AN ANALYSIS ON GRAMMATICAL ERRORS IN STUDENTS’ RECOUNT PARAGRAPH WRITING
(A Case Study at the Second Year of MTs N 8 Jakarta Barat)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teachers’ Training
in a Partial Fulfillment of the Requirements
for the Degree of Strata 1 (S1) in English Language Education

By:
Nurhikmah
104014000377

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS’ TRAINING
“SYARIF HIDAYATULLAH”
STATE ISLAMIC UNIVERSITY
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ENDORSEMENT BY THE EXAMINATION COMMITTEE

The ‘Skripsi’ titled: “AN ANALYSIS ON GRAMMATICAL ERRORS IN STUDENTS’ RECOUNT PARAGRAPH WRITING”, written by Nurhikmah, student’s registration number 104014000377 was examined at examination session of the Faculty of Tarbiyah and Teacher’s Training, “Syarif Hidayatullah” State Islamic University Jakarta on 1st of November 2011. The ‘Skripsi’ has been accepted and declared to have fulfilled the requirements for the degree of S.Pd. (Bachelor of Arts) in English Education in the Department of English Education.

Jakarta, November 2, 2011

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ABSTRACT

Nurhikmah, 2011. An Analysis on Grammatical Errors in Students’ Recount Paragraph Writing (A Case study of the Second Years Students of MTs N 8 Jakarta Barat), A “Skripsi”, English Department, the Faculty of Tarbiyah and Teachers’ Training, “Syarif Hidayatullah” State Islamic University Jakarta.

Advisor : Drs. Zainal Arifin Toy, M.Sc
Key words : Grammatical errors, Students’ Recount Paragraph Writing MTs N 8 Jakarta Barat.

The objective of this study is to analyze the kinds of grammatical errors that encountered by the students, to describe the most grammatical errors which the students made in writing recount paragraph, and to find the reason why the most students made many grammatical errors in recount paragraph writing of MTs N 8 Jakarta Barat in second grade. The method used in this study was descriptive qualitative method. The researcher gave the writing test, collected the students’ test, analyzed students’ test through classifying the errors made by students in writing recount paragraph into eight variables as: tense (verb tense), diction, word form, usage, sentence pattern, pronoun, spelling and punctuation then calculated the students’ test using simple statistic formula. And the data will be explained in description analysis. The data of the study were gathered through the following instruments test. The subjects of this study were 30 students’ second year of MTs N 8 Jakarta Barat. The research finding states that the type of grammatical error that frequently made by the students of MTs N 8 Jakarta Barat in recount paragraph writing is usage with the number of error is 168 errors or 42.32%. The reason why the most students made this error is they were interfered by their mother tongue-Indonesian language. In Indonesian language pattern, there is no rule on using articles, prepositions, and singular-plural. The second rate of error frequency is tenses. The frequency of this error is 99 errors or 24.94%. Students’ errors in using tense because the most students still were interfered by their mother tongue-Indonesian language. Since, in Indonesian language, there is no change of using the verbs whether it is in past, present or future tense. The third rate of error frequency is sentence pattern. The frequency of this error is 61 errors or 15.36%. The students did such errors because the students translated directly from Indonesia language into English. Therefore, they forgot to use the correct pattern of a sentence that consists of subject, predicate or verb, and object. In conclusion, the errors that made by the second grade students of MTs N 8 Jakarta Barat are caused by students’ mother tongue interference. They translated the sentence from Indonesian language.
ABSTRAK


Pembimbing : Drs. Zainal Arifin Toy, M.Sc

Key words : Kesalahan Gramatikal, kalimat-kalimat siswa dalam penulisan paragraf, Jurusan Pendidikan Bahasa Inggris.

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In the name of Allah, the Beneficent and the Merciful. All praise be to Allah, Lord of the worlds who has bestowed upon the writer in completing this “skripsi”. Peace and blessing upon our Prophet Muhammad SAW, his families, his companion and his followers.

This “skripsi” is presented to English Educational Department Faculty Tarbiyah and Teachers’ Training Syarif Hidayatullah State Islamic University Jakarta as partial fulfillment of the requirement for the degree of S.Pd. (Bachelor of Arts) in English Language Education.

In this occasion, the writer dedicated this “skripsi” for her beloved family at home, her parents Suwardja and Sartifah, and for all of her sisters and brothers and extended her gratitude for their support and kindness.

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May this “Skripsi” can be useful for the writer particularly and for the readers broadly. The writer realizes that this “Skripsi” is far from being perfect. Therefore, the writer would like to accept any constructive criticism and suggestion for valuable improvement in another research. Finally, the writer thanks you very much.

Jakarta, August 21, 2011

(The Writer)
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A. The Background of Study

English is one of the most popular languages in the world. It is used as an international communication. Thousand people from different countries and different mother tongues can communicate each other in English. No doubt, many people want to learn English in order that they can communicate spoken or written. English also has become one of important subject in Indonesian school. The department of education has decided that English as a foreign language has to be taught in Indonesian school. It has been taught in every level of learners. Even, it is delivered to the earlier learners; it is for the kindergarten students. Moreover, English may be obtained not only in formal education; in schools, but also in informal education.

In learning English, there are four skills that should be mastered those are listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. Among the four skills to be mastered by students above, writing is the most difficult and complicated language skills because to write clearly the writer should do and learn everything at once. Hairston stated that, “To write clearly you have to
pay attention to everything: audience, sentence structure, transition, choice of example and half dozen of other considerations.¹

The opinion above is supported by Raymond, “Writing is not easy. An experienced writer will often labor over a single paragraph for more than an hour—not counting the thought and research that went on before the actual writing.”² When students write, they express their feelings and ideas into a word, word into sentence, sentence into paragraph, and it needs hard thinking to produce it at the same time with good English grammatical. The knowledge of grammar is very important to express what we would to say and interpret correctly, not only the basic meaning that someone said but also to force the utterance of piece of writing. Grammar keeps important role in writing. So, with a good grammar they can convey their message clearly, precisely, and easily to be understood by others.

However, students, even English students, today still has problem in implementing the grammar usage in English. They are mostly assumed that the use of grammar, particularly in writing, make their mind stuck. Consequently, they can’t compose their writing into correct way or in flow manner or they continue to write without considering the error they produce.

English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing, such as in tenses, there are no tenses in Indonesian language so many confuse in using the right tenses for their writing. For example, “Last holiday I go to Bandung” it should be “Last holiday I went to Bandung.” They make an error because they do not understand the grammar well. As the writer knows better, verb in English may have certain position which rules to tell the condition of time and to tell about the time of the action. This is, then, supported by Langan points of view

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that verb tells us the time of an action. The time that a verb shows is usually called tense.  

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

Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the resource or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English.

According to the English curriculum in Indonesia, Junior High School students have to master some types of writing paragraphs. Second year students specifically are expected to master three types of writing paragraphs. They are narrative, recount, and descriptive. Here the writer only used writing recount paragraph, because recount is more complicated than the other is. Recount functions to tell something that happened in the past and to tell a series of past event for the purpose of informing or entertaining.

Based on the explanation above, the writer wants to know what kind of grammatical errors that is commonly made by the students. To find the answer, she does a field research in MTs N 8 Jakarta and makes a test concerning on error types of recount paragraph writing. Therefore, the title of this study is “An Analysis on Grammatical Errors in Students’ Recount Paragraph Writing” (A Case Study at Second Grade of Students MTs N 8 Jakarta).

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B. The Limitation of the Problem

To avoid misunderstanding and to clarify the problem, it is necessary to make the limitation of the problem; the writer limits her study to find out the most typical errors that the students at the second year of MTs N 8 Jakarta make in their writing recount paragraph. The typical errors that the writer wants to analyze are about the grammatical errors, such as Verb tenses, Diction, Word Form, Usage, Sentence Pattern, Pronoun, Spelling, and Punctuation. The reason why she focused on these aspects on analyzing students’ recount paragraph writing because she saw that most students in MTs N 8 Jakarta made any errors in writing recount paragraph based on these aspects.

C. The Formulation of the Problem

Based on the background and limitation of the study, the writer plans to do an analysis on grammatical errors in students’ recount paragraph writing. The writer would like to formulate the problem as follow:

1. Are grammatical aspects the most errors did by the second year of MTs N 8 Jakarta in writing recount paragraph?
2. What kinds of grammatical errors are encountered by the second year students of MTs N 8 Jakarta Barat in writing recount paragraph?
3. What are the most errors of grammatical aspects that second year students of MTs N 8 Jakarta make in writing recount paragraph?
4. What the causes of errors did the students do in writing recount paragraph?

D. The Objective of the Study

The objective in this study is one of the important in order the study will reach the target what the writer hopes. The objectives of study are:

1. To analyze the kinds of grammatical errors encountered by the students of MTs N 8 Jakarta in writing recount paragraph.
2. To describe the most grammatical errors which second grade students of MTs N 8 Jakarta made in writing recount paragraph.
3. To find the reason why the most students of MTs N 8 Jakarta in second grade made many grammatical errors in recount paragraph.

E. The Significance of Study

The significance of this study can be divided into two parts, for the English teachers and the students. For the English teachers, by analyzing the students’ grammatical errors in writing recount paragraph, this study is useful for enriching their teaching strategy to be applied in teaching recount paragraph, and to improve their teaching ability. And for the students, the writer wishes the result of the study would be advantageous for the students in order they can anticipate errors in their writing and as motivation for the students to make a good writing especially in writing recount paragraph.

F. The Organization of Study

This paper consists of five chapters. The first chapter is introduction, which describes the background of study, the limitation of the problem, the formulation of the problem, the objective of study, the significance of study, and the organization of study.

The second chapter is the theoretical framework, which explains three matters. The first explains error analysis, started from the definition of error, the types of error, the sources of error, the goal of error analysis, the procedures of error analysis and the difference between mistake and error. The second explains writing English, started from the definition of writing, the purpose of writing, and the kinds of writing. The third explains paragraph, started from the definition of paragraph, the types of paragraph, and the effective of paragraph.

The third chapter is profile of MTs N 8 Jakarta which describes; the description of the school, the English teacher, the teaching-learning English activities, the curriculum, and the English textbook.

The discussion about research methodology and finding which explain two matters is written in the fourth chapter. First: explain research
methodology, which consists of the purpose of research, the place and time of research, the method of research, the data and data source of research, the technique of data collecting, and the technique of data analysis. Second: explain research finding which consists of the data description, the data analysis, and interpretation data.

Finally, the writer tries to give conclusion and suggestion. The writer also encloses appendix and bibliography completing in research paper.
A. Errors and Error Analysis

Errors are common occurrence for students of language or one who use a particular foreign language. Making errors is a part of learning that is usually faced by many language students. Thus, producing errors can be perceived as a usual part in learning language, particularly, foreign language. Dulay said that “Making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.” So that, it is impossible that learners never make some errors in language learning process. In other words, it is natural that the learners do some errors and mistakes in their second language learning process. Errors in this case, will help students in acquiring the material and they will learn more from their own writing.

Actually, the learner’s errors do not always give a feedback for themselves only but also for the teacher. From the learners’ errors, the teacher will know and analyze whether the learners have to acquire the material or not. According to Corder (1967:167) noted: “A learners’ errors…are significant in (that) they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the

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discovery of the language.”

In learners’ errors, the teacher will also know which part of the subject matter that most students make error and most students do not.

Concerning the importance of errors, the writer realizes that there should be a process to analyze the error, which is called error analysis. According to James “Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.”

Through the error analysis teacher or researcher expects to know more why students make some errors and the learners are expected not to do the same errors again in the future.

Based on the statements above, the writer summarizes that error analysis is a procedure that is done by the teacher because of the unacceptable forms produced by someone who learns a foreign language. It is not only to give a feedback for the learner itself but also for the teacher. The teacher will know how far the learners acquire the material that is given.

To know more about error analysis, how many types of it, and the differences between error and mistake, complete explanation will be discussed in this following part.

1. The Definition of Error

   There are some definitions of error. According to Dulay, “Errors are flawed side of learner speech and writing.” While in his 1967 paper, Corder defined, “Error is a systematic deviation made by learners who have not yet mastered the rules of the L2.”

   According to the statement above it can be seen that error is a part of foreign language learning process and no one can learn language without

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4Heidi Dulay, *Language Two…*, p. 138
his/her first making error. Besides that, the error which learners made is because their lack of comprehending the L2 rules.

Beside the errors, students also do some mistakes. All students make mistakes at various stage of their language learning. It is part of the natural process they are going through and occurs for a number of reasons.\(^6\)

There are the differences between error and mistake, as Hubbard in his book stated that “Error caused by lack of knowledge about the target language (English) or by incorrect hypotheses about it; and unfortunate mistakes caused by temporary lapses of memory, confusion, slips of the tongue and so on.”\(^7\)

According to Brown, “A mistake refers to a performance error that is either a random guess or a ‘slip,’ in that it is a failure to utilize a known system correctly…an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.”\(^8\) Another way to differentiate between error and mistake is error cannot be self-corrected and mistake can be self-corrected.

Based on the definition above it can be concluded that errors and mistakes are different. Errors refer to the failures in using the language system correctly which are caused by the lack of the students’ competence. Then mistakes refer to the failures in using the language system correctly that caused by several factors such as memory lapses, carelessness, etc.

2. The Types of Errors

There are eight types of error which is discussed further in this sub-chapter. They are tenses (verb tense), diction, word form, usage, sentence pattern, pronoun, spelling and punctuation. The second year students of MTs N 8 Jakarta mostly made these types of error.

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\(^8\)H. Douglas Brown, *Principle of Language Learning and Teaching…*, p. 205
a. Verb tenses

The significant position of verb might be as important as subject and object. Thereby; verb becomes fundamental element in a sentence. And to understand more what verb is, here, the writer tries to quote some experts’ statements: Jeremy Harmer claims that verb is a word (or group of words) which is used in describing an action, experience or state. It is, then, supported by Letourneau’s statement that: Verbs, traditionally, defined, are words that donate actions, events, or states…

On the basis of the above theory, it is possible to conclude that some experts agree of verb in some points which are verb as a describing action, experience, state or events. Thereby. Why verb stands in a fundamental position or main issue in a complete and meaningful sentence.

The root or plain form of any verb is the infinitive, the form listed in the dictionary and usually combined with to. This plain form is altered in a variety of ways, depending on how the verb is being used.

A verb can be combined with an auxiliary or helping verb to indicate different relationships between the action or state of being that the verb describes and the passage of time (tense), or the actor (voice), or the writer’s view of the action (mood). The modal auxiliaries are can, could, do, does, did, may, might, must, shall, should, will, and would.

Verb tense indicates the relationships between an action or state of being and the passage of time. From the explanation above, we can make a conclusion that any of the forms of a verb that may be used to show the time of the action or state expressed by the verb: the past/the future/ the present tense. The present tense indicates that something is taking place now. The past tense indicates that something was completed.

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9Jeremy Harmer, *How to Teach English, an Introducing to the Practice of English Language Teaching...*, p. 37
in the past. The future tense indicates that something will take place in the future. Moreover, some students were confused in using tenses in their writings. For example, “Where did you went last week?” this mistake is caused by their lack of grammar understanding.

b. Diction

When you are writing, therefore, you are choosing from lists of similar words constantly. Stott and Avery stated in their book, “The more conscious you are about this process and the longer the lists are from which you choose, the more interesting, effective and varied your writing style can become.” The selecting of these similar words called diction. Diction or word choice is choosing the right word in a sentence. Sometimes one word has the same meaning but has different usage in the sentence. For example, the words pale and pail look the same in spelling but they are different. Pale is an adjective and pail is a noun, they are used in different way.

