The Analysis of Common Errors Made by the Second Grade Students of MTs. Al-Mursyidiyyah in Making Simple Sentence

A’’Skripsi’’
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In English Language Education

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ABSTRAKSI

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Kata Kunci : Error Analysis and Simple Sentence


Hasil penelitian menunjukkan bahwa guru bahasa inggris MTs. Al-Mursyidiyyah Pondok Benda Pamulang cukup baik sebagai guru bahasa Inggris. Dari hasil test diketahui bahwa tipe-tipe kesalahan yang umum dibuat oleh siswa dalam simple sentence (kalimat sederhana) adalah kesalahan dalam *capitalization* yang merupakan tipe kesalahan yang frequensinya paling tinggi. Kemudian tipe kesalahan yang frequensinya paling rendah adalah pada *article*. Kesalahan-kesalahan tersebut di disebabkan oleh beberapa factor yaitu over-genalization, interlingual transfer, context of learning dan terakhir intralingua transfer.

ACKNOWLEDGEMENT

In the name of Allah SWT, the Most Gracious, the Most Merciful. All praise be to Allah SWT, the Lord of The Universe who has been giving and blessing until the writer can complete this “skripsi” with the title “Analysis of the Common Error Made by the Second Grade Students of MTs. Al-Mursyidiyyah in Making Simple Sentence” without any awkward.

Her deepest honor and respect to her beloved parents H. Semit and Hj. Asri, who always give their love and patiently guide and support her to give the best. And thank also to her sisters and her brother.

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May ALLAH Grant Our Wishes Amieeen !!!!!!

Jakarta, 24 Juni 2009

The writer
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CHAPTER I
INTRODUCTION

This chapter presents and discusses the background of study, statements of the problem, the objective of study, significance of the study, scope and limitation of the study and the definition of key term.

A. The Background of Study

Nowadays, English is increasingly needed because it is one of the international languages mostly used in the world. Richard and Rodgers (1986) say “today English is the world most widely studied foreign language”.\(^1\) It is used more often as a means of communication in some fields of living such as in trade, diplomacy, science technology, and education. So, by utilizing English as a means of communication, people have created closer relationship with the whole world population.

In Indonesia, English as the second language has an important role in any sphere of activities in this area. One of the ways to master English is by learning through formal education that generally consists of elementary, secondary school and university level.

There are four skills in language namely, listening, speaking, reading and writing. Among those skills, writing English is viewed the most sophisticated and challenged to be learned because English is not our first language, we should continually work to improve vocabulary, spelling, knowledge of English idiom and sentence and arrange them into a good sequence.

Writing skill is very complex and difficult to teach. J.B Heaton said in his book the writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devises but also have conceptual and judgment element.\(^2\) And according to Allen and Campbell Writing is much more than an

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orthographic symbolization of speech to writing curriculum devices exercise, which necessitates intense concentration.\(^3\)

Since the sentence is the basic unit of writing that starts from simple up to complex writing, so we need to understand the basic sentence patterns. There are four types of sentences: simple, compound, complex, and compound-complex. To master four types of sentences above we should know how to produce words such as the mechanics vocabulary, spelling, word form and understand how to produce sentences like the part of speech, sentence pattern, punctuation and other.

From the explanation above the writer concludes that writing is really complex, the leaner must master the basic skills. One of them is grammar components. So it causes many students get trouble in writing not only in complex writing but also in simple writing.

While as human learning, we consider getting a trouble, making a mistake even error is unavoidable. It can be regarded as an essential part of learning. Errors are believed to be an indicator of the learner stages in their target language development. Errors give teachers or researchers valuable information on the strategies that people use to acquire or learn a target language.

In other word, human learning is fundamentally a process that involves the making of mistakes, even errors. So, errors are part of the students’ Interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as the aims toward full mastery. Jeremy said that “An error is the result of incorrect rule learning language that has been stored in the brain correctly.”\(^4\)

Based on the reason above, the writer will try to analyze the common errors made by students in simple sentence at second year of Junior High School (A Case Study at Second Year of students of MTs. Al Mursyidiyyah Pondok Benda Pamulang) as the subject of the paper.

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B. **Statement of the Problem**

According to the background of the study above, the writer is interested in analyzing the common error made by the second grade students of MTs. Al Mursyidiyyah in simple sentence. These errors are taken from the students’ simple sentences. This research is intended to answer the following this question “What type of errors are commonly made by the students of second year in MTs Al Mursyidiyyah in simple sentence?”

C. **Objective of the Study**

Based on the statement above, this study has purpose it is: to find out the most type of common error made by the second students in simple sentence.

D. **Significance of the Study**

By analyzing the students’ error, the writer hopes it can improve students’ English and give motivation for them to study harder in mastering English well. For the teacher the writer hopes it can be a measurement whether the students have acquired or not the materials which have been explained before so the teacher can prepare more such as in technique, materials mastering, etc to avoid doing the same error.

E. **Scope and Limitation of Study**

The scope of this study focuses on an analysis of common error made by the students in simple sentence at second year of MTs. Al-Mursyidiyyah Pondok Benda Pamulang. Error analysis in simple sentence is too broad to analyze so that to make it more specific the writer will limit this research only in analyzing the type of common error made by second grade student of MTs. Al-Mursyidiyyah.
F. The Definition of Key Term

The following definitions are given to make readers have the same perception for some terms are used in this study. They are also expected to avoid misinterpretation. They are as follow:

1. Common Error is the common mistake made by the students in making simple sentence.
2. Simple sentence is a sentence that has only one clause. It means the sentence has one subject and verb.\(^5\)

CHAPTER II
THEORETICAL FRAMEWORK

This chapter reviews theoretical papers, research reports and related literature to support the study discussed. It consists of: 1). The role of the first language, 2). Individual learner differences (a) age (b) aptitude (c) cognitive (d) motivation, 3) English teacher qualification 4). Error analysis: source, cause and significance, (a) contrastive morphology between Indonesia and English, 5). Differences in form between written and spoken language, 6). Varied Indonesian spoken language and written one, 7). Right and appropriate rules of Indonesia , (a) Indonesian basic sentence pattern (L1), (b) English simple sentence (L2), (c) common problem in writing

A. The Role of The First Language

The topic of "first language interference" has had an unusual history in second language acquisition research and practice. For many years, it had been presumed that the only major source of syntactic errors in adult second language performance was the performer's first language (Lado, 1957), and a great deal of materials preparation was done with this assumption in mind (Banathy, Trager, and Waddle, 1966). Subsequent empirical studies of errors made by second language students led to the discovery, however, that many errors are not traceable to the structure of the first language, but are common to second language performers of different linguistic backgrounds (e.g. Richards, 1971; Buteau, 1970). These findings have led several scholars to question the value of contrastive analysis and to argue instead for error analysis. The first language, it is maintained, is but one of several sources of errors, and other sources need to be considered. 6

6http://www.sdkrashen.com/SL_Acquisition_and_Learning/064.html
And we know since the Great Reform at the end of the 19th century, the role of the mother tongue has been second only to grammar as the most discussed methodological problem. At present, the official guidelines in many countries recommend that lessons be planned to be as monolingual as possible, drawing on the mother tongue only when difficulties arise. A consensus has been reached in favor of a kind of monolingualism with small concessions: "There is little point in trying to stamp it out completely" (Harmer, 2001: 132). The mother tongue is generally regarded as being an evasive maneuver which is only to be used in emergencies. Effective bilingual teaching techniques are, therefore, as good as unknown in schools. It looks as though the so-called direct method, now operating under the new banner of the communicative approach, has triumphed.

