

**AN ERROR IDENTIFICATION ON STUDENTS'
PARAGRAPH WRITING**

**(A Study at the Second Years Students' of SMP Islamiyah Darul Irfan
Sawangan Depok)**

A "Skripsi"

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CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is one of the language skills is used to express functional skills beside reading, speaking, vocabulary, pronunciation and spelling. Writing is most difficult among the four basic language skills, because writing is the activity that involves many aspects of language such as ideas and knowledge. J.B Heaton states " The writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical device but also conceptual and judge mental elements".¹

Writing is also a process, it should be learned by stage, from a simple to a complex, from a sentence to a composition. The very basic of writing ability is making a sentence, because a sentence is a smallest unit to express thought, idea, opinion, and feeling. For many students writing is very difficult especially in arranging the words into good sentences, it's because they still do not understand the rules in writing simple sentences. They usually translated from Indonesia into English, it could be understood, it has been that English grammar is different from Indonesian grammar, consequently the differences make it difficult for the

¹ J.B. Heaton, *Writing English Language Test*, (New York: Longman Group UK Limited,1998) p.135

students to develop their skill in writing because Indonesian grammar influence in arranging the sentence in English. The example of the error is “I and my family go to Bandung last holiday “. This sentence is wrong. It should be “my family and I went to Bandung last holiday”. This error could happen because of students’ Indonesian thinking. Since, the student who wrote that sentence could not differentiate the personal pronoun well whether it is nominative, subjective, and objective. Another example is “we didn’t got the cap, so we went to the apartment again”. This sentence is absolutely wrong. It should be “we didn’t get the cap, so we went to the apartment again”. This error could happen because of student’s mother tongue inference. Since, in Indonesian language there are no tenses and verbal conjugation.

Actually, in writing the students need to acquire the ability to formulate the ideas, to form the sentence into good paragraphs, to use the proper vocabulary and the ability to use the tenses well. These requirements make some student’s underestimate in learning writing. They think that writing is so complicated.

Although they thought that writing seems difficult and complicated, it has special contribution will be very useful for students. Since, writing reinforces the grammatical structures and vocabulary that have been taught by teachers. Then,

when students write they have a chance to go and what they have just learned. Finally, when they write, they necessarily involved with the language.²

Besides, writing also contributes uniquely to the way students learn. When they take notes, it will enable them to store the new information in memory. Then, it contributes the personal development. As student write, they become more potent thinkers and active learners. They will have a better understanding through recording, clarifying and organizing the thought.³

Nevertheless, though writing has several contributions to makes the students become active learners and potent thinker. Most students chose to not learn writing. In their mind, writing is not easy. They preferred to learn speaking skill because they thought that speaking is much easier than writing. The following is the list of the difference between writing and speaking which explain the reason why most students preferred to learn speaking to writing:

Because of those problems above the writer notice the important of doing errors analysis. Through error analysis, the common writing errors that the students made can identified and to found how far the students understand the English rule in writing sentences. By knowing at least the general mistake, they will not do the same error again the future. Therefore error analysis in writing actually should always be done by the teacher more often.

² Ann Raimes, *Technique new in Teaching Writing*, (New York: Oxford Universal Press,1983), P.3

³ Rise B. Axel and Charles R. Cooper *The St. Martins Guide to Writing*, (New York : St Martins Press, Inc., 1985), p.4

Finally, based on the background above, the writer would like to carry out a research under title: **“AN ERROR IDENTIFICATION ON STUDENTS’ PARAGRAPH WRITING ”(A Study at The Second year Students’ of SLTP Islamiyah Darul-Irfan Sawangan Depok).**

B. The Scope of Study

In teaching and learning English, there are four skills that should be mastered, and writing is one of the skills, which is considered as difficult for students. For instance, when the students are asked to make a short paragraph, they made some mistakes.

Based on the description above, this “skripsi” will deals with the definition of writing, and analyze some errors that students usually did in writing.

C. The Limitation of the Study

In this skripsi the writer focused her study on analyzing the students’ grammatical errors on writing English sentences in paragraph in using Standar English. The reason why she focused on these aspect on analyzing students’ writing, because she saw that most student in SLTP Islamiyah Darul irfan Sawangan Depok made many errors in writing English paragraphs based on this aspect.

D. The Use of Study

The writer hopes to find out some errors that students usually did in English writing, especially in generating their thought into correct paragraph. Hopefully, this study will help the students to find and solving their problems in English writing and also gives a great benefit to those who are interested in writing.

The writer hopes that this research will be useful to herself and also to English teachers in giving the material on English language especially related to the student' writing skills.

E. The Research Question

1. What is commonest error made by the students of SLTP Islamiyah Sawangan Depok in paragraph writing?
2. Why did many students of SLTP Islamiyah Sawangan Depok make the error in paragraph writing?

F. The Method of Research

The method of this research uses descriptive analysis method. At first, the writer focused on the problem such as the errors on using usage or Standard English writing. Then, she calculated the data by giving the second year an essay test about writing English paragraphs. Then, she analyzed them by classifying their errors. Finally, she interpreted the data about how many errors which

students made the commonest errors which students made and the reason why they made these errors.

G. The Organization of Writing

This skripsi is divided into five chapters, and the description is as follows:

