

AN ERROR ANALYSIS ON STUDENTS' WRITING
(A Study at MAN 4 Pondok Pinang Jakarta Selatan)

A Skripsi

**Presented to the Faculty of Tarbiyah and Teacher Training
in a Partial Fulfillment for the Degree of Strata I (S1)**



By:

Ayatiningsih
101014020791

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
1428 H/ 2008 M**

AN ERROR ANALYSIS ON STUDENTS' WRITING
(A Study at MAN 4 Pondok Pinang Jakarta Selatan)

A Skripsi
Presented to the Faculty of Tarbiyah and Teacher Training
in a Partial Fulfillment for the Degree of Strata I (S1)

By:

Ayatiningsih
101014020791

Approved by:

Advisor

Dr. Didik Santosa, M.Pd
NIP. 150270348

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER'S TRAINING
STATE ISLAMIC UNIVERSITY
SYARIF HIDAYATULLAH
JAKARTA
1428 H/ 2008 M

ACKNOWLEDGEMENT

In the name of Allah, The Beneficent, The Merciful.

Praise be to Allah, the Lord of the world, who has bestowed upon the writer in completing this paper. Peace and Blessing be upon our prophet Muhammad SAW, his family and his followers.

In this occasion the writer would like to express his great honor deepest gratitude to her best parents, Mr. Muhammad Supalal and Mrs. Suliyem, and her beloved sisters Yuli Rahmawati and Nur Aini, her beloved brother Alwi Dhuha, who always give support, motivation, understanding and love. I love you forever.

And for my beloved daughter Matahari, you are my live, I dedicated this skripsi for you girl.

And the writer would like to express her sincere gratitude to Bpk. Didik Santoso M.Pd, for his adviser who has patiently guided her writing this skripsi.

His gratitude also goes to those who helped her in finishing her work, among other:

1. To all lectures at the English Department, for their knowledge, motivation, and patience, during his study at UIN Jakarta.
2. Drs. Syauki M.Pd, the Head of English Department.
3. Mrs. Neneng Sunengsih S.Pd, the Secretary of English Department.
4. My parents in law, Mr. Muhammad Sutaryono and Mrs. Purwanti and their big family.

Thank you for their support.

5. Prof. Dr. Dede Rosyada M.Pd, the Dean of Tarbiyah and Teachers' Training.

6. All the teacher of MAN 4 Pondok Pinang Jakarta Selatan especially Mrs. Fauziah and Mr. Ghozi, who has given permission in doing the research and for giving the writer experience and permission to carry out her research.
7. Her best friend, Huda, Boix, Irami, Yova, Lina, and Pesyek, who always accompany in her hard day and give her support to finish her skripsi.
8. Finally, the writer hopes some suggestion and critics from the readers for this very simple paper and it will have some value, although she admits that it is far from being perfect.

Jakarta, November 2008

The Writer

Ayatinationsih

TABLE OF CONTENT

CHAPTER I	INTRODUCTION	1
	A. Background of the Problem	1
	B. Identification of the Problem	3
	C. Statement of the Problem	3
	D. Significance of the Study	3
CHAPTER II	THEORETICAL FRAMEWORK	5
	A. Error Analysis	5
	B. Vocabulary	13
	C. English Writing	16
CHAPTER III	METHODOLOGY	20
	A. Objective of the Study	20
	B. Place and Time of the Study	20
	C. Research Method	20
	D. Data and Data Resource	20
	E. Technique of Collecting the Data	21
	F. Technique of Analyzing the Data	21

CHAPTER IV	RESEARCH FINDING & DISCUSSION	24
	A. Data Description	24
	B. Discussion	27
CHAPTER V	CONCLUSION & SUGGESTION	30
	A. Conclusion	30
	B. Suggestion	31
BIBLIOGRAPHY		
APPENDIX		



CHAPTER I

BACKGROUND

A. Background of the Problem

English language is one of the compulsory subjects for junior high school until university student in Indonesia. That is why the mastering of this subject is obligatory for these students. In facts, most of them do not master it yet. This is proven by the score of English obtained by the student are still low.

The low level of the students' score is cause by several factors. These factors are the lack of mastering English grammar, the low ability on listening, speaking, reading and writing including the lack of vocabulary.

