AN ANALYSIS OF GRAMMARTICAL ERRORS IN STUDENTS COMPOSITION AT THE EIGHTH GRADE STUDENTS OF MTS SEDATI SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan Islam (S.Pd.I) in teaching English

By
LAILIL HARIATI
NIM.D35207026

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH
STATE INSTITUTE FOR ISLAMIC STUDIES
SUNAN AMPEL SURABAYA
2011**

APPROVAL SHEET

This thesis LAILIL HARIATI entitled AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS COMPOSITION AT THE EIGHTH GRADE STUDENTS OF MTS SEDATI SIDOARJO has been approved by the thesis advisors for further approval by the Board of Examiners.

Surabaya, September 14th, 2011

Advisor I

Mokhamad Syaifudin, M.Ed (TSL)
NIP. 1973 1013 1997031 002

Advisor II

Sigit Pramono Jati, M.Pd
NIP. 1986 0518 2011011 005

ii

EXAMINERS APPROVAL SHEET

This thesis by LAILIL HARIATI entitled AN ANALYSIS OF GRAMMATICALTICAL ERRORS IN STUDENTS COMPOSITION AT THE EIGHTH GRADE STUDENTS OF MTS SEDATI SIDOARJO has been examined on September 14, 2011 and approved by the Board of Examiners.

Dean,
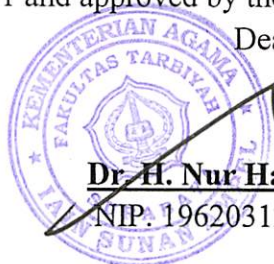
Dr. H. Nur Hamim, M. Ag.
NIP. 196203121991031002

The Board of Examiners
Advisor/ Head of Examination,

Mokhamad Syaifudin. M.Ed.
NIP. 197310131997031002

Secretary,

Sigit Pramono Jati, M. Pd.
NIP. 198605182011011005

Examiner I,

Khoirun Niam. Dr. Phil
NIP. 197007251996031004

Examiner II,

Drs. Achmad Zaini, MA.
NIP. 197005121995031002

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama   : Lailil Hariati

NIM   : D35207026

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah

Judul Skripsi : **An Analysis of Grammatical Errors in Students Composition at the Eighth Grade Students of MTs. Sedati Sidoarjo**

Menyatakan bahwa karya ilmiyah ini adalah benar-benar merupakan hasil karya saya sendiri, dan bukan merupakan pengambil-alihan tulisan atas pemikiran orang lain, kecuali pada bagian tertentu yang digunakan sebagai acuan dengan mengikuti tata cara dan sistematika penulisan yang lazim.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya, dan jika suatu saat nanti ditemukan ketidakbenaran dalam pernyataan ini, maka saya bersedia mendapatkan sanksi akademis.

Surabaya, 14 September 2011

Lailil Hariati
NIM D35207026

ABSTRACT

Hariati, lailil. 2011. *An Analysis of grammatical Error in Students Composition at the Eighth Grade Students of MTs. Nurul Huda Sedati Sidoarjo*

Key words: Grammatical Error, Error Analysis, Narrative Composition

In accordance with the standard competencies, one of genres of texts taught to the eighth grade students of Islamic Junior High School is narrative text which is aimed to describe a particular person, thing, or place. Since it tells about factual events, one of the language features mostly used is preposition and other language features used in writing narrative text. Therefore, the students of the eighth grade students are expected to master this English well in order that they are able to produce a piece of narrative writing with well-grammar. However, in learning language, the students cannot avoid themselves from making errors since it is regarded as a part of learning process.

This study is conducted to describe the types and the causes of errors occurred in the students' narrative writing and to calculate the percentage of those errors to know the frequency of their occurrence. The data taken from the documentation of daily test – task I and II are presented in the form of words and percentage. Thus, the research design of this study is descriptive qualitative. Here the subjects are the eighth grade students of MTs. Sedati Sidoarjo, in one class; eighth class (D). there are 40 students of one class produce the two tasks in different time, theme, in this case 65 narrative writing that will be analyzed since there are some students who do not do the task given and some others are absent. In this study, the researcher uses some theories; Linguistic Category Taxonomy by Burt and Kiparsky, and by Dulay, Burt and Krashen to identify the errors found, Surface Strategy Taxonomy by Dulay, Burt and Krashen to classify them, interlingua proposed by Wilkins and intralingua suggested by Richards to predict the causes of errors.

The result of the data analyzed shows that the most type of errors in the first task based on *Linguistic Category Taxonomy* belongs to preposition and modal as the least while in the second task, the most is *it or there* and the least is *conjunction*. According to Surface Strategy Taxonomy, the most frequent type of errors found in both tasks belongs to *omission* errors occurred 39 times or 45,3% out of 86 errors in the first task and 76 times or 68,5% out of 111 errors in the second task, and the least is *addition* errors 15 times or 17,4% in the first task and 9 times or 8,1% in the second task. The errors found are caused by interlingua and intralingua; over-generalization,

ignorance of rules restriction, incomplete application of rules, and false concept hypothesized.

TABLE OF CONTENT

CHAPTER IV: RESULT AND DISCUSSION

CHAPTER V: CONCLUSION AND SUGGESTION

BIBLIOGRAPHY

APPENDIXES

CHAPTER 1

INTRODUCTION

A. Background of Study

Most of English language learners in the beginning level face some problems in their grammar class. Sometimes, missing vocabularies, wrong in structure or wrong in writing word, but the teacher will teach grammar because English is different with Indonesia. Writing is one of English skill that is taught in our country. English is taught in junior high school, in senior high school, and elementary school, even kindergarten. Studying English is not a new thing for the students of junior high school. Although English is not the new thing for junior high school students, in fact they still have many difficulties in studying English. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English and to understand when someone speaking English.

Writing is a difficult skill for many students at school, even in their mother tongue. There are some reasons for this[1]. The first, writing has to be learnt, unlike speech, which is acquired in the mother tongue as part of a child's normal development. Furthermore, speaking is familiar everyday activity, but for

---

[1] Jill Hadfield and Charles Hadfield, *introduction to Teaching English* (Oxford University Press: 2008) p.116

1

many people writing is something they do only rarely. Next, the problem is the absent of audience. When we speak, we are interacting with addressee directly. But, when we write we cannot consult with the reader. It is difficult to know what information which the reader needs, and so it is hard to know what to write. But, when students' writing skill is improved, students will be able to make specific writing composition.

Writing is one of the language skills presented in the teaching learning process of English. One of the writing forms that should be made by the students is narrative text.