Monolingual lessons without the help of the mother tongue are extrinsically possible; however, monolingual learning is an intrinsic impossibility. No one can simply turn off what they already know. We postulate that the mother tongue is "silently" present in beginners, even when lessons are kept monolingual.

Just as we build upon our ability to vocalize, read and to write, all of which have been developed via our mother tongue, so too are we unable to switch off our knowledge of the world, again acquired through the mother tongue. "Ignoring or forbidding English will not do, for learners inevitably engage in French-English associations and formulations in their minds." (Hammerly, 1989: 51). "Translation / transfer is a natural phenomenon and an inevitable part of second language acquisition..., regardless of whether or not the teacher offers or 'permits' translation." (Harbord, 1992: 351). Ever since the days of Sweet and Palmer, the irrepressibility of associations in the MT has been regularly confirmed as a sad, but inevitable, fact of life by teachers observing in their own classrooms.

This attitude, however, has a false ring to it: "You can banish the MT from the classroom, but you cannot banish it from the pupils' heads." It sounds as if we

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7 http://www.fremdsprachendidaktik.rwth-aachen.de/Ww/programmatisches/pachl.html
were in fact saying: "Sorry, but we can't do anything about it, so let's accept it". However, teachers should do everything to work with this natural tendency rather than against it - not because it is inevitable, but because it is a vital stage for the beginner: without it there would be blank incomprehension. Successful learners capitalise on the vast amount of linguistic skills and world knowledge they have accumulated via the MT. Every teacher quite naturally assumes that his or her pupils already know what words such as birthday and postman mean within a given culture before they set about explaining the words anniversary or factura. Consider how often a child will have celebrated birthdays, or seen a postman. Even if we deal with cultures that restrict the concept of birthday to the day of one's birth, the MT word would still be a suitable starting point for comprehension. Rather than reconceptualise the world, we need to extend our concepts, with any necessary cultural adjustment or refinement. For the beginner, becoming aware of meanings automatically involves connecting them with the MT - until the FL has established an ever-more complex network for itself.

B. Individual Learner Differences

Second language (L2) learners vary on a number of dimensions to do with personality, motivation, learning style, aptitude and age. Aspect of SLA is influenced by individual learner factors. Two basic possibilities regarding which aspect of SLA are affected by individual learners, they are:

1). The differences in age, learning style, aptitude, motivation, and personality result.

2). The factors influence only rate and ultimate success in SLA.

1. Age

Age is the variable that has been most frequently considered in discussion of individual differences in Second Language Acquisition (SLA). The main aim in this section is to highlight the key elements in this complex issue by first examining the effect of age.

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a. The effect of age

It is necessary to separate the effects of age and the route of SLA from the effects of age on the rate or success of SLA. Most of studies that have investigated the role of age have been concerned with the letter. That is, they have examined the extent of the correlation between measures of age and length of leaning period and measure of proficiency achieved. The available evidence suggests that age does not alter the route of acquisition. Rate and success of SLA appear to be strongly influenced by the age of the learner. Where rate is concerned, there is evidence to suggest that older learners are better.

The critical period hypothesis states that there is a period when language acquisition takes place naturally and effortlessly. Penfield and Roberts (1959) argued the optimum age for language acquisition falls within the first ten years of life. During this period the brain retains plasticity, but with the onset of puberty this plasticity begins to disappear. Some evidence to support the critical period hypothesis was supplied by Lenneberg (1967). Lenneberg found that injuries to the right hemisphere caused more language problems in children than in adults. He also found that in cases of children who underwent surgery of the left hemisphere, no speech disorder resulted, whereas with adults almost total language loss occurred. Lenneberg assumed that language acquisition was easier for children.

2. Aptitude

It has been suggested that people differ in the extent to which they possess a natural ability for learning an L2. Caroll and Sapon (1985) identify three major components of aptitude, they are;

a. Phonemic coding ability (the ability to code the foreign sounds in a way that they can be remembered later). This ability is seen as related to the ability to spell and to handle sound-symbol relationship.

b. Grammatical sensitivity (the ability to recognize the grammatical function of words in sentences).
c. Inductive language learning ability (the ability to identify patterns of correspondence and relationship involving form and meaning).

d. Rote learning ability (the ability to form and remember association between stimuli). This ability is hypothesized to be involved in vocabulary learning.

3. Cognitive

One obvious difference between young child and the adolescent or adult is the ability of the latter to comprehend language as a formal system. Older learner can learn about language by consciously studying linguistics rules. The also can apply these rules when they use the language. In contrast, younger children, while not totally lacking in meta-awareness, are not so prone to respond to language as form. As Halliday (1973) pointed out that the young child responds not so much what language is to what it does. It is possible that age differences in SLA can be explained in term of the different orientation to language of children and older learners.

4. Motivation

Schumann (1978) lists Attitude as a social factor on a par with variables such as size or learning group, and a motivation as an affective factor alongside ‘culture shock’. Gardner & Lambert, 1972: defines Motivation in terms of the L2 learner’s overall goal or orientation, and attitude as the persistence shown by the learner in striving for a goal. They argue that there is no reason to expect the relationship between the two; the type of motivation is distinct from the attitudes displayed to different learner tasks. However, Gardner: 1979 suggest that attitudes are related to motivation by serving as supports of the learner’s overall orientation. There are also some various kinds of motivation have been identified, they are;

a. Integrative Motivation

Learners may make efforts to learn an L2 for some functional reason—to pass examination, to get better job, to get a place at university etc.
b. **Instrumental Motivation**

Some learners may choose to learn a particular L2 because they are interested in the people and culture represented by the target language group.

c. **Resultative Motivation**

An assumption of the research referred to above is that motivation is the cause of L2 achievement. However, it is also possible that motivation is a result of learning. That is, learners who experience success in learning may become more, or in some context, less motivated to learn. This helps to explain the conflicting research result.

d. **Intrinsic Motivation**

Motivation involves the arousal and maintenance of curiosity and can ebb and flow as a result of such factors as learners’ particular interests and the extent to which they feel personality involved to learning activities.

So from the explanation about the motivation above, it can be concluded that motivation is clearly a high complex phenomenon. These four types of motivation should be seen as complementary rather than as distinction and oppositional. Learners can be both integrative and instrumentally motivated at one and the same time. Motivation can result from learning as well as cause it. Furthermore, motivation is dynamic in nature, it is not something that a learner has or does not have but rather something that varies from one moment to the next depending on the learning context or task.

C. **English Teacher Qualification**

In teaching learning activities, the teacher holds an important role because he or she who decides teaching learning activities is success or not. Whether the students like the teachers or not may not be very significant. What can be said, thought, is that two teachers using the same method can have vastly different results. This case is caused by teachers’ qualifications.
According to Ashworth (1992), there are four characteristic of language teacher that are; a) Knowledge, b) Skill, c) Personal Qualities, and d) Professionalism.

**Knowledge,** It is the most important qualification for the teachers because they will be a model for his or her students. Therefore they must have in depth knowledge of subject matter and must keep up to date. The teacher’s limited knowledge of the second language they teach imposes limitation on what they can do in the classroom. Such limitations should be overcome by diligent study of the second language.

**Skill,** English teachers should have knowledge of psychology of learning. They should also have knowledge of methodology, testing and technological aids. By having such knowledge, they will improve their teaching skill so that it is expected that the result of teaching will be better.

**Personal Qualities,** The effective English teachers should have good personalities such as enthusiasm, kindness, humor, patience, sincerity, and intellectual curiosity. By having these personalities the teacher will make the teaching learning process more attractive and fun. Besides, the teacher also will always improve their knowledge.