Vocabulary is one of the elements of English language that must be possessed by the students in mastering English, because vocabulary is the basic element to understand a language.

The vocabulary of a person is defined either as the set of all words that are understood by that person or the set of all words likely to be used by that person when constructing new sentences. The richness of a person's vocabulary is popularly thought to be a reflection of intelligence or level of education.

Teaching process of language does not always run smoothly. In one side, it can be a very difficult one, because, not all the student could understand English. The problems frequently found by the students are to find the suitable vocabulary or words to be used and then writing them in English.

The causes of students' lack of vocabulary are the laziness on reading English based articles or book; listening to English based conversations or songs; watching English based movies; etc.

As for the cause of students' writing problem is because writing is a complex skill, it embraces structures, vocabulary, rhetoric concepts and other elements. This skill relates with listening, speaking and reading.

The purpose of the writing itself is the expression of the ideas to readers. So, the ideas should be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects, such as neat handwriting; correct spelling; punctuation; as well as acceptable grammar and careful selection of vocabulary.

Finally, based on the background above, the writer attempt to carry out a research study under the title **“An error Analysis of Students’ Writing (A Study at MAN 4 Jakarta)”**.

B. Identification of the Problem

As explained above, the problems frequently found by the students are to find the suitable vocabulary or words to be used and then writing them in English. Related to the purpose of writing, especially in expressing the ideas, sometimes students find it difficult in translating their thought into a written text, because they also have concern in another formal or informal aspect that makes them feel under pressure and unable in giving fine results.

C. Statements of the Problem

The problem of the statements of the study is formulated as follow, what kind of vocabulary errors do the students make in English writing?

D. Significance of the Study

The writer hopes that this research will be useful for the following persons:

1. For the teachers who are teaching vocabulary and analyzing error in English writing for their students.
2. For the students who are learning vocabulary and English writing and hopefully could do error analyze themselves in English writing.
3. For headmasters who could monitor their teachers in teaching vocabulary and analyzing error in English writing for their students, and also monitor their students' progress in learning English.
4. As for readers, the writer hopes that this research could help in understanding the importance of vocabulary and error analyze in English writing.

CHAPTER II

THEORETICAL FRAMEWORK

A. Error Analysis

Students as learners who learn the English language often use unsuitable vocabulary in their daily learning activities and inappropriate English writing forms. The unsuitable and inappropriate forms are called errors. It is unavoidable that learners do some errors in their language learning process. These do not mean a sign of failure, making errors can be regarded as an essential part of the learning process. However, errors must not be neglected. In relation to the learner's errors, a study known as 'error analysis'.

Error analysis, according to Allan & Corder is a deviation from the realization rules of the target language in the derivation of his sentences, that is, the rules that he/she has broken, substituted and disregarded. The error is categorized as a psycholinguistic problem because error is the reason why he has broken, disregarded or ignored the rules of the target language.

The study of error is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning strategies. In this respect, error analysis may prove to be one of the central activities in the psycholinguistic study of language learning.

Error Analysis has three stages, namely: recognition, description and explanation. These are logically dependent upon each other. Most teachers reckon they can recognize an error when it is committed. They may be wrong, since it is always possible that a well formed and apparently appropriate utterance has been misinterpreted.

There are 3 stages of making error: The pre systematic, The systematic stages, The post systematic stages.

- (1) *the pre systematic stages* is the learner is unaware of the existence of a particular system or rule in the target language. His errors are quite random. He may even occasionally produce a correct form. When asked to correct his sentence he cannot do so nor give any account of why he chooses the particular form he did;
- (2) *the systemic stage* is his errors are regular. He has discovered and is operating a rule of some sort, but the wrong one. When asked to correct his error he cannot do so, but he can give some coherent account of the rule he is following;
- (3) *the post systemic stage* is the learner produce correct forms but inconsistently. He has learned the rule but fails through lack of attention or lapse of memory to apply it consistently. When asked to correct his errors his error can do so and give amore or less coherent account of the rule.”¹

¹ Allan and S.Pit Corder, Technique in Applied Linguistics Vol 3, The Edinburgh Cour in Applied Linguistics Edifed by J.P.B Oxford Univercity Press 1974. P.131

Error can be caused by three things, there are: Transfer error, analogical errors and Teaching induced error.

a. Transfer errors

The beginning stages of learning a second language are characterized by a predominance of interference of learner's native language. In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

b. Analogical errors

Although when the learners have discovered a correct rule of the target language, they may still continue to make errors, because they haven't yet discovered the precise set of categories to which the rules applies. Errors, which result from these strategies, are called analogical errors.

c. Teaching induced errors.