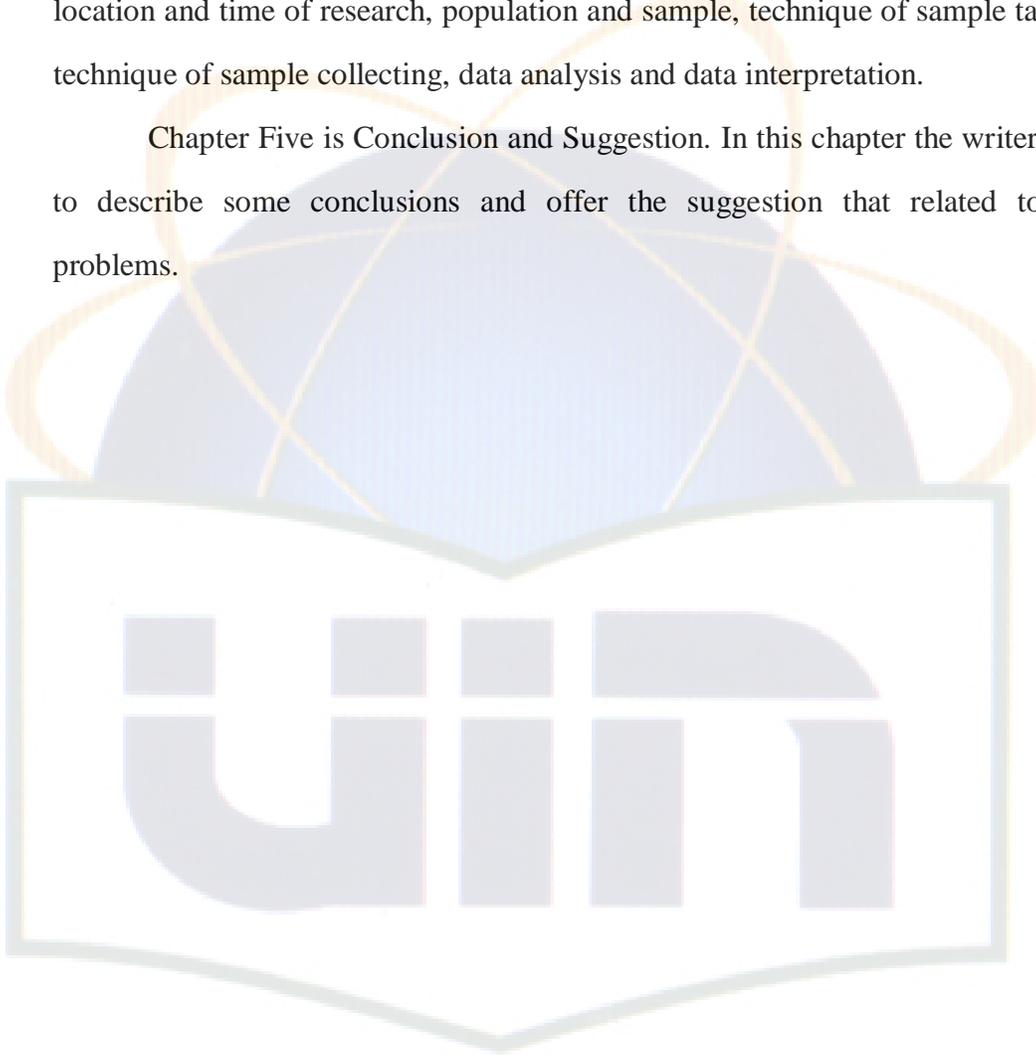
Chapter one is Introduction, which consists of the background of study, the scope of study, the limitation of study, the use of study, the research question, the method of research, and the organization of writing.

Chapter Two is Theoretical Framework, which is divided into three Chapters. Writing, Paragraph, Material writing at secondary high school, and Error Analysis, In Writing, discussed about definition of writing, the form of writing, the kinds of writing, the purpose of writing, the process of writing, the procedure of teaching writing. In paragraph discussed about definition of paragraph, the type of paragraph, the effective paragraph, the sentence arrangement in a paragraph. In Error analysis discussed about definition of error, the source of error, the steps on error analysis, the difference between mistake and error, and the goal of error analysis.

Chapter Three is The Profile of The School and Process of Learning and Teaching English., which consists of the number of English teacher and the teacher education background, the experience of their teaching, the textbook used in teaching, method of teaching, and the evaluation carried out by the teacher.

Chapter Four is Methodology and Research Findings, which consist of location and time of research, population and sample, technique of sample taking, technique of sample collecting, data analysis and data interpretation.

Chapter Five is Conclusion and Suggestion. In this chapter the writer tries to describe some conclusions and offer the suggestion that related to the problems.



CHAPTER II

THEORETICAL FRAMEWORK

A. WRITING

1. The Definition of Writing

In this chapter the writer would like to present some theories about writing. She will give the definition of writing.

The linguist has given many definitions about writing. According to Robert Lado, writing is “a partial representation unit learning to write a foreign language is learning to put down the graphic symbols that represent the utterances one has in mind. To write is to put down the graphic symbols that represent a language one understands. So, the others can read these graphic symbols if they know the language and the graphic re-presentation.”³

According to oxford advanced learners dictionary, writing is to make letter or other symbols (ideographs) on a surface.⁴ It means that writing is to make written that contains words, letter or symbol which has meaning.

Murcia stated in her book that writing is “the ability to express one’s ideas in written form in a second of foreign language.”⁵

³ Robert Lado, *Language Teaching*, (New York: Mc Graw Hill, Inc. 1964)p. 35

⁴ AS Hornby, *Oxford Learners Dictionary of Current English* (Oxford : Oxford University Press, 1987), P.96

⁵ Matianne Celce Murcia, *Teaching English as a Second of Foreign Language* (Boston : Massachusetts), P. 233g

From definition above it can be conclude that writing is an activity or process of the physical act in expressing ideas through forming letters or word in a good sentence.

2. The Kinds of Writing

Generally there are three kinds of writing. Those are free writing, controlled writing and guided writing.

a. Free writing

In free writing, you first think in English and then you write what you think.⁶ Besides, Dallas stated” Free writing is a way of finding out what’s on your head by thinking on paper.⁷

It means writing whatever comes to mind without worrying about whether the ideas are good or grammar is correct. The technique of free writing is very simple. Students just pick up a pen and pieces of paper. Then, star to write something and do not stop writing for ten full minutes. They do not develop their ideas or get stuck just repeat what they have just written.

2. Controlled Writing.

Controlled writing is all the writing for which a great deal of the content and of form is supplied. In using this kinds of writing to teaching writing, the

⁶ Marjorie Farmer, et al, *Composition and grammar Steps in Writing Process* (San Francisco: Laid law Brothers Publisher,188), p.13

⁷ dallas Geneva,et al., *Signal a Grammar and Guide for writer’s* (New Jersey: Houghton Mifflin Company 1985), p.343

student are focused to get way down on paper and in concentrating on one or two problems at time, they are thus spared from teaching the full range of complexity. Controlled writing focused the students' attention on specific features of the written language. It is good method of reinforcing grammar, vocabulary and syntax in context.⁸

b. Guided Writing

The third kinds of writing are guided of writing. It is an extension of controlled writing. It is less controlled than controlled writing. In using this kind of writing to teach writing, students are give a first sentence, a last sentence, and outline to fill out, series question to respond or information to include in their piece of writing. Student should be able to discuss, make notes, share findings, and plan strategies together before they begin to write.