Grammar might be used to show how a language works and regarded as an essential requirement toward the success of language learning. Language without grammar will be disorganized and will cause some communicative problems, such as grammatical errors in writing and speaking. By identifying the grammatical errors of student's paragraph writing, it can help the teacher focus on his or her teaching and learning process, because the teacher has already known about the students' difficulties in arranging sentences in paragraph writing. It will make the teacher easier to select   material which is suitable to students' competence.

Composition is one kind of written from. Writing composition is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to from a piece of continuous writing

which successfully communicate the writer thoughts and ideas on certain topic.[2] It means that, in writing composition, we are aware of our goal to express our idea briefly and base on the correct grammar or the main purpose of composition is to express ideas clearly with the correct grammar in the form of message written language and it must be understood by the readers so that it does not make them confused.

Based on the statements above and realizing the significant error in the analyzing learning process, the writer is interested in conducting the study about grammar in students composition made by eight grade student of MTs. Nurul Huda Sedati Sidoarjo. Therefore, the writer chooses this title to find out the students' skill about grammar. By doing this research, it is hoped that the teacher will understand the students' skill in composing a writing task.

In this study the writer wants to analyze one of those four skills, the skill is writing. In this skill, the students learn about how to write a paragraph in second language. By using paragraph the students are free to express their idea in writing a paragraph maximum two thousand word, and after analyzing writing composition the writing task will be given back to the students, this is done to find out the students' progress in grammar. From the reasons above the writer is going to analyze the grammatical error of students' paragraph writing which is made by the 8th of MTs. Nurul Huda Sedati Sidoarjo.

---

[2] Heaton, JB. *Writing English language test* (London: longman group, 1974) p.127

B. Problem of the Study

1. What kind of grammatical errors are found in students' paragraph writing at the eighth grade of MTs. Sedati Sidoarjo?

2. How often does each type of errors occur at the eighth grade of MTs. Sedati Sidoarjo?

C. Purpose of the Study

1. To know the kind of grammatical errors that made by students' composition at the eighth grade of MTs. Sedati Sidoarjo

2. To know the frequency making grammar by students composition at the eighth grade of MTs. Sedati Sidoarjo

D. Significance of the Study

Hopeful the result of the study would be use full for the following parties:

For the teachers:

1. The teachers can be as an input to the teachers in a process of teaching

2. The teachers know what aspects need stressing.

For the students:

1. The students know about their errors in the composition

2. The students know how to eliminate their errors

3. The students can improve their grammar ability

4. The students can get motivation to study English

E. Scope and Limitation of the Study

This scope of the research is about grammar and it is just limited to the analysis of grammartical errors in students writing narrative composition at the 8th grade of MTs. Sedati sidoarjo especially in eight (D) class, the writer will analyze kinds of errors they are; omission, addition, and substitution. Using grammar in arranging sentence could be input for motivation to study English and also to know grammatical errors in learning English.

F. Definition of Key Term

1. Interference is an error caused by the learner's knowledge of their first language influencing the way in which he approaches and eventually learn second language.

2. Composition Writing is a task which involves the students in manipulating words in grammatically correct sentences. [3]

3. Grammar is learning to arrange words and structure language.

4. Writing is process to arrange words in sentence and in paragraph to assemble ideas.

5. Analysis is the study of something by examining its parts and their relationship in order to understand or explained.

---

[3] Heaton, JB. *Writing English language test* (London: longman group, 1974) p.127

6. Narrative is a text that has function to amuse or entertain the reader and deals with orientation, complication, and resolution.

7. Picture series is series of four pictures which is used to express logical or continuous actions, situation, thought, or scenes in the form of drawing.

CHAPTER II

REVIEW OF RELATED LITERATURE

In a research, it is not good to rush ahead into planning and carrying out the study before reviewing some related literature. For that reason, this chapter describes some theories related to the interest area of this research.

A. The Meaning of Error

In learning English, error often occur but what is error actually? If we want to know deeper about error, let's take a look at some experts' opinion about error. Error is unwanted form, especially a form which a particular course designer doesn't want[1], error occur as result from the habit of the first language[2]. Error is noticeable deviation from the adult grammar of a native speaker[3].

From those opinions about the meaning of error above, the writer has concluded that error is all of students' language deviation in oral and written forms which have been done intentionally or not, which is not suitable with the rules of the second language. But in this study the writer limited his study only on the written language. The writer regards that all of written deviation forms on students' paragraph writing are called error.

---

[1] Georg. HV. *Common Error Analysis Language Learning* (Massachusetts:1992) p.2
[2] Corder, SP. *Error Analysis and Interlanguage* (New York:Oxford University Press, 1981) p.1
[3] Burt, MK. And Kiparsky, C. *The Gooficon* (Newburry: House Publishers,1972) p.1

B. Error Analysis

Language learning is like any other human learning, as we know that second language learners which have been acquiring a second language sometimes make errors and mistakes when they are producing their second language in oral and written language. Learning is a process that is clearly not like first language learning in its trial and error nature, inevitably the learners will make mistakes and errors in the process of acquisition.[4]

In this part the writer is going to analyze about mistake and error which are usually appear in students' language production. If we want to know deeper about mistake let's take look at the example:

A second language learner said.

a. Budi write a letter every week

b. Budi writes a letter every week

From the example above that the second language learner have committed a mistake because he or she did not add 'S' in his or her pronunciation for the verb 'write'. It's seen from the sentence (a) above. But in other occasion he or she did not make a mistake because his or her pronunciation has suitable with rules of the second language, because he or she had add 'S' for the verb 'write' for the sentence (b) above.

---

[4] Brown, HD. *Principles of Language Learning and Teaching* (San Francisco: Prentice Hallregents,1994) p.205

When we read students' composition, sometimes we found the error in it. As we know that second language have the rule and a system, if the students' language is not suitable to the rules and the system of the second language we called error. Error is noticeable deviation from adult grammar of native speaker reflecting to the inter language competence of the learner[5].

Let's take a look at some examples;

a. Who is your name?

b. My sister is pretty.

For the sentence (a) above the second language learner used of first language not the second language. For the second language there is no change for the question word if we ask about name. The learner must use 'what' asking for name of person.

For the sentence (b) the second language learner also makes error it is seen that the learner used the wrong (to be) for the plural subject in the sentence. In the first language the students doesn't recognize the kinds of (to be). The students must use the (to be; are) for the plural subject in the second language. But in this study the writer doesn't distinguish between error and mistake, all of the students' written language errors on paragraph writing are called error. Error can be observed, analyzed, classified to reveal something of the system[6].