**Professionalism,** The English teachers must be graduated from English education department, besides they also should engage in activities that improve the quality of their teaching such as MGMP (Subject Teacher Conference). Being active in such activities will help English teachers to improve their quality of teaching.

Moreover, Harmer (1991) said that there are ten teacher’s qualifications that can make the teaching learning process optimal. They are; a) He makes his course interesting, b) He teaches good pronunciation c) He explains clearly, d) He speaks good English e) He shows the same interest in all his students, f) He makes all the students participate, g) He shows great patience, h) He insists

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9 Mary Ashworth, Beyond Methodology: Second Language Teaching and the Community, (Cambridge University Press, 1992)
on the spoken language, i) He makes his pupils work, j) He uses audio – lingual method.

D. Error and Error Analysis; Source, cause and significance

The realization of the second language learners’ errors is potentially important for the understanding of the process of second language acquisition. Although as human learning, we consider getting a trouble, making a mistake even error is unavoidable. It can be regarded as an essential part of learning. Errors are believed to be an indicator of the learner stages in their target language development. Errors give teachers or researchers valuable information on the strategies that people use to acquire or learn a target language.

The study of learner’s error is called error analysis. It is a way of looking at error made by the learners of the target language. It can help the teachers to analyze what the teaching and learning process have succeeded or not. So, the teachers can improve the effectiveness of their teaching. In other words, error analysis is an invaluable source of information to the teacher. H. Douglas Brown wrote in his book "as Corder (1967:167) noted: “a Learner error … are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language."10

In order to analyze learner’s errors, it is crucial to make a distinction between mistake and errors, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or “slip”, in that it is a failure for utilize a known system correctly11. Meanwhile mistake can happen to all people, even both native and second language situation. But native speakers are normally capable of recognizing and correcting such “lapses” or mistake, which are not the result of a deficiency in competence but the result of some sort of breakdown or imperfection in the process of producing speech.

10 H. Douglas Brown, Principle of Language and Teaching, Fourth edition...p.217
11 Ibid
From some definitions above, it can be concluded that errors are something to do with unacceptable and appropriate forms of the grammar of the target language that have imprinted on learners’ mind. So they can not correct themselves-and which therefore need explanation.

Error analysis is used to identify errors in second language learner production data. Now, the final step in the analysis of leaner speech is that of determining the source of error. By identifying sources we can begin to arrive at an understanding of how the learner’s cognitive and affective self relates to the linguistic system and formulate an integrated understanding of the process of second language acquisition. The phenomenon of errors caused by the cross-association of both L1 and L2 also seems to exist; the identification and establishing of various L1 independent interference factors is far from easy; the learner’s psychological processes of second language learning in terms of learning strategies can at best be marginally inferred from his performance data. The source and cause of errors certain implications for language acquisition and language pedagogy follow:12

a. Errors discussed under the category of systematic errors seem to establish that in certain areas of language use the learner processes construction rules.

b. With respect to systematic errors, the inescapable conclusion seems to be that in the indeterminate areas of language use concerned, the learner’s capacity to generalize must improve, for progress in learning a language is made by adopting generalizations and stretching them to match the facts of the language.

c. All of the restricted generalizations that the learner is employing for language use are not of equal status, for their error-causing potentialities.

d. For errors which are rooted in restricted generalizations, investment of energies in the mere correction of actual errors would not seem to be very rewarding.

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12 Jack C. Richards, Error Analysis Perspectives on Second language Acquisition, (Regional English Language Centre; Singapore, 1973) p. 189
e. The fact that errors cited from the performance data of those who have studied English from 11 to 14 years, would suggest that their learning has largely stopped. Their competence is marked partly by indeterminacy and partly by restricted generalization crystallized into rigid rules hardly open to revision in the face of new evidence.

1. Contrastive Morphology between Indonesia and English

The study of morphology is the study of word formation. In many cases, words are made up of more than one part. Each part is referred to as a morpheme, which can be defined as the minimal unit of meaning.

In English there are two classes of morphemes that we can identify. They are; bound and free morphemes. A bound morpheme is one that can never be a word by itself, such as the un of unlikely. A free morpheme is one that is a word in and of itself, such as man, woman, book or table. Word can be created by adding morphemes, as in the following:  

Example;

establish
establish + ment
dis + establish + ment
dis + establish + ment + ari + an + ism

Example;
friend NOUN
friend-ly NOUN → ADJECTIVE
un-friend-ly ADJECTIVE → ADJECTIVE
un-friend-li-ness ADJECTIVE En → NOUN

We have to know how to form words using affixes (prefixes, suffixes, infixes) in English so that it makes our sentence meaning clearly.

Meanwhile, Indonesian is an agglutinative language and new words are generally formed via three methods. New words can be created through affixation (the attaching of affixes

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onto root words), formation of a compound word (a composition of two or more separate words), or reduplication (repetition of words or portions of words).

Unlike in English, Indonesian language utilizes a complex system of affixes (i.e. prefix, infix, suffix and confix (circumfix)). Affixes are applied with certain rules that depend on the initial letter of a base word (e.g. a habitual verb, adjective, etc in its simplest form), and/or the sound combination of the second syllable. For example:

- The prefix *Ber* + *ajar* (teach) = *Belajar* (Note the deletion of 'R' and the addition of 'L') = to study
- The circumfix *Me* + *ajar* + *-kan* = *meNGajar* (Note the addition of 'NG') = to teach (transitive)

By comparison

- The prefix *Ber* + *judi* (gamble) = *Berjudi* (Note that *Ber-* remains unchanged) = to gamble
- The circumfix *Me* + *judi* + *-kan* = *meNJjudikan* (Note the addition of 'N') = to gamble away (money, one's life, etc)

Also, depending on the affix used, a word can have different grammatical meanings (e.g. *me* + *makan* (memakan) means to eat something (in the sense of digesting it), while *di* + *makan* (dimakan) means to be eaten (passive voice), *ter* + *makan* (termakan) means to be accidentally eaten. Often two different affixes are used to change the meaning of a word. For example, *duduk* means to sit down, whereas *men* + *duduk* + *kan* (mendudukkan) means to sit someone/ something down. *Men* + *duduk* + *i* (menduduki) means to sit on something, *di* + *duduk* + *kan* (didudukkan) means to be sat down, *diduduki* (diduduki) means to be sat on, etc.

As with any language, Indonesian grammar can often present an array of inconsistencies and exceptions. Some base words when combined with two affixes (e.g. *me* + *BW* + *kan*) can produce an adjective rather than a verb, or even

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both. For example, *bosan* when combined with the affixes *me*- and *-kan* produces the word *membosankan*, meaning *boring* (adjective) or *to bore (someone)* (active verb). However, not all base words can be combined with affixes, nor are they always consistent in their subsequent usage and meaning. A prime example is the word *tinggal* that, when combined with affixes, can change quite dramatically in both meaning and grammatical use:

- *Tinggal* (base word (BW) form) = to reside, live (in a place)
- *Meninggal* (MeN+BW) = to die, pass away (short form of 'Meninggal dunia' below)
- *Meninggal*kan (MeN+BW+kan) = to leave (a place); to leave behind/abandon (someone/ something)
- *Ketinggalan* (Ke+BW+an) = to miss (a bus, train, etc); to be left behind
- *Tertinggal* (Ter+BW) = to be (accidentally) left behind

### Noun affixes

Noun affixes are affixes that form nouns upon addition to base words. The following are examples of noun affixes:

<table>
<thead>
<tr>
<th>Type of noun affixes</th>
<th>Affix</th>
<th>Example of root word</th>
<th>Example of derived word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefix</td>
<td>pe(N)-</td>
<td><em>Duduk</em> (sit)</td>
<td><em>penduduk</em> (resident)</td>
</tr>
<tr>
<td></td>
<td>ke-</td>
<td><em>Hendak</em> (want)</td>
<td><em>kehendak</em> (desire)</td>
</tr>
<tr>
<td>Infix</td>
<td>-el-</td>
<td><em>Tunjuk</em> (point)</td>
<td><em>telunjuk</em> (index finger, command)</td>
</tr>
<tr>
<td></td>
<td>-em-</td>
<td><em>kelut</em> (dishevelled)</td>
<td><em>kemelut</em> (chaos, crisis)</td>
</tr>
<tr>
<td></td>
<td>-er-</td>
<td><em>gigi</em> (teeth)</td>
<td><em>gerigi</em> (toothed blade, serration)</td>
</tr>
<tr>
<td>Suffix</td>
<td>-an</td>
<td><em>Bangun</em> (wake up, raise)</td>
<td><em>bangunan</em> (building)</td>
</tr>
<tr>
<td>Confix</td>
<td>ke-...-an</td>
<td><em>raja</em> (king)</td>
<td><em>kerajaan</em> (kingdom)</td>
</tr>
<tr>
<td></td>
<td>pe-...-an</td>
<td><em>kerja</em> (work)</td>
<td><em>pekerjaan</em> (occupation)</td>
</tr>
</tbody>
</table>

---

(N) and (R) indicate that if a word begins with certain letters (most often vowels or consonants k, p, s, t), the letter will either be omitted or other letters will replace it, most commonly with the letters in the bracket or m, ng, ny and l.

E. Differences in form Between Written and Spoken Language

A simplistically distinction between spoken and written language which take highly literate written language as the norm of written language, and the speech of those who have not spent many years exposed to written language (a set which will include most young undergraduate students).

In Gillian’s book discussed some of differences in the number of production of speech and writing, differences which often contribute significantly to characteristic forms in speech. The overall effect is to produce speech which is less densely packed information, but containing more interactive markers and planning ‘fillers’. There are some characteristics of spoken language, they are;\(^\text{16}\)

a. The syntax of spoken language is typically much less structured than that of written language.
   1. Spoken language contains many incomplete sentences, often simply sequences of phrases.
   2. Spoken language typically contains rather little subordination.
   3. In conversational speech, where sentential syntax can be observed, active declarative forms are normally found.

b. In written language an extensive set of metalingual markers exists to mark relationship between clauses (\textit{that} complementisers, \textit{when} / \textit{while} temporal markers, so-called ‘logical connectors’ like \textit{besides}, \textit{moreover}, \textit{however}, \textit{in spite of}, etc.), In spoken language the largely Para tactically organized chunks are related by \textit{and}, \textit{but}, \textit{then} and, more rarely, \textit{if}.

c. In written language, rather heavily premodified noun phrases (like that one) are quite common – it is rare in spoken language to find more than

\(^{16}\) Gillian Brown and George Yule, \textit{Discourse Analysis}, (Cambridge University Press, 1983) p. 15
two premodifying adjectives and there is a strong tendency to structure the short chunks of speech so that only one predicate is attached to a given referent at a time.

d. Whereas written language sentences are generally structured in subject-predicate form, in spoken language it is quite common to find what Givon calls topic comment structure, as in the cats + did you let them out.

e. In informal speech, the occurrence of passive constructions is relatively infrequent. That use of the passive in written language which allows non-attribution of agency is typically absent from conversational speech.

f. In chat about the immediate environment, the speaker may rely on (e.g) gaze direction to supply a reference: (looking at the rain) frightful isn’t it.

g. The speaker may replace or refine expressions as he goes along: this man + this chap she was going out with

h. The speaker typically uses a good deal of rather generalized vocabulary: a lot of, got, do, thing, nice, stuff, place and things like that.

i. The speaker frequently repeats the same syntactic form several items over, as this fairground inspector does: I look at fire extinguishers + I look at fire exits + I look at what gangways are available + I look at electric cables what + are they properly earthed + are they properly covered.

j. The speakers may produce a large number of prefabricated ‘fillers’: well, erm, I think, you know, if you see what I mean, of course, and so on.

F. Varied Indonesian Spoken Language and Written One

Indonesia used widely by many people that have varied backgrounds so that appear a lot of languages which appropriate with their function, situation and different environments. These languages can be divided into two parts, namely; varied spoken language and written one.

Oral is different with written. Spoken is to transfer from oral into writing (phoneme) but not all of varied spoken can be written; on the contrary not all of varied written can be oral.
Next, the writer compares the form varied Indonesian spoken and written one. This comparison based on difference of using word, vocabulary and sentence pattern.17

1. Varied Spoken
   A. Word Form Usage
      a. Kendaraan yang ditumpanginya nabruk pohon mahoni
      b. Bila tak sanggup, tak perlu lanjutkan pekerjaan itu.
   B. Vocabulary Usage
      a. Saya sudah kasih tahu mereka tentang hal itu.
      b. Mereka lagi bikin denah buat pameran entar.
   C. Sentence Pattern Usage
      a. Rencana itu saya sudah sampaikan kepada Direktur.
      b. Dalam “Asah terampil” ini dihadiri juga oleh Gubernur Daerah Isatimewa Aceh.

2. Varied Written
   A. Word Form Usage
      a. Kendaraan yang ditumpanginya menabrak pohon mahoni
      b. Apabila tidak sanggup, engkau tidak perlu melanjutkan pekerjaan itu
   B. Vocabulary Usage
      a. Saya sudah memberi tahu mereka tentang hal itu.
      b. Mereka sedang membuat denah untuk pemeran itu.
   C. Sentence Pattern Usage
      a. Rencana ini sudah saya sampaikan kepada direktur.
      b. “Asah Terampil” ini dihadiri juga oleh Gubernur Daerah Istimewa Aceh.

---
G. Right and Appropriate rules of Indonesia

Definition “right” at the word or the sentence is a view that is shown from the language rule. A sentence or a word formation is impressed “right” when it form appropriate for valid rules.

eg. Kuda makan rumput

Based on structure and meaning the sentence above is “right”. It fulfills a sentence rule.

Kuda Makan Rumput
(S) (P) (O)

Meanwhile, a sentence is defined “Good” in the word formation or in the sentence is a view that is moved from word choice (diction). In a sentence it is very influential toward sentence meaning which explained.

From the explanation above the writer concludes that the “Right Language” is a language which apply a valid rule consistently and a “Good Language” is a language that have a sensibility value exactly and suitable with its used situation.

1. Indonesian Basic Sentence Pattern (L1)

When we have something to say, we do it with words. And words even become more important when we cannot see the person with whom we are communicating. But to say something to make a statement, ask a question, or give a command words in themselves are not enough. We need sentences. According to the Oxford Dictionary of English Grammar, sentence is the largest unit of language structure treated in traditional grammar, usually having a subject and predicate, and (when written) beginning with a capital letter and ending with full stop.

While based on the traditional grammar sentence is defined in two ways. First is by meaning, it is a complete thought. And the second is by function, sentence consists of a subject or a predicate. And Marcella Frank

18 Zainal Arifin dan S. Amran Tasai, Cermat Berbahasa Indonesia… p. 22
said in her book sentence is a full prediction containing a subject plus a predicate with a finite verb.20

So, from all of definitions of sentence above the writer concludes that sentence is a group of words which put together into a good sequence of sentence that begins with a capital letter and ends with a full stop.