Errors in second language learning may appear to be inducing by the teaching process itself. In this term, the method and the material that used by the teachers can lead the learners to make hypotheses about the language.”²

Error is usually compared with mistakes. It is important to make a distinctive definition between error and mistakes, because they are technically two different phenomena. In order to analyze learner's in proper perspective it is crucial point to make a distinction between mistake and errors. “Mistakes are failure to use a known system correctly. Mistakes

² Peter hubbard, et. Al, A training Course for TELF, (New York: Oxford University Press, 1983) p.

are caused by memory lapses, by physical as well as psychological conditions, such as tiredness or strong emotion. Mistakes are not systemic, they are incidental. On the other hand, errors are the failure to apply the language system correctly, because the learner's lack of knowledge about the rules, etc. Errors are systematic. Error in language tells us something about the learner's mastery of the language."³

Burt and Kiparsky (1974:73) prompted a state "an error can vary in magnitude. It can cover a phoneme, a morpheme, a word, a phrase, a clause, a sentences or even a paragraph. This state of affairs led them to distinguish between global error and local error. A global error is one of which involves "the overall structure os a sentence" (includes everything), and a local error is one of which affects "a particular constituent" (helping to make a whole component part)."⁴

Burt and Kiparsky agree that some errors in students speech and writing should be tolerated so that learners feel more self confident about communicating in a foreign language. There are two distinct classify categories of students' second language error: those are errors that caused a listener or reader to misunderstand a message or to consider a sentence in comprehensible (global errors), and those errors that do not significantly hinder communication of a sentence's message (local error). One the basis of how error affects the comprehensibility of whole sentences, Burt and Kiparsky propose that one can build a local-to-global hierarchy of errors that could be potentially useful to teacher. Burt argues persuasively that the global/local distinction is the most pervasive criterion for determining

³ S.Pit Corder, *Error Analysis & Inter Language*, (Oxford:Oxford University Press, 1981), p.18

⁴ Nsakala Lengo, *What Is An Error?* English Teaching Forum XXVIII, (July 1995), p.22

the communicative importance of error. She claims that the correction of one global error in a sentence clarifies the intended message more than the correction of several local errors in the same sentences. Furthermore, she states that limited correction to communicative errors allows the student to increase his motivation and self confidence toward learning the target language. Burt suggests that only when their production in the foreign language begins to concentrate on remediation local errors, if the learners are to approach near native fluency.

Global or local error distinction as a basis for developing an error taxonomy that allows foreign language teacher to classify, code, and chart students communicative and linguistic error systematically. Burt and Kiparsky suggest that when correcting composite errors, teacher might use different color inks for distinguishing more important error from less important ones.

As mentioned above, the study of error is part of the analysis of the process of language learning. In this case it resembles methodologically the learning acquisition of the mother tongue. It provides us with the picture of the linguistic development of a learner and may provide us indications as to the one of the learning strategies. In this respect, error analysis may prove to be the one of the central activities in the psycholinguistic study of language learner.

Based on the two descriptions above, the study of errors is part of the analysis of the process of the language leaning. In this case it resembles methodologically the learning

acquisition of mother tongue. Other word errors are all incorrect forms produced by the learner. The errors that they make can indicate their level of proficiency.

Now according to Jack Fisiak, error analysis that students make in the process of learning a second or foreign language have always been a cause of much concern to the teachers and textbook writers alike.”⁵

The methodology of error analysis, in so far as traditional error analysis can be said to have followed a uniform methodology at all, consists of the following steps: 1. Collecting the data (either from a 'free' composition by students on a given theme or from examination answers); 2. Identification of errors (labeling with varying degrees); 3. Classification into error type; 4. Statement of relative frequency of error type; 5. Identification of the areas of difficulty in the target language; 6. therapy (remedial drills).