---

[5] Burt, MK. And Kiparsky, C. *The Gooficon* (Newburry: House Publishers,1972) p.1
[6] Brown, HD. *Principles of Language Learning and Teaching* (San Francisco: Prentice Hallregents,1994) p.206

C. The significance of learning error

In this research there must some point which are quite important which are given by writer to readers. The writer regards that learning error has some important rules in a teaching and learning process. Error analysis is significant in there different ways, they are:

Researcher : Error provides the researcher evidence of how language is learned of acquired, what strategies of procedures the learners are applying in their discovery of the language.

Teachers : Error tells to the teachers how far the students' progress in acquiring a second language.

Learners : As device the learners use in order to learn and a way the learners have testing their hypothesis about the nature of the language in their learning[7].

The study of learners' errors is significant in three different ways. First to the teacher by analyzing the learner's errors the teacher knows how far the goals the learners have progressed and what he should do to eliminate the learners' errors. Second, the learners' errors are very significant as an evidence of how language is learned and acquired and what strategies or procedures the learners used in studying the target language. And the third, the learners' errors are very significant for the learners themselves because by making errors they know what they have to do next

---

[7] Corder, SP. *Error Analysis and Interlanguage* (New York:Oxford University Press, 1981) p.167

and how to overcome the errors by learning more the target language that they learned[8].

D. Sources of Errors

Here the writer mentions about the sources of error which is made by students in acquiring the second language. By identifying the sources of errors we can know how far the students have acquired the system and the rules of the second language in their application on their paragraph writing. Here are the sources of errors:

1. Interlinguas transfer

    Means an errors made by students because a transfer from the system of native language[9].

Example   : I *very like music*

Correct answer: I like music very much

Example   : Father has *car red*

Correct answer: Father has a red car

2. Intralinguas transfer

    Means an error made by students which is caused by acquiring a system of second language[10].

Example   : This is *bag I*

---

[8] Richards, jack. C. *Error Analysis: Perspectives on Second Language Acquisition* (England: longman,1974) p.25

[9] Brown, HD. *Principles of Language Learning and Teaching* (San Francisco: Prentice Hallregents,1994) p.213

[10] Ibid. p.214

Correct answer: This is my bag

3. Context of learning

Means an error made by students because of misleading explanation from teacher, as a teacher made misleading of ; definition, word, or grammatical generalization[11].

Example   : *Bag*

Correct answer: Back

4. Communication strategies

Means an error which is caused by the learning styles of the students, as a learner obviously uses production strategies in order to enhance getting their massages[12].

Example   : a student said: *let us work for the well done of our country.*

The sentence had an incorrect approximation of word *welfare.*

5. Fossilization

It means an error of students caused by the items, rues, subsystems which occur in second language performance as the result of native language[13].

Example   : My *sister very pretty*

Correct answer: My sister is very pretty

---

[11] Brown, HD. *Principles of Language Learning and Teaching* (San Francisco: Prentice Hallregents,1994) p.215
[12] Ibid. p.217
[13] Ibid. p.217

E. Classification of error

In the process of learning a second language there are some goals reached by the students they are:

1. Oral language production of second language.

2. Written language production of second language.

When the students are in the process of learning the second language, the students often make errors in both oral and written[14]. In this case the writer only limited his classification on written language production.

In order to know the student's errors on their composition, it is better to choose the linguistic classification. There are four linguistic classifications, there are linguistic category, structure strategy, surface, comparative analysis and communicative effect taxonomy[15]. However to analyze the students' written composition the writer chooses the classification based on:

a. Linguistic Category

Based on linguistic category the students' errors can be divided into five kinds. They are phonology is a study about phone of the language. Morphology is a study about form of the sentences, semantic is a study about the meaning of the sentences, and lexicon is a study about a meaning of the sentence in context, the last one is syntax is a study about the structure of the sentences. In this study the writer

---

[14] Fromkin and Rodman. *And Introduction to Language* (Japan; CBS College Publishing: 1983) p.228
[15] Dulay, et al. *Language Two* (New York; Oxford University Press: 1982) p.146

limited his research based on syntactical errors or grammatical error according to Hendrikson:

Here are the examples:

    i.   Article

        Error   : Budi has *a* apple

        Correct answer: Budi has an apple

    ii. Possessive adjective

        Error   : The boy hurt….leg

        Correct answer: The boy hurt his leg

    iii. Conjunction

        Error   : I went home …… he stayed

        Correct answer: I went home however he stayed

    iv. Connector

        Error   : All of the students have own dictionary, so *I don't*

        Correct answer: All of the students have own dictionary, but I don't

    v. Question word

        Error   : *Who is* your father's name?

        Correct answer: What is your father's name?

    vi. Demonstrative adjective

        Error   : The plane flies *highest* than the bird

        Correct answer: The plane flies higher than the bird

    vii. Qualifiers

Error   : There are many *ruler* in her shop

Correct answer: There are many rulers in her shop

viii. It or There

 Error   : *There* is time for you to go now

 Correct answer: It is time for you to go now

 Error   : *It* is a man in your room

 Correct answer: There is a man in your room

ix. Modal

 Error   : You *would better* finish your homework now

 Correct answer: You had better finish your homework now

 Error   : *Are* you speak English?

 Correct answer: Do you speak English?

x. Word order

 Error   : You *not* go anywhere

 Correct answer: You don't go anywhere

xi. Pronouns

 Error   : Those books is your, and this pen is *me*

 Correct answer: Those books is yours, and this pen is mine

xii. Preposition

 Error   : I see a film *in* television

 Correct answer: I see a film on television.

 b. Surface strategy taxonomy

The students' errors can be classified into some kinds; they are error of omission, error of addition, error of substitution[16]. In this study the writer has limited the classification of errors into three kinds, they are;

i. Error of omission

Where some elements are omitted which should be present.

Error grammatical   : I went to movie

Correct answer   : I went to the movie

Where a definite article is omitted by student (the)

ii. Error of addition

Where some elements are present which should not be there

Error grammatical   : *Does* can he sing?

Correct answer   : Can he sing?

Where in English auxiliary do might be added

iii. Error of substitution

Where some wrong items have been chosen

Error grammatical   : I lost *my road*

Correct answer   : I lost my way

F. Paragraph Writing

Here the writer try to present the material that is given in the second year of MTs. Sedati Sidoarjo. The form of writing is composition writing.

---

[16] Hendrikson,Janes. *Error Analysis and Error Correction* (in language teaching: 1979) p.210

Composition writing here means a task which involves the students in manipulating words in grammatically correct sentences[17].