In guided writing the students will not make serious errors if they follow the instruction, which are given by their teachers.

3. The Forms of Writing

To arrange writing, there are some forms of writing. According to Vivian Horn, the form of writing can be divided into three forms: Narration, Description, and Exposition⁹

1. Narration

⁸ Ann Raimes, *Technique in Teaching writing*, American English 1985.

⁹Vivian Horn, *Composition Steps*, (Cambridge: Newburg House Publisher, 1977)p.6

Narration is to tell story, to relate a sequence of events that are linked in time. It is any development in a sentence, paragraph, or paper, by chronological order. The emphasis in narration is on the story itself, as in fiction, biography, autobiography, and much journalism.¹⁰

2. Description

Description conveys the perception of the sense, sight, hearing, smell, touch, taste. It means by which people communicate their experience of the world to others: the color of a car, the sound of breaking wave, the flavor of a barbecue sauce. People use description unconsciously to distinguish and relate the elements of their surroundings. And people use it in writing to make things and ideas concrete.¹¹

3. Exposition

Exposition is writing that gives information or explains something. Its purpose is to present ideas and to make the ideas as clear as possible with logical explanations and valid support. It consists of editorials; essays, and informative and instructional material. Exposition is writing with a referential aim.¹²

4. The Purpose of Writing

According to Jack C. Richards in this book “The Language Teaching Matrix,” the goal of written language is to convey information accurately,

¹⁰Richard S Beal, *The Compact Reader*, (New York: St; Martin’s Press, 1984),p.43

¹¹Richard. S Beal, *The Compact Reader*, p.19

¹² Vivian Horn, *Composition Step*,p.6

effectively and appropriately.”¹³Meanwhile, Majorie Farmer describes the purpose of writing as follow:

- To clarify a thought, a feeling, an impression, or an experience for a reader.
- To provide information for readers,
- To persuade readers to accept an idea,
- To create a piece of imaginative literature that a reader might enjoy”¹⁴

Another purpose of writing is also stated by Thomas Coolay in The Norton Guide to Writing.

And they are: 1. to convey information and asks question about the world.

2.to make judgments and urge other people to follow them.

3. to construct imaginary worlds of words.

1. to give vent to inner thoughts and feelings.”¹⁵

5. The Process of Writing

As the writer has stated that writing is an opportunity to convey ideas and to communicate ideas to other people, but writing is not a simple process, it's hard word. Sometimes people/student cannot communicate their ideas systematically to others in a written language. They find that their writing is bad

¹³ Jack C. Richard, *Language Teaching Matrix*, (New York: Cambridge University Press 1990), p. 101

¹⁴ Majorie Farmer, *Composition and Grammar 11, Steps in he Writing Process*, (San Francisco: Laid law Brother Pub, a Division of Doubleday and Company, Inc, 1985), p. 13

¹⁵ Thomas Coolay, *The Norton Guide to Writing*, (London:WW. Northon & Company, New York 1992), p.5

and ineffective. To make writing effective, the student should know some steps in process of writing.

There are three steps in writing: Prewriting, writing, and post writing.¹⁶

- a. Prewriting: this step includes discussion of the proposed writing, the theme or topic, ideas and related word, feelings, and thoughts. A writer may bring all of or her experiences to bear on the composing act in this prewriting phase.
- b. Writing: this step includes pausing and rereading as the writing is acquiring, interaction with others, consulting resources, talking to oneself and reformulating the ideas and organization of the composition.
- c. Post writing: this step involves repeating some behaviors from the composing phase until contemplation and approval signal that the product is satisfactory.

Besides of the three steps in writing above, Alice Osima and Ann Hogue also divided the process of writing into three stages:

- a. Planning is an orderly produce used to bring about a desirable result. As the first stage in writing process, planning is a series of strategies designed to find and produce information writing.
- b. Drafting is a procedure for drawing up for preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organized, and develop a sustained piece of writing.

¹⁶ Donal H. Graves, *An examination of the Writing Process of seven Year Old Children Research in the Teaching of English* (Winter 1975), P.231

- c. Revising is a procedure for improving or correcting a work in progress. As the final stage in writing process, revising is a series of strategies designed to examine a re – evaluate the choices that have created a piece of writing.¹⁷

These are the three stages in writing which are able to identify some predictable stages in the evaluation of their writing process. In approach process, to the teaching of writing. Writing should taught as a process when learners in their classroom. The students star for choosing the topic of finding ideas, identifying purpose, organizing, making draft, and evaluating it to publish their writing.

6. The Procedure of Teaching Writing

There are four main stages of writing process.

1. Writer should decide first what the general idea of his writing is.
2. Supporting his general idea with some specific details.
3. Organizing and connecting each specific detail in his writing.
4. Checking the draft from sentence skill mistake.¹⁸

In addition Campbell gave some steps in writing process which are as follow:

- a. planning the theme of writing.
- b. gathering information to mak4e supporting details.
- c. drafting the supporting details into a draft.

¹⁷ Alice Osima and Ann Hugue, *Introduction to Academic Writing*, (San Francisco: Wesley Publishing Company 1988), P. 10-11

¹⁸ Jhon Langan, *English Skill* (New York: Mc Graw Hill Inc., 1977) p.5-25

- d. Revising the draft.
- e. editing / proof reading

B. PARAGRAPH

In writing form, English divided into paragraph. In this the writing will be give what is paragraph?

1. The Definition of Paragraph

In written form, English is divided into paragraph to distinguish one main idea. A paragraph is “A group of sentence which develops one main idea.”¹⁹

As conventionality defined “a paragraph contains a topic sentence and supporting materials; it begins with capital letter, the first line is indented and it concludes with an end stop.”²⁰

According to Elizabeth Cowan” Paragraph is composed of sentence or chunk of sentence which the writer has grouped dome definite reasons”²¹. Alice Osima and Ann Hugue said paragraph is a group of related statement that a writer develops about a subject. Each paragraph is separate unit marked by indenting the

¹⁹ Martin L. Arnaudet and Mary E Barrett, *Paragraph Development* (Englewood Cliffs Prentice, Hall Inc., 1981) P.1

²⁰ William D. Baker, *Reading & writing Skill* (New York Mc. Graw Hill 1971)p.294

²¹ Elizabeth Cowan, *Writing Brief Edition* (Glen View: Scott, Foresman and Company, 1983),p.119

first word from the left-hand margin, or by leaving extra space above and below the paragraph.²²

The definition above can be concluded that a paragraph is a group of sentences developed based on a subject that has related statements and defined reasons, which begins by indenting the first words from the left-hand margin, or by leaving extra space.