According to Dulay, error can be classified into two categories: global and local error. Global errors are errors that affect the overall organization of the sentence and hinder communication, while local errors are those that affect a single element in the sentence and usually do not hinder communication. Take, for example, if one says, "English language use many people", it may be difficult to interpret the intended meaning because this expression may not be understood by the hearer. One cannot use this sentence in communication if he wants his sentence to be understood. And if one asks, "Why we like each other?" or "Why like we each other?" this question will certainly be understood, because only part of the sentence auxiliary *do*, is missing.

⁵ Jack Fisiak, *Contrastive Linguistics and the Language Teacher*: Pergamon Press 1981 P. 207

Despite the categories of error classification above, Dulay, Burt and Krashen offer useful descriptive taxonomy called a Target Modification Taxonomy so acknowledging the fact that it is based on a comparison of the forms the learner used with the forms that native speaker would have use in the same situation.

According to Dulay, Burt ad Krashen the categories of error are as follows: 1. Omission (the absence of an item which must not appear in a well form utterance); 2. Addition the presence of an item which must not appear in a well formed utterances); 3. Malformation (the wrong form of the morpheme or structure); regulation, arched-form and alternating-form; 4. Disordering (the incorrect placement of a morpheme or group of morpheme).

As mentioned above, the study of error is part of the analysis of the process of the language learning. In this case it resembles methodologically the learning of the linguistic development of a learner and may provide us indications as to the learning strategies. In this respect, error analysis may prove to be the one of the central activities in the psycholinguistic study of language learner.

In line with the theoretical description above, error analysis is meant to determine errors which are made by learner which are considered as indicators learner's problems in learning a second language.

B. Vocabulary

Learning vocabulary is necessary in every language. Good mastery is very important aspect in communication, because without mastering vocabulary someone cannot master four language skills. Vocabulary is also needed in order us as human being, are able either to express our ideas to someone else or understand the messages transmitted to us.

The Meaning of Vocabulary.

According to Jordan, “the understanding of vocabulary depends on the strategies that make a person understand words and commit them to memory, while the production of vocabulary concern the strategies that enable him or her to active his or her storage by retrieving these words from his or her memory and by using them in appropriate situation. The fact that words can be retrieved from one’s memory depends on what have been stored earlier implies that comprehension should precede production in language teaching.”⁶

Jordan said that vocabulary development is not a specific study skill, but the importance of vocabulary learning should not be overlooked. Vocabulary is often considered by students as a yardstick of their improvement in learning a foreign language. Therefore, the teaching of vocabulary then may increase their motivation in learning a foreign language

To improve the vocabulary learning, students ca be given different forms of exercise, for example, making correct choices from a given list, selecting appropriate synonyms or blank-filling in sentence or paragraphs.

⁶ Jordan, R (1997) English for Academic Purposes, Cambridge: Cambridge University Press.

According to (Carter, 2002), a word is defined as any sequence of letter or a limited number of other characteristics such as hyphens and apostrophes bounded on either side by a space or punctuation.

The concept of basic English was actually first proposed almost a decade earlier in the late 1920. It was a project designed to provide a basic minimum vocabulary for the learning of English. It involves a word list of 850 items and discussions concerning the structure and functions of word. The nature of the relationship between words and to design an improved introductory course of foreign learner reading in to general English.

The general service list of English word (GSL) grew organically from major studies in the 1930's on vocabulary selection for teaching purpose. Its main criteria for learning in the early stages of acquisition are that frequency of each word in written English should be indicated and the information should be provided about the relative prominences of the various meanings and uses of a word form. With these two criteria, it was hoped that the list would provide particularly useful guidance for teachers deciding which words and meanings should be taught first.

Consisting of two thousand words with semantic and frequency information drawn from a corpus of two to five million words. GSL is claimed as one of the appropriate sources of vocabulary learning. GSL claims that knowing these words gives access to about eighty percent of words in any written text. The list also stimulates motivation since the words acquired can be seen by learners to have demonstrably quick returns. Lastly the book has become

the stepping stone in vocabulary learning because the selection of word in this list includes their university (words useful) in all countries). Their utility (enabling discussing on as wide subject range as possible), and their usefulness in terms of definition value.

So, from some opinion above, it shows that vocabulary is a component of language and number of words used by a person, class, profession, etc in the communication in every aspect such as in trade, education, business, etc.

C. English Writing

Writing is one part of language skill beside speaking, listening and reading. It embraces many subject matters. That is way; writing is more difficult rather than another. To know more about writing in this research, the writer will discuss further.