In Indonesia, there are several elements that make up a good sentence. Based on experts’ research basic sentence pattern in Indonesia as follow;21

a. KB + KK    : Mahasiswa berdiskusi
b. KB + KS    : Dosen itu ramah
c. KB + KBil   : Harga buku itu sepuluh ribu rupiah
d. KB + (KD + KB)    : Tinggalnya di Palembang
e. KB1 + KK + KB2    : Mereka menonton film
f. KB1 + KK + KB2 + KB3    : Paman mencarikan saya pekerjaan
g. KB1 + KB2    : Rustam peneliti

Basic sentence patterns above can be expanded with a variety of information and it also can be combined so become broad and complex.

Notes:
- KB : Kata Benda (Noun)
- KK : Kata Kerja (Verb)
- KS : Kata Sifat (Adjective)
- KD : Kata depan (Preposition)

Basic Indonesian word order is similar to English. Generally, sentences begin with a subject, followed by a verb (also called a predicate), and then an object. It’s good news that Indonesian verbs don’t change depending on tense. Indicating the past or future tense only requires inserting words that indicate the time, in a very regular system.

21 Zainal Arifin dan S. Amran Tasai, Cermat Berbahasa Indonesia… p. 63
Contoh (Example):

- Saya makan nasi (= *I eat rice*)
- Saya telah makan nasi (= *I ate or have eaten rice*)
- Saya sudah makan nasi (= *I ate or have eaten rice*)
- Saya akan makan nasi (= *I will eat rice*)
- Saya sedang makan nasi (= *I am eating rice*)
- Saya makan nasi kemarin (= *I ate rice yesterday*)

As you noticed in the examples above, the word "telah" or "sudah" indicate completed actions, the word "akan" indicate future actions, and the word "sedang" indicate actions in progress. The main verb (i.e. "makan" = to eat) is left unchanged.

2. **English Simple Sentence (L2)**

A simple sentence is a sentence that has only one clause. It means the sentence has one subject and verb. For example, *the cat ran quickly into the bushes.*\(^{22}\) According to Marcella Frank, simple sentence takes form of:\(^{23}\)

a. A statement. For example, *She lives in New York*

b. A question. For example, *How old are you?*

c. A request. For example, *Please open the window.*

d. An exclamation. For example, *How hot today is!*

Every sentence in English (except interjections) has a subject and a verb. The subject is either a noun or a pronoun. The verb is either an action verb or a helping verb. There are several basic sentence patterns in English.

---


Basic Sentences

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun/Pronoun</td>
<td>Verb</td>
</tr>
<tr>
<td>Michelle</td>
<td>Swims.</td>
</tr>
<tr>
<td>They</td>
<td>are laughing.</td>
</tr>
<tr>
<td>Noun/Pronoun</td>
<td>Verb</td>
</tr>
<tr>
<td>Their teacher</td>
<td>Is holding</td>
</tr>
<tr>
<td>Syifa</td>
<td>Is eating</td>
</tr>
<tr>
<td>Noun/Pronoun</td>
<td>Verb</td>
</tr>
<tr>
<td>Mary</td>
<td>Is</td>
</tr>
<tr>
<td>He</td>
<td>Is</td>
</tr>
<tr>
<td>Noun/Pronoun</td>
<td>Verb</td>
</tr>
<tr>
<td>Dewi</td>
<td>Studied</td>
</tr>
<tr>
<td>The dog</td>
<td>Waited</td>
</tr>
<tr>
<td>Noun/Pronoun</td>
<td>Verb</td>
</tr>
<tr>
<td>Maria</td>
<td>Swims</td>
</tr>
<tr>
<td>We</td>
<td>are walking</td>
</tr>
</tbody>
</table>

A. 5 Basic Sentence Patterns

- **Subject + Verb**
  
  I swim. Joe swims. They swam.

- **Subject + Verb + Object**
  
  I drive a car. Joe plays the guitar. They ate dinner.

- **Subject + Verb + Complement**
  
  I am busy. Joe became a doctor. They look sick.

- **Subject + Verb + Indirect Object + Direct Object**
  
  I gave her a gift. She teaches us English.

- **Subject + Verb + Object + Complement**
  
  I left the door open. We elected him president. They named her Jane.

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24 [http://www.manythings.org/e/pattern.html](http://www.manythings.org/e/pattern.html)
B. Tenses

- **Present Continuous**
  I am swimming. Joe is sleeping. They are jogging.
- **Present Simple**
  I play tennis. He swims every day. I usually swim for two hours.
- **Present Perfect**
  I have eaten. He has just come home. They've already gone.
- **Past Simple**
  I rested. He played tennis yesterday. They drove to Boston.
- **Past Continuous**
  I was sleeping. She was cooking a while ago. They were talking.
- **Past Perfect**
  I had already seen it. He had played tennis.

C. Other

- **Possession**
  I have a camera. He owns a car. This house belongs to them.
- **Location**
  I am here. He swims in the river. They live in the mountains.
- **It's fun to swim.** (Using adjectives similar to **fun**.)
  It isn't healthy to smoke. Smoking is dangerous.
- **They agreed to swim.** (Using verbs similar to **agree**.)
  He didn't desire to work. They like to play.
- **They asked him to swim.** (Using verbs similar to **ask**.)
  He didn't advise me to work. They often encourage me to work harder.
- **They enjoy swimming.** (Using verbs similar to **enjoy**.)
  He didn't advise me to work. They often encourage me to work harder.
3. Some Common Error in Writing

One way to write with clarity in English is to use sentences that are interesting and easy to understand. But in fact, many students still confuse in making a sentence. Betty Azar explains the kind of error as follow:25

a. Singular-plural  
   He have been here for six month.  
   He has been here for six monts

b. Word form  
   I saw a beautify picture  
   I saw a beautiful picture

c. Word choice  
   She got on the taxi  
   She got into the taxi

d. Verb tense  
   He is here since June  
   He has been here since June

e. Add a word  
   I want _ go to the zoo  
   I want to go to the zoo

f. Omit a word  
   She entered to the university  
   She entered the university

g. Word order  
   I saw five times that movie  
   I saw that movie five times

h. Incomplete sentence  
   I went to bed  
   Because I was tired  
   I went to bed because I was tired

i. Punctuation  
   What did he say.  
   What did he say?

j. Capitalization  
   I am studying english.  
   I am studying English.

k. Spelling  
   An accident occured.  
   An accident occurred.

l. Article  
   I had a accident  
   I had an accident

---

m. Meaning not clear  

To explain the types of errors, Heidy Dullay said in his book that there are four types of errors:²⁶

a. Error based on linguistic category

This linguistic category is classified according to either or both of the language components and particular linguistic constituent the error effect. Language component includes phonology, syntax, and morphology, semantic, and lexicon, and discourse.

Constituents include the elements that comprise each language components. For instance, in syntax the error can be in the main or subordinate clause, of which constituent is affected. eg, the noun phrase, auxiliary, etc.

b. Error based on surface strategy taxonomy

1) Omission

Omission error is characterized by the absence of an item that must appear in a well formed utterance. For example, Marwan headmaster new school.

2) Addition

The character of the error is known by the presence of an item, which must not appear in a well formed utterance. For example, She doesn’t recognizes me.

3) Malformation

This error is characterized by the use of wrong form of the morpheme or structure. For example, we see some mouse.

4) Disordering

The incorrect placement of morpheme or group of morpheme in an utterance is the teacher of this error. For example, they don’t know what is my name.