In order to make a statement with a paragraph, the paragraph must have unity and for unity, it often requires topic sentences. The paragraph must have coherence within itself, and a series of paragraphs must cohere to form the essay. So, once a writer understands precisely what a paragraph does and how it does it, he/she will be able to check and revise the writing for smoothness.²³

2. The Type of Paragraph's

There is a major type of paragraph²⁴ namely:

A. Paragraphs that come within a whole essay.

There are several good ways to organize this kind of paragraph:

- Put the topic sentence first, when the topic sentence comes at the beginning of the paragraph, it usually becomes a kind of promise to the reader that the rest of the paragraph will have something to do with the topic sentence.

²² Alice Osima and Ann Hogue, *Introduction to Academic Writing*, (San Francisco: Wesley Publishing Company, 1988)P.4

²³ Elizabeth Cowan, *Writing Brief Edition*, (Glenview: Scott, Foreman and Company, 1983)P.119

²⁴ Janet R. Mayes, *Writing and Rewriting* (New York: Mac Millan Publishing Co. Inc. 1972)p.378-380

- The topic sentence will come at the end, in this type a writing first give the explanation about the topic sentence of one paragraph at the end.
- The topic sentence in the middle of the paragraph sometimes the paragraph has an unwritten overall topic that is implied in the details of the individual sentence and all sentences provides bits of information.

B. The opening or introducing paragraph of an essay.

This kind of paragraph makes promise to the reader that the whole essays will discuss a certain topic. For example: In essay in which you want to prove the truth of something, you make a contract with your reader that you are going to prove something to them. Give the evidence you can provide, the more your reader will be convinced of the truth of your topic statement.

3. The Effective Paragraph

Idea within a paragraph should flow something from one to the next and subordinate ideas should be related to the main idea presented in the topic sentence. Based on Betty mattix Dietsch book, ‘ Effective paragraph have five distinctive features: Clarity, Interest, Unity, Coherence and Completeness.’²⁵

1. Clarity is state of being in agreement and working together. Betty Mattix Dietsch stated in his book, “Clarity is the end result of knowing your purpose, correctly assessing the audience, connecting ideas, selecting appropriate words,

²⁵ Betty Mattix dietsch, *Reasoning and Writng wel; A Rhetoric Research Guide, reader and Handbook*, (New York: McGrawHill, 2003), p.80

and being complete. Important influences on clarity are the level of paragraphs and positions of emphasis.²⁶

The writer concludes that the clarity is thinking or explaining something in clarity. Then, reader will understand well the content of the paragraphs.

2. Interest: Writer should choose the good topic to be read. An interest title or topics can the reader eager to know the whole of paragraphs. Try to make interest sentences. So, the reader will eager to continue their reading. The readers like to be entertained. Then, the way to catch readers' attention of the paragraph is choosing the good title of the passage.

3. Unity: To write effective paragraphs, try to focus the one major idea. All of the supporting idea should have the correlation to the main idea. P. Joseph Canavan stated in his book, "A main idea, state or implied by writer, is the unifying point around which the supporting sentences of a paragraph revolve. A good topic sentence usually expresses a single main idea. It tells the reader what the paragraph about. It develops a new but related idea of the central thought (thesis) for the whole paper. It may also indicate the kind of development that will follow."²⁷

Based on statement above, the writer can make a conclusion that unity is the correlation of paragraph to another. Then, there is a correlation of each paragraph.

²⁶ Betty Mattix Dietsch, *Reasoning and Writing well; A rhetoric and Research guide, Reader and Handbook.*

²⁷ P. Joseph Canavan, *Paragraphs and Themes.*, London: D.C Heath and Company, 1975, p.31

4. Coherence: “Coherence is essentially a technique of connecting ideas smoothly and logically in written communication. In coherent piece of writing, writing leads his reader clearly and logically from one idea to another in his developing thought. He weaves his ideas so skillfully together that the reader can see quickly the relationship of one idea to another and to central thought (thesis) of the whole.”²⁸

The writer assumes that coherence is making sure that the sentences are still in the same topic. Moreover the reader will not confuse when he or she read it.

5. Completeness: to make the reader really enjoy the story of the paragraphs, the writer should make the paragraph easy and understandable. Furthermore, the whole of the paragraph can be understood easily.

3. The Sentence Arrangement in a Paragraph

Sheila Y. Graham gave consideration to arrange sentence in a paragraph:

a. Time arrangement

A paragraph that lends itself to the time of chronological arrangement to organize because you simply move from the beginning point in the time of the episode or process you are describing to the end.

b. Space arrangement

²⁸ Ibid,.....p.67

You will be most likely to use a space arrangement in descriptive writing. Your proof will be arranged so that your description moves from far to near from near to far, from left to right, from right to left, from top to bottom, from bottom to top.

c. Comparison – Contrast arrangement

There are two common ways to arrange the proof in a paragraph that is developed by comparison and/or contrast all the characteristic of one thing may be given and then all the characteristic of the other thing or the two things may be compared and/or contrasted point by point.

d. Climatic Arrangement

Whenever you write a paragraph developed by categories or by reason, you are likely to use a climatic arrangement. With this arrangement (common in speeches) the most important point of proof is placed last. The last point is indeed the most important one.

e. Development arrangement

Many paragraphs have no definite pattern of arrangement that you can label as easily as the ones we have looked at so far. The points of proof seem to grow out of each other. Developmental arrangement is particularly common in paragraphs that define something.²⁹

²⁹ Sheila Young Graham, *Writing Craft the Paragraphs and Essay* (Englewood : Prentice Hall, 1976), P.35-36

Every sentence in the paragraph must help the development of the topic sentence.

a. The Topic Sentences

The topic sentence is the most general statement of the paragraph. It is the key sentence because it names the subject and the controlling the writer's main idea, opinion, or feeling about the topic.