Many definitions are given by linguist about writing. According I Henry Rogers, “Writing is the use of graphic marks to represent specific linguistics utterance. The purpose of a definition is to distinguish a term from other things which are understood what writing is, it is helpful to investigate some similar things which are not writing according to our definition”.⁷

The above statement shows that, to write is to put down the graphic symbols that represent a language one understand; so that the other can read these graphic symbols if they know the language and the graphic representation.

⁷ Henry Rogers, Writing System; A linguistic Approach, (Blackwell Publishing Australia), p. 2

Writing is not language. Language is complex system residing in our brain which allows us to produce and interpret utterance. Writing involves making an utterance visible. Although writing is not language, writing does represent language, and in our definition only language. Human engage in many non-linguistic type of communication. These other types of communication may at a time be visual, but they are not writing.

Writing is systematic in two ways: it has systematic relationship to language, and it has systematic internal organization of its own.

Still according to Rogers: he examines four important aspect writing:

1. The creation and history of writing

This type of creation involves an anthropological notion known as stimulus diffusion; with stimulus diffusion, something borrowed from one culture into another, but only general idea, not all details. In the case of a writing system, the creator is aware of the nation of writing and created a new type of writing.

2. The relationship of writing and language

An extremely interesting question is how writing and language are related. In Finnish, for example, there is an almost perfect one-to-one relationship between written symbols (letters of the Roman alphabet) and the phonemes of Finnish. In Chinese, by contrast, there is fairly consistent relationship between written symbols (characters) and the morphemes of Chinese

3. The internal structure of writing system

Writing system has internal structure independent of the language being written. From English, we are used to writing starting at the top left corner of the page, proceeding from left to right, with each row placed under the previous row. But this arrangement is by no means universal; for example, the Arabic script is written in rows like English, but each line written right to left, starting at the top right corner of the page. Arabic is also written cursively, so that most letters within a word are connected to each other; as a result, letters have different shape depending on how they are attached to other letters. This internal structure of the Arabic script has been maintained even when it has been used to write other language, such as Persian or Urdu.

4. The sociolinguistic of writing

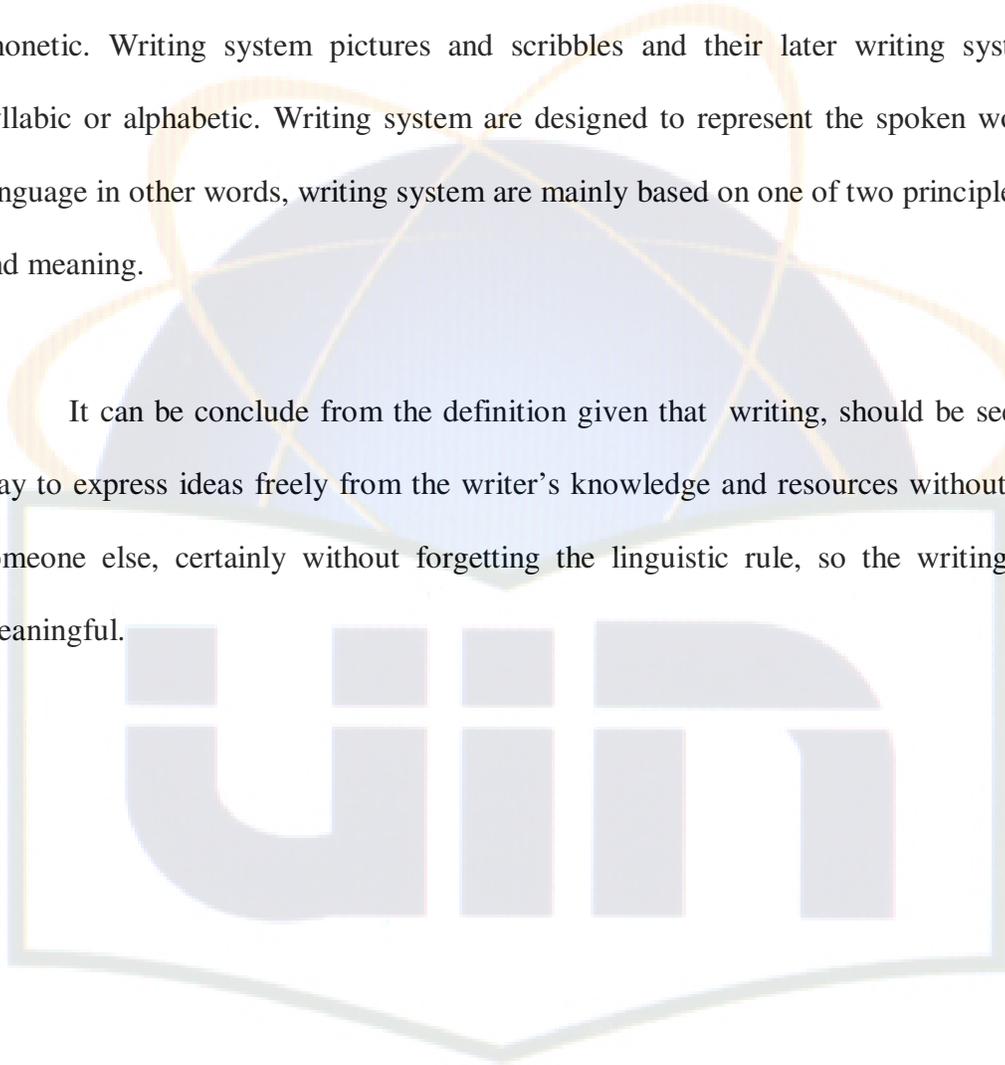
Writing is done in social context. For example, Scot Gealic is a Celtic language spoken in northwestern Scotland; the language has been written for many centuries. Today, Scot Gealic speakers may on occasion write something in Gealic, but for most speaker of the language, writing is ordinarily done in English; because of the social history of the highland and island areas of Scotland, where Scots Gealic is spoken. Writing usually associated with English.”⁸