In L2 there are two types of English word, they are Standard English and non Standard English. Standard English is acceptable for most educated writers and speakers in other hand for the students. And nonstandard English is unacceptable for formal writing and speaking, because nonstandard English includes illiteracies, ungrammatical constructions, slang, jargon, and obsolete words.

Some students made mistakes in diction part because of their lack of knowledge about this problem. They also generalized the meaning of words. For example, the using of where instead of when in the sentence “Where I was a child.” It should be “When I was a child.” The over generalized the meaning of word “Where and when” used in a wrong place and context. The students can know the right usage of diction only from learning by reading and exercising in writing.

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To make it clear, see these two tables below (common homonyms and homonym problem).

**Table 2.1**

Common Homonyms

<table>
<thead>
<tr>
<th>Possessive Pronoun (Shows ownership)</th>
<th>Contraction</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Its</td>
<td>It’s (It is)</td>
<td>Hour (time)</td>
</tr>
<tr>
<td>Our</td>
<td>They are</td>
<td></td>
</tr>
<tr>
<td>Their</td>
<td>There is</td>
<td></td>
</tr>
<tr>
<td>Theirs</td>
<td>Who’s (Who is)</td>
<td></td>
</tr>
<tr>
<td>Whose</td>
<td>You’re (You are)</td>
<td></td>
</tr>
<tr>
<td>Your</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other problem words that sound the same or almost the same but different meanings are listed in this table below.

**Table 2.2**

Homonym Problems

<table>
<thead>
<tr>
<th>Accept (to agree)</th>
<th>Except (not allow)</th>
<th>Site (location)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allowed (accepted)</td>
<td>Aloud (loudly)</td>
<td></td>
</tr>
<tr>
<td>Here (at this location)</td>
<td>Sight (the ability to see)</td>
<td></td>
</tr>
<tr>
<td>Knew (past of know: had knowledge)</td>
<td>New (never see before)</td>
<td></td>
</tr>
<tr>
<td>Know (to know knowledge)</td>
<td>No (Negative)</td>
<td></td>
</tr>
<tr>
<td>Quiet (not noisy)</td>
<td>Quite (very mess)</td>
<td></td>
</tr>
<tr>
<td>Whether (if)</td>
<td>Weather (clouds, sunshine)</td>
<td>Quit (to stop)</td>
</tr>
</tbody>
</table>

**c. Usage**

Usage’s areas are about articles, singular-plural form, etc.

1) Article

Article is determiner with its basic role is to mark noun phrases as either definite or indefinite: e.g. definite the; the book indicates a specific book, indefinite a; a book could mean any book. The article a precedes nouns that start with a consonant sound (a rocket). The
article *an* precedes nouns that start with a vowel sound (*an astronaut*).\(^\text{15}\)

In addition, usually *an* is used with a singular generic count noun. Examples: *A window is made of glass. A doctor heals sick people. Parents must give a child love. An apple can be red, green, or yellow. The* is sometimes used with a singular generic count noun (not a plural generic count noun, not a generic noncount noun). “Generic the” is commonly used with, in particular:\(^\text{16}\)

- Species of animals: *The whale is the largest mammal on earth.*
- Inventions: *who invented the telephone? The wheel? The airplane?*
- Musical instruments: *I’d like to learn to play the piano.*

The following table show the common count nouns are used without articles in certain special situations.\(^\text{17}\)

**Table 2.3**

<table>
<thead>
<tr>
<th>Idiomatic expressions using be and go</th>
<th>Idiomatic expressions using be and go</th>
</tr>
</thead>
<tbody>
<tr>
<td>We’ll go by train. (as opposed to “We’ll take the train).</td>
<td>We’ll go by train. (as opposed to “We’ll take the train).</td>
</tr>
<tr>
<td>In spring, we like to clean the house.</td>
<td>In spring, we like to clean the house.</td>
</tr>
<tr>
<td>He’s in mosque/college/jail/class.</td>
<td>He’s in mosque/college/jail/class.</td>
</tr>
<tr>
<td>Breakfast was delicious.</td>
<td>Breakfast was delicious.</td>
</tr>
<tr>
<td>He’s preparing dinner by himself.</td>
<td>He’s preparing dinner by himself.</td>
</tr>
<tr>
<td>He’s dying of pneumonia.</td>
<td>He’s dying of pneumonia.</td>
</tr>
<tr>
<td>Appendicitis nearly killed him.</td>
<td>Appendicitis nearly killed him.</td>
</tr>
<tr>
<td>She has cancer.</td>
<td>She has cancer.</td>
</tr>
<tr>
<td>(You will sometimes hear “the</td>
<td>(You will sometimes hear “the</td>
</tr>
</tbody>
</table>

\(^\text{15}\)Linda Stanley, *Ways to Writing: Purpose, Task, and Process*…, p. 431


measles”, “the mumps”, but these, too, can go without articles).

| With time of day | We traveled mostly by night. We’ll be there around midnight. |

2) Singular-Plural

“My sister got a bag yesterday,” and “Rossi sells various bags in this mall.” “I know the man with a red coat,” and “The men in this house are diligent.”

The examples above show that there are two ways in changing singular form into plural form in English. The common way is by –s in the end of the word, is called regular plural form: pen-pens, chair-chairs, ring-rings, etc.

And other one is irregular plural form. For this kind, the students must know and memorize the particular words, because there is no exact rule in it, like, man-men, thief-thieves, tooth-teeth, foot-feet, etc.  

3) Preposition

A preposition is a connecting word that typically indicates time, place, or movement. Some common prepositions are about, above, across, after, around, at, before, behind, between, by, during, for, from, in, into, of, off, on, out, over, since, through; to, under, up, with.

A preposition connects its object (a noun, pronoun, or noun substitute) with some other word in a sentence. Together the preposition, its object, and any words modifying the object form a preposition phrase-for example, on a sunny morning.

Linda Stanley, et. al., Ways to Writing: Purpose, Task, and Process…, p. 431
Melinda G. Kramer, et. al., Workbook for Writers….., p. 15
The words *succotash* and *skunk* were borrowed from the **Algonquian Indians**.

Preposition and prepositional phrase can modify nouns, verbs, adjectives, or adverbs; they supply additional information about the words they modify.\(^{21}\)

**USED AS ADJECTIVE**

American English has borrowed many words *with Indian origins*. [The prepositional phrase modifies the noun *words*, telling what kind.]

**USED AS ADVERB**

Algonquian words are alive *in our vocabulary today*. [The prepositional phrase modifies the adjective *alive*, telling where.]

**USED AS ADVERB**

We still use more than 100 words we owe *to the Algonquians*. [The prepositional phrase modifies the verb *owe*, telling whom.]

**USED AS ADVERB**

Once *upon a time* Algonquian was America’s most widely spoken Indian language. [The prepositional phrase modifies the adverb *once*, telling exactly when.]

The following list illustrates the use of prepositional phrases to convey specific kinds of information.\(^{22}\)

---

\(^{21}\) Melinda G. Kramer, et. al., *Workbook for Writers*..., p. 15

a. Place, position: across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.

b. Direction: across, at, by way of, down, into, out of, through, toward, up upon.

c. Time: about, after, around, at before, by, during, from ...to, from ...

until, in.

d. Purpose, reason: for

e. Possession: of

f. Manner, instrument: by, in, like, with.

g. Identification: at, by, in, on, with.

h. Distance: for

i. Agent: by

j. Material: with

k. Quantity: by

d. Sentence pattern

When we learn to make a sentence in English language, we sometimes begin from a subject and end it with an object or complement. Based on Ross and Doty, the basic sentence pattern of English is subject-verb-object or complement.23 From the explanation above, we can make a conclusion that if we want to make a simple sentence in English, our sentence should be consisted of a subject-verb or predicate-object or complement.

For more detail Stanley stated in her book, “A subject is a noun (or a word or a group of words serving as a noun) that tells who or what is doing the action or experiencing the state of being expressed by the verb in a clause.” For example in the main clause: The boy’s mother had to drive home slowly. Mother is the simple subject, the noun without any

modifiers: *the boy’s mother* is the complete subject, the noun with its modifiers.\(^{24}\)

Then, a predicate is usually said to include all parts of a clause other than the subject and its modifiers. A simple predicate is the verb and its auxiliaries, such as the verb to *drive* and its auxiliary *had* in the sentence: *The boy’s mother had to drive home slowly.* The complete predicate includes any modifiers of the verb (*slowly*) and any complements (*home*).\(^{25}\)

Moreover, a complement is a word or a word group that completes or modifies the subject, the verb, or the object of a clause.

Subject complements are called *predicate adjectives* or *predicate nominatives.* A predicate adjective follows a linking verb (often a form of *to be* or a verb like *to become, to appear, or to seem*) and modifies the subject, as does the adjective *cautious* in. For example in the sentence: *She is cautious.* A predicate nominative is a noun (or a noun substitute) that follows a linking verb and defines the subject more specifically, as does the noun *driver.* For example in the sentence: *She is the driver of the car.*\(^{26}\)

Verb complements are called *direct* and *indirect objects.* A direct object is a noun (or a noun substitute) that names who or what is affected by the action of the verb. For example in the sentence: *She gave the keys to him.* The direct object is *keys,* and the indirect object is *him.* An indirect object is a noun (or its substitute) that names to or for whom or what the action is done.\(^{27}\)

Object complements are adjectives and nouns (or their substitutes) that modify direct objects. For example in the sentence: *She gave the car keys to him.* *Car* is an object complement.\(^{28}\)

\(^{24}\)Linda Stanley, *Ways to Writing: Purpose, Task, and Process…*, p. 432


\(^{26}\)Linda Stanley, *Ways to Writing: Purpose, Task, and Process…*, p. 433

\(^{27}\)Linda Stanley, *Ways to Writing: Purpose, Task, and Process…*, p. 433

\(^{28}\)Linda Stanley, *Ways to Writing: Purpose, Task, and Process…*, p. 433
e. Word Form

Prefixes and suffixes that are used in English give clues as to the meaning and, or, the function of words. Typically, suffixes indicate the function of a word in a sentence. For instance, there are some suffixes that are used only for nouns and others that are used for verbs, adjectives and adverbs. The particular suffix used in forming a word also helps to give meaning to a word, for instance ‘competition’ and ‘competitor’ are both nouns that are formed from the verb ‘compete’. The ‘-or’ suffix, however, indicates that there is a person performing the action, whereas the ‘-tion’ suffix indicates a condition or state of being. Do note that some suffixes are used with more than one type of word, so on their own they cannot be used to infer the function of the word in the sentence. In those situations, other context clues are needed to provide the function of that word in a particular sentence. For example, an ‘-ing’ suffix occurs with nouns, verbs and adjectives; in the sentence “Teaching is interacting with interesting people,” teaching is a noun (a gerund), interacting is part of a verb phrase in the present progressive tense, and interesting is an adjective that qualifies people.29

1) Suffixes

The tables below provide the more common noun, verb and adjective suffixes and give the usage and examples. There is only one common suffix for adverbs, and that is ‘-ly.’ It is often added to adjectival suffixes as in ‘creative’ and ‘creatively.’

<table>
<thead>
<tr>
<th>Ending</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-al</td>
<td>the act of doing, or the state of</td>
<td>betrayal, refusal</td>
</tr>
<tr>
<td>-ance/-ancy/-ence/-ency</td>
<td>relating to quality, state or condition</td>
<td>performance, infar, prominence, urgency</td>
</tr>
<tr>
<td>-ation</td>
<td>action or process of; result of</td>
<td>creation, reformatio</td>
</tr>
<tr>
<td>-ice</td>
<td>condition, quality or act</td>
<td>cowardice, notice</td>
</tr>
<tr>
<td>-er/-or</td>
<td>person or thing that performs the action</td>
<td>teacher, competitor, legislator</td>
</tr>
</tbody>
</table>

29 http://www.athabascau.ca/courses/engl/155/support/word_forms.htm
<table>
<thead>
<tr>
<th>Ending</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ate</td>
<td>verbs from some Latin forms</td>
<td>fascinate, participate</td>
</tr>
<tr>
<td>-ed</td>
<td>forms the simple past and past participle of regular verbs</td>
<td>walked, has walked</td>
</tr>
<tr>
<td>-en</td>
<td>verbs formed from adjectives</td>
<td>soften, weaken</td>
</tr>
<tr>
<td>Ending</td>
<td>Usage</td>
<td>Example</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>-er</td>
<td>verbs with a habitual or repeated action</td>
<td>stutter, canter</td>
</tr>
<tr>
<td>-fy</td>
<td>cause to be or become</td>
<td>beautify, liquefy</td>
</tr>
<tr>
<td>-ing</td>
<td>present participle and part of progressive tenses</td>
<td>walking, is walking</td>
</tr>
<tr>
<td>-ise/-ize</td>
<td>to cause to become, resemble; make into; to act in the manner of authorize, sympathize</td>
<td></td>
</tr>
<tr>
<td>-s/es</td>
<td>ending of third person singular, present tense</td>
<td>walks, runs</td>
</tr>
</tbody>
</table>

### Table 2.6
Adjective endings

<table>
<thead>
<tr>
<th>Ending</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able/-ible/-ble</td>
<td>capable of, fit for, tending to, likely to</td>
<td>trainable, flexible</td>
</tr>
<tr>
<td>-al</td>
<td>relating to, having the nature of</td>
<td>musical, personal</td>
</tr>
<tr>
<td>-ant</td>
<td>in the act or process of doing</td>
<td>vigilant, militant</td>
</tr>
<tr>
<td>-cd</td>
<td>adjectives formed from nouns</td>
<td>interested, bored</td>
</tr>
<tr>
<td>-ent</td>
<td>having the quality of</td>
<td>dependent, resilient</td>
</tr>
<tr>
<td>-er</td>
<td>comparative ending</td>
<td>bigger, faster</td>
</tr>
<tr>
<td>-est</td>
<td>superlative ending</td>
<td>biggest, fastest</td>
</tr>
<tr>
<td>-ful</td>
<td>full of, characterized by</td>
<td>beautiful, bountiful</td>
</tr>
<tr>
<td>-ic</td>
<td>pertaining to, connected with, resembling</td>
<td>volcanic, angelic</td>
</tr>
<tr>
<td>-ing</td>
<td>participial form as an adjective</td>
<td>interesting, boring</td>
</tr>
<tr>
<td>-istic</td>
<td>having the qualities of, formed from</td>
<td>realistic, socialistic</td>
</tr>
</tbody>
</table>
2) Prefixes