²⁶ Heidi Dullay, et. al., Language Two (New York : Oxford University Press, 1982), p. 154-192
c. Error based on comparative taxonomy

The classification of error is made on the comparison between the structures of target language errors and certain other type of construction.

1) Developmental error

Developmental error is error similar to those made by children learning target language as their first language. For example, Syifa go to school.

2) Interlingua error

Interlingua error is an error similar in structure to semantically equivalent phrase or sentence in the learner’s native language.

3) Ambiguous error

Error that reflects the learner’s native language structure is called ambiguous error. For example, Syifa no go to school.

4) Other error

Other error is that caused by the learner’s native language since the learners used it on their second language formation. For example, they does angry.


d. Error based on communicative effect taxonomy

1) Global error

Global error hiders communication, it prevents the learners from comprehending some aspects of massage. For example, They amused that film very much.

2) Local error

Local error itself doesn’t interfere with understanding at an utterance, usually because there is only a minor violation of one segment of a sentence. “I hungry” will be local error since the meaning of apparent.
CHAPTER III
RESEARCH METHODOLOGY

Chapter III discusses about research method that used in her studying. There are six parts in this chapter, they are; The Research Design, Population and Sample, The Research Instrument, Data and Source of Data, The Technique of Collecting Data, and Technique of Data Analysis.

A. The Research Design

The design of this study is Descriptive Design in form of quantitative research about analyzing of common error made by the second grade students in making simple sentence. The Descriptive study is designed to obtain the current status of phenomena and is directed toward determining the nature of situation as it exists at the time of study that is in MTs. Al-Mursyidiyyah Pondok Benda Pamulang.

The research of this study was held at Mts. Al Mursyidiyyah Pondok Benda, which is located on Jl.Raya Siliwangi Gg. Angrek Rt 003/18 Pondok Benda, Pamulang Tangerang. This research began by doing observation to the school on 12 November 2008. The writer gave the students test on 20 January 2009 and took the question sheet and the students’ answer sheets at that time too.

This study is aimed at describing about the types of common error made by the second grade students in making simple sentence.

B. Population and Sample

The object of this study is MTs. Al-Mursyidiyyah Pondok Benda Pamulang. The subject is the students of eight grades only. There were 60 students who studied in this school. They were divided into two classes namely 8.A and 8.B. There is only one English teacher who taught English at MTs. Al-Mursyidiyyah, she is Novrina Handayani who teaches all of English class from 7.A until 9.B
In this study, the writer did not take sample but she used 100% total of population 60 students. This population based on the English teacher discussed who held the class 8.A and 8.B, she is Novrina Handayani.

C. Research Instruments

The writer used two research instruments in this study namely; documentation and evaluation.

The documents are used to gain the data about English teacher’s profile, the curriculum, and English text book that used by her in teaching English. They were taken by borrowing the school files. And the last instrument is evaluation. It is used to know how well the students have already mastered in making simple sentence. And from that test the writer also wants to know what types of common error made by them when they did the test.

D. Data and Source of Data

There were two kinds of data in this study. Firstly, the data about English teacher qualification or her educational background, curriculum and the English text book that used by English teacher. And the last, the data evaluation was done by her students.

The data about the English teacher qualification or educational background, curriculum and English text book were taken from English teacher’s documents and school files. And the data about Types of common error made by second grade students in making simple sentence were derived from students’ answer sheets.

E. Technique of Collecting Data

The writer used two kinds of technique to collect the data. They are as follow, documentation and evaluation.

1. Documentation

This technique was also used to obtain the written data such as the qualification of English Teacher, curriculum and English text book. It was taken
by copying the English teacher’s documentation and school files about educational background of English teacher. The data can be seen in the appendix.

2. Evaluation

Test was done to find out the types of common error made by students in making simple sentence and to know how well the students have already mastered this subject. It consists of WH question as many as fifteen questions that need a simple sentence as the answer. The form of the test can be seen in the appendix.

F. Technique of Data Analysis

The raw data obtained through documentation and evaluation were analyzed in some ways as follow;

1. Data from Documentation

The data obtained from documentation covered qualification of English teacher, curriculum and English text book that used by her in teaching learning process. The writer analyzed if the English teacher had the suitable educational background that has been studying at university in English department

2. Data from Evaluation

The data obtained from the test used to know what types of common error made by the second grade students in making simple sentence. It gained from students’ answer sheets. The writer analyzes each student’s answer from the answer sheet to find out the kind of errors the students do most. And then the writer analyzes the data that used distribution frequency relative which is described in the table percentage. In the table percentage the writer used formula:

\[
P = \frac{F}{N} \times 100\%
\]

P : Percentage

F : Frequency of Error Occurrence

N : Number of Observed Sample

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CHAPTER IV
RESEARCH FINDING AND DISCUSSION

Chapter IV is used to answer the research questions for this study. It discussed about errors that includes; The errors are commonly made by the second grade students of MTs. Al-Mursyidiyyah in making simple sentence and about Data of English Teacher Qualification.

A. Data of English Teacher Qualification

The success of teaching and learning activities is decided from the teachers who run it. One of the factors that teacher can run it smoothly is their qualities. Therefore, the English teacher must fulfill the qualifications that the writer told in previous chapter. There are two English teachers who handle English lesson at MTs. Al-Mursyidiyyah Pamulang. The table 4.1 below shows about their personal information that will be determined their qualities as an English teacher.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Honorary/Public Servant Civil</th>
<th>Teaching Experience</th>
<th>Class</th>
<th>Latest Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minhuda,MM</td>
<td>42</td>
<td>Male</td>
<td>Public Servant Civil</td>
<td>2004 (4th)</td>
<td>VII &amp; IX</td>
<td>UNJ</td>
</tr>
<tr>
<td>2</td>
<td>Novrina</td>
<td>23</td>
<td>female</td>
<td>Honorary</td>
<td>2008 (1th)</td>
<td>VIII</td>
<td>UIN</td>
</tr>
</tbody>
</table>

Based on the table 4.1 above, the writer can state that both of them are qualified as English teachers because they were graduated from English department. But there are two factors that difference their qualities as an English teacher that are their educational background (knowledge) and the English teacher who often joined upgrading to improve his quality about the latest syllabus and material. Therefore, it can be concluded that Minhuda, MM is the English teacher who has more experiences from his knowledge and professionalism than another. Unfortunately, the strategy that he has already gained from upgrading didn’t imply in teaching learning activity in the physical classroom.
B. The Errors are Commonly Made by the Second Grade Students of Mts. Al-Mursyidiyyah in Making Simple Sentence.

Errors are something to do with unacceptable and appropriate forms of the grammar of the target language that have imprinted on learners’ mind. So they can not correct themselves-and which therefore need explanation.

The study of learner’s error is called error analysis. It is a way of looking at error made by the learners of the target language. It can help the teachers to analyze what the teaching and learning process have succeeded or not. So, the teachers can improve the effectiveness of their teaching. In other words, error analysis is an invaluable source of information to the teacher.

In this chapter the writer would like to analyze the students’ error in their simple sentence writing based on their types of their error. And every learner has a different type of making errors. Furthermore the most common errors that occur in simple sentence are:

a. Article

In Indonesia writing, there is no need to use article. It influences the students in their writing. Some students use wrong article in their sentence. They were confused how to use a or an before singular noun that is initialized with vowel. To make it clear see the following table

Table 4.2
Student’s Error in Article

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learn English in an week twice</td>
<td>I learn English in a week twice</td>
</tr>
</tbody>
</table>

The table above described about the students’ errors in article. There were two errors committed by the second year students of MTs. AL-Mursyidiyyah Pamulang in article with 1.03%. It showed that the students had understood about the article. And their errors could be caused by their mother tongue or interlingua transfer because there is no article in Indonesia like a, an and the to show noun.
b. Capitalization

Some students cannot decide whether an expression or a word should be capitalized or not. They used capital letter not in the certain words or, simply said, out of the rules. They also used the wrong capital letter in particular words. They did not put any capital letter at the beginning of the sentence, in the name of a person, and abbreviation. Also, they used capital letter in the middle of the sentence. See the following table.