Paragraph writing is a group of sentences that tells one main idea[18]. When the students write a paragraph they have to pay attention to the parts of paragraph. They are:

1. Topic sentence, is the main idea of the paragraph

2. Supporting sentence, is developing of the topic sentence

3. Concluding sentence is the end of the paragraph and leaves the reader with the important point[19].

Genre or paragraph writing can be divided into four kinds they are description, exposition, argumentation, and the last one is narration. From those four kinds of writing the writer is going to analyze only narrative writing. Narrative writing is a writing that tells or reports a story in sequence events[20]. In writing narration the writer gives opening paragraph to the students in order to understand the story in the picture. If the pictures depict a story or sequence events, it is useful to give guide sentences as a starter[21].

---

[17] Heaton, JB. *Writing English language test* (London: longman group, 1974) p.127
[18] Milffin, H. *Houghton Milffin English* (Boston: Massachusetts, 1983) p.63
[19] Oshima, Alice and hongue. *Writing Academic English* (New York: longman, 1985) p.65
[20] Heaton, JB. *Writing English language test* . ibid. p.12
[21] Ibid. p.192

G. Testing writing

In language testing we are not normally interested in knowing whether students are creative, imaginative, or even intelligent, have wide general knowledge, or have good reasons for the opinions they happen to hold[22]. A good classroom test will also help to locate the precise areas of difficulty encountered by the class or by the individual student[23]. In process of writing when the students are writing – for writing, we will want to involve them in the process of writing. It is useful to provide the students not only with details about a specific situation but also with details about the particular person they are supposed to be and the people about (or to) whom they are writing[24]. In the composition test the students should be presented with a clearly defined problem which motivates them to write. The writing task should be such that it ensures they have something to say and a purpose for saying it[25]. The researcher chooses picture series to the research as instrument. There are five principles in selecting picture are series are: easy to prepare, easy to organize, interesting, meaningful and authentic and sufficient amount of language[26]. In conclusion, to find out students' error is by testing writing using picture.

In here the writer have some picture, from the kinds of these pictures every picture have function self. Picture map have function to measure the students' ability giving simple instruction to other people, picture diagram have function to measure

---

[22] Hughes,Arthur. *Testing for Language Teachers* (New York: Cambridge University Press, 2003)p. 90
[23] Heaton, JB. *Writing English language test* (London: longman group, 1974) p. 6
[24] Ibid. p. 137
[25] Ibid. p. 137
[26] Adrew Wright. *picture for Language Learning* (England: Cambridge University Press) p. 3

an understanding of complex structures, illustration pictures have function to know the students' explanation about the conditions of the pictures given, pictures description have function to measure the students' observation, condition, and descriptions of the pictures given, and the last picture series have function to know about students' composition.

H. Kinds of Pictures

There are kinds of pictures that can be used by students in their composition. For this study the writer chooses picture for the research, in order to help students develop their composition. The activities and instructions can be as follows: studying these pictures then, writing out a story based on them[27]. When the students are writing their composition, they will be guided with the picture which is given by the researcher.

This part the writer is going to mention some kinds of pictures that can be used on students' paragraph writing. There are some kinds of pictures that can be used in writing production, they are:

1. Map

   This test is designed to measure the students' ability giving simple instruction to other people on written form. Example;

---

[27] Heaton, JB. *Writing English language test* (London: longman group, 1974) p.69-75

MAIN LEVEL FLOOR PLAN

Instructions:

Study the map carefully, if one of your new friends is in a Bus Station now. He wants to ask you how to go to rooms in the house. Now write your instructions to your friend on your written.

2. Diagram

This form of test can be used to measure an understanding of complex structures on their writing.

Instructions:

Look carefully at each of the diagram. Write down diagram on your written statements.

3. Illustration pictures

This test is designed to know the students' explanation about the conditions of the pictures given.

Instructions:

Write down your explanation of each pictures' condition

4. Pictures Description

This test can be used to measure the students' observation, condition, and descriptions of the pictures given.

Instructions:

Write down your description of the picture above.

5. Picture series

This test consists of sequence of events and finally became one story. It can be used to know about students' composition.

Instructions:

Study these pictures. Then, write out a story based on them[28].

After the writer mentioned about some kinds of the pictures, in his research he choose one of the picture as an instrument that is picture series.

I. The Causes of Error

Error is common thing occurred in the learning process of target language. No one can avoid themselves from making mistake in learning language. The error or

---

[28] Heaton, JB. *Writing English language test* (London: longman group, 1974) p.69-75

mistake may be caused by some factors that have been identified and described by the linguistics. There are two factors that cause the occurrence of error: Interlingua errors and intralingua errors.[29]

1. Interlingua errors

Interlingua is a system that has structurally intermediate status between native language and target language. "The errors, as cited by Wilkins that occur in learning foreign language are caused by the interference of mother tongue".[30] Those errors occurred because of the features of two different languages. The second or foreign language learners have already acquired their first language, therefore, when they learn their second or foreign language, they apply the rules of their first language into the target language. To identify interlingua errors, the researchers usually translate the grammatical forms of learners' tense – used in target language – into learners' tense of first language to see the similarities of pattern used by the learners, *for instance*, The girl beautiful → The beautiful girl.

2. Intralingua errors

Since intralingua errors are considered as the learners' errors come from transferring rules of their first language into the target language, "intralingua errors, as noted by McKeating, are considered as the learners'

---

[29] Jack C. Richards, A non-Contrastive Approach to Error Analysis. In jack C. Richards (Ed.), *Error Analysis: Perspective on Second Language Acquisition*, (London:Longman, 1974),p. 172-181
[30] D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd.,1980), p. 97

errors come from the faulty generalization of target language's rules."[31] Linguists have classified the possible causes of Interlingua errors into four. They are: *"over-generalization, ignorance of rules restriction, incomplete application of rules,* and *false concept hypothesized."*[32]

a. Over-generalization

Over-generalization deals with the deviant structures produced by the learners using their previously acquired rules when they construct a new form of sentence. They generalize the rules of their previous knowledge to make other sentences, *for instance*, the sentence *she write a letter* is influenced by *I write a letter*.

b. Ignorance of rule restrictions

Ignorance of rule restriction shows the learners' failure to observe the restriction of the existing structures. Here, the learners do not apply the rules – learned in their second language – to the context, *for example*, in some rule restrictions, errors may be caused by analogy, such as in the use of preposition. The learners, that have found a particular preposition with an appropriate verb in a sentence, tend to use the same preposition with different verbs in another sentence. For example, the sentence He *say at* me may be influenced by He *looks at* me.