The first sentence of paragraph is usually called the topic sentence. The topic sentence is also possible to place at the end of paragraph (as a kind of conclusion) or even in the middle (as kind of link between two parts). Sometimes a paragraph possible not to have a topic sentence at all, in this case we say that a topic sentence is implied or suggested.

Elizabeth Cowan stated the three principles for topic sentences paragraph is:

1. tell the reader clearly what the paragraph is about.
2. make sure every sentence relates to the topic sentence.
3. give the reader enough information.³⁰

b. The Supporting Idea and Supporting Sentence

If main idea is writer's main topic, supporting idea is a part for the writer to develop the topic in main idea, or on the other word. Supporting idea is the rest of

³⁰ Elizabeth Cowan, *Writing Brief Edition* (Glenview, Scott, Foreman and Company) P.137

the ideas in the paragraph and it develops the main idea. That is, it tells readers thing about the main idea.³¹

Supporting sentence is sentences that support the idea in the topic support the idea in the topic sentence. In other words, all these sentences must be related to the topic and must refer back to the topic sentence.

C. Material English Writing at Secondary High School

Every educational institution always has a curriculum and a syllabus to achieve the material educational objective. English curriculum consists of some component, they include the curricular the instructional purpose, subject matter and teaching materials.

Based on curriculum 2004 the material of writing on secondary high school is follow:

- Making a sentence in using the past tense
- Writing a message, as impale and short announcement, and express a story.
- Completing the sentence
- Writing a message, an announcement, and express about the picture has given by the teacher.³²

³¹ Bambang Soeprianto, et al, *Reading English to Academic Purpose for University Under Graduates*, (Bandung : ITB,1999)P.27

³² Depdiknas, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama* (Jakarta: Depdiknas 2004)

D.ERROR ANALYSIS

1. The Definition of Error analysis

Human learning is fundamentally a process that involves the making mistakes. A Mistake, a misjudgment, a miscalculation, and an erroneous assumption form an important aspect of learning virtually any skill or acquiring information. James noted from Corder's opinion that: "A learner error..... Are significant in (that) they provide to the researcher evidence...of how language is learned or acquired, what strategies or procedures in the discovery of the language."³³

Besides, the definition of error analysis is the process of determining the influence, nature, causes, and consequences of unsuccessful language.

2. The Source of Error

Brown noted that there are four stages of the source of error, They are:

a. Interlingual Transfer

Interlingual transfer is a significant source of error for all learners. The beginning stage of learning a second language is especially vulnerable to interlingual transfer from the native language or interference.³⁴

³³ H Douglas Brown, *Principles of Language learning and Teaching*, (New York : Addison Wesley Longman, Inc.,2000),P.217

³⁴ H Douglas Brown, *Principles of Language Learning and Teaching*, P. 224

Interlingual transfer can be called mother tongue interference. It has a great deal in learning target language directly. It is a common error that students translate the L1 into L2.

b. Intralingual transfer

One of the major contributions of learner language research have been its recognition of sources of error that extend beyond interlingual error in learning a second language. It is known clear that intralingual transfer (within the target language itself) is a major factor in second language learning. Besides, over generalization is also the source of error. It can be called the negative intralingual transfer.³⁵

c. Context of Learning

A third major source of error is context of learning. "Context" refers to the classroom with its teacher and its material in the case of school learning or the social situation in the of untutored second language learning. In a classroom context, the teacher or textbook can lead the learner to make faulty hypothesis about the language, what Richard (1971) called "false concepts" and Stenson (1974) termed include errors" Most students often make errors because of misleading explanation from the teacher, faulty presentation of a structure of

³⁵ Ibid

word in a textbook, or even because of a pattern that was rarely memorized in a drill but improperly contextualized.³⁶

d. Communication Strategies

Communication strategies were defined and related to learning styles. Learner obviously use production strategies in order to enhance getting their message across, but at times these techniques can them selves become a source of error.

3. The Steps in Error Analysis

James stated in his book that there are five steps in analyzing errors.

a. Error Detection

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

b. Locating Error

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

c. Describing error

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

³⁶ H Douglas Brown, *Principles of Language Learning and Teaching*, P.217-218

d. Classifying Error

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

e. counting Error

In this part, the analyst counts the errors made by learners. That's why the previous step is classifying error. It can case the analyst to count the data and analyze it.³⁷

4. The Differences Error and Mistake

Error and mistake is different. Error is unintentionally deviant and is not self corrigible by its author. Then errors cannot be self corrected until the relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors require further relevant learning to take place before they can be self corrected.³⁸

Meanwhile, mistake is either intentionally or unintentionally deviant or self corrigible. Then mistake is a problematic criterion to apply in practice. Moreover, mistake can only be corrected by their agent if their deviance is pointed out to him or her. If a simple indication that there is some deviance is a sufficient for self correction, then we have a first order mistake.

³⁷ Carl James, *Error in Language Learning and Use*, P.90-100

³⁸ Carl James,P.78-83

Moreover, an error cannot be self corrected, according to James (1998:8), while mistakes can be self-corrected if the deviation is pointed out to the speaker. Then, error reveals a portion of the learner's competence in the target language. Meanwhile, mistake refers to a performance error that is either a random guess or a "slip".³⁹

According to Oxford Advanced Learners Dictionary, error is used when talking about calculation and in technical or formal contexts. Mistake is the most general and used in most situations.⁴⁰

Error also caused by lack of knowledge about target language (English) or by incorrect hypothesis about it and mistakes caused by temporary lapses or memory, confusion, slips of tongue and so on.⁴¹

5. The Goal of Error Analysis

When a researcher conducts an error analysis, he must have at least one goal to achieve as Rebecca M Valette said: "One of the goals of error analysis is to reveal learners. A strategy is to help in the preparation of more effective learning material. Another goal is to classify the type of errors and identify those which occur under communication as well as those which native speakers find difficult to tolerate."⁴²

³⁹ H Douglas Brown, *Principles of Language Learning and Teaching*, P.226

⁴⁰ AS Hornby, *Advanced Learner's Dictionary*, P.746

⁴¹ Peter Hubbard, et al, *A Training Course for TEFL*, (Oxford: Oxford University Press, 1983)P.134

⁴² Rebecca M. Valette, *Modern English Testing Second Edition* (Boston College, 1977), P.66

According to Sridhars opinion there are four goals of error analysis,” it was that error analysis by identifying the areas of difficulty forth learner, could help in:

- Determining the sequence of presentation of target item in text book and classroom, with the difficult item following the easier one
- Deciding the relatives degree of emphasis, explanation and practice require in putting across various items in the target language;
- Devising remedial lesson and exercise
- Selecting items for testing the learner’s proficiency.⁴³

⁴³ Jacek Fisiak, *Contrastive Linguistics and The Language Teacher* (Eglan: Pentagen Press, 1981),P.221-222

















D. Error Analysis in Simple Sentences

An error analysis can give a picture of difficulty learners experience for the class teacher, and error analysis also can give useful information for the teacher about student writing.