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>My <em>english</em> teacher’s name is Minhuda</td>
<td>My English teacher’s name is Minhuda.</td>
</tr>
<tr>
<td><em>the</em> headmaster of <em>mts. Al-mursyidiyyah</em> is <em>drs. Ahmad syatiri</em></td>
<td>The headmaster of Mts. Al-Mursyidiyyah is Drs. Ahmad Syatiri.</td>
</tr>
<tr>
<td>Tomorrow is <em>Wednesday</em></td>
<td>Tomorrow is <em>Wednesday</em></td>
</tr>
</tbody>
</table>

The table above told about the students’ error in capitalization. There were 65 errors made by the students in capitalization with 33.6%. The writer interprets that almost all of students did not know the important to use capitalization in first word, name, place, and so on. So, the teacher have to give the attention more to the students about how important capitalization in sentences.

c. Word choice

Word choice is choosing the right word in a sentence. Sometimes one word has the same meaning but has different usage in the sentence. Some students choose the wrong words whose meaning doesn’t appropriate with the sentence. The result is that a sentence is unclear or the students fail to express what they mean. To make it clear see the table bellow;
Table 4.4
Students’ Error in Word Choice

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ I am at <em>house</em> now.</td>
<td>➢ I am at <em>home</em> now</td>
</tr>
<tr>
<td>➢ Our class is nice, good and <em>huge</em> enough.</td>
<td>➢ Our class is nice, good and big enough.</td>
</tr>
</tbody>
</table>

The table above described about the students’ error in word choice. There were 13 errors committed by the students in word choice with 6.7%. The writer interprets that most students unable to choose which word they should use in a sentence. It means that they did not fully understand about which word they should choose.

d. Omit the word

Sometimes, the students miss the several words in their sentence when they are writing a sentence. See the table bellow, it’s about the students’ error in omit the word.

Table 4.5
Students’ error in omit the word

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ I finish studying in school _ 12.30 WIB.</td>
<td>➢ I finish studying in school at 12.30 WIB.</td>
</tr>
<tr>
<td>➢ I go to bed _ night at 09.00 am.</td>
<td>➢ I go to bed every night at 09.00 am</td>
</tr>
<tr>
<td>➢ There are 30/31 <em>day</em> in a month.</td>
<td>➢ There are 30/31 days in a month.</td>
</tr>
</tbody>
</table>

The table above told about the students’ error in omitting the word. There were 51 errors committed by students in omitting the word with 26.4%. The writer assumes that students had not clearly understood which word they should omit. And they were not careful when they were writing the sentence. So, errors in this area could be found in most students’ writing.
e. **Preposition**

Some students made error in using preposition. They used wrong preposition in a sentence, especially in indicating to the address. To make it clear see the following table

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I finish studying <em>on</em> school at 12.30 pm.</td>
<td>I finish studying in school at 12.30 pm.</td>
</tr>
<tr>
<td>I get to school <em>by</em> foot.</td>
<td>I get to school on foot.</td>
</tr>
</tbody>
</table>

The table above told about students’ error in preposition. The writer found 11 errors with 5.6% in this area, so the writer assumes that the students are still confuse in using preposition in their sentence. For the teacher, she has to give more attention in teaching preposition and give explanation clearly how to use preposition in sentence.

f. **Punctuation**

Some students made errors in punctuation. They did not use punctuation in the end of the sentence, and between Coordinate conjunctions. See the following table

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents eat rice everyday</td>
<td>My parents eat rice everyday.</td>
</tr>
<tr>
<td>Our school is very nice, big and beautiful.</td>
<td>Our school is very nice, big, and beautiful.</td>
</tr>
</tbody>
</table>

The table above described about students’ error in punctuation. Error in punctuation indicated that the students were careless when writing. They somehow had difficulty in putting the right punctuation such
as comma and point. There are 4 errors in punctuation could be found in the students’ simple sentence with 2.07%.

g. Singular/Plural

Some students made error in using singular and plural noun. They did not use the plural form for the plural nouns, made errors in the words that come after expression quantity. See the following table

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have only one sisters.</td>
<td>I have only one sister.</td>
</tr>
<tr>
<td>All my brother and parents live in Pamulang.</td>
<td>All my brothers and parents live in Pamulang.</td>
</tr>
</tbody>
</table>

The table above described about students’ error in singular/plural. The writer interprets that most students did not understand in making sentence using number in singular and plural form. it can be seen with the percentage 3.6% with 7 errors. And it also could be caused by the mother tongue interference.

h. Spelling

Spelling is how to write a word correctly. Most students misspelled certain words, especially for the English words that changed into Indonesian language and made some incorrectly separated words. To make it clear see the table bellow.

<table>
<thead>
<tr>
<th>Corpus</th>
<th>Reconstruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like orange juss.</td>
<td>I like orange juice.</td>
</tr>
<tr>
<td>Tomorrow is wetnesday.</td>
<td>Tomorrow is Wednesday.</td>
</tr>
<tr>
<td>There are 30/31 days in emond.</td>
<td>There are 30/31 days in a month.</td>
</tr>
</tbody>
</table>
The table above told about students’ error in spelling. Errors that the students commit in spelling can be seen with 9.8% with the 19 errors found in their simple sentence. It could be caused of students’ carelessness when writing. They considered insignificant about spelling in their writing, whereas if they got more carefully when writing.

i. Verb Tense

Most of students made mistake in tense, they were confused in using tense in their writings. They made error in the form of simple present tense. See the table below

<table>
<thead>
<tr>
<th>Table 4.10</th>
<th>Students’ Error in Verb Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corpus</td>
<td>Reconstruction</td>
</tr>
<tr>
<td>➢ My parents <em>lived</em> in Pamulang now.</td>
<td>➢ My parents live in Pamulang now.</td>
</tr>
<tr>
<td>➢ Tomorrow <em>will</em> Wednesday.</td>
<td>➢ Tomorrow is Wednesday.</td>
</tr>
</tbody>
</table>

That table described about students’ error in verb tense. The writer found 14 errors committed in this area with 7.2%. The writer interprets that the students had difficulty in putting the verb; they still did not fully know or understand how to use the certain verb tense. It was caused by their mother tongue.

j. Word Order

Sometimes this error is the result from immediate communication strategy when the learner tried to express meaning, which their competence contained no appropriate items by rules at all. Indonesian word order and English word order are different. See the following table

<table>
<thead>
<tr>
<th>Table 4.11</th>
<th>Student Error in Word Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corpus</td>
<td>Reconstruction</td>
</tr>
<tr>
<td>➢ Our school is nice, good, and <em>enough big</em>.</td>
<td>➢ Our school is nice, good, and big enough.</td>
</tr>
<tr>
<td>➢ I like <em>juice avocado</em>.</td>
<td>➢ I like avocado juice.</td>
</tr>
</tbody>
</table>
The table above described about students’ error in word order. The writer found 7 errors with percentage 3.6%; it means that the students had not understood yet to order the word in right place. It could be caused by the mother tongue interference.