Prefixes aid in determining the meaning of words. While some prefixes have only one meaning, others may have more than one, or there may be several prefixes with the same meaning. It is a situation that helps lead to the richness of the English vocabulary.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Usage</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a/-an-</td>
<td>Without</td>
<td>amoral, anarchy</td>
</tr>
<tr>
<td>ad-</td>
<td>to, toward, near</td>
<td>adhere, advert</td>
</tr>
<tr>
<td>ante-</td>
<td>before in time or order</td>
<td>antechamber, antecedent</td>
</tr>
<tr>
<td>anti-</td>
<td>against, opposed to</td>
<td>antiaircraft, antibiotic</td>
</tr>
<tr>
<td>bene-</td>
<td>Good</td>
<td>beneficial, benefactor</td>
</tr>
<tr>
<td>bi-</td>
<td>Two</td>
<td>bicycle, bipolar</td>
</tr>
<tr>
<td>by-</td>
<td>aside or apart from</td>
<td>bystander, by-product</td>
</tr>
<tr>
<td>circum-</td>
<td>Around</td>
<td>circumpolar, circumnavigate</td>
</tr>
<tr>
<td>co/-col-/com/ con-/cor-</td>
<td>together, with, jointly</td>
<td>co-author, collaborate, combine, conspire, correspond</td>
</tr>
<tr>
<td>Prefix</td>
<td>Meaning</td>
<td>Example Words</td>
</tr>
<tr>
<td>--------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>contra-</td>
<td>against, opposite</td>
<td>contra- contraception, contra- band</td>
</tr>
<tr>
<td>de-</td>
<td>down from, away, off</td>
<td>de- descent, declassify</td>
</tr>
<tr>
<td>dia-</td>
<td>across, through</td>
<td>dia- diagonal, diagram</td>
</tr>
<tr>
<td>dis-</td>
<td>away from, apart</td>
<td>dis- disconnect, disown</td>
</tr>
<tr>
<td>epi-</td>
<td>upon, above, outside, in addition to</td>
<td>epi- epidermis, epilogue</td>
</tr>
<tr>
<td>ex-</td>
<td>out of, thoroughly</td>
<td>ex- exhale, exasperate</td>
</tr>
<tr>
<td>hyper-</td>
<td>beyond, excessive, extreme</td>
<td>hyper- hyperbole, hyperactive</td>
</tr>
<tr>
<td>hypo-</td>
<td>under, beneath, down, less than</td>
<td>hypo- hypodermic, hypothesis</td>
</tr>
<tr>
<td>il-/im-/in-/ir-</td>
<td>in, into, on not</td>
<td>il-/im-/in-/ir- illegible, impolite, inoperable, irrefutable</td>
</tr>
<tr>
<td>inter-</td>
<td>between, with each other</td>
<td>inter- interchange, intercede</td>
</tr>
<tr>
<td>intra-/intro-</td>
<td>within, inside of</td>
<td>intra-/intro- intramural, introvert</td>
</tr>
<tr>
<td>mal-</td>
<td>bad, evil, wrong</td>
<td>mal- malformed, malignant</td>
</tr>
<tr>
<td>micro-</td>
<td>Small</td>
<td>micro- microscope, micro- organism</td>
</tr>
<tr>
<td>mis-</td>
<td>Wrong</td>
<td>mis- mistake, misinformation</td>
</tr>
<tr>
<td>mono-</td>
<td>one, alone</td>
<td>mono- monotone, monopoly</td>
</tr>
<tr>
<td>multi-</td>
<td>many, much</td>
<td>multi- multilingual, multiply</td>
</tr>
<tr>
<td>non-</td>
<td>Not</td>
<td>non- nonentity, nonconformist</td>
</tr>
<tr>
<td>ob-</td>
<td>against, in opposition</td>
<td>ob- objection, oblivious</td>
</tr>
<tr>
<td>over-</td>
<td>above, on top of, superior</td>
<td>over- overactive, overdraft</td>
</tr>
<tr>
<td>peri-</td>
<td>around, near</td>
<td>peri- perimeter, perihelion</td>
</tr>
<tr>
<td>poly-</td>
<td>Many</td>
<td>poly- polygamy, polygon</td>
</tr>
<tr>
<td>post-</td>
<td>after in time or order</td>
<td>post- post-dated, post-mortem</td>
</tr>
<tr>
<td>pre-</td>
<td>before in time or order</td>
<td>pre- predict, precaution</td>
</tr>
<tr>
<td>pro-</td>
<td>forward, toward the front, occurring earlier</td>
<td>pro- project, prognosis</td>
</tr>
</tbody>
</table>
There are many words that have noun, verb, adjective, and adverb forms. A few of these word form ‘families’ are given in the chart below as examples. Any good dictionary will give you the various forms of a word.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beauty</td>
<td>Beautify</td>
<td>Beautiful</td>
<td>Beautifully</td>
</tr>
<tr>
<td>competition/competitor</td>
<td>Compete</td>
<td>Competitive</td>
<td>Competitively</td>
</tr>
<tr>
<td>Creation</td>
<td>Create</td>
<td>Creative</td>
<td>Creatively</td>
</tr>
<tr>
<td>management/manager</td>
<td>Manage</td>
<td>Manageable</td>
<td>Manageably</td>
</tr>
<tr>
<td>nationalist/nationalism</td>
<td>Nationalize</td>
<td>National</td>
<td>Nationally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>re-</th>
<th>back again</th>
<th>redo, renew</th>
</tr>
</thead>
<tbody>
<tr>
<td>retro-</td>
<td>back again, backward</td>
<td>retrospective, retroactive</td>
</tr>
<tr>
<td>semi-</td>
<td>half, partly</td>
<td>semiconductor, semiconscious</td>
</tr>
<tr>
<td>sub-/suc-/suf-/sup-/sus-</td>
<td>under, beneath</td>
<td>submarine, succumb, suffocate, support, suspect</td>
</tr>
<tr>
<td>Super</td>
<td>above, greater, better</td>
<td>Superfluous</td>
</tr>
<tr>
<td>syl-/sym-/syn-</td>
<td>with, together, associated</td>
<td>syllable, sympathy, synapse</td>
</tr>
<tr>
<td>tri-</td>
<td>Three</td>
<td>Tricycle</td>
</tr>
<tr>
<td>trans-</td>
<td>across, through</td>
<td>transform, transfuse</td>
</tr>
<tr>
<td>ultra-</td>
<td>beyond, excessive, extreme</td>
<td>ultramarine, ultraviolet</td>
</tr>
<tr>
<td>un-</td>
<td>not, opposed to; back</td>
<td>unavoidable; undo</td>
</tr>
<tr>
<td>uni-</td>
<td>one, alone</td>
<td>unicorn, uniform</td>
</tr>
</tbody>
</table>
f. Pronoun

A pronoun represents a person, place, thing, or idea without naming it. Pronouns may occur before a verb, after a verb, after a preposition, or before a noun. There are several types of pronouns: personal, intensive, indefinite, and relative pronoun.

1) Personal Pronouns

Personal pronouns are part of pronouns that are words that replaces a noun or noun phrase, but they commonly refer to person and thing, as Kolln said, “Personal pronouns are the ones we usually think of when the word pronoun comes to mind, we generally label them on the basis of person and members.”

There are four case forms of personal pronoun to indicate different sentence function: subjective case, objective case, the possessive case, and reflexive case.

Personal pronouns change their form for person (first, second and third), for case (subject, object, possessive), number (singular, plural) and gender (masculine, feminine, neuter), except for reflexive making the same kind of changes.

Following table show the form of personal pronoun:

<table>
<thead>
<tr>
<th></th>
<th>Subject</th>
<th>Object</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>I</td>
<td>Me</td>
<td>My</td>
<td>Mine</td>
<td>Myself</td>
</tr>
<tr>
<td></td>
<td>You</td>
<td>You</td>
<td>Your</td>
<td>Yours</td>
<td>Your self</td>
</tr>
<tr>
<td></td>
<td>He</td>
<td>Him</td>
<td>His</td>
<td>His</td>
<td>Himself</td>
</tr>
</tbody>
</table>

---

2) Intensive Pronouns

An intensive pronoun is a pronoun used to emphasize its antecedent. Intensive pronouns are identical in form to reflexive pronouns.

Examples;

I myself believe that aliens should abduct my sister.
The prime minister himself said that he would lower taxes.
They themselves promised to come to the party even though they had a final exam at the same time.31

3) Indefinite Pronouns

Indefinite pronouns refer to persons, places, or things that are unspecified, unknown, or unrevealed. Because indefinite pronouns do not refer to specific nouns, their antecedents are not given.

Someone knock on the door of the cabin.
Ray explained the situation to anybody who would listen.

The following are indefinite pronouns:32

<table>
<thead>
<tr>
<th>Everyone</th>
<th>Someone</th>
<th>Anyone</th>
<th>No one</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everybody</td>
<td>Somebody</td>
<td>Anybody</td>
<td>Nobody</td>
</tr>
<tr>
<td>Everything</td>
<td>Something</td>
<td>Anything</td>
<td>Nothing</td>
</tr>
</tbody>
</table>

4) Relative Pronoun

Relative pronouns begin adjective clauses and show the relationship between a clause and the noun it modifies. The main relative pronoun are who (whose, whom), which, and that.

---

31 http://www.wikipedia/edu/pronoun.com
• Using subject pronouns: Who, Which, That

For example:

(a) I thanked the woman who helped me.

(b) I thanked the woman that helped me.

(c) The book which is on the table is mine.

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>used for people</td>
</tr>
<tr>
<td>Which</td>
<td>used for things</td>
</tr>
<tr>
<td>That</td>
<td>used for both people and things</td>
</tr>
</tbody>
</table>

• Using object pronouns: Who (m), Which, That

For example:

(a) The man who(m) I saw was Mr. Jones.

(b) The man that I saw was Mr. Jones.

(c) The movie which we saw last night wasn’t very good.

<table>
<thead>
<tr>
<th>Object Pronoun</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who (m)</td>
<td>used for people</td>
</tr>
<tr>
<td>Which</td>
<td>used for things</td>
</tr>
<tr>
<td>That</td>
<td>used for both people and things</td>
</tr>
</tbody>
</table>

• Using Whose

For example:

(a) I know the man whose bicycle was stolen

<table>
<thead>
<tr>
<th>Whose</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whose is used to show possession. It carries the same meaning as other possession pronouns used as adjectives: his, her, its, and their. Like his, her, its, and their, whose is connected to a noun: His bicycle = whose bicycle</td>
<td></td>
</tr>
<tr>
<td>Both whose and the noun it is connected to are placed at the beginning of the adjective clause. Whose cannot be omitted.</td>
<td></td>
</tr>
</tbody>
</table>

Whose cannot be omitted.

\[33\text{Betty Schrampfer Azar, Understanding and Using English Grammar..., p. 238}\]
\[34\text{Betty Schrampfer Azar, Understanding and Using English Grammar..., p. 239}\]
\[35\text{Betty Schrampfer Azar, Understanding and Using English Grammar..., p. 240}\]

\[g. \text{ Spelling}\]

The most important elements in writing are spelling. As Brooks noted that spelling is of relatively minor importance as far as reading is
concerned; it becomes a major factor in the productive skill of writing.\textsuperscript{36} Scholes and Comley states that spelling began as an attempt to imitate sounds. But once writing became common, spellings tended to persist while sounds changed.\textsuperscript{37} In English the word that utterance and the word that written are absolutely different. This make the students confuse and always make the errorless in spelling. In the following there are ten spelling hints that noted by Lieberman and Spielberger:

1) Keep a record of word that you misspell. Be certain that you spell the words correctly on your list.
2) Always proofread your essays to discover careless or inadvertent misspellings.
3) Consult a dictionary if you are not certain about a correct spelling.
4) Do not allow mispronunciation to cause you to misspell.
5) Study the list of words that confuse you.
6) Do not drop a final \textit{l} when you add \textit{–ly}.
7) Be careful when you add a prefix to the steam of word that you do not omit a letter or add a letter.
8) Use the apostrophe correctly when forming constructions.
9) Be careful not to use the apostrophe when you form the ordinary plural of pronouns.
10) Use capital letters only when required.\textsuperscript{38}

h. Punctuation

Punctuation is the practice or system of inserting various marks in written test in order to aids interpretation. Using correct punctuation is important because punctuation conveys meaning just as words do.\textsuperscript{39}

\textsuperscript{38}Leo Liberman and Jeffrey Spielberger, \textit{SAT II Writing}…, p. 53.
There are three punctuation marks that you can use at the end of a sentence: the period, the question mark, and the exclamation mark. Here are ‘end’ of sentence punctuation rules:  

1) Put a period (full stop) at the end of a statement  
e.g. I don’t like to give interviews.

2) Put a question mark at the end of a question.  
e.g. Do you speak English?

3) Put an exclamation mark at the end of a sentence to show strong feeling.  
e.g. It sure is hot today!

Oshima and Hogue also stated the rules of commas, semicolons, colons, and quotation marks.

1) Commas  
Commas are sometimes troublesome to learners of English because they are used differently in other languages. There are many comma rules in English, but you may remember them more easily if you realize that they can be organized into just four main groups: **introducers, coordinators, inserters, and tags**.

- **Introducer Commas**  
An introducer comma follows any element that comes in front of the first independent clause in a sentence.  

**WORDS**  
**Therefore**, I plan to quit smoking.  
**As a result**, I feel terrible right now.  
**Because I have a chronic cough**, my doctor recommended that I quit immediately.

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41Alice Oshima and Ann Hogue, *Writing Academic English*...., p. 280-281
• **Coordinator Commas**
  Together with a coordinating conjunction, a comma links coordinate (equal) elements in a sentence.
  
  **COMPOUND SENTENCES WITH 2 INDEPENDENT CLAUSES**
  They were tired, so they went home early.
  
  **SERIES OF 3 OR MORE WORDS**
  He does not enjoy skiing, ice-skating, or sledding.
  
  **SERIES OF 3 OR MORE PHRASES**
  A nurse has to work at night, on weekends, and on holidays.

• **Inserter Commas**
  An inserter comma is used before and after any element that is inserted into the middle of an independent clause.
  
  **WORDS**
  My uncle, however, refuses to quit smoking.
  
  **PHRASES**
  My father, on the other hand, has never smoked.
  
  **NONRESTRICTIVE PHRASES AND CLAUSES**
  My aunt, his wife, died of lung cancer.

• **Tag Commas**
  A tag comma is used when adding certain elements to the end of a sentence.
  
  **WORDS**
  He appears to be in good health, however.
  
  **PHRASES**
  He also plays tennis, beating me most of the time.

2) **Semicolons**
   Using semicolons is not difficult if you remember that a semicolon (;) is more like a period than a comma. It is a very strong punctuation mark. Semicolons are used in three places:
   
   • Between two sentences that are closely connected in idea.

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42 Alice Oshima and Ann Hogue, *Writing Academic English*..... p. 283
• Before conjunctive adverbs and some transition phrases when they are followed by an independent clause.
• Between items in a series when the items themselves contain commas.

3) Colons
Using a colon at the end of an independent clause focuses attention on the words following the colon. After a colon, we often write lists, appositives, and direct quotations.43

• **Before Lists**
  Use a colon to introduce a list.
  e.g. I need the following groceries: eggs, milk, and coffee.

• **Before Appositives**
  Use a colon after an independent clause to direct attention to an appositive (a word or word group that renames another word or word group).
  e.g. He had one great love in his life: himself.

• **Before Long Quotations**
  Use a colon to introduce a quotation longer than three lines.
  e.g. As Albert C. Baugh and Thomas Cable state in their book *The History of the English Language*:

  There is no such thing as uniformity in language. Not only does the speech of one community differ from that of another, but the speech of different individuals of a single community, even different members of the same family, is marked by individual peculiarities.

• **Before Subtitles**
  Use a colon between the main title and the subtitle of a book, article, or play.
  e.g. The title of an article from the *New York Times* is “Man on Mars: Dream or Reality?"

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43Alice Oshima and Ann Hogue, *Writing Academic English*..., p. 285-287
• **In Expressions of Time or Day**
  
  Use a colon between the numbers for hours and minutes when indicating the time of day.
  
  e.g. Helen left the class at 12:30

• **After Formal Salutations**

  Use a colon after the salutation of a formal letter.
  
  e.g. Dear Ms. Smith:

4) **Quotation Marks**

  Quotations marks ("…") have three basic uses: to enclose direct quotations, to enclose unusual words, and to enclose titles of short works.  