According to Bissex (1980: 203) defines writing as “a symbol system conveying a stable message.”

⁸ Henry Rogers, Writing System; A Linguistic Approach, Blackwell Publishing 2005. P.4

Writing system is a system of written symbols that represent the sounds, syllables, or words of language. Bissex notes that writing system can be basically phonetic. Historically for children, their earliest writing are interpreted and created by non phonetic. Writing system pictures and scribbles and their later writing systems are syllabic or alphabetic. Writing system are designed to represent the spoken words of a language in other words, writing system are mainly based on one of two principles, sound and meaning.

It can be conclude from the definition given that writing, should be seen as the way to express ideas freely from the writer's knowledge and resources without copying someone else, certainly without forgetting the linguistic rule, so the writing will be meaningful.



CHAPTER III

RESEARCH METHODOLOGY

A. Objective of the Study

The objective of the study is to describe student's difficulties in writing English vocabulary.

B. Place and Time of the Study

This research is conducted at September 07 2007 at MAN Jakarta 4 Pondok Pinang Jakarta Selatan.

C. Research Methodology

The method of the research is an error analysis. Error Analysis is the study of error is part of the analysis of the process of the language learning. In this case it resembles methodologically the learning of the acquisition of the mother tongue.

D. Data and Data Source

The data of this research are students and the teachers' statements about difficulties face by the students in writing English vocabulary. The data source is deriving from the third year students and the teachers of MAN 4 Pondok Pinang Jakarta. The population of this research is all students of 3 IPA, namely 3 IPA 1. The population of these classes is 33.

E. Technique of Collecting the Data

To collect the data, writer gives writing test to the third grade students of MAN 4 Pondok Pinang Jakarta. This test is about writing which is focused on vocabulary. The procedure of collecting the data are: first, the writer gives a writing test to the students' of MAN 4 Pondok Pinang. Second, the writer identifying an error that the students make in the writing test. And after that, the writer classification errors that found in students writing test.

F. Technique of Analyzing the Data

The Data of this research are analyzed by using the state suggested by Allan and Corder, namely; recognition of error, description of error and explanation of error.