From the data mentioned above, we can see that there are ten kinds of errors made by the second grade students. There are articles, capitalization, word choice, omit the word, preposition, punctuation, singular/plural, spelling, verb tense, and word order. The errors of capitalization area are the most frequent errors in which the second grade students at MTs. Al-Mursyidiyyah committed with 65 errors or 33.6%. To make it clear the following table described about the recapitulation of the students’ simple sentence errors.
Table 4.12
TABLE OF RECAPITULATION OF THE STUDENTS’ SIMPLE SENTENCE ERRORS

<table>
<thead>
<tr>
<th>ERRORS CLASSIFICATION</th>
<th>STUDENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>I</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>J</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

A: Singular-Plural   F: Spelling
B: Word Choice       G: Capitalization
C: Verb Tense        H: Article
D: Omit the Word     I: Preposition
E: Word Order        J: Punctuation
From the table 4.12 above showed that the total students’ errors in simple sentence are 193 from ten types of error. And to know the sequence of error based on the highest percentage, see the table 4.13 bellow.

**Table 4.13**
The Sequence of Error Based on the Highest Percentage of Error

<table>
<thead>
<tr>
<th>No.</th>
<th>Error Area</th>
<th>Percentage of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Capitalization</td>
<td>( \frac{65}{193} \times 100% = 33.6% )</td>
</tr>
<tr>
<td>2.</td>
<td>Omit the word</td>
<td>( \frac{51}{193} \times 100% = 26.4% )</td>
</tr>
<tr>
<td>3.</td>
<td>Spelling</td>
<td>( \frac{19}{193} \times 100% = 9.8% )</td>
</tr>
<tr>
<td>4.</td>
<td>Verb Tense</td>
<td>( \frac{14}{193} \times 100% = 7.2% )</td>
</tr>
<tr>
<td>5.</td>
<td>Word Choice</td>
<td>( \frac{13}{193} \times 100% = 6.7% )</td>
</tr>
<tr>
<td>6.</td>
<td>Preposition</td>
<td>( \frac{11}{193} \times 100% = 5.6% )</td>
</tr>
<tr>
<td>7.</td>
<td>Singular/Plural</td>
<td>( \frac{7}{193} \times 100% = 3.6% )</td>
</tr>
<tr>
<td>8.</td>
<td>Word Order</td>
<td>( \frac{7}{193} \times 100% = 3.6% )</td>
</tr>
<tr>
<td>9.</td>
<td>Punctuation</td>
<td>( \frac{4}{193} \times 100% = 1.3% )</td>
</tr>
<tr>
<td>10.</td>
<td>Article</td>
<td>( \frac{2}{193} \times 100% = 0.6% )</td>
</tr>
</tbody>
</table>

The table above showed that the highest percentage of error is made in capitalization with 65 errors or 33.6%. Moreover, it is followed by errors of omit a word with 51 errors or 26.4%. And the lowest error made in article with 1.03%. The writer interpreted that the problems arose not only from the linguistic but also non – linguistic competence.
For the linguistic problems, the writer found such as the mastery of vocabulary had by the students. For example, the word “friend” was written “frend”. Next, the word “juice” was written “juss”. And the word “Apple” was written “Aple”. So, the students get many problems in writing sentence. It was caused by contrastive morphology between Indonesia and English. To solve this problem the teacher has to be creative in increasing students’ vocabulary mastery. And the teacher should explain the simple sentence clearly to the students and make sure that the students understood about it.

Next problem is about grammar skill mastered by the students. Basic Indonesian word order is similar to English. Generally, sentences begin with a subject, followed by a verb (also called a predicate), and then an object. But in Indonesian the verbs don't change depending on tense. Indicating the past or future tense only requires inserting words that indicate the time, in a very regular system.

Contoh (Example):

- Saya makan nasi (= I eat rice)
- Saya telah makan nasi (= I ate or have eaten rice)
- Saya sudah makan nasi (= I ate or have eaten rice)
- Saya akan makan nasi (= I will eat rice)
- Saya sedang makan nasi (= I am eating rice)
- Saya makan nasi kemarin (= I ate rice yesterday)

Furthermore, for non-linguistic problem appeared like individual learner differences such as, age, learning style, motivation. So, the teacher ought to motivate her students to be more relax in learning English and tell them that English is easy to learn and do not be afraid to make mistake.
CHAPTER V
CONCLUSION AND SUGGESTIONS

In this chapter the writer conclude the study result based on the research was done at MTs. Al-Mursyidiyyah Pondok Benda Pamulang and suggest the readers, especially for the English teacher. It consists of conclusion and suggestions

A. CONCLUSION

Based on the analysis and the description of data in the previous chapter, it can be concluded that after analyzing through the research the writer got the data about students' errors which commonly made in writing simple sentence. Their errors are in spelling, punctuation, word order, possessive, word choice, add a word, omits a word, incomplete sentence, capitalization, article, preposition, malformation, meaning not clear, singular-plural, and punctuation.

The data proved that frequency of errors in the average from students’ answer sheets of 15 items WH questions, the errors in capitalization is the highest frequency. From 30 students more than half of them made errors in this area of writing simple sentence. It appears 65 times from 287 of the total errors. And the error in article is the lowest frequency from students second year of MTs. Al-Mursyidiyyah Pondok Benda Pamulang. It appears twice from 287 of the total errors. Each of the students made many errors on the types of error as mentioned above. These errors are caused by their lack of English grammar knowledge; they often over-generalize the form of words, the influence of their native language or inter-lingual transfer, the context of learning and the last is intra-lingual transfer.
B. SUGGESTIONS

Based on the research that was carried out by the writer, it is clear that the students’ simple sentence ability must be improved in a classroom or outside the classroom. Therefore, the writer would like to address some suggestions as follows:

1. The teacher should explain the simple sentence clearly to the students and make sure that the students understood about it.
2. Teach them some materials that the students made errors in their sentence.
3. The teacher has to be creative in teaching writing, so it makes them interested to study more.
4. The teacher ought to motivate her students to be more relax in learning English and tell them that English is easy to learn and do not be afraid to make mistakes, because it is a process to reach a success.
5. Give our students feedback of their writing either by using oral communication or written communication in which our students can learn from their mistakes immediately.
6. The students are better to get familiar with dictionary and get the correct use of word.
7. Give a ward or a good utterance for the best students because it will make them proud of their ability.

The suggestion above will not work well if the teachers and their students do not have any cooperation. Because of that, the teachers as an instructor have to give motivation to their students to write English more. And for the students have to do what their teacher ordered.
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http://www.manythings.org/e/pattern.html
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<table>
<thead>
<tr>
<th>ERRORS CLASSIFICATION</th>
<th>STUDENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30</td>
<td>7</td>
</tr>
<tr>
<td>B</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>51</td>
</tr>
<tr>
<td>E</td>
<td>1 4 2</td>
<td>7</td>
</tr>
<tr>
<td>F</td>
<td>3 2 1</td>
<td>19</td>
</tr>
<tr>
<td>G</td>
<td>2 1 3 1 2 3 1 2 1 3 1 2 6 4 5 4 2 2 10 1 6 3</td>
<td>65</td>
</tr>
<tr>
<td>H</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I</td>
<td>1 1 1</td>
<td>11</td>
</tr>
<tr>
<td>J</td>
<td>1 1 1</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3 7 7 8 11 7 5 4 9 5 4 1 5 6 9 21 15 9 12 11 14 16 13 11 13 11 19 11 12 11</td>
<td>193</td>
</tr>
</tbody>
</table>

A: Singular-Plural  
B: Word Choice  
C: Verb Tense  
D: Omit the Word  
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