• **Around Direct Quotations**

  Use quotation marks around a direct quotation that is shorter than three lines. A direct quotation states the *exact* words of a speaker and is usually introduced by a reporting phrase such as *he said* or *as the report stated*.

  e.g. The receptionist said, “The doctor is unavailable right now. Please wait.”

• **Around Unusual Words**

  Use quotation marks around words with unusual, especially ironic, meanings.

  e.g. The “banquet” consisted of hot dogs and soft drinks.

• **Around Titles of Short Works**

  Use quotation marks around the titles of articles from periodical journals, magazines, and newspapers; chapters of books; short stories; poems; and songs.

  e.g.

  In the article ‘The Future of Manned Space Travel,” published in the July 19, 2004, issue of Space, the authors explore the problems of a manned fight to Mars.

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44Alice Oshima and Ann Hogue, *Writing Academic English*....., p. 288-289
3. The Sources of Error

In analyzing students’ speech of writing, it is important to know the sources of error. Why are certain errors made? What cognitive strategies and styles or even personality variables underlie certain error? By trying to identify the sources, it can begin to arrive at an understanding of how the learners’ cognitive and affective relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.

Brown claims that there are four major sources of error. He labels Interlingual transfer, intralingual transfer, context of learning and Communication strategies.\(^{45}\)

a. Interlingual Transfer

Interlingual transfer happened because the native language or mother language interference. 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. Intralingual Transfer

Intralingual transfer (the transfer within the target language itself). Researcher have found that the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once learner have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language-is manifested. Negative intralingual transfer, or overgeneralization, has already been. Illustrated in such utterances as “Does john can sing?” other example like “He goed.” And “I don’t know what time is it?”

c. Context of Learning

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

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\(^{45}\)H. Douglas Brown, *Principle of Language Learning and Teaching*..., p. 213-217
language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but properly contextualized.

d. Communication Strategies
Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance their message across, but at times these techniques can themselves become a source of error.

Hubbard also says that there are three major causes of error. Those are mother tongue interference, overgeneralizations and errors encouraged by teaching material or method.46

a. Mother tongue interference
Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, most older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a ‘foreign’ pronunciation, faulty grammatical patterns and, occasionally, to the wrong choice of vocabulary.

b. Overgeneralization
Errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial, such rules may well produce the following patterns: “Where you went yesterday?”, “Where you did go yesterday?”

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46Peter Hubbard, et al., A Training Course for TEFL..., p. 140-142
c. **Errors encouraged by teaching material or method**

Errors appear to be induced by the teaching process itself. Error is evidence of failure, of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error. It is fairly easy to accept this in the early stages of language learning when controls are applied in the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but more difficult at later stages. However, it might be salutary for us to bear in mind the possibility of some of our students’ errors being due to our own teaching.

4. **The Goal of Error Analysis**

The most typical use of the analysis of the error is the teachers. It is designing pedagogical material and strategies. Dullay stated that studying students’ errors serves two major purposes:

a. It provides data from which inferences about the nature of the language learning process can be made.

b. It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which errors types detract most from a learner’s ability to communicate effectively. 47

5. **The Procedures of error analysis**

James acclaims in his book that there are five procedures in identification of errors. 48

a. **Error Detection**

We use the sentence as our unit of analysis and ask our informants to report their institution.

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48Carl James, *Error in Language Learning and Use…*, p. 91-97
b. Location Error

Error location is not always so straightforward. Not all errors are easily localizable in this way: some are diffused throughout the sentence or larger unit of the text that contains them: they are what are known as global errors.

c. Describing Error

The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum ‘delicacy’ of descriptive detail.

d. Classifying Error

We shall here describe a number of classificatory systems that have been used in Error Analysis, and even risk recommending the ‘best’.

e. Counting Error

Finally, the analyst counts the errors made by the students.

Meanwhile, Gass and Selinker stated that a great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis.49

a. Data need to be collected. Although this is typically done with written data, oral data can also serve as a base.

b. Identify errors. What is the error, for example, incorrect sequence of tenses, wrong verb form, singular verb form with plural subject?

c. Classify errors. Is it an error of agreement? Is it an error in irregular verbs?

d. Quantify errors. How many errors of agreement occur? How many irregular verb form errors?

e. Analysis of source.

f. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

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6. The Difference between Mistake and Error

Error and mistake is different. Error is unintentionally deviant and is not self-corrigeble by its author. Then, errors are the result of some failure of performance.\textsuperscript{50} Besides, 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.\textsuperscript{51}

Otherwise, mistake is either intentionally or unintentionally deviant or self-corrigeble. Then, mistake is a problematic criterion to apply in practice.\textsuperscript{52} Moreover, mistakes 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 prompt for self-correction, then we have a first-order mistake.\textsuperscript{53}

Moreover, an error cannot be self corrected, according to Freeman, while a mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-corrected.\textsuperscript{54} Then, Corder (1967) was careful to distinguish between errors and mistakes. Mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error. The learner in this case has incorporated a particular erroneous form (from the perspective of the TL) into his or her system.\textsuperscript{55}

Then the writer concludes that students make error because they do not know of the knowledge about what they write, and they cannot recognize it unless other people, their friends or their teachers tell and

\textsuperscript{50}Carl James, \textit{Error in Language Learning and Use...}, p. 78-79
\textsuperscript{51}Carl James, \textit{Error in Language Learning and Use...}, p. 83
\textsuperscript{52}Carl James, \textit{Error in Language Learning and Use...}, p. 78-79
\textsuperscript{53}Carl James, \textit{Error in Language Learning and Use...}, p. 83
\textsuperscript{54}Diane Larsen-freeman and Michael H. Long, \textit{An Introduction to Second Language Acquisition Research...}, p. 59
\textsuperscript{55}Susan M. Gass and Larry Selinker, \textit{Second Language Acquisition: An Introductory Course...}, p. 67
correct them. And for mistake, actually the students have known about what they write but they just “slip up” and do mistakes. In this case, students are able to correct and realize their own mistake.

B. Writing English

1. The Definition of Writing

An ability to write is something that many students have to deal. Like other skills, writing is an important part in the life of modern society. Writing is needed by people to make communication worldwide. In class, writing ability is developed through different activities such as writing notes during lesson, writing essay for final assignment, answering questions in examination and making summary. Coffey points out that “Writing is a form of communication in which one meaningfully expresses message, for example ideas, hopes, opinions and findings to other people (reader)”.

Within the discussion of writing, Macdonald also stated that “The writing process is a creative act of construction that seems to begin with nothing—a blank page—and ends with a coherent structure that expresses feeling, emotions and attitudes, prejudices, values—the full range of human experience”.

According to Rivers, writing refers to: “The expression of ideas in a consecutive way, according to the graphic conventions of the language; the ultimate aim of a writer at this stage is to be able to express himself in a polished literary form which requires the utilization of a special vocabulary and certain refinements of structure”. Writing is not only a collection of sentences which have no connection between each other, but it should be an expression of ideas or feeling in a consecutive way in the form of a connected series of sentences which are grammatically and logically.

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From the definitions above, it can concluded that writing is the way or the process to express or to represent writer’s knowledge into textual medium by following the linguistic rules.

2. The Purpose of Writing

Speaking about the purpose of writing, in the book of “Reasoning and Writing Well”, Dietsch wrote that “The general purpose of writing may be primarily to inform, to persuade, to express, or to entertain. The specific purpose involves responding to a certain need for writing.”

According to Penny Ur, “The purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reared. So, the ideas themselves should arguably be seen as the most important aspect the writing.

The main reason of teaching writing is to help the students to learn. That main reason can be broken down to supporting reasons as below based on technique in teaching writing:

a. Writing reinforces the grammatical structure, idioms, and vocabulary that we have been teaching our students.

b. When the students write, they also have a chance to be adventorous with the language, to go beyond what they have just learned to say, to take risks.

c. When they write, they necessary very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is unique way to reinforce learning.

Based on the explanation above, the writer can make a conclusion that writing is an important medium in expressing someone’s feeling. Besides, writing can also give information to others about something important.

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3. The Kinds of Writing

There are a number of types of writing task that most of us will be familiar with, both as teachers and from our own language learning experienced. Simplifying for the moment, they can be listed under three broad headings.  

a. Free Writing

Free writing is writing without stopping. It means writing comes to the mind without worry that everything they write is correct or incorrect. The purpose is to free up the mind so that it can make association and connection.

Apparently at the other end of the spectrum, a ‘free writing’ task requires learners to ‘create’ an essay on a given topic, often as part of a language examination. Sometimes students are simply invited to write on a personal topic—their hobbies, what they did on holiday, interesting experiences and the like. Other materials provide a reading passage as a stimulus for a piece of writing on a parallel topic, usually with comprehension questions interspersed between the two activities.

b. Controlled Writing

If the focus of a language programme is on accuracy, then schemes for controlling learners’ writing output will obviously predominate. The students will focus to practice on getting words down on they paper and they have to concentrate on one or two problems at the time. Controlled writing focuses the student’s attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax. The range of activity types is considerable, and typical approaches include:

1) Providing a model sentence and asking students to construct a parallel sentence with different lexical items.

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2) Inserting a missing grammatical form.
3) Composing sentences from tabular information, with a model provided.
4) Joining sentences to make a short paragraph, inserting supplied conjunctions (but, and, however, because, although…).

c. Guided 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 given a first sentence, a last sentence, an outline to fill out, a series of question to respond to, or information to include in their piece of writing. Students should be able to discuss, make notes, and share finding 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.

C. Paragraph

1. The Definition of Paragraph

In written form, English is divided into paragraph to distinguish one main idea. According to Brown “A paragraph is a group of sentences that work together as a team to discuss a single main idea.”63 Cowan said paragraph is composed of a sentence or a chunk of sentences which the writer has grouped together for some definite reason.64 In addition, Oshima and Hogue said paragraph is a group of related statement that a writer develops about a subject. Each paragraph is separate unit marked by indenting the first word from the left-hand margin, or by living extra space above and below the paragraph.65

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64 Elizabeth Cowan, Writing, (Glenview: Scott, Foresman and Company, 1983), p. 119
65 Oshima, Writing Academic English….., p. 4
The definition above can be conclude that a paragraph is a basic unit of organization in writing in which a group of related sentences develop one main idea.

2. The Types of Paragraph
a. Descriptive

A description describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.\(^{66}\)

The steps for constructing a description are:\(^{67}\)

1) Identification: Identifies phenomenon to be described
2) Description: describe parts, qualities, characteristics, etc.

Descriptions usually include the following grammatical features:\(^{68}\)

1) Verbs in the present tense
2) Adjectives to describe the features of the subject
3) Topic sentences to begin paragraphs and organize the various aspects of the description
4) Proper nouns (e.g.: Hana, my dog)
5) Action Verbs (e.g. dance, go).

Below is the example of descriptive paragraph that oriented from general to specific:\(^{69}\)

My name is Hana. This is my favorite place. It is called Nishiyu. It is a small village. There is a good harbor. There are a lot of fishing boats in the harbor. There are some hotels and two restaurants on the road to Nishiyu and a house near the bridge into Nishiyu.

\(^{67}\)Kistono, dkk., The Bridge English Competence for SMP Grade VIII, (Surabaya: Ghalia Indonesia, 2007), p. 9
\(^{68}\)Mark Anderson and Kathy Anderson, Text Types in English 3…, p. 26
\(^{69}\)Kistono, dkk., The Bridge English Competence for SMP Grade VIII…, p. 9
b. Narrative

According to Oshima and Hogue, Narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen. Moreover, Mark and Kathy Anderson propose that narrative is a text that tells a story and, in doing so, entertains the audience. The purpose of a narrative, other than providing entertainment, can be to make the audience think about an issue, teach them a lesson, or excite emotions.

Narratives can be presented as written or spoken texts. Written narratives often take the form of novels. The story is usually told by a narrator. If the narrator is one of the characters in the story, the story is said to be told in the first person. If a person outside the story is the narrator, then the story is being told in the third person. Narrative text can be found in diaries journals, newspapers, biographies, and autobiographies. The examples of narrative text are: myths, fairytales, aboriginal dreaming stories, science fiction, historical fiction, and romance novels.

The steps for constructing a narrative text are:

1) Orientation
   The beginning of the story that tells who are characters are, when and where the story takes place.

2) Complication
   The middle of the story tells what happened to the characters.

3) Resolution
   The end of the story tells how the characters solve the problems.

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70Alice Oshima and Ann Hogue, *Introduction to Academic Writing* ..., p. 24
71Mark Anderson and Kathy Anderson, *Text Types in English 3* ..., p. 3
72Mark Anderson and Kathy Anderson, *Text Types in English 3* ..., p. 3
4) Coda

Narrator includes a coda if there is to be a moral or message to be learned from the story (an optional step)

Narratives usually include the following grammatical features:74
1) Nouns that identify the specific characters and places in the story
2) Adjectives that provide accurate descriptions of the characters and settings
3) Verbs that show the actions that occur in the story
4) Time words that connect events, telling when they occurred
5) Mostly use verbs in past forms
6) Use speech marks when the characters are speaking.

Below is the example of narrative paragraph:75

Long time ago, there was a boy in a small village. That boy was me, Guller.
One day when I sailed, my ship sank. I swam ashore to the island of Liliput. I was very tired, so I fell asleep. Hundreds of tiny people pulled me to the ground with rope.
When I woke up, I made friends with the tiny people. They untied the rope and gave me food. Their bread was so tiny. In one meal, I ate a thousand loaves of bread, a hundred plates of chicken, a hundred cows, and a hundred sheep.
The tiny people took me to meet their king and queen. The king’s hand was so tiny that I used only one finger to shake it.
Everything was so small. I felt like a giant among them.

Orientation

Complication

Resolution

Coda

c. Recount

A recount is a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred.76 In addition to Jan said that a recount consists of the reconstruction of a past experience or

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74Mark Anderson and Kathy Anderson, Text Types in English 3…, p. 3
75Kistono, dkk., The Bridge English Competence for SMP Grade VIII…, p. 100
76Mark Anderson and Kathy Anderson, Text Types in English 3…, p. 24
event; usually one in which the author has been involved, although there are some recounts that are imaginative and are not written within the author’s experiences. The information in all recounts is arranged in a time sequence with appropriate language usage to link the events and to show the passing of time. A recount may involve the stating of observations and the inclusion of a personal comment.77

A recount text usually has three main sections. The first paragraph gives background information about who, what, and when (called an orientation). This is followed by a series of paragraphs that retell the events in the order in which they happened (events). Some recounts have a concluding paragraph however, this is not always necessary (Re-orientation).78

Recounts usually include the following grammatical features:79

1) Proper nouns to identify those involved in the text
2) Descriptive words to give details about who, what, when, where and how
3) The use of the past tense to retell the events
4) Words that show the order of the events (for example, first, next, then)
5) The elimination of irrelevant details so that only the important aspects of the event are included
6) The use of personal pronouns in recounts in which the author was a participant.80

Below is the example of recount paragraph:81

In the Hospital

When I was in hospital last year, I looked forward to visiting times.

Orientation

78Mark Anderson and Kathy Anderson, Text Types in English 3..., p. 24
79Mark Anderson and Kathy Anderson, Text Types in English 3..., p. 24
80Lesley Wing Jan., Write Ways: Modeling Writing Forms..., p. 79
81Kistono, dkk., The Bridge English Competence for SMP Grade VIII..., p. 27
I was cheered up by visitors who talked and joked with me. My teacher knew how boring it was to be alone. She brought me a game set on one of her visits. Some of my classmates gave me fruit and flowers when they visited me. Allan sent me a get-well card. He could not visit me because he was also ill. I am lucky to have caring friends.