These are logically dependent upon each other. Most teachers reckon they can recognize an error when it is committed. They may be wrong, since it is always possible that a well-formed and apparently appropriate utterance has been misinterpreted.

a. Recognition of Error

Recognition of Error is thus crucially dependent upon correct interpretation of the learner's intention. The difficulty in identification of error is thus firmly put where it belongs, on interpretation. The process of recognizing and identifying errors is then one of comparing original utterance with their plausible and authoritative constructions, and identifying differences. This is the input to the next stage of error analysis. The process is one which experienced teachers performs almost automatically; it is however, as I have

tried to show, a complicated one and involves a number of logically related decisions can be expressed in the form of algorithm.

b. Description of Error

The description of error is essentially a comparative process, the data being the original erroneous and reconstructed utterance. The criteria for decisions as to grammatical model adopt are exactly the same. The fact that we may possess description according to the various models, of the target language but of none of the learners' idiosyncratic. Our object in error analysis is to explain error linguistically and psychologically in order to help the learner to learn. It is only when we observe the same error occurring regularly that we can begin to talk about the rules the learners appears to be following and attempt a description of his traditional dialect. It is on the basis of systematic error that we construct syllabuses and remedial programs.

c. The Explanation of Error

Whereas, the description of error is largely a linguistic activity, explanation is the field of psycholinguistic. It is concerned with accounting for why and how errors come about. When it is comes to learning the rules of a second language the matter is probably more complicated. If one does not know how to do something then the only available options are not to do it, or to do it in the most similar available rules, i.e. of one, mother tongue. However even when a learner has discover a correct rule he may still to continue to make errors because he has not yet discovered the precise set of categories to which the rules applies. Errors of this sort are errors of overgeneralization or analogical errors. It is clear that these do not necessarily have connection with the nature of the mother

tongue, and consequently we would to find (and we do that there is a set of errors made by learners of a particular second language whatever their mother tongues.”⁹



⁹ J.B.P. Allan and Corder, *The Edinburgh Course In Applied Linguistics* (England: Oxford University, 1978), p.127

CHAPTER IV

RESEARCH FINDING & DISCUSSION

A. Data Description

There are three findings in this research (1) Lexical Error (2) Grammatical Error (3) Other type of Errors.

A. Lexical Error

Here are the improper choices of Lexical Item:

1. *ALI*. I make a deal with my friend

The underline word above is incorrect. The correct one is: “I make an appointment with my friend”. Because the sentence in the context that the student make a promise with his friend to go to cinema.

This improper choice of lexical item was also made by *ULI* as follows:

2. *ULI*. Sit inside a woman

Student *ULI* chooses the word *inside*, and the word is not appropriate although that is understandable but beside is more appropriate. So the correct sentence is “Sit beside a woman”. In the context told the student will sit beside a woman.

3. *BILI*. I listen good carefully

The word good is an incorrect form to appear after the word with. The student should use a noun after the verb and the noun form is “carefully” not “good” the verb

form. So the correct sentence is “I listen carefully”. In the context told the students will listen the movie carefully.

Based on the data above, it can be concluded that the students make lexical Error in English writing.

B. Grammatical Error

Here are Grammatical Errors which is students made:

1. *MG3*. People in the theater will be angry with our

In the sentence the student uses the wrong pronoun. Instead of the third plural pronoun *us*, he/she uses the first plural *our*.

2. *CG2*. Andre speaker with his girl friend

Sentence *CG2* shows that the errors occur because the students fail to give the right past form of the verb *speak* and she/he give the word *speaker* which is not the right one. And the sentence is “*Andre spoke with his girl friend*”.

3. *IG1*. I will watched the movie

The sentence show that the student uses future tense marker will but she/he forgets to change the verb into future. So the right sentence is “I will watch the movie”.

Based on the data above, students make errors in grammar in English writing and this error frequently occurs in students writing.

C. Other Type Error

Here are Other Type Errors which is student made:

1. *GRI*. I watch classical film with very seriously

In that sentence, students know to make a sentence. But student make an error, because the student uses the word which is not necessarily mention. So the correct sentences are: "I watch classical film seriously".

2. *JR2*. I wait my friend in the garden at komplek

In that sentence, the students understands in making the sentence, but it is not in English. Because the student use Indonesian to make a sentence, the sentence is not appropriate. So the correct sentences is: "I wait my friend in the garden at my housing estate".

B. Discussion

1. Lexical Error

Based on the data description above the students make lexical item in English Writing. Lexical Error is Error which occurs because the students use word which is not appropriate in their utterances. And maybe lexical errors it caused by other factors, like minimal mastery of vocabulary.