By using analysis, the teachers can more objectively her / his teaching helping his student.

1. Definition of Error

Several opinions have given by linguist about definition of error. H.D. Brown defines error as noticeable deviation from the adults grammar of a native speaker, reflecting the inter language competence of the learner. His key term in this definition is inter language. As someone a foreign language, the error she make indicate her level of proficiency. Edge (1989:9-11) offers a simpler definition, which are especially important for classroom teacher to keep in mind.⁴⁴ He says a slip is what a learner self can correct. Meanwhile Dullay said that “Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.”⁴⁵

⁴⁴ William Ackner, Error & Corrective Feedback: Updated Theory & Classroom practice, *English Teaching Forum* XXXIII, (October 2000)

⁴⁵ Heidi Dullay, loc. Cit.

From those definitions, it can be concluded that error is unacceptable and inappropriate forms that caused by the learner's lack of knowledge and because of their weakness in understanding the structural pattern.

1. **The Type of Error**

To know about, the writer tries to write the type of error. According to Corder, error divided into four categories:"⁴⁶

1. Omission

Certain linguist forms may be omitted by the learners because of their complexity in production omission also occurs in morphology, learners often gave out the third person singular morpheme-S, the plural marker –S saand past tense inflection –ed."⁴⁷

2. Addition

Learner not only omits elements but they also add redundant elements.

For example: I hopes

Instead of : I hope."⁴⁸

3. Selection

Learners commit error in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong phoneme, morpheme, structure, or vocabulary item."⁴⁹

⁴⁶ Nsaka lengo, What is an Error English Teaching Forum (July, 1995)p.22-24

⁴⁷ Nsaka lengo, What is an Error English Teaching Forum (July, 1995)p.22

⁴⁸ Nsaka Lengo, What is An Error....p.23

4. ordering

Misordering ordering can occur in morphological level, misordering of bound morpheme in English is perhaps less frequent, given their limited number”⁵⁰

2.

Difference between Mistake and Error

Error is usually compared with mistake. It is important to make a distinction between error and mistake, because they are technically two different phenomena. In order to analyze learner’s error in proper perspective it is a crucial point to make a distinction between mistake and error . According Oxford advance’s Learner dictionary, error is used when talking about calculation and in technical for formal contexts. Mistake is the most general and used in the most situations. ⁵¹

According to Corder in his book “Error Analysis”, mistake are failure to use a known system correctly. Mistakes are caused by memory lapses, physical as well as psychological conditions, such as tiredness or strong emotion. Mistake are not systematic, they are incidental. On the other hand, errors are failure to apply the language system correctly, because the learner have not yet mastered a full command of the language system or because the learner’s lack of knowledge

⁴⁹ Ibid

⁵⁰ Ibid

⁵¹ As hornby, Advanced Learner’s Dictionary,...p.746

about the rule, etc. Errors are systematic. Errors in a language tell us something about the learner's mastery of the language.⁵²



⁵² S.Pit Corder, *Error Analysis and Inter Language*, (Oxford: Oxford University Press, 1981), p.18

CHAPTER III

THE PROFILE OF THE SCHOOL AND PROCESS OF LEARNING AND TEACHING ENGLISH

A. The Number Of The English Teacher and The Teacher Education Background

The total number of the English teacher at SMP Islamiyah Sawangan Depok there are two teachers. The teacher's education background is S1. He has graduated from UIN Malang in 2000th. And Mrs Rusmiati has graduated from IKIP Jakarta that is known as UNJ.

B. The Experience of Their Teaching

Mr. Ja'i has been teaching in SMP Islamiyyah Darul Irfan for eight years, or since he has graduated from UIN Malang. He teaches at Darul Irfan only. Meanwhile, Mrs Rusmiati has been teaching for twelve years, she not only teaches at Darul Irfan but also in PRIMAGAMA.

C. The Text book Used in Teaching

Everywhere in educational world, textbooks are the basic source of knowledge that is quite need by the teacher and the students thought out. Because without textbooks the teacher cannot teach maximally, but there are

many possibilities if the teachers had been taught without using the textbook in the class exactly. Therefore, the textbook is the most important thing in teaching learning. The reason is:

- a. How important of using textbook for the teachers and the students.
- b. How far the proficiency of the teacher in using textbook.
- c. How the teachers to handle of the weakness and strength of textbooks.

The English textbooks which are used by the teachers at SMP Islamiyyah Sawangan Depok is:

1. Stepping More Book published by CV.Regina
2. Through The World Book published by Arya Duta

D. Method Of Teaching

Based on the observation research the writer conclude that in teaching English at second grade of SLTP Islamiyah Sawangan Depok the English teacher used the some methods. When the material explained about verb, noun or adjective the teacher used “TPR”. “TPR” is one method that used in teaching to convey the material of vocabulary and asked the student to act out as the teacher action. And when the teacher taught about grammar and the way to translate the text, he used “GTM” (Grammar translation Method). GTM is one method that that u sed to teach grammar and how to translate the English context. The classes begin with reading a passage in

their textbook. Each student called on to read a few lines from the passage. After reading it, the teacher asked the students to translate into Indonesian Language the few lines that they have just read, the translation may be in writing, spoken or both.

E. The Evaluation Carried Out by the Teacher

Evaluation is a way to know how far student's comprehension about material, when the teacher gives task to student, the teacher should give clear instruction, because instruction will direct toward conscious learning of language rules.