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 Dietsch book, “Effective paragraph have five distinctive features: clarity, interest, unity, coherence and completeness.”

a. Clarity

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, and being complete. Important influences on clarity are the level of formality, the voice of verbs, sentence structure, length of sentences and paragraphs, and positions of emphasis.

The write concludes that the clarity is thinking or explaining something in clarity. The, reader will understand well the content of the paragraph.

b. 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 reader likes to be entertained. The, the way to catch readers; attention of the paragraph is choosing the good title of the passage.

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c. 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.

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.

d. Coherence

Coherence is essentially a technique of connecting ideas smoothing 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 idea so skillfully together that the reader can see quickly the relationship of one idea to another and to central thought (thesis) of the whole.

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.

One way to achieve coherence is with the use of connectors: introductory phrases that link one sentence to another. Some basic connectors that are used with techniques of support are: in fact, that is, for example, in addition, etc.\(^3\)

e. Completeness

An effective paragraph does not weary readers or waste their time. Details appear for a valid reason: to support the topic sentence. To be complete, a paragraph must supply adequate and appropriate information.

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CHAPTER III
PROFILE OF THE SCHOOL

A. The Description of School

MTs N 8 Jakarta is located on Jl. Komp. BTN Kresek Indah Duri Kosambi Cengkareng Jakarta Barat.

There are 33 teachers who teach 569 students in MTs N 8 Jakarta which divided into three grades; 146 students in first grade, 243 students in second grade and 180 students in third grade.

The school has 16 classrooms, 1 teacher room, 1 principal room, 14 rest rooms, 1 library, 2 laboratories, such as computer lab, and biology lab, 1 "UKS" room, 1 meeting room, 1 administration room, 1 cooperation, and 4 canteens.

This school has subject hours for all subjects include “Muatan lokal” and special course (pendalaman materi) for third grade after they are finished school, such as English, mathematics, science and social.

B. The English Teachers

Teachers become very important in every school. Without teachers, the students will study by themselves. There are several functions of the teachers, such as; they become a facilitator in classroom, become an instructor, become a guide in learning process, etc. In MTs N 8 Jakarta, there are 4 English teachers. All of them have responsibilities to teach based
on the class, three of them to teach class one, two and three, then one of them only teach *mulok* (*muatan lokal*) for class one until three (especially for English conversation) and personal details of the teachers can be seen on this table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>A graduate from</th>
<th>Teaching Experience</th>
<th>Teaching at Grade</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dra. Rina Nova</td>
<td>UIN Syarif Hidayatullah Jakarta</td>
<td>Since 1995 (16 years)</td>
<td>VIII</td>
<td>Civil Servant (PNS)</td>
</tr>
<tr>
<td>2.</td>
<td>Rudi Hartono, S.Pd</td>
<td>STKIP Kusuma Negara</td>
<td>Since 2006 (5 years)</td>
<td>IX</td>
<td>Civil Servant (PNS)</td>
</tr>
<tr>
<td>3.</td>
<td>Heni, S.Pd</td>
<td>Univ. Indraprasta Jakarta</td>
<td>Since 2008 (3 years)</td>
<td>VII</td>
<td>Honorary (Honorer)</td>
</tr>
<tr>
<td>4.</td>
<td>Siti Umiyati, S.Pd</td>
<td>Univ. Muhammadiyah Prof. Dr. Hamka</td>
<td>Since 2008 (3 years)</td>
<td>I-IX (To teach <em>Mulok</em> “<em>Muatan lokal</em>”)</td>
<td>Honorary (Honorer)</td>
</tr>
</tbody>
</table>

### C. The Teaching-learning English Activities

From the observation of results about what method that teacher in MTs N 8 Jakarta used to teach writing in the recount text. The writer concluded there are four findings about the procedures of teaching English writing. The four findings are opening the session, presenting the teaching materials, evaluating session, and closing the session.
1. Warm-up Activity
In this stage, the teacher greeted her students warmly in English. Then, she asked the students to tell about their last holiday. Then, one student told her last holiday in her hometown. After that, the teacher gave an explanation that if we wanted to tell something in the past, we used past form of the verb (V2), and the teacher also gave an example on the whiteboard. She spent this activity about 5 minute.

2. Presentation
Today’s lesson is “Recount text and past tense”. Then, the teacher asked the students to open the textbook about recount text.

3. Whole Class Activity
The students were asked to read the text and answer the questions. After that, the teacher asked them to pay attention to the italic words that explained the past tense activity. She asked them to mention about two activities in the text and to state which sentences come first. After the students identified the past sentence, then she explained it to them. After that, she asked them to write the appropriate form of words in brackets to make a good sentence in a form of past tense. The students did the activity individually. Then, they checked the right answer in a class together. After the students were able to make a sentence in a form of past tense and were able to identify the structure of recount text. The teacher asked the students to make a recount text based on their experience on last holiday in a group and then the students read their composition in front of the class, so the teacher can integrated three aspects into one in that teaching learning activity, that are listening, speaking, reading, and writing.

4. Closure
In the end of the meeting, teacher asked them whether there were any difficulties or no and she gave students homework. In closure activity,
the teacher did greeting to students. It was done by saying, “Good afternoon, see you next meeting”.

D. The Curriculum

Curriculum is one of the important components that may significantly support the requirements of teaching learning process in the school. Comprehensively, it is defined as the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside of the school.

Curriculum can be viewed as a program arranged by an educational institution to provide sequentially organized knowledge, understanding, skills, and concepts for the learners. A significant aspect of curriculum is the instruments to bring the needs of the learner together with the needs of society.

The curriculum used in MTs N 8 Jakarta is the “KTSP” (Kurikulum Tingkat Satuan Pendidikan) or School Level Based Curriculum. KTSP is a curriculum that gives teacher freedom to develop their syllabus, method, and material based on students’ need and the environment. However, teachers cannot develop the component of teaching learning as they want. It should be based on standard competence and based competence which is arranged by the government.

The “KTSP” is operated in MTs N 8 Jakarta; it has been developed into syllabus, the lesson plan, and annual program. It is develop and implemented by the school based on the national educational standards. In terms of the development of the syllabus of English subject, the teacher tries to elaborate the items of the Content Standards into the description of learning and teaching activities, of lesson materials, of a variety of competency indicators, of time location, of learning and teaching resource, and even of evaluation instruments and techniques.

However, the application of KTSP is not extremely perfect, but the teachers and other elements of the school are trying to apply the true
“KTSP.” Because the syllabus is arranged by the teachers, so the method used in the school depends on the teacher and depends on students’ need.

According to the KTSP, the target of English learning at MTs N 8 Jakarta is the students can reach the functional level that is the students can communicate by using English both in spoken and written form to solve daily problem.

KTSP (Kurikulum Tingkat Satuan Pendidikan) or School Level Based Curriculum, in which the basic language skill are taught and trained intensively based on genre and functional speeches, genre is a division of particular form of art or utterance according to criteria particular to that form.

In KTSP curriculum standards is established by the government, but the developing of the object, the way, the book and the steps are developed by the school itself, and the government makes national examination or UN to measure the achievement and standard of it.

E. The English Textbook

The English textbook that the teacher has used is Let’s Talk (For Junior High School Students Grade VIII) was published by Pakar Raya and written by Bachtiar Bima Mustriana and Cicik Kurniawati. It based on literary approach which means that approach used is based on understanding of types of text within kinds of context. It also explains recount text such as language feature and generical structure in a detail and there are some tasks and exercises either individual or pairs which students can use to practice their recount text.

The textbook also has been consistently harmonious with the principles of developing communicative competence with the emphasis on the ability to understand and to produce both oral and written text.

It provides with practice of using English in contextual, integrated, and collaborative ways to develop the ability to use English appropriately and accurately.
Beside that book, the teacher also used other books related with the English material such as the book *English on Sky 2 (For Junior High School Students Year VIII)* was published by Erlangga and written by Dr. Mukarto, M.Sc., Sujatmiko B.S., S.Pd., etc. LKS also is used to give the exercise for the students. The material in the teaching learning process is taught based on the curriculum which is directed to face the National Examination.
CHAPTER IV
RESEARCH METHODOLOGY AND FINDINGS

A. Research Methodology

1. The Purpose of the Research

The purpose of the research is to find out the errors that are commonly made by the students in writing recount paragraph especially in grammatical errors and to know the causes of those errors.

2. The Place and Time of Research

The writer carried out the research at MTs N 8 Jakarta located on Jl. BTN Kresek Indah Duri Kosambi, West Jakarta. She held the research from 10th-30th of November 2010.

3. The Method of Research

In this research, the writer used descriptive qualitative method. The method is purposed to analyze problems or cases happened at present. At first, she focused on the problem. Then, she collected the data by giving the second year students of MTs N 8 Jakarta an essay test and analyzed them through classifying their errors in English writing paragraph into eight variables as: tenses (verb tense), diction, word form, usage, sentence pattern, pronoun, spelling and punctuation. Moreover, she interpreted the data about what kind of error that mostly students made.
by making the percentage. The final step, the writer concluded the result of research.

4. The Data and Data Source

The data source of this research is the second year students of MTs N 8 Jakarta. There are 243-second year students from seven classes of MTs N 8 Jakarta. Then, she only took VIII-1 class as the data source of the research. The class consists of 34 students. But only 30 students who did the test. Because 3 students were sick and 1 student was absent.

The data of the research is the students’ writing test. The students should make recount paragraph that were related to the topic given. The topic is about students’ experiences on the last holiday. (see appendix)

5. The Technique of Data Collecting

To collect the data, the writer applied a test. She only gave the students writing test. The students had to write a recount paragraph about students’ experiences on the last holiday. The procedures of the research are:

1) Firstly, she met the headmaster to get his permission to make a research in his school.
2) One week after that she came to the field and gave the students VIII-I the writing test. She also gave an instruction and some guidelines in that paper test.
3) Then, the students did the test in the classroom for 45 minutes.
4) Then, she collected their writing test.
5) After that, she analyzed their work in order to find the error that made by the students. She focused on the eight parts of errors in this research. Those are tenses (verb tense), diction, word form, usage, sentence pattern, pronoun, spelling, and punctuation.
6) Finally, she counted total error and made the percentage of error.
6. The Technique of Data Analysis

The technique of data analysis used by the writer was descriptive analysis technique (percentage), with the percentage from the frequency of information and divided with the number of cases. The formula is:

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

- \( P \) = Percentage
- \( F \) = Frequency of wrong answer
- \( N \) = Number of sample

B. Research Findings

1. The Data Description

The writer gave the test to get the valid data. She asked the students to write English composition about their last holiday in order to analyze students’ errors in their writing. Moreover, to know its result, the writer made the table of students’ errors that is taken from the Data Analysis. The table below is the recapitulation of students’ error that is classified based on the type of error, which are made by the students.

Table 4.1
Description of Data

<table>
<thead>
<tr>
<th>Student</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

1 Sudjiono Anas, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2005), p. 43
|   |   | - |   | - |   | 1 |   | 2 |   | 4 |   | 7 |   | 1 |   | 1 |   | 14 |   | 3 |   | 5 |   | 14 |   | 12 |   | 10 |   | 21 | 18 |   | 19 |   | 19 |   | 15 |   | 16 | 18 |   | 17 |   | 18 |   | 19 |   | 20 |   | 21 |   | 22 |   | 23 |   | 24 |   | 25 |   | 26 |   | 27 |   | 28 |   | 29 |   | 30 |   | 99 | 11 | 168 | 61 | 14 | 12 | 10 | 397 |
2. The Data Analysis

Based on the table above, the writer will analysis the errors that students made as follow:

a. Tenses (verb tense)

Verb tense is the verb used to indicate the time at which the action or statement occurs.

Tense is a form taken by a verb to indicate the time at which the action or stated is viewed as occurring. The students did not use the proper tense on their writing. The example of student’s error in this case is “We taked a rest.” The students generalized regular past tense endings as applicable to all past tense forms. It should be “We took a rest.” Besides that, the students used the simple form or bare verb for the simple past tense. For example is “Last holiday I go to Siliwangi stadium.” It should be “Last holiday I went to Siliwangi stadium.”

The students’ errors in using tense because the most students still were interfered by their mother tongue-Indonesian language. Since, in Indonesian language, there is no change of using the verbs whether it is in past, present or future tense or there is no verbal conjugation. They translated the Indonesian language into English directly without considering the tense and auxiliary verb.

b. Diction

Another error that students do is diction. Diction or word choice is choosing the right word in a sentence. Students had some difficulties in using appropriate words in their sentences because not all words can be used in every sentence. Sometimes one word has the same meaning but has different usage in the sentence. For instance is “Last holiday, I went to home my uncle in the Bogor.” It should be “Last holiday, I went to my uncle’s house in Bogor.” Students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use.
Another problem faced by students in this term is some students did not know how to translate some appropriate words from Indonesian language to English.

c. Word Form

In student’s writing, the writer also found error in word form. In word form, students could not differentiate between noun, verb, adverb, adjective, etc. it can be caused of overgeneralization. For example is “I attend invited from my friend to her home town” It should be “I attended invitation from my friend to her home town.”

d. Usage

It was about using articles, using prepositions, and using singular-plural. They did such errors because they were still interfered by their mother tongue-Indonesian language. In Indonesian language pattern, there is no rule on using articles, prepositions, and singular-plural.

They did not use the article such as a, an, and the correctly. One of the example of student’s error is “I see a mountain Krakatau.” The students still confused to differentiate between using a/an as indefinite article and the as definite article. It should be “I saw the Krakatau Mountain.” It is true that there is no pattern of using a, an, and the in Indonesian language. That is why most students made errors in using this aspect. Sometimes, they thought that English is the same as Indonesian language.

Besides that, students also did such errors in preposition because of overgeneralization that is an error caused by extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word. Students derived a law, rule, or conclusion from the observation of particular instances. Students might in his or her familiarity with definite vocabulary and it
use for all the context of writing. For example of this error is “My family take a rest on the house.” It should be “My family took a rest in the house.

e. Sentence pattern

Furthermore, the students made errors in sentence pattern. The students sometimes missed a word in their sentence such as a subject, a verb, etc. For instance in this error is “I _ happy together with my friends.” The student did not put an auxiliary verb “be” before an adjective. It should be “I was happy together with my friends.” The students did such errors because the students translated directly from Indonesia language into English. Therefore, they forgot to use the correct pattern of a sentence that consist of subject, predicate or verb, and object. Therefore, their writing seems ambiguous.

f. Pronoun

Mother tongue influences the most students when they write recount text. They did not use the proper pronoun. The example of this case is “Me and my family went to Bandung.” It should be “My family and I went to Bandung.” The pronoun “Me” should be used for the objective pronoun. The student who made that sentence should be “I” for the subjective pronoun.

The reason why they made this error is that they could not differentiate between the nominative, subjective, and objective pronoun. This case could happen because in Indonesian language, there is no pattern of using the personal pronoun.

g. Spelling

Spelling is how to write a word correctly. Most students misspelled certain words, especially for the English words that changed into Indonesian language and made some incorrectly
separated words. The students could not spell and write some word correctly because they were still interfered by Indonesian language, their mother tongue. The spelling in Indonesian language imposed students to write spelling in English. Spelling error could also happen by lack of knowledge of students and influence of their native language. For example is “I went to holiday whit my family.” It should be “I went for a holiday with my family.”

h. Punctuation

Punctuation is the system of inserting various marks in written test in order to aid interpretation. Some students made errors in punctuation. For example is “I went there on school holiday ( )” They did not use punctuation in the end of the sentence. It should be “I went there on school holiday.” Errors in punctuation indicated that the students were carelessness when writing. They did not realize that written English is different from spoken language. Gesture, tones, and stressing can make the meaning clear in spoken language but only punctuation can make the meaning clear in written English.