---

[31] D. McKeating, Error Analysis: in Gerry Abbot, John Greenwood, Douglas McKeating, and Peter Wingard (Eds.), *The Teaching of English as an International Language: A Practical Guide*, (Collins: Glasglow and London, 1981), p. 230

[32] Jack C. Richards, A non-Contrastive Approach to Error Analysis. In Jack C. Richards (Ed.), *Error Analysis: Perspective on Second language Acquisition*, (London: Longman, 1974), p. 174

c. **Incomplete application of rules**

Incomplete application of rules deals with how the learners develop the rules in producing other acceptable utterances. They usually cannot develop the rules they have been acquired to produce other utterances, *for instance*, they can produce She likes those little cats well, but if they are asked to change the sentence above into interrogatives, they will produce What she likes? Instead of What *does* she like?

d. **False concept hypothesized**

False concept hypothesized deal with errors that derives from faulty comprehension of the rule distinction in the target language. Learners usually misinterpret the use of certain structures of target language. In other word, it can be said as misconception of the difference in the target language. This happened may be caused by the incorrect teaching technique the teacher uses. For example, the teacher usually starts from is, am, are then verb. If the teacher present item in incorrect technique, learners may have incorrect conclusion too; is, am, are the sign of present activities. Therefore, the learners may produce She *is brings* my books instead of She *brings* my books.

J. **Review of the Previous Study**

In this part, the writer presents the result of the research concerning with the writer's research. Dealing with this study, there are some studies taken before. Those studies are:

1. The first thesis was done by Fitriyah Lutfah (2004), she focused the study on the use pictures as an teaching aid to help the first year students of Senior High School students get ideas in developing the writing skill. In her study, she formulated three research question and objectives are to describe the kinds of pictures that can be used as a teaching aid to help the first year students of Senior High School get ideas in writing, to give a clear description about how the application of pictures in teaching writing, and to describe how pictures could help students arrange their ideas into coherent paragraphs. She used a descriptive quantitative research to describe the improvement of the students' writing ability.

2. The second thesis was done by Inuk Indriati (2005), she focused the study on picture series as a means of teaching writing to help the students get ideas in writing narrative texts to the second grade students of SMPN 7 Surabaya. In her study, she formulated two research questions and objectives are to know what kind of picture used by the teacher to help the students in writing narrative text. She used a qualitative study. The instrument of the data used in this study are observation check list, note taking, and narrative frame work in analyzing the students' narrative writing.

3. The third thesis was done by Susanti,Prima (2005), in her thesis discussed about An Analysis on the Use of Tenses in Narrative Composition Made by SMAN 1 Kediri. The result of the analysis show that most of students

made many errors in using simple past tense, past continuous tense, and simple present tense, while some of student of high achievers made trivial errors in using simple past tense and past future tense.

4. The four theses were done by Guwairy, nurma teriza (1997), in her thesis discussed about An Analysis of Errors on Tenses in Writing: a case study at a private Junior High School in jombang. The result was: she concluded that the students still face difficulties in using all types of tense when they are writing English composition.

5. An error analysis of using to be made by elementary school students done by Siti Nafiyah (2003). As the result of the study, he found that the dominant error was malformation.

6. An error analysis of the use of to be in the tenth grade students' descriptive composition of SMAN 1 Nganjuk done by Eka Melly Rusli (2009). She concluded that most of the students' errors were caused by ignorance of rules restriction.

7. Error analysis in using comparison of adjectives or adverbs made by the first year students of SMKN 9 Siwalankerto Surabaya done by Moch. Nasrullah (2007). The writer was interested in conducting his study of students' errors. This study is intended to analyze the errors made by the students in using comparison of adjectives or adverbs.

8. An analysis of the generic structure in the students' composition of news item done by Novalina Puspita Dewi, she found that the students have the

ability to use the generic structure of the new item in their individual compositions.

9. Picture series of origami as teaching aid to enhance students' writing ability in composing procedure text done by Artanti, Devi (2008). That the implementation of picture series of origami in the teaching learning process of writing procedure texts was good. It was seen from the result of the teaching learning process, the students' responses and the students' writing ability.

10. An error analysis on the word formation of descriptive composition made by the tenth grade students of SMAN 2 Lamongan done by Lestari, Irmayanti Dwi (2009), it can be seen that the students made omission errors most frequently, especially on noun and verb inflections.

11. An error analysis of passive sentence in analytical exposition composition made by students of Senior High School in SMU Negeri Kesamben Jombang done by Agus Setyani Muniroh (2009), the result showed that the errors of omission were the dominant error because most of the students produced this type of error.

12. The use grammar in Senior High School graduates' composition done by Ike Ristiyaningrum (2007), the writer conclude that the Senior High School graduates still get difficulties in mastering the grammatical structure of English, especially in the use of English grammar in their composition.

13. The analysis of syntactical errors in students composition made by the third year students of SMU Garuda Surabaya done by Waras Utomo (2000), from the result of counting the writer found that the most frequently syntactical errors made by students are modal auxiliaries 82,66% which consist of omission 13.90%, addition 60.10% and substitution 8.66%. From the result above the writer suggest to teachers and students in order to progress usage parts of speech in their teaching and learning.

From these several the review of the previous studies the researcher intends to conduct a study focusing on an analysis of grammatical errors in students composition at the eighth grade students. The researcher wants to know how the grammatical errors in students' composition at the eighth grade students of MTs. Sedati Sidoarjo. From the review of the previous studies above it can be concluded that the researches before still many students yet understand about using grammar in arranging sentence or paragraph. So the writer want to know the result and will back research what are the students understand or not about grammar in arranging sentence or paragraph from the pictures with using picture series.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research design, the research setting and subjects, population and sample, source of data of the study, the data collection techniques, instrument of the study, and the data analysis techniques.

A. Research Design

The design of this study is this study is intended to describe the data using descriptive qualitative design. Descriptive qualitative is a research that describes and interprets the condition that exists[1]. In this study the researcher analyzes and describes the students' understanding of grammar in composition by using text analysis. Then, this study also tries to identify what kind of grammatical errors are found in students' paragraph writing. In this study the researcher also analyzes how often each type of errors made by the students' occurs.

B. Subject of study

The writer here chooses 8th grade students' of Junior High School MTs. Nurul Huda Sedati Sidoarjo especially in (D) class as the subject of the study. The writer choose this subject because in 8th grade students' of Junior High School has ever used

---

[1] Ary, et al. *An Introduction to Research in Education.* (New York: Richards and Winston, 1972)p. 25

30

narrative writing from the picture at the 7th grade students' of Junior High School, every picture has different function. The picture series can be used to know about students' composition.