This lexical error frequently occurs made by the students in writing English composition, this statement is supported by Hendrickson, he said ion his book "Error Analysis and Error Correction in Language Teaching", he said: "*Intermediate students*

*always make mistake because of inadequate lexic; knowledge, misuse of preposition and pronouns, and seriously misspelled lexical item”.*¹⁰

Beside, the error that the students always make is Orthographic Error. This frequently occurs because the orthographic word is far different from English word. This finding is supported by what Hendrickson said “*Global Orthographic most frequently with lexical item*”.¹¹

2. Grammatical Error

Grammatical error is the most error that the writer found in students writing test, because for Indonesian students English Grammar is regarded difficult since most of English Grammar has different in many things, such as: different in word order, tenses, etc. in English most of the word has multiple meaning.

Different in word order may cause difficulties in Grammar because Bahasa doesn't has word order. For example: “Anak baik” in English “Anak is Boy or Girl” and “Baik is Good”, but if we translate that sentence in English it become “Good Boy” not “Boy Good”.

¹⁰ James Hendrickson, “Error Analysis and Error Correction in Language Teaching”, Occasional Paper no. 10 May 1979.

¹¹ *Ibid*

In English when we make a sentences we have to pay attention on, when the sentences is use. If we will talk about past we have use pest tenses and so on. It is far different with Bahasa, because it doesn't have tenses to make sentences.

Most of the words have multiple meaning in English and maybe most of the students didn't know about that. For example the word "Circle", some people know the meaning of it in Bahasa is only as "Lingkaran", but in English circle have other meaning, those are, "Lingkungan" and "Perkumpulan".

2. Other Type Errors

Beside Lexical Error and Grammatical Error, students also made Other Types of Error such as: Redundancy and use of Indonesian expression. Redundancy Error occurs because the students say something which is not necessary or redundant. For example: "*I watch classical film with seriously*", in this case maybe the student didn't know, if the word "Seriously", already contain the meaning of with.

Indonesian expression occur when a students' fails to find the English Expression for certain concept and student uses the Indonesian version.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSION

From the result of the research above, it may be concluded that students made: lexical error, grammatical error, and other type errors in English writing.

Most students made grammatical errors rather than lexical error and other type error. Grammatical error occurs may happen because Indonesian student's English grammar is regarded difficult since most of English grammar is different in many things from Indonesia language grammar.

Students also made lexical error, although they are less than grammatical error. This error occurs because English word has different structure from Indonesian word. Beside that, students also find difficulties in choosing the English correct word, especially contextual meaning word.

Beside lexical error and grammatical error, students also made other type of error such as redundancy and Indonesian expression. Redundancy error occurs because the students say something which is not necessary to be mention twice or redundant. And Indonesian expression can happen when the students fail to find the English expression when writing sentence English.

B. SUGGESTIONS

By analyzing the students' error in lexical, grammatical and others type errors, we can prepare what the best strategies to be used for the students, so that they cannot make error anymore. The writer to bestow some suggestions:

1. Teacher must pay attention to the error that students mostly made in lexical area, grammar area, and other type error area in order to make the students better in writing English.
2. Teacher must explain lexical area, grammatical area, and other type error area clearly and then give them a lot of exercise to make students understand.
3. Other resource is expected to continue to make research related to his Error Analysis in English Writing.

BIBLIOGRAPHY

Allan and S.Pit Corder, *The Edinburgh Course In Applied Linguistics*, Oxford University, (England: 1978)

-----, *Technique in Applied Linguistics Vol 3, The Edinburgh Course in Applied Linguistics*, (Oxford University Press: 1974)

Corder, S.Pit, *Error Analysis & Inter Language*, (Oxford University Press, Oxford: 1981)

Fisiak, Jack, *Contrastive Linguistics and the Language Teacher*, (Pergamon Press: 1981)

Hendrickson, James, *Error Analysis and Error Correction in Language Teaching*, Occasional Paper No. 10 May 1979

Hubbard, Peter, et. Al, *A training Course for TELF*, Oxford University Press, (New York: 1983)

Jordan, R., *English for Academic Purposes*, Cambridge: Cambridge University Press: 1997

Lengo, Nsakala, *What Is An Error? English Teaching Forum XXVIII*, July 1995

Rogers, Henry, *Writing System; A Linguistic Approach*, (Blackwell Publishing: 2005)