3. The Interpretation Data

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

Table 4.2

<table>
<thead>
<tr>
<th>Table of Students’ Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
</tr>
</tbody>
</table>
The frequency of the students’ error in tenses (verb tense) is 99 errors or 24.94%.
The frequency of the students’ error in diction is 22 errors or 5.54%.
The frequency of the students’ error in word form is 11 errors or 2.77%.
The frequency of the students’ error in usage is 168 errors or 42.32%.
The frequency of the students’ error in sentence pattern is 61 errors or 15.36%.
The frequency of the students’ error in pronoun is 14 errors or 3.53%.
The frequency of the students’ error in spelling is 12 errors or 3.02%.
The frequency of the students’ error in punctuation is 10 errors or 2.52%.

After analyzing the data, the writer will interpret the errors that students made. Based on the data, the highest frequency of error (42.32%) is usage.

The table and the statements above show the total of each type of error. Then the common errors of grammatical aspects that the second grade students of MTs N 8 Jakarta make in writing recount paragraph are usage with the total of errors is as much as 168 errors or 42.32%. The second rate is tense with 99 errors or 24.94%. The third rate is sentence pattern with 61 errors or 15.36%. The students make such errors because of the influence of linguistic mother tongue and their Indonesian logical thinking. They thought in Indonesian way when they wrote in English. However, when they proceed the new language data in their mind, it also produces a new rules, so they often over generalize about their second language rules. It means the teacher should aware that intra-lingual transfer is one of the sources of error that must be recognized in second language learning.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data on the previous chapter, the writer can draw a conclusion that the commonest errors of grammatical aspects that the second grade students of MTs N 8 Jakarta Barat do in writing recount paragraph is usage with the total errors are 168 errors or 42.32%. Then the second commonest error is tenses (verb tense) with the total errors are 99 errors or 24.94%. The third error is sentence pattern with the total errors is 61 or 15.36%.

Moreover, most of the students make errors in usage because they are interfered by Indonesian language. In Indonesian language pattern, there is no rule on using articles (definite and indefinite article), preposition, and singular-plural (countable noun and uncountable noun).

The second area is tenses (verb tense); most of the students do this error because English language is different from Indonesian. In Indonesian language, there is no rule about past form. They miss to change the verb from the first form to second form. Sometimes, they forget to distinguish the verb which one regular and irregular.

The third frequency of error is sentence pattern. The students sometimes forget to use a word in their sentence such as a subject, a verb, etc. the
students do such errors because they translate directly from Indonesian
language into English. Therefore, they do not use the correct pattern of a
sentence that consists of subject, predicate or verb, and object.

Based on the description of the data above, it can be concluded that the
commonest errors made by the students derived from usage, verb tense, and
sentence pattern. The reasons why they made errors are because of their
mother tongue interference and their logical thinking.

B. Suggestion

After the writer carried out the research, she would like to give some
suggestions related to this result of the research. Therefore, it can improve the
teaching and learning process. Here are some suggestions that hopefully can
be applied in teaching and learning process, so that the errors can be
decreased.

1. Teachers should give feedback to students after correcting and analyzing
   their errors in composition of recount paragraph.
2. Teachers should reinforce the requirements needed in writing.
3. Teachers should motivate their students to keep learning and writing
   though they found difficulties during the process of learning writing.
4. Teachers should encourage students’ imagination to be able to write well.
5. Teachers are suggested to do re-teaching about tenses as the most failure
   which students mostly did in their writing.
6. It is useful to know the students’ error. Then, teacher knows the
   competence of her/his students. So, teacher can also analyze the students’
   error in her/his classroom to know the students’ problem.
7. It is necessary for the students to do more exercises in English writing
   especially writing of recount paragraph.
8. Students should accomplish the assignments given by teachers.
BIBLIOGRAPHY


[http://www.athabascau.ca/courses/engl/155/support/word_froms.htm](http://www.athabascau.ca/courses/engl/155/support/word_froms.htm), August 9th, 2011.


### Appendix 1: Table of the recapitulation of students’ errors

**Table 1**  
**Errors of Student 1**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last week, I and my family went to the zoo. I went to the zoo _ 09.00 o’clock. I went to the zoo by bus. | Pronoun Usage | • The student did not use the subject consistently; the student’s sentence was able to use *we* to substitute for *my family and I*.  
• She missed to write preposition of time. |
| 2. | I arrive to the zoo. I and my family looked animals. I played with happy. | Verb tense Usage Diction Word form | • The past tense form was not used by the student because she was interfered by her mother tongue-Indonesian language. In Indonesian language, there is no verbal conjugation.  
• She generalized in using preposition; not all verbs could use preposition “to” as making phrasal verb.  
• She had some difficulties in using appropriate words in his sentence. The verb of *looked* and *saw* have similar meanings, but cannot be used interchangeably; that is, a choice must be made according to the grammatical situation.  
• The student could not differentiate between adjective and adverb (the main verb “played” must be followed by adverb as modifier of verb). |
| 3. | Afternoon I and my family eat together. After ate, I went back to home. | Usage Verb tense Usage | • The student did not use preposition before a noun as making prepositional phrase of time.  
• The proper tense was not used in this writing; he used the simple present tense for the simple past tense because she was interfered by Indonesian language; in Indonesian language, there is no tense change.  
• She did not understand that gerund is frequently used as a noun of a preposition. |
| 4. | Next in the home I watched television. I took a bath. | Usage Sentence pattern Usage | • The student generalized in using preposition of place.  
• She did not put the correct pattern in his sentence because she translated the Indonesian language into English directly.  
• There was not the sequence of event as basic structure of recount text in this sentence. |
### Table 2
Errors of Student 2

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last Sunday I went to Monas. I went to Monas with my family. We went in the holiday. We went by car. | Punctuation Usage | • The student considered words could be translated into English words directly without using italics to indicate the foreign words.  
• The student did not use preposition correctly.  
• The article was not used by the student properly because the student was interfered by Indonesian language. There is no pattern of using *a, an, and the* in Indonesian language. |
| 2. | I saw _ statue history. | Usage Word Form | • Article was not paid attention by the student.  
• The form of noun phrase was not used correctly because the student translated the Indonesian language into English directly.  
• She could not differentiate between noun and adjective. |
| 3. | I very _ enjoy because I to be saw _ statue history. | Sentence pattern Verb tense Usage | • The student did not put an adverb “very” as an intensifier in correct pattern (an adverb “very” is used after a verb “enjoy” to modify the verb).  
• The student’s sentence did not express a complete thought because it did not have an adjective (an adjective is used after an intensifier “very”).  
• She generalized in using the simple form in all contexts (in recount text, it uses the past tense).  
• The student found difficult to use the correct form of verb tense.  
• She did not use the article “the” to indicate that the thing referred to is well known or important.  
• She could not differentiate between noun and adjective.  
• She was not able to form the noun phrase correctly because she translated Indonesian language into English directly. (an adjective always puts before a noun as making noun phrase). |

### Table 3
Errors of Student 3

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I went to Puri Indah mall with my</td>
<td>Sentence pattern</td>
<td>• The student did not use the correct pattern of a sentence because she did</td>
</tr>
</tbody>
</table>
cousin and my friends. We went to Puri Indah mall last Sunday. We went to Puri Indah mall by public transportation. My cousin, my friend and I just lunch.

2. Then I bought some accessories. I saw so many accessories in the shop. I have fun with my cousin and my friend.

Spelling

- The student could not spell and write some word correctly because he was interfered by Indonesian language. The spelling in Indonesian language imposed students to write spelling in English.
- The student did not know the changing auxiliary verb “have” from the simple form to the past form.

<table>
<thead>
<tr>
<th>No</th>
<th>Students' Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | I and my family went to Java. We went to Java by car. After arrive, we eat in the home. | Usage Verb tense Usage | • The student did not know that a preposition “after” must be followed immediately by the noun.  
• She did not know the past tense form; she used the simple present tense for the simple past tense.  
• She considered that prepositional phrase “in the” could be used for all preposition to make adverb of time. |
| 2. | _ We taked a rest and _ I played bicycle toegther _ my sister. | Usage Verb tense Usage Spelling Usage | • The sequence of event as the basic structure of recount was no used by the student.  
• The student generalized regular past tense endings as applicable to all past tense forms.  
• She could not spell and write some English words correctly because she was interfered by Indonesian language.  
• She did not put preposition “with” after the word “together”. |
| 3. | After that, I and my sister went to home. | Usage | • The student generalized in using preposition. She considered that all preposition could be used in all words. |
| 4. | In the home I and my family watching television. | Usage Sentence pattern Verb tense | • Preposition of place was not used by the student correctly.  
• The student put adverb of place in the wrong order in his sentence.  
• She did not know the past tense because she was interfered by Indonesian language; in Indonesian language, there is no change of using... |
the verbs whether it is in past, present, or future tense.

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I and my family went to Bogor. We went to Bogor by car. After arrive, we eat in the restaurant.</td>
<td>Usage Verb tense Usage</td>
<td>• A noun was not used after a preposition; preposition must always followed by a noun. • She did not know the past tense form. • She confused to differentiate between using <em>an</em> as indefinite article and <em>the</em> as definite article.</td>
</tr>
<tr>
<td>2.</td>
<td>After eat, we taked a rest. I and my sister played in the garden. I very happy because I can played together.</td>
<td>Usage Verb tense Usage Sentence pattern Verb tense Verb tense</td>
<td>• The student still confused to differentiate between noun and verb; after preposition “after” must be followed immediately by the noun. • She did not know the changing verb in irregular verb. • The sequence of event as the basic structure of recount was no used by the student. • The correct sentence pattern was not used by the student because she did not put the auxiliary verb “be” for nominative sentence. • She found difficult to use the correct form of verb tense in his writing.</td>
</tr>
<tr>
<td>3.</td>
<td>Next, we pray together. We go home. Finally, we eat night together.</td>
<td>Verb tense Usage Verb tense Verb tense Diction</td>
<td>• The student did not know the past tense; she used the simple present tense for the simple past tense. • The student did not use the sequence of event as the basic structure of recount. • She had some difficulties in using appropriate word in his sentence because she still translated Indonesian language into English directly.</td>
</tr>
</tbody>
</table>

Table 5
Errors of Student 5

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The past tense form was not used by the student; he used the simple present tense for the simple past tense. • The student considered that Indonesian words could be used in English words directly.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6
Errors of Student 6

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last holiday, my Usage</td>
<td></td>
<td>• The student had not understood yet that</td>
</tr>
</tbody>
</table>
I and my family visited grandparents’ house. We went there by rent car.

a gerund is frequently used as a noun of a preposition.

The proper tense was not used by the student in his writing. 
She generalized in using preposition. 
The student did not know how to write the possessive noun properly.

2. I and my family hand kiss to grandparents.

Verb tense 
Usage 

Usage

• The proper tense was not used by the student in his writing.
• She generalized in using preposition.
• The student did not know how to write the possessive noun properly.

3. After that, father and mother sat in the living room but I and my sister played in the yard. Next my family and grandparents sat in living room to ate a join us.

Verb tense 
Diction

• She did not know how to use the preposition of place.
• She found difficulties to use the correct form of verb tense.
• She chose the wrong word whose meaning did not appropriate with the sentence.

4. Then, everybody slept. I woke up at 05.00 a.m. I and my family went to breakfast in the living room.

Usage 
Diction

• The sequence of event was not used in this sentence.
• She had some difficulties in using appropriate words in his sentence because not all words can be used in every sentence.

5. I and my family went back to home before we farewell to grandparents. We were very happy.

Usage 
Sentence pattern

• The student did not use the sequence of event as the basic structure of recount.
• The student’s sentence did not express a complete sentence pattern; it did not have a main verb (the correct sentence pattern consists of subject, verb, object, etc).

Table 7
Errors of Student 7

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Error</th>
</tr>
</thead>
</table>
| 1. | Last holiday, I went to the hometown my friend in the Sukabumi. | Usage | • The student generalized in using “the” as definite article. 
• The student placed words in the wrong order to form the possessive noun in his sentence because he translated Indonesian language into English directly. |
| 2. | I attend invited from my friend to her hometown. | Verb tense | • The proper tense was not used by the student. 
• He could not differentiate between noun and verb. |
| 3. | I went to by bus. On the trip, I _ breakfast and I saw _ view is beautiful. I _ very happy. | Usage | • The student did not use preposition correctly; he used double preposition. 
• He did not put the auxiliary verb (have, be) because he translated Indonesian language into English |
directly. Therefore, he forgot to use the correct pattern of a sentence.
- He missed to use article “the” as definite article.
- The form of noun phrase could not be found in this sentence because he did not know how to arrange the noun phrase in the right place, he still translated Indonesian language into English directly.

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last holiday, I went to home my uncle in the Bogor. I went together my family.</td>
<td>Diction Usage Usage Usage</td>
<td>The student was not able to distinguish between home and house. They are similar in meaning but cannot be used interchangeable. (house refers to the building or structure, home refers to the atmosphere or feeling of domestic tranquility found in a house). The possessive noun was not used by the student because she translated Indonesian language into English directly. She generalized in using article. She missed to use preposition.</td>
</tr>
<tr>
<td>2.</td>
<td>I lunch together my family.</td>
<td>Sentence pattern Usage</td>
<td>The student’s sentence did not express a complete pattern of a sentence. She did not put auxiliary verb. Preposition “with” was not used in this sentence.</td>
</tr>
<tr>
<td>3.</td>
<td>I sleep together my sister.</td>
<td>Usage Verb tense Verb tense</td>
<td>The sequence of event as the basic structure of recount was not used by the student. The student did not use the past tense for telling and describing activities done in the past time. She missed to write preposition.</td>
</tr>
<tr>
<td>4.</td>
<td>I played together with my sister. Then, I went to home friend my sister. I played together friend my sister.</td>
<td>Usage Diction Usage Usage Usage Usage Usage</td>
<td>The student did not use article (a) because she was interfered by Indonesian language. There is no pattern of using article a, an, and the in Indonesian language. She had some difficulties in using appropriate words in his sentence because not all words can be used in every sentence. She had not understood yet how to form the possessive noun because she translated Indonesian language into English directly. She missed to write preposition.</td>
</tr>
</tbody>
</table>
The sequence of event was not used in this sentence.

The student chose the wrong word whose meaning did not appropriate with the sentence.

She did not know the past tense; she used the simple form for the simple past tense.

She could not spell and write some word correctly because she was still interfered by Indonesian language. The spelling in Indonesian language imposed the student to write spelling in English.

The student’s sentence did not express a complete thought; it did not have an auxiliary verb “be”. An auxiliary verb “be” is always followed by adjective.

The student could not differentiate between countable noun and uncountable noun. Form in plural count noun of regular noun by adding –s or –es (as in tress).

Adverbial manner was not put in correct pattern; an adverb “very” followed a verb to modify the verb.

The student did not put an adjective that is used after the intensifier “very”.

The past tense form was not used in this sentence.

A complete pattern of a sentence could not be found in this sentence because he missed to use a subject before a verb. (every sentence must have a verb).

The student found difficult to use the correct form of verb tense.

He could not differentiate between count noun and non count noun. Form in plural count noun of regular form by adding –s or –es (as in tress).