C. Instrument of the study

To get the sample from the subjects, the writer uses instrument, the form of the instrument is writing test using a set of picture series[2]. By the picture series the writer asks to the subjects to write out a good composition based on them. The writer has some reasons for the choice of the composition test by using the picture series as an instrument as follows:

1. By using composition test the students are free to express their idea in their writing.

2. By using a picture series the students enjoy telling the picture story in their writing.

3. By using a picture series it can be used as a guide for the students to compose the content of the story.

4. By using picture series it can avoid the students from misunderstanding about the story.

---

[2] Heaton, JB. *Writing English Language Test* (London: longman group, 1974) p.9

The instrument of the study is testing writing use picture series to know students' composition writing ability. After collecting the data the data will be analyzed.

D. source of the data

The data of this research are got from the students' composition. It is in the form of narrative composition produced by the students. The composition is a hand writing originally from the students. The writer then analyzes any errors occurred by using surface strategy taxonomy, divides into three categories: omission, addition, and substitution.

E. The procedure of the research

The students make a arrange paragraph from the picture series. After collecting the data, the data will be analyzed by using the following categories:

1. Recognizing the errors

   Having got the one class composition papers from the students, and then the notes down all grammatical errors a countered.

2. Classifying the identified errors

   The writer classifies the errors to the kinds of error, namely errors of omission, errors of addition, and errors of substitution. For examples:

   a. Error of omission   : I went to movie

      Correct answer   : I went to the movie

b. Error of addition   : *Does* can he sing?

   Correct answer   : Can he sing?

c. Error of substitution   : I lost *my road*

   Correct answer   : I lost my way

After collecting the data, the data will be classified making group of the errors, namely errors of omission, errors addition, and errors substitution.

3. Counting the frequency of errors

The writer is counting how many grammatical errors that the students made in: article, possessive adjective, demonstrative adjective, conjunction, modals, connector, question words, qualifiers, word order, it or there, pronouns, and preposition.

4. Making conclusion

Finally the writer is making a conclusion from the data findings and the writer is making some suggestion to solve the grammatical error problems.

F. Data collection technique

The data collection technique is a technique used to collect the data. The data must be valid and reliable, which is actually enough to know how far the students' comprehension on the materials – particularly in writing a good narrative text – given during the teaching learning process. To obtain the valid data, the researcher, *first*, asks permission to the headmaster of Islamic Junior High School of MTs. Nurul Huda

of Sedati Sidoarjo for doing a study. *Second*, the researcher takes the data randomly; 80 compositions – 1st task 40 compositions of one class, and 2nd task is 40 compositions of one class. *Last*, the researcher gives the students' a set picture series to know what current difficulties faced by them in learning this second language (English).

In order to get good result of this study the writer takes tree steps in the treatment of the data. The steps are:

1. Error identification

    For further analysis of the students' composition the writer classifies the grammatical errors into subcategories. It can be seen in the table:

No	Grammatical errors categories
1	Article
2	Possessive adjective
3	Demonstrative adjective
4	Conjunction
5	Connectors
6	Question word
7	Qualifiers
8	Word order
9	Modal auxiliaries
10	Pronouns

| 11 | It or there |
| 12 | Preposition |

(Hendrikson: 1979)

2. Classification

The result of students' writing narrative composition is checked and classified into their error.

3. Data tabulation

In the composition test, the research will show the result of the composition test and how many grammatical errors that the students' made. It can be tabulated as follows:

No	Grammatical errors categories	Omission	Addition	Substitution	Total
1	Article				
2	Possessive adjective				
3	Demonstrative adjective				
4	Conjunction				
5	Connectors				
6	Question word				
7	Qualifiers				

8	Modal auxiliaries				
9	Word order				
10	Pronouns				
11	It or there				
12	Preposition				

G. Data analysis technique

In the data analysis, the result of the students' narrative composition is presented. It is grammatical errors made by carrying over the native language habit into the second language in the students' composition based on three levels of achiever. The data collection technique are analyzed in three steps, there are:

1. Identifying the data

   First, the data that are identified only consist of grammatical errors made by carrying over the native language habits into the second language that will be analyzed.

2. Classifying the data

   After being identified, the data are classified into the errors in article, possessive adjective, demonstrative adjective, conjunction, connectors, question word, qualifiers, word order, modal auxiliaries, pronouns, it or there, and preposition.

3. Analyzing the data

In this step the grammatical error which are made by students will be checked and classified. The researcher will analyze the result of classification using percentage technique as follows:

$$\frac{\text{Grammatical Errors Categories}}{\text{Total Type Error}} \times 100\,\%$$

The data has been analyzed, the researcher selects the data based on the problems which exist to find the answers of the research problems.

CHAPTER IV

RESULT AND DISCUSSION

This chapter deals with the result of the data analysis – based on the procedures noted in the previous chapter; *identification, classification, tabulation, and evaluation of errors*, and the finding discussion. The data obtained are the errors found in the students' compositions of narrative text that are produced during the teaching and learning process.

A. Result

After the data of the students' narrative composition are collected, the writer counts the number of errors and then makes a percentage of the errors based on the sub category. The sample of this study are 40 students of eight class (D) – 40 students produce the tasks in different time, theme, in this case, 65 narrative writing obtained will be analyzed (1st task is 31 compositions of one class and 2nd task is 34 compositions of one class eight (D)). Since there are some students who do not do the task given and some others do not present in the class. The focus of data analysis is on the errors in term of language features – as described in the chapter II – used in narrative writing, such as *article, possessive adjective, conjunction, connectors, question word, demonstrative adjective, qualifiers, modal auxiliaries, word order, pronouns, it or there*, and *preposition*.

38

1. Type of Errors

a. Task I

During the analysis of data obtained, the researcher tries to classify the errors found in the students' compositions of this task – based on Linguistic Category Taxonomy by Burt and Kiparsky, and by Dulay, Burt and Krashen – and gives number to all data calculated. The researcher gives picture series to the students, and then the students make a paragraph from the pictures series. The theme of this task is " *A Picnic in the Country* ", total the students do the task is 31 students. After doing task I, the researcher will correct the result of the students' task and then it will be given back to the students. The following table shows the identification and classification of errors, and the frequency of occurrence of each grammatical error.