The evaluation which is given by the teacher of SMPI Darul Irfan Sawangan Depok is more on the writing skill may be on structural or grammatical exercise. The form of exercise such as filling in the blanks, which is the students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items of a particular grammar type. Then in order to show that the students understand the meaning and use of a new vocabulary items, they make up sentences or paragraph in which they use the new words.

CHAPTER IV

METHODOLOGY AND RESEARCH FINDINGS

A. Research Methodology

1. Place and Time

As mentioned on Chapter One on the method of research that this 'skripsi' is based on a field research and supported by library study. The research took place at SMP Islamiyah Darul - Irfan Sawangan Depok. The writer began the research on, 23 until 27th August 2010.

2. The Technique of Sample Taking

The population of the study at SMP Islamiyah Sawangan Depok is there are 165 students in this level. They are divided into four classes in order to take the sample of the school; the writer used the purposive sampling. Thus, the sample of this research is 42 students.

3. Technique of Data Collecting

To collect the data, the writer did an observation. The procedure is:

1. The writer had meeting with the headmaster, talking about the purpose.

2. First, getting some information from the English teacher about the English lesson schedule.
3. Preparing the writing test. The test is paragraph essay.
4. 42 students do the task in the classroom.
5. Collecting the data.
6. Recognizing the mistakes. The writer is identifying the student mistakes which have been done by the students.
7. Making classification into student's error types.
8. Making statement of relative frequency of error type.
9. Making identification of the areas of difficulty by making the percentage.
10. The result is the writer knows the causes of students' difficulty in writing paragraphs.

4. The Instrument of Data Analysis

To collect the data of this research, the writer used the instrument of research. The instrument of research was an independent. The topic is about student experience during their last holiday. The student had to make short paragraph related to the topic given. The paragraphs which students give must consist of three paragraph, and one hundred words.

5. The Technique of Data Analysis

The technique of data analysis used in this research is descriptive analysis technique (percentage) which is described in the table of percentage.

The formula is:

$$P=F/N$$

Note: P= Persentase

F= Frekuensi yang sedang di cari persentasenya

N= Jumlah frekuensi.²⁶

B. Research Findings

In this section, the writer will explain about research finding which is divided into data description, data analysis and data interpretation.

1. Data Description

The writer took the entire student written test and used it as her data. After that she will analyze the student's paragraph writing error. Next, she calculated the number of errors by tabulating and calculating the result of error. Finally, the writer will process the calculation of result of the test by changing the error into percentage and make a graphic of writing error based on the calculation. The table below is the recapitulation of students'

²⁶ Drs. Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta : PT Raja Grafindo Persada, 2004), p.40-41

errors which classified based on the type of error, which is made by the student.

Table 1
Table of Description

No	Name of Students	Spelling	Tenses	Word choice	Punctuation
1.	Student 1	3	5	3	2
2.	Student 2	1	5	1	3
3.	Student 3	2	4	1	0
4.	Student 4	3	4	2	2
5.	Student 5	3	6	3	2
6.	Student 6	1	5	3	1
7.	Student 7	2	4	2	2
8.	Student 8	2	5	1	1
9.	Student 9	3	5	1	1
10.	Student 10	1	6	3	4
11.	Student 11	2	4	4	1
12.	Student 12	4	4	4	0
13.	Student 13	1	5	3	3
14	Student 14	3	3	2	3

15.	Student 15	1	4	1	1
16.	Student 16	1	5	1	2
17.	Student 17	4	4	3	2
18.	Student 18	2	3	2	3
19.	Student 19	1	5	3	0
20.	Student 20	4	4	4	3
21.	Student 21	1	5	0	4
22.	Student 22	3	3	4	2
23.	Student 23	3	5	4	1
24.	Student 24	1	7	2	3
25.	Student 25	1	3	3	2
26.	Student 26	2	3	1	3
27.	Student 27	1	3	1	1
28.	Student 28	3	4	3	2
29.	Student 29	2	5	1	1
30.	Student 30	3	5	0	0
31.	Student 31	1	6	1	3
32.	Student 32	1	5	4	1
33.	Student 33	2	4	3	1
34.	Student 34	3	3	3	2
35.	Student 35	3	3	4	1

36.	Student 36	1	5	3	3
37.	Student 37	2	4	3	2
38.	Student 38	1	3	3	2
39.	Student 39	2	4	1	3
40.	Student 40	3	4	2	1
41.	Student 41	2	4	3	0
42.	Student 42	1	3	1	1
	Total of Number	82	180	91	72
	Percentage (%)	19.52%	42.01%	21.66%	17.14%

2. The Data Analysis

Based on the table above, the writer calculated the result into percentage in order to know what kinds of error is highest and it is dominated by tenses 42.01%.

The table also shows that students have some problems or difficulties in developing paragraph.

a. Spelling

From her research the writer also found that student faced some problem in spelling of words. Spelling is how to write word correctly, spelling error can happen by lack of knowledge and influence of their native language. The writer found that the error did by student from 1 until 4 of word hundred, and all of students did error in spelling. The total errors in spelling are 19.52 % of the students could not spell and write some word correctly.

These are some example:

I have good experient

Fisit

Bich

They should be:

I have good experience

Visit

Beach

The student problem in using wrong spelling may happen because student did not eager to use the dictionary and didn't have a good spelling of the word before they write. If they have a problem in spelling the word, they refer to guess the word than find it in the dictionary.

b. Tenses

Tenses are one of the most important things in written products. It is a rule of writers in their written process. So, they must follow and use it. In

analyzing the student's written predict the writer found almost all student have problems in grammar especially in tenses (42.01 %). All of student did this area begin 3 until 7 sentences of three paragraph.

These are example:

Yesterday I go to ' Carita' beach

Last holiday I visit my house grandmother

I watching many movie and at home during my last holiday

They should be:

I went to 'Carita' beach yesterday.

I visited my grandmother house on last holiday.

I watched many movies and stayed at home during my last holiday.

The example above shows that the students faced some problem in using tenses in their written product. The problem in using wrong tenses may happen because the student don't have a good understanding of the tenses and they don't know how to use it appropriately for every context of the sentence.

