means that the students should be encouraged to consider context as well as. So that there are some students make error categories in omission because they do not know about using of word choice correctly in their writing. On the page of 27, explained that a good word choice is partly, a matter of preference, and therefore style, student should understand that certain choice will help them communicate their idea to the readers. The tolls for this search for word include a good dictionary.

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[9]John Norrish, *Language Learners and Their Errors*, London and Basingstoke:The Macmillan Press Lmtd, 1983, p. 21-26.

Based on table 14, that there were 12 students (75%) agree about that lack of understanding punctuation and capitalization can make errors in writing, and 4 students (25%) disagree this problem. It means that by knowing the rules of punctuation and capitalization can fill criteria of writing well. Based on raw data above there some students make error categories in addition and omission because they lack of understanding punctuation and capitalization. On the page of 27, explained that the purpose of punctuation is to help the reader understand the writer`s meaning. A capital letter for example announces to the reader the beginning of a few sentence, a little, a name, a day, a month, a place, a holiday, season, a direction, a school subject, or a language.

Based on table 15, that there were 12 students (75%) agree about careless are making errors in writing, and 4 students (25%) disagree this problem. It means that by writing quickly and do not focus when write can make errors in writing, so that there are some students make error categories in substitution. On the page of 17, according to Norrish is classifies causes of error into three types that is carelessness, firs language interference, and translation. Where Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and style of presentation do not suit him.[10]

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[10]Ibid, p. 21.

CHAPTER V
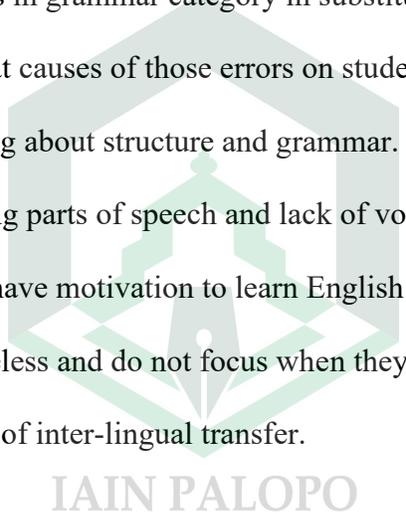
CONCLUSIONS AND SUGGESTIONS

A. *Conclusions*

Based on result of data analysis and discussions of the study, the writer gives conclusions as follows:

1. Based on the result of error analysis on students` writing in the previous chapter, the writer found that kinds of the errors there on the students` writing, they mostly committed errors in grammar category in substitution in verb.

2. Some factors that causes of those errors on students` writing as follows:

a. Lack of understanding about structure and grammar.

b. Lack of understanding parts of speech and lack of vocabulary.

c. The students do not have motivation to learn English

d. The students are careless and do not focus when they are writing.

e. There is interference of inter-lingual transfer.

B. *Suggestions*

Based on the result of the data analysis and conclusion, the writer would like to give some suggestions as follows:

1. The students should enrich their understanding about structure and grammar, and do more grammar exercises to encourage them to be familiar and master the English grammar.

2. The students should enrich their vocabulary and should read a lot, in order to improve their knowledge.

3. The lectures give pay attention about students` motivation and improve students` confident in learning English.

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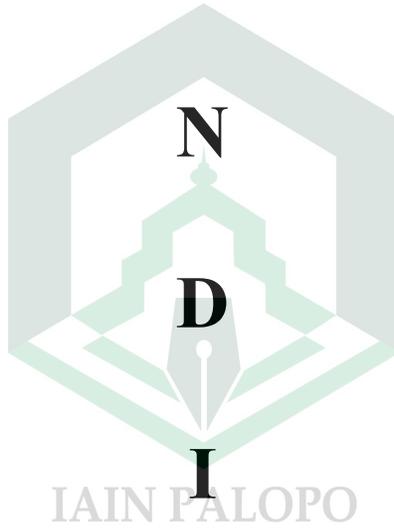
APPENDIXES

TEST

Ask to the students to write with the title "Unforgettable Experience".

ANGKET PENELITIAN

Petunjuk :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan pertanyaan

2. Pada setiap pertanyaan disediakan 3 pilihan

3. Anda memilih salah satunya sesuai keadaan anda

4. Berikan tanda (x) pada huruf didepan pilihan anda

5. Terima kasih atas kesediaan anda mengerjakan angket ini dengan jujur

Pertanyaan :

1. Memahami grammar (susunan kata) dapat membantu siswa dalam menulis.

   a. Setuju

   b. Kurang Setuju

   c. Tidak Setuju

2. Gangguan pengaruh bahasa asli dapat membuat kesalahan dalam menulis.

   a. Setuju

   b. Kurang Setuju

   c. Tidak setuju

3. Strategi komunikasi yang baik oleh guru membuat siswa memahami grammar secara baik.

   a. Setuju

   b. Kurang setuju

    c. Tidak setuju

4. Siswa tidak mempunyai motivasi dalam menulis dapat menimbulkan kesalahan.

    a. Setuju

    b. Kurang setuju

    c. Tidak setuju

5. Kurangnya kosakata tidak membantu siswa dalam menulis.

    a. Setuju

    b. Kurang setuju

    c. Tidak setuju

6. Dengan kurangnya pemahaman tentang kelas kata dapat membuat kesalahan dalam menulis.

    a. Setuju

    b. Kurang setuju

    c. Tidak setuju

7. Menulis dengan kata demi kata dapat membuat kesalahan dalam menulis.

    a. Setuju

    b. Kurang setuju

    c. Tidak setuju

8. Dengan menggunakan pilihan kata yang tepat membuat tulisan fokus pada judul atau pembahasan.

    a. Setuju

b. Kurang setuju

c. Tidak setuju

9. Dengan kurangnya pemahaman tentang tanda baca dan huruf besar dapat membuat kesalahan dalam menulis.

a. Setuju

b. Kurang setuju

c. Tidak setuju

10. Sikap sembrono dapat membuat kesalahan dalam menulis.

a. Setuju

b. Kurang setuju

c. Tidak setuju

AUTOBIOGRAPHY

Irnawati Israil, the third child of Israil and Hapna, born on Januari 7 th 1992 in Malangke I. She began her education at SDN 588 Kalitata in 1997-2003. Then she continued her study at SMPN 2 Baebunta in 2003-2006. And then she came to Palopo to continue her study at SMAN 4 Palopo in 2006-2009. After that she continued her study at STAIN Palopo in 2009-2013 and took English Study Program of Tarbiyah Department. She studied for four years.

During she studied at STAIN Palopo, she had ever joined some of trainings such as OSCAR in 2009, Freshmen Training Camp (FTC) in 2009. She also joined of intra organization in English Students Association (HMPS-BIG) in 2011. Beside that she also joined an extra organizations such as Pergerakan Mahasiswa Islam Indonesia (PMII) and Himpunan Kerukunan Mahasiswa Luwu Utara (HIKMAH LUTRA).

In the fifth semester in 2011, she taught in Freshmen Training Camp (FTC), beside that she taught in get you club and then in sixth semester in 2012, she taught in Excellent Course in Salutete. In the eighth semester, she was preparing to finish her study by conducting a research which is entitled "An Error Analysis on Students` Writing at the Fourth Semester Students of English Study Program of Tarbiyah Department at STAIN Palopo". And finally she has been examined in Munaqasyah session which is carried out on Thursday, August 22nd 2013 M.