Table 4.1

Type of errors based on Linguistic Category Taxonomy

No.	Grammatical Errors	Frequency	Percentage
1.	Article	3	3,5%
2.	Possessive adjective	10	11,6%
3.	Conjunction	10	11,6%
4.	Connectors	3	3,5%
5.	Question word	-	-
6.	Demonstrative adjective	5	5,8%
7.	Qualifiers	3	3,5%

8.	Modal auxiliaries	2	2,3%
9.	Word order	10	11,6%
10.	Pronouns	13	15,1%
11.	It or there	10	11,6%
12.	Preposition	17	19,8%
	Total	86	100%

There are 65 sentences consisting grammatical errors of which the number is 86 errors in this task (see the table above) produced by the students of one class. The highest frequency of error occurrence belongs to preposition with 17 times (19,8%) that is then followed by pronouns as the second rank with 13 times (15,1%), and followed by possessive adjective, conjunction, word order, and it or there as the third with 10 times (11,6%), demonstrative adjective with 5 times (5,8%), qualifiers, article, and connector with 3 times (3,5%), next is modal auxiliaries that occur twice (2,3%) the lowest frequency of errors in this task, that not occur out of 39 errors is question word.

Another table is provided by the researcher to show the errors of each student as seen in the Appendix.

As the result of data analyzed, there are 39 errors of omission, 15 of edition, 32 of substitution from those 86 errors (see the table below).

Table 4.2

Types of error based on Surface Strategy Taxonomy

Types of Error	Frequency	Percentage
Omission	39	45,3%
Addition	15	17,4%
Substitution	32	37,2%
Total	86	100%

From the table above, it can be seen that the subjects of this study mostly do error in the type of omission errors in the first task. It takes more than a quarter of total of frequency of error occurrence of all types; 39 times out of 86 errors with the percentage is 45,3% which is then followed by substitution error occurs 32 times of 86 errors 37,2%, addition error 15 times 17,4%.

The description below will explain more about the students' errors according to their types; omission, addition, and substitution.

i. Omission errors

This error type is characterized by the absence of one or more items that must appear in well- formed sentences. The word or morpheme which are mostly omitted by the students are grammatical morphemes such as article, possessive adjective, demonstrative adjective, conjunction, preposition, etc. It may probably

happen because the grammatical morphemes play a minor role in conveying sentence meaning.

Errors of omission, in this first task, are the most common error type found in the students' compositions. The table below shows the specific grammatical errors omitted.

Table 4.3

The frequency of omission errors

No.	Grammatical Errors	Frequency	Percentage
1.	Article	2	5,1%
2.	Possessive adjective	4	10,2%
3.	Demonstrative adjective	4	10,2%
4.	Conjunction	6	15,4%
5.	Connector	1	2,6%
6.	Qualifiers	3	7,7%
7.	Modal	1	2,6%
8.	Word order	1	2,6%
9.	Pronouns	5	12,8%
10.	It or there	3	7,7%
11.	Preposition	9	23,1%
	Total	39	100%

The table above proves that the subjects of this study mostly do error on this type. 39 times of 86 errors of which the percentage is 45,3% belong to this error type. Here, preposition are the highest rank of frequency of error occurrence; 9 times with percentage 23,1%. Student omits modal for example, the sentence *They _ some four people* should be *They are four people*.

Another result of data analyzed shows that the student omits pronoun that must appear in the possessive adjective phrase as noun phrase such as seen in a sentence *_ father _ swimming* should be *my father is swimming*. The errors in this grammar; pronouns omitted occur 5 times 12,8% in the whole compositions.

In another students omits modal *are*, possessive adjective *my* and qualifier *s*. these errors explain that the grammatical omitted play a minor role in conveying the meaning of a sentence, therefore, he or she omits those grammar. Error in the grammar; qualifiers in term of ending –s occur 3 times out of 39 omission errors 7,7%, and once or 2,6% for connectors in term of connection.

Another grammatical error is it or there that occur 3 times with the percentage are 7,7%, the sentence *situation cold and peace _* should be *the situation could and peace in there*. The error is conjunction that occur 6 times with the percentage are 15,4%, for example, the sentence *_ they fell happy* should be *and then they fell happy*. Another grammatical error is demonstrative adjective and possessive adjective that occur 4 times with the percentage 10,2%.

Another result of data analyzed shows that student omits article that occur twice with the percentage 5,1%, the sentence *in _ beauty* should be *in a beauty*. The

error is connector and modal that occur once with the percentage are 2,6%, the student sentence omits modal for example, the sentence *They _ some four people* should be *They are four people*.

ii. Substitution errors

The second rank of frequency of type of errors occurrence – based on surface strategy taxonomy is this type that occur 32 times of 86 errors (37,2%). Errors of substitution are characterized by the use of wrong from of word. In other words, the students tend to apply another item in their utterances or sentences although it is incorrect word. The following table is the grammatical errors found and included in this type and its frequency.

Table 4.4

The frequency of substitution errors

No.	Grammatical errors	Frequency	Percentage
1.	Possessive adjective	3	9,4%
2.	Demonstrative adjective	1	3,1%
3.	Conjunction	3	9,4%
4.	Connector	2	6,2%
5.	Modal	1	3,1%
6.	Word order	6	18,7%

7.	Pronouns	6	18,7%
8.	It or there	6	18,7%
9.	Preposition	4	12,5%
	Total	32	100%

From the table above, it can be seen that there are 9 grammatical errors occurs in the errors of substitution. They are some the same of time is word order that appear 6 times with percentage 18,7%, pronoun that appear 6 times with percentage 18,7%, and it or there that appear 6 times or 18,7% as highest frequency of errors, followed by preposition occur 4 times or 12,5%, and there are some the same of time is possessive adjective occur 3 times with frequency 9,4%, and conjunction occur 3 times or 9,4%. Connector that appear twice with percentage 6,2%, and the lowest frequency of errors in this task, that occur only once out of 32 errors 3,1% is demonstrative adjective and modal auxiliaries.

In the result of the data analysis, there are some students' misuse possessive adjectives such as seen in a sentence *brother and sister playing sand* should be of *my brother and sister playing sand*. And then, it or there such as seen in a sentence *there is very cool* should be *in there is very cool*.

The students still do not understand about the use of preposition, it is proved that they do errors in the same grammar, for example; the sentence *put*

in the table should *be put on the table* and another sentence is *at day Sunday* should be *on Sunday*. Again, some others misuse form word order such as in the sentence *in middle rood* should be *in middle way*. And the other grammatical error is possessive adjective for example; *I and family* should be *me and my family*. And the last is about conjunction such as seen in a sentence *after until in there* should be *after that in there*.

iii. Addition errors

This type of errors as the next rank of frequency of error occurs 15 times out of 86 errors found of which the percentage is 17,4% . The errors of addition occur because of the presence of one or more unnecessary items that must not appear in a well-sentence. The following table shows the grammatical errors occurred in this type.