So, before the students write is better for them to understand how to use the tenses in their written product.

c. Word choice

Vocabulary as mentioned in oxford dictionary is a list of word used in books, or total number of words, which make up a language.²⁷ Some time students have problems in vocabulary. They have some difficulties in using appropriate word in their sentences, because not at words can be use in every sentences. The student's error in this area is 21.01%. The errors begin 1 until 4 of one hundred words, and some students did not errors in this area. They problem also because their lack of vocabulary.

These are example:

Gunung – mountain

Memancing - To catch fish

Berjalan - Work

They should be:

Mount

Fishing

Walk

d. Punctuation

Punctuation is the practice or system of inserting various marks in written test in order to aid interpretation. There are also many errors in punctuation, in placing period and comma. There are cases of punctuation

²⁷ Jonathan Crowther, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995)P. 1331

error made by the students. The student's error in this area is 17.14%. It is the lowest error that made by the students.

These are example:

Last holiday I was very enjoyed because I went to beach.

In the morning I felt fresh because my grandmother house is at the village.

I love watching movies I cannot to watch movies for many ours.

They should be:

Last holiday, I was very enjoyed, because I went to beach.

In the morning, I felt fresh, because my grandmother house in at the village.

I love watching movies, I can not to watching movies for many ours.

1. **Data Interpretation**

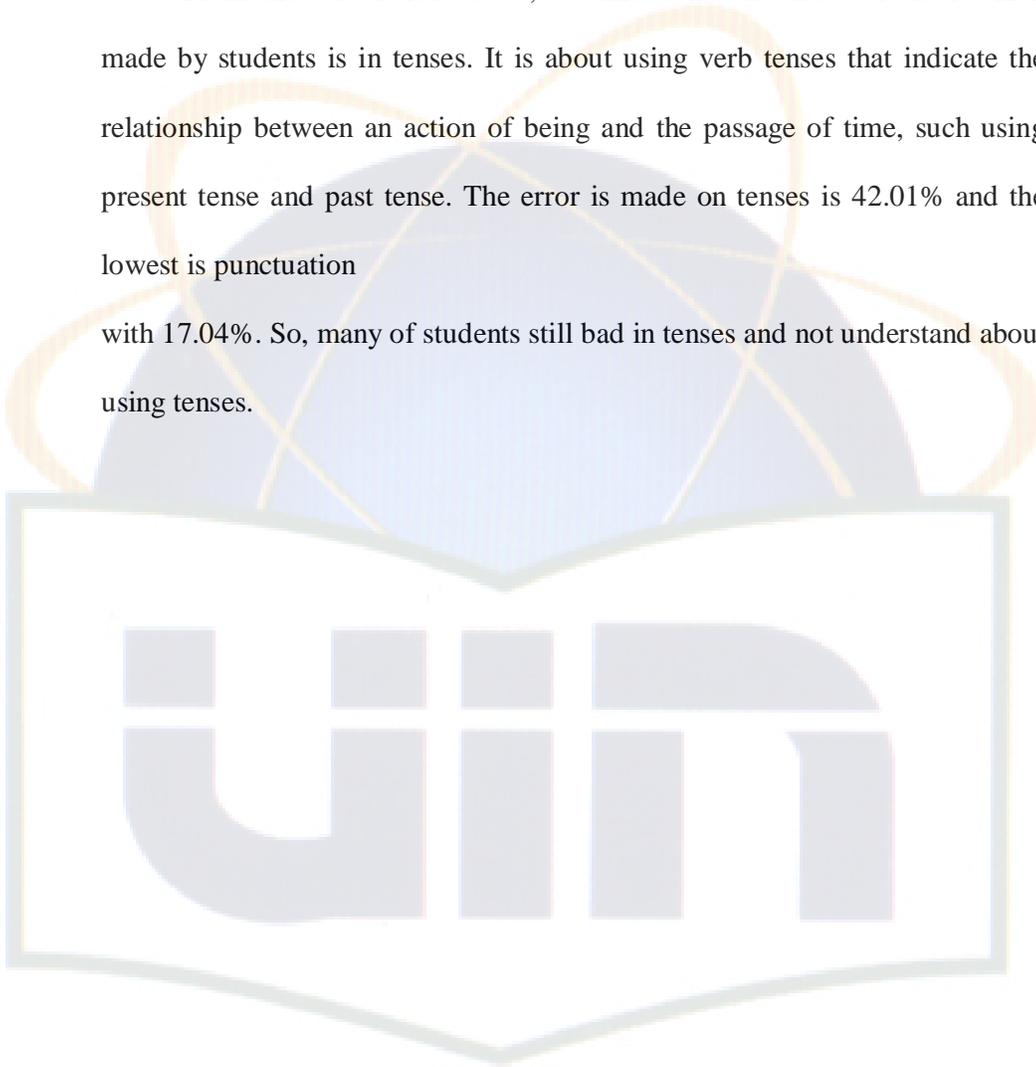
In this part, the writer will interpret the errors that students made as follows:

Kind of Error

Based on its High frequency

No	Name of Error	Frequency of Error
1.	Spelling	19.52%
2.	Tenses	42.01%
3.	Words choice	21.01%
4.	Punctuation	17.14%

From the calculation above, we know that the most of error which made by students is in tenses. It is about using verb tenses that indicate the relationship between an action of being and the passage of time, such using present tense and past tense. The error is made on tenses is 42.01% and the lowest is punctuation with 17.04%. So, many of students still bad in tenses and not understand about using tenses.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data on the previous chapter the writer would like to conclude that:

The type of error that made by the student on spelling is (19.52%) structure (42.01%), word choice (21.01%) and punctuation (17.04%). The highest frequency of error which has been made by the students is on structure.

Besides that, this research also shows that there are many factors why the students make errors. First is facility of students learning, like English book. The student must have English book. So, most of students get information only the teacher and it's not sufficient. The second is .influenced by the method of teaching, the teacher performance, because low well student understand the material it's depend on the method of the teacher uses. The third factors are student's motivation in learning English and lack of the student motivation and even on frequency of session.

B. Suggestion

After carry out the research the writer would like to give suggest as follow:

- a. The teacher should give the feed back to students after correcting and analyzing their error and writing English paragraph.
2. The teacher should be creative in developing the teaching learning active in classroom by choosing the best way in teaching
- b. Based on the data in the previous chapter the highest error is in its grammar. It's mean that the teacher should pay more attention about student grammar ability and help them to solve the problem. In other hand, students need to have more practice in using tenses correctly.

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