The student did not put the auxiliary verb “to be” to form the passive voice.
My hometown located in the Rajagaluh because he generalized between active voice and passive voice.
- He did not use preposition correctly.
- He considered words could be translated into English words directly without using italics to indicate the foreign words.
- He generalized adverb of place was always used after preposition.
- He placed adverb of place in the wrong order in his sentence.
- He did not express a complete pattern of a sentence; he did not put the auxiliary verb “be”.

| Table 11 |
| Errors of Student 11 |

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I went to Taman Safari Indonesia. I went together _ my</td>
<td>Usage</td>
<td>A preposition “with” was not used in this sentence.</td>
</tr>
</tbody>
</table>

2. I went to my hometown with my family. I went to my hometown in Idul Fitri holiday. In there I _ very happy.
- The student did not use preposition correctly.
- He considered words could be translated into English words directly without using italics to indicate the foreign words.
- He generalized adverb of place was always used after preposition.
- He placed adverb of place in the wrong order in his sentence.
- He did not express a complete pattern of a sentence; he did not put the auxiliary verb “be”.

3. In the my hometown, I did _ rujak and I _ eat together with my family.
- The student generalized in using article.
- He chose the wrong word whose meaning did not appropriate with the sentence.
- He considered words could be translated into English words directly without using italics to indicate the foreign words.
- He did not know the past tense; he used the simple form for the simple past tense.

4. In the my hometown, I saw _ wet rice field, _ river and _ waterfall. I _ very _ enjoy.
- The student generalized in using article.
- He missed to write article “the”. Use “the” when it is clear which thing we mean.
- The student did not put an adverb “very” in correct pattern (an adverb “very” is used after a verb to modify the verb).
- An adjective was not used in this sentence (an adverb “very” as intensifier needs an adjective).
- The past tense form was not used by the student in his sentence because the student was interfered by Indonesian language. In Indonesian language, there is no verbal conjugation.
2. I went there on school holiday. I went with bus.

Usage • She did not use preposition correctly.

3. There I _ holiday. I saw animals.

Sentence pattern • Place adverb (there) in the wrong order in a sentence.

Sentence pattern • The student’s sentence did not express a common pattern or form in Standard English; it did not have a verb (every sentence in English must have a verb).

4. I very _ enjoy because I saw animals.

Sentence pattern • The student did not put an adverb “very” in correct pattern because she translated Indonesian language into English directly.

Sentence pattern • An adjective was not used after adverb “very” in this sentence.

Sentence pattern • The student did not use the past tense for telling or describing activities done in the past time.

### Table 12

**Errors of Student 12**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | The last holiday, I went to a shop in search ^ gift. I went with my friend. I went at holiday. | Usage | • The student generalized in using article.  
• She confused to differentiate between using *a/an* indefinite article and *the* as definite article.  
• She did not know that within one sentence, if a verb is followed by another verb, the later should be with ‘to infinitive’.  
• She missed to write preposition *a* (use *a* or *an* with an unspecified singular count noun).  
• She did not use the effective sentence because she used the similar words and form.  
• She did not use appropriate preposition in his sentence because not all preposition can be used to form adverb of time. |
| 2. | Next I and my friends together ate at ^ eat house. | Sentence pattern | • She had not understood yet to order the verb and the adverb in the right place, because she translated Indonesian language into English directly without using common pattern in standard English (adverb occur after the verb).  
• She did not use preposition correctly.  
• Article “*a*” was not used in this sentence because of mother tongue interference-Indonesian language. In |
3. I and my friends __ vary happy but we __ tired.

<table>
<thead>
<tr>
<th>Sentence pattern</th>
<th>Diction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The student did not put the auxiliary verb “be”; the auxiliary verb “be” occurs before adjective to complete sentence.
- The student was not able to make a choice between words that are very similar in pronunciation but very different in spelling and meaning.

4. Finally, I and my friends went to my friends _ one. We playing at there.

<table>
<thead>
<tr>
<th>Usage</th>
<th>Verb tense</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The student did not know how to write the singular expression of quantity (one) in correct order.
- The proper tense was not used in this writing.
- He generalized in using preposition.

5. I see children _ playing football there.

<table>
<thead>
<tr>
<th>Verb tense</th>
<th>Usage</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The student did know the past tense; she used the simple present tense for the simple past tense. It was caused by the student were interfered by their mother tongue-Indonesian language. In Indonesian language, there is no change of using the verbs whether it is in past or present tense.
- She did not know how to use an adjective clause (as subject pronoun).
- She did not put the auxiliary verb “be” in progressive verb tenses.

6. They _ playing of _ laugh joyful.

<table>
<thead>
<tr>
<th>Verb tense</th>
<th>Usage</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The student did not put the auxiliary verb “be” before the main verb to indicate an action which was occurring in the past.
- She generalized in using preposition.
- She could not differentiate between noun and verb. In this sentence, the word of “laugh” as a noun so it must be put article “a” as a noun.
- She generalized the form of adjective and adverb in his sentence.

7. I enjoy _ because I can together in my friends and laugh joyful together with ^.

<table>
<thead>
<tr>
<th>Verb tense</th>
<th>Sentence pattern</th>
<th>Word Form</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>pronoun</td>
</tr>
</tbody>
</table>

- The simple past tense was not used to talk about something that happened in the past.
- The student’s sentence did not have an object. Enjoy is followed by a gerund (V + ing) as the direct object.
- She did not use preposition correctly.
- She could not differentiate between adjective and adverb.
- A complete thought was not expressed in this sentence because it did not have
She did not write singular expressions of quantity in correct word order because she translated Indonesian language into English directly.

### Table 13

#### Errors of Student 13

<table>
<thead>
<tr>
<th>No</th>
<th>Students' Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | I went together friends. Then I eat _ afternoon together _ they. | Usage Verb tense Usage Sentence pattern Usage Pronoun | • The student missed to write preposition.  
• The proper tense was not used in this sentence; she used the simple present tense for the simple past tense.  
• She missed to write preposition of time.  
• Words were placed in the wrong pattern in a sentence because the student translated the Indonesian language into English directly.  
• She could not differentiate between the subjective pronoun and objective pronoun because she was interfered by Indonesian language: in Indonesian language, there is no pattern of using the personal pronoun. |
| 2. | Then I buy _ clothes. | Verb tense | • She did not know the past tense; she used the simple present tense for the simple past. |
| 3. | Next I and friends visit a shop cake, Next I and friends visit _ garden. | Verb tense Usage Verb tense Usage | • The proper tense was not used in this writing; it used the simple present tense for the simple past tense.  
• The form of noun phrase was not arranged in correct pattern because the student translated Indonesian language into English directly.  
• She did not use article in his sentence. |
| 4. | _ A garden we ^ very happy. | Usage Sentence pattern Usage Sentence pattern | • The student did not write preposition; preposition is used before a noun to make adverb of place.  
• She confused to differentiate between indefinite article (a/an) and definite article (the) because she were interfered by Indonesian language. There is no pattern of using a, an and the in Indonesian language.  
• The student had not understood yet to order words in the right place.  
• She missed to write auxiliary verb “be” before adjective. |
| 5. | _ I and friends go _ home. | Verb tense | • The sequence of event as the basic structure of recount text was not found in this sentence. |
The proper tense was not used in this sentence.

6. I ^ happy together ^ my friends.  
   Sentence pattern  
   Usage  
   • The student’s sentence did not express a complete thought; it did not have auxiliary verb “be” before the adjective.  
   • She missed to write preposition.

Table 14
Errors of Student 14

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last Monday, _ 15 th_ November 2009, I went to Bandung with my family.</td>
<td>Usage Usage</td>
<td>• The student missed to write preposition that was used as adverb of time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Form Verb tense</td>
<td>• The student could not differentiate between noun and verb.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pronoun Usage Word</td>
<td>• The proper tense was not used in this sentence; it used the simple form for</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Form Usage</td>
<td>the simple past tense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She generalized in using the quantifier pronouns (any); it used in negative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>sentences and in questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She could not differentiate between count noun and non count noun; in plural</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>count noun of regular form by adding –s or –es.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She confused to differentiate between noun and adjective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She did not put a noun phrase in a correct pattern because she still translated</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Indonesian language into English directly.</td>
</tr>
<tr>
<td>2.</td>
<td>We went at 06.00 a.m. In my visited, We find any tree() beauty.</td>
<td>Usage Word Form Usage</td>
<td>• The student could not differentiate between verb and adjective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The proper tense was not used in this sentence; it used the correct form for</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the verb tense.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She generalized in using preposition; not all prepositions could be used after</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the basic form of a verb.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She could not differentiate between verb and adjective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She could not differentiate between plural and singular in demonstrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pronoun.</td>
</tr>
<tr>
<td>3.</td>
<td>I’m very happy, because I and my family can visited to comfort places in Bandung.</td>
<td>Verb tense Verb tense</td>
<td>• The student found difficult to use the correct form of verb tense, because she</td>
</tr>
<tr>
<td></td>
<td>That is Tangkuban Perahu mountain, Kawah Putih, and so on. I enjoy with my trip.</td>
<td>Verb tense Usage</td>
<td>was interfered by Indonesian language: In Indonesian language, there is no tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Word Form Pronoun</td>
<td>changes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Verb tense Usage</td>
<td>• She generalized in using preposition; not all prepositions could be used after</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usage</td>
<td>the basic form of a verb.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She could not differentiate between verb and adjective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She could not differentiate between plural and singular in demonstrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>pronoun.</td>
</tr>
</tbody>
</table>
| 4. | After ^ ^ tired and hungry, we ate together in Pelangi restaurant at Jl. Mawar no. 5, in Setia Budi.  
   Finally,                                                                 | Sentence pattern Pronoun | • The student’s sentence did not express a complete thought; it did not have a   |
|    |                                                                                   |                       | subject and auxiliary verb (be).                                                 |
|    |                                                                                   |                       | • She did not use the quantifier pronoun correctly.                              |
we all went home.

### Table 15
**Errors of Student 15**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last holiday my family ^ ^ holiday in the Bandung. Before arrive there () we ^ breakfast. Then, we prepare ^ camera, ^ shirt, ^ car, and so on.</td>
<td>Sentence pattern Usage Usage Diction Punctuation Sentence pattern Verb tense Usage Usage Usage</td>
<td>The student’s sentence did not express a complete thought; it did not have a main verb and auxiliary verb, because she translated directly from Indonesian language into English. Therefore, she forgot to use the correct form of sentence that consist of subject, verb, object, etc. (every sentence must have a verb. The verb follows the subject; it generally shows the action of the sentence).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Article the as definite article and a/an as indefinite article could not be found in this sentence because she was interfered by Indonesian language. There is no pattern of using article a, an, and the in Indonesian language.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She generalized in using article the. Not all the article the can be used in every sentence as making adverb of place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She had some difficulties in using appropriate word in his sentence (the preposition before needed a noun; the -ing form (gerund) of a verb used as a noun).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She did not use punctuation (comma); commas indicate a slight pause and are used to divide a sentence into several parts so that it is easier to follow its meaning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The past tense verb was not used in this sentence for telling or describing activities done in the past time.</td>
</tr>
<tr>
<td>2.</td>
<td>Me and mother prepare ^ camera in the Fuji Film.</td>
<td>Pronoun Verb tense Usage Usage Punctuation</td>
<td>The proper pronoun was not used, because the student confused to differentiate between the subjective pronoun and the objective pronoun.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The past tense was not used in this sentence; she used the simple form for the simple past.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She missed to write article a as indefinite article.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She generalized in using prepositional phrase and article. a prepositional phrase must be made according to the grammatical situation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She considered words could be translated into English directly without</td>
</tr>
</tbody>
</table>
3. We went to Bandung at 08.00 a.m. Me and my family went to Bandung in the car. Me and my family want to house uncle. Me and my family very enjoy the treep.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Usage</th>
<th>Sentence pattern</th>
<th>Usage</th>
<th>Verb tense</th>
<th>Usage</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me and my family</td>
<td>went</td>
<td>to</td>
<td>Bandung</td>
<td>at</td>
<td>08.00</td>
<td>a.m.</td>
</tr>
</tbody>
</table>

- The subjective pronoun was not used in this sentence, because the student could not differentiate between the subjective pronoun and the objective pronoun.
- She did not use preposition correctly.
- She did not know how to use the noun possessive because she still translated Indonesian language into English directly.
- The student did not put an adverb “very” in the correct pattern (an adverb “very” as intensifier is always put after a verb to modify the verb).
- She did not use adjective which is used after the intensifier “very”.
- She did not know the past tense; she used the simple form for the simple past tense.
- She could not spell and write some word correctly.

4. Then me and my brothers ate in the car because we hungry. Weather in the Bandung very cool.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Usage</th>
<th>Sentence pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then</td>
<td>me</td>
<td>and</td>
</tr>
</tbody>
</table>

- The subjective pronoun was not used in this sentence, because the student could not differentiate between the subjective pronoun and objective pronoun.
- She did not use preposition correctly.
- She did not put the auxiliary verb “be” before adjective.
- She generalized in using article “the” as definite article.

5. Finally, me and family till in the uncle’s house. My family take a rest on the house. Next day, me and my family went to flower’s garden.

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>Diction</th>
<th>Usage</th>
<th>Sentence pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finally,</td>
<td>me</td>
<td>and</td>
<td>family</td>
</tr>
</tbody>
</table>

- The subjective pronoun was not used in this sentence, because student could not differentiate between the subjective pronoun and objective pronoun.
- She had some difficulties in using appropriate word in her sentence because not all words can be used in every sentence.
- She generalized in using article “the”.
- She did not know the changing verb; she used the simple form for the simple past tense.
- She did not use preposition correctly.
- She missed to write article “the” as definite article.
<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Last Sunday, I woke up, - I took a bath, _ I _ breakfast, _ I cleaned _ an hours,</td>
<td>Usage</td>
<td>• The sequence of event as the basic structure of recount text could not be</td>
</tr>
<tr>
<td></td>
<td>_ I watched TV with brother.</td>
<td>Usage</td>
<td>found in this sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sentence pattern</td>
<td>• The student did not put the auxiliary verb for nominative sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usage</td>
<td>• She did not put an object after the transitive verb. It would make the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sentence pattern</td>
<td>sentence ambiguous (an object must be added to the transitive verb).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usage</td>
<td>• The student did not put the auxiliary verb in his sentence because she</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>translated directly from Indonesian language into English. Therefore, she</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>forgot to use the correct form of sentence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She missed to write article “a” as indefinite article.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• An adverb “very” as intensifier was not put in the correct pattern. (an</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>adjective was not used after the intensifier.</td>
</tr>
<tr>
<td>2</td>
<td>At nine o’clock, I went to courset at school. I studied maths and science</td>
<td>Spelling</td>
<td>• The student could not spell and write some word correctly.</td>
</tr>
<tr>
<td></td>
<td>together _ Mr. Jaenudin S.Pd.</td>
<td>Usage</td>
<td>• Preposition “with” was not used in this sentence.</td>
</tr>
<tr>
<td>3</td>
<td>After I finished study at school, I and Santi went to house Ratna, I did</td>
<td>Usage</td>
<td>• The possessive noun was not used in this sentence, because she still</td>
</tr>
<tr>
<td></td>
<td>homework together.</td>
<td></td>
<td>translated Indonesian language into English directly.</td>
</tr>
<tr>
<td>4</td>
<td>I and friends _ lunch and visited _ friend.</td>
<td>Sentence pattern</td>
<td>• The student did not use article “a” as indefinite article and article “the” as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Usage</td>
<td>definite article in her sentence because of mother tongue interference. In</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Indonesian writing, there is no need to use article.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• She did not know how to translate some appropriate words from Indonesian</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>language to English because of the student’s lack of vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The student did not know how to write the noun phrase in correct order</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>because she still translated directly from Indonesian language into English.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• An adverb “very” as intensifier was not put in the correct pattern. (an</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>adjective is used after a verb to modify the verb.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• An adjective was not used after the intensifier.</td>
</tr>
</tbody>
</table>
The past tense was not used in this sentence for telling or describing activities done in the past time; she used the simple form for the simple past tense.

### Table 17
**Errors of Student 17**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last Sunday in this morning, my friends and I went to EOS studio. It is not very far from our school, so we just rode our bycyles.</td>
<td>Verb tense Spelling</td>
<td>• The proper tense was not used in this writing, because the student was interfered by his mother tongue-Indonesian language. In Indonesian language, there is no verbal conjugation. • He could not spell and write some word correctly.</td>
</tr>
<tr>
<td>2.</td>
<td>First, we met Fery and Andi outside the studio. Then, they took us into the studio and showed us around. After that, we had lunch at canteen. The food _ delicious. Before we went home, we took some photographs with Fery and Andi. It was tired but we were very happy.</td>
<td>Sentence pattern</td>
<td>• The student did not put the auxiliary verb “be” before adjective in his sentence because he translated directly from Indonesian language into English. Therefore, he forgot to use the correct form of sentence.</td>
</tr>
</tbody>
</table>

### Table 18
**Errors of Student 18**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last Sunday I went _ Ayu’s house to played together _ my friends.</td>
<td>Usage Verb tense Usage</td>
<td>• The preposition “to” was not used after the verb “went” (the verb “went” requires an infinitive in the complement). • The student found difficult to use the correct form of verb tense. • She missed to write preposition.</td>
</tr>
<tr>
<td>2.</td>
<td>After that we are going _ Suci’s house for circumcision party. We are eating meatball.</td>
<td>Verb tense Verb tense</td>
<td>• The past tense was not used in this sentence for telling or describing activities done in the past time • She missed to write preposition “to” after the verb “went”.</td>
</tr>
<tr>
<td>3.</td>
<td>After that we are going back to</td>
<td>Verb tense Usage</td>
<td>• The student found difficult to use the correct form of verb tense. The student</td>
</tr>
</tbody>
</table>
Ayu’s house for watched film. Next, we are eated noodle. Then, _ pray.

Verb tense
Verb tense
Sentence pattern
Verb tense

who made that sentence was influenced by her mother tongue in this case Indonesian language. In Indonesian language, there is no verbal conjugation.

- She did not use preposition correctly (some prepositions have similar meanings, but cannot be used interchangeably; that is, a choice must be made according to the grammatical situation).
- She generalized regular past tense endings as applicable to all past tense forms.
- The student’s sentence did not express a complete thought; it did not have a subject (every sentence in English must have a subject).

4. After all be over we are back to each house.

Diction
Verb tense

- The student had some difficulties in using appropriate word in her sentence because she translated the Indonesian language into English directly.
- The proper verb tense was not used in this sentence and the student also could not differentiate between auxiliary verb and main verb (“back” as adverb needed main verb as modifier of verb).

Table 19
Errors of Student 19

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last Sunday I went to _ holiday in Lampung. I went to _ holiday with my family. | Usage Usage Usage Usage Spelling | - The preposition was not used correctly in this sentence (it should have used preposition “for” to indicate purpose).  
- The student missed to write article “a” as indefinite article.  
- She could not spell and write some word correctly because of mother tongue interference-Indonesian language. |
| 2. | I and my family _ very happy. I go meet my friends. | Sentence pattern Verb tense | - The student did not put the auxiliary verb “to be” for nominative sentence because the student translated directly from Indonesian language into English.  
- She did not know the past tense; she used the simple form for the simple past tense. |
| 3. | I see a mountain Krakatau from far away. | Verb tense Usage Usage Diction | - The student did not use the past tense to talk about something that happened at a definite time in the past. |
The student chose the wrong word whose meaning did not appropriate with the sentence.

Table 20
Errors of Student 20

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last Sunday I went to _ hospital. I went with my family climb motorcycle. | Usage Diction | • The student missed to write article “the” as definite article.  
• She had some difficulties in using appropriate word in her sentence because not all words can be used in every sentence. |
| 2. | I saw people when rouds and I saw nurse. I no enjoy _ because my sister when sick. | Diction Spelling Verb tense Sentence pattern Diction | • The student chose the wrong word whose meaning did not appropriate with the sentence.  
• She could not spell and write some word correctly.  
• She did not know the past tense; she used the simple form or bare verb for the simple past tense.  
• The student’s sentence did not express a complete pattern of a sentence; it did not have an object because of “enjoy” as transitive verb. |

Table 21
Errors of Student 21

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last holiday I went to Bekasi. I went together _ my brother. I went to | Usage Usage Usage Sentence pattern | • The student missed to write preposition.  
• He did not use preposition correctly.  
• He generalized in using preposition |
2. In the home brother, I did toys. Then, I eat together brother.

3. I _ happy because I can visit brother.

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Last Sunday I went to Ayu’s house. I went to Ayu’s house with my friends. I went to Ayu house at ten o’clock. I went to Ayu house by motorcycle. I and friends went to Suci’s party by motorcycle. After that I and friends get bakso ball in the Suci’s party.</td>
<td>Spelling Diction</td>
<td>The student could not spell and write some word correctly. The student did not know how to translate some appropriate words from Indonesian language into English.</td>
</tr>
<tr>
<td>2.</td>
<td>I see many foods in there and I see</td>
<td>Verb tense Usage</td>
<td>The proper tense was not used in this sentence. It was caused by mother</td>
</tr>
<tr>
<td>No</td>
<td>Students’ Writing</td>
<td>Classification</td>
<td>Causes of Errors</td>
</tr>
<tr>
<td>----</td>
<td>-------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Last Sunday, I got up at 5 a.m. _ I take a bath. _ I pray Subuh, and _ breakfast together with my family.</td>
<td>Usage Verb tense Usage Verb tense</td>
<td>The sequence of event as the basic structure of recount text was not used in this sentence. The student did not use the past tense to talk about something that happened at a definite time in the past. The student considered Indonesian words could be translated into English words directly without using italic for foreign words. The student’s sentence did not express a complete thought; it did not have a subject and an auxiliary verb (every sentence in English must have a subject and a verb).</td>
</tr>
<tr>
<td>2.</td>
<td>_ I went to Ayu’s house to played together. Then, I with my friends went to Suci’s house for circumcision party. We are ate meatball together.</td>
<td>Usage Verb tense Verb tense</td>
<td>The sequence of event as the basic structure of recount text was not used in this sentence. The student did not use the past tense to talk about something that happened at a definite in the past.</td>
</tr>
<tr>
<td>3.</td>
<td>After that we are go back to Ayu’s</td>
<td>Verb tense Verb tense</td>
<td>The student still did not fully know or understand how to use the certain verb</td>
</tr>
</tbody>
</table>
house to watched film, to ate noodle, and to pray.

4. After all be over we _ back to the each house. I am very happy because I can played together.

Table 24
Errors of Student 24

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last holiday I went to _ fruit park _ 7 o’clock and I felt happy. I went with my family. It’s fun and I like it. | Usage Diction Usage Verb tense Diction Usage Verb tense Verb tense | • The student missed to write article “the” as definite article.  
• She chose the wrong word whose meaning did not appropriate with the sentence. (Park is used for area of land in a town where people go to walk, play, relax, etc. While, garden is used for a piece of private ground used for growing flowers, fruit, vegetables, etc.)  
• The student missed to write preposition to form adverbial phrase showing time.  
• The student did not use the past tense; she used the present tense for the past tense. |

Table 25
Errors of Student 25

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | My last holiday _ to recreational place. I played with my family. I felt happy because I like it. | Pronoun Sentence pattern Sentence pattern Verb tense | • The student could not differentiate between the possessive adjective and subjective pronoun.  
• She had not understood yet to order the subject in the right place.  
• The student’s sentence did not express a complete thought; it did not have a verb (every sentence must have a verb).  
• She did not use the past tense to talk about the something that happened at a |
I saw performance in there. I played games fun and funny. Finish I go home with together. I happy and I like it.

---

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1  | Last holiday I go to Siliwangi stadium, I go to Siliwangi stadium with my family | Verb tense, Verb tense, Usage, Word Form | • The past tense was not used to talk about something that happened at a definite time in the past.  
• He did not use the preposition correctly.  
• He could not differentiate between noun and verb. |
| 2  | I and family stayed in a villa, I did dancing and singing with supported Persib Bandung, and I watched player Persib. | Word Form, Usage, Punctuation (2) | • The student could not differentiate between verb and noun. (He must have used a noun in this context).  
• The student did not write the sentence in correct order because he translated Indonesian language into English directly.  
• He considered words could be translated into English words directly without using italics to indicate the foreign words. |

---

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Last Sunday I help my parents. I was very happy.</td>
<td>Verb tense</td>
<td>• The past tense was not used to talk about something that happened at a definite time in the past, because the student was interfered by his mother tongue-Indonesian language. In Indonesian language, there is no change of using the verbs whether it is in past, present, or future tense.</td>
</tr>
<tr>
<td>2</td>
<td>First, I help my</td>
<td>Verb tense</td>
<td>• The student did not know the past</td>
</tr>
</tbody>
</table>
3. After that, I took a bath. Then, I wear clothes. Next, I sat in the living room and watched a movie. Finally, I fell asleep there.

Table 28

<table>
<thead>
<tr>
<th>No</th>
<th>Students' Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last holiday, I came at my friend’s house. I play with her. | Usage Verb tense | • The student did not use the preposition correctly after a verb to form a phrasal verb.  
• She found difficult to use the correct form of verb tense. |
| 2. | Then I went played internet. | Usage Verb tense | • The student missed to write the preposition after a verb (verb “went” is always followed by the infinitive if the complement is a verb).  
• She generalized in using past tense. |
| 3. | Next I come back with my friend. | Verb tense | • The correct form of verb tense was not used in this sentence. |
| 4. | Finally, I help to mother, _ _ playing together _ _ sister and I watch tv. | Verb tense Usage Sentence pattern Verb tense Usage Verb tense | • The student did not know the past tense; she used the simple form for the simple past tense.  
• She generalized in using preposition.  
• The sequence of event as the basic structure of recount text was not written in this sentence.  
• The student’s sentence did not express a complete thought; it did not have a subject. Therefore the sentence was unclear  
• She missed to write the preposition. |
| 5. | It was a nice Sunday. I _ very happy and I _ very tired. | Sentence pattern | • The student did not put the auxiliary verb “to be” for nominative sentence. |
### Table 29
**Errors of Student 29**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last holiday, I went to the jungle. I went with all members of school. We went in the 25th _ February 2010. | Usage | • The preposition was not used correctly.  
• The student missed to write preposition “of” when saying a date. |
| 2. | I went there because _ _ study tour. We went by bus. We swam and ate together. I really enjoy it very much because I _ very happy. | Usage, Verb tense, Sentence pattern | • The student could not differentiate between *because* and *because of* (*because* must always be followed by a clause. While, *because of* is followed only by a noun or noun phrase).  
• The student missed to write article *a* as indefinite article.  
• She did not know the past tense; she used the simple form or bare verb for the simple past tense.  
• She did not put the auxiliary verb “be” for nominative sentence. |

### Table 30
**Errors of Student 30**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Writing</th>
<th>Classification</th>
<th>Causes of Errors</th>
</tr>
</thead>
</table>
| 1. | Last Sunday I and family go to the Sansito stadium _ Italy. I was look the player football. | Verb tense, Usage, Verb tense, Usage | • The student did not use the past tense to talk about something that happened at a definite time in the past; he used the simple form for the simple past tense.  
• He missed to write the preposition to form an adverb of place.  
• He placed words in the wrong order in his sentence. |
| 2. | My family and I spent one night at the countryside. We stayed in a small house. | Usage | • The student did not use preposition correctly. |
| 3. | First, I and my family watching football of the stadium Sansito. | Verb tense, Usage | • The student found difficult to use the correct form of verb tense because the student was influenced by his mother tongue-Indonesian language. In Indonesian language, there is no tense change.  
• The student did not use preposition correctly to form an adverb of place.  
• He did not write the noun phrase in correct order because he translated Indonesian language into English directly. |
4. Then, we shit down on the cair and sang lots of songs together. It was a nice Sunday.

<table>
<thead>
<tr>
<th>Spelling Verb tense Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The student could not spell and write some word correctly. He was still interfered by Indonesian language. The spelling in Indonesian language imposed student to write spelling in English.</td>
</tr>
<tr>
<td>• The proper tense was not used in this sentence; he used the simple form or bare verb for the simple past tense.</td>
</tr>
</tbody>
</table>
Appendix 2: The Instrument of the Test

Name :

Class :

Write a composition about your experience on the last holiday. Your composition should consist of 15 sentences or more. Use these questions guidelines:

1. Where did you go?
2. Whom did you go with?
3. When did you go?
4. How did you go there?
5. What did you do?
6. What did you see there?
7. Did you enjoy it? Why?
No : Istimewa
Lampiran :
Hal : Perubahan Judul Skripsi

Kepada Yth.
Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah Jakarta
Di
Tempat

Assalamu’alaikum wr.wb

Berdasarkan konsultasi dan arahan dosen pembimbing skripsi, saya yang bertanda tangan di bawah ini:

Nama : Nurhikmah
NIM : 104014000377
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan
Judul lama : “An Analysis on Grammatical Errors in Students’ Sentences of Paragraph Writing.” (A Case Study at Second Year of MTs N 8 Jakarta Barat).

Dengan ini mengajukan judul skripsi yang baru “An Analysis on Grammatical Errors In Students’ Recount Paragraph Writing.” (A Case Study at Second Year of MTs 8 Jakarta Barat).

Demikian surat ini saya buat, atas perhatiannya saya ucapkan terima kasih.

Wassalamu’alaikum Wr. Wb.

Jakarta, 12 Desember 2011

Mengetahui,

Pemohon

[Signature]

Nurhikmah

NIM: 104014000344
KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 8 JAKARTA
(MTs. N 8)
Jl. Komp. BTN Kresck Indah Duri Kosambi Cengkareng Telp. (021) 3451883 Jakarta Barat 11750
E-mail : mtsn8@mapendaki.org

SURAT KETERANGAN
Nomor : MTs.09.4.8/TL.00/332/2010

Yang bertanda tangan dibawah ini :

Nama : Drs. H. Budi Haerawan, M.Si
NIP : 19660416199403 1005
Pangkat / Gol Ruang : Pembina / IV.a
Jabatan : Kepala Madrasah
Satuan Organisasi : MTs. Negeri 8 Cengkareng Jakarta

Menerangkan bahwa:

Nama : NURRUMKHAH
NIM : 104014000377
Tempat Lahir : Jakarta
Tanggal Lahir : 28 Desember 1985
Jurusan : Pendidikan Bahasa Inggris
Program : Tarbiyah dan Keguruan

Nama tersebut diatas adalah benar telah melaksanakan Riset/Penelitian di MTs.N.8 Mulai tanggal 10 s.d 30 Nopember 2010 “ An Analysis on Grammatical Errors in Students’ Sentences of Paragraph Writing at MTs Negeri 8 Jakarta Barat “

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 02 Desember 2010
Kepala
Kepala Urusan Tata Usaha

KHAIHURUDDIN, S.Pd.I
NIP. 19580610198203 1 004