Table 4.5

The frequency of addition errors

No.	Grammatical Errors	Frequency	Percentage
1.	Article	1	6,6%
2.	Possessive adjective	3	20%
3.	Conjunction	1	6,6%
4.	Word order	3	20%
5.	Pronouns	2	13,3%

6.	It or there	1	6,6%
7.	Preposition	4	26,6%
	Total	15	100%

The table above shows that there are seven grammatical errors that belong to this type. From those seven grammatical errors, preposition are regarded as the highest rank of frequency of error that appear 4 times with frequency 26,6%, followed by possessive adjective and word order occurs 3 times or 20%, and pronouns error that appear twice with frequency 13,3%, and the last is with the same frequency is articles, conjunction, and it or there that appear only once or 6,6%.

As the result of data analyzed, the researcher finds that some students add preposition is such as seen in a sentence *in the color is green* instead *the color is green*. The error of preposition is in this sentence is regarded as *double marking*.

Another addition error produced by some others is possessive adjectives. They add the possessive adjective as in a sentence *their at the same time* instead of *at the same time*. And the next grammatical error by made students is they add pronouns as in a sentence *on holiday the family mine* instead of *on holiday the family*. Another grammatical error is article only occur once (6,6%) in this task, the students add article as in a sentence *they go to a picnic* instead *they go to picnic*. And grammatical error is it or there as in a sentence *this is there happy family* should be *this is happy*

family. Similar reason to the task I – in term of this grammatical error, it happens because they tend to apply preposition –on for the first sentence.

b. Task II

Similar to the first task, the researcher tries to classify the errors found in the students' compositions – particularly in term of language features used in writing narrative text – based on Linguistic Category Taxonomy by Burt and Kiparsky, and by Dulay, Burt and Krashen. The researcher given picture series to the students, and then the students make a paragraph from the picture series. The theme of this task is *"our house and neighborhoods"*, total of the students do the task II is 34 students. To make the analysis easier, the researcher gives number for all data calculated. The table below shows the identification and classification of errors, and the frequency of occurrence of each grammatical error.

Table 4.1

Types of errors based on Linguistic Category Taxonomy

No.	Grammatical Errors	Frequency	Percentage
1.	Article	20	18%
2.	Possessive adjective	12	10,8%
3.	Conjunction	1	0,9%
4.	Connector	8	7,2%
5.	Demonstrative adjectives	4	3,6%

6.	Qualifiers	5	4,5%
7.	It or there	31	27,9%
8.	Modal	2	1,8%
9.	Pronouns	4	3,6%
10.	Preposition	24	21,6%
	Total	111	100%

In accordance with the table above, there are 83 sentences containing grammatical errors of which the number is 111 errors in the composition of this task and the highest frequency of error occurrence is it or there with 31 times or (27,9%). It is the followed by the prepositions; about, at, before, behind, beside, between, by, during, for, from, in, into, near, of, on, to, until, with, and within as the second rank of frequency of error with 24 times or (21,6%), by articles; a, an, the with 20 times (18%), by possessive adjectives; my, your, his, her, and it's with 12 times (10,8%), by connectors with 8 times (7,2%), and by qualifier with 5 times (4,5%), by demonstrative adjectives and pronouns as the next with 4 times (3,6%), by modal with twice or (1,8%), and the last is conjunction that occur once (0,9%). To give the clear illustration, the researcher also provides another table as seen in the appendix II.

From those 111 errors found, there are 76 times of omission, 26 of substitution, and 9 of addition (see table below).

Table 4.2

Types of error based on Surface Strategy Taxonomy

Type of Error	Frequency	Percentage
Addition	9	8,1%
Omission	76	68,5%
Substitution	26	23,4%
Total	111	100%

The table above explains that the subjects of this study – eighth grade students of Islamic Junior High School from one class mostly do error in the type of omission error in their second task, same with the first task. It makes more than a half of total of frequency of error occurrence of all types; 76 times of 111 errors of which the percentage is (68,5%) of (100%). It is then followed by substitution error which occurs 26 times of 111 errors (23,4%), and addition error 9 times (8,1%).

The following description will explain more about the students' errors in accordance with their types; omission, addition, and substitution.

i. Omission errors

Error of omission in this task, are the most common error found in the students' narrative composition. The table below shows the specific grammatical errors omitted.

Table 4.3

The frequency of omission errors

No.	Grammatical Errors	Frequency	Percentage
1.	Articles	16	21%
2.	Possessive adjectives	6	7,9%
3.	Conjunction	1	1,3%
4.	Connectors	4	5,3%
5.	Demonstrative adjectives	3	3,9%
6.	Qualifier	5	6,6%
7.	It or there	18	23,7%
8.	Pronouns	4	5,3%
9.	Preposition	19	25%
	Total	76	100%

It is proved that more than a half of errors occurrences are on this type. The students omit the highest frequency of error occurrence is preposition 19 times with frequency 25%, by it or there as the second rank of frequency of error with 18 times or 23,7%, and then by articles 16 times with frequency 21%, possessive adjectives 6 times or 7,9%, qualifier 5 times with frequency 6,6%, by connector and pronouns 4 times or 5,3%, by demonstrative adjectives 3 times or 3,9%, and the last by conjunction once or 1,3%.

The analysis result points out that almost students do errors on this grammar; preposition. From 76 omission errors found, there are 19 omission errors of preposition. The students omit preposition forms that must be appear in prepositional phrase; "an important element of English sentence of which consists a preposition and its object"[1]. It happens may be probably caused by the students think that preposition (about, at, before, behind, beside, between, by, during, for, from, in, into, near, of, on, to, until, with, and within) not using when producing sentence in their composition. For example, the sentence *there is a book _ the table* should be *there is a book on the table*; *there are chair _ the door* should be *there are chair in front of the door.*

In another result of analysis, the students omit it or there for example, the sentence *_ chair in the room* should be *there are chairs in the room*, another sentence is *_ beautiful yard* should be *it is beautiful yard*. The students omit article (a, an, the) when constructing a sentence in their composition. For example, the sentence *on _ yard there is tree* should be *on the yard there is tree.*

The students also omit possessive adjectives (my, your, his, her, and their) for example, *in _ house is very big* should be *in my house is very big.* And the next omit is qualifier for example, *there are six chair_ and one table* should be *there are six chairs and one table.* The researcher finds that students omit pronouns is such as seen in a sentence *_ house and neighborhoods* should be *our house and neighborhoods.*

---

[1] Bettey Schrampfer Azar, *Understanding and using English Grammar.* 2nd edition, (New Jersey;: Prentice Hall Regents, 1989), p. A2

Besides, omission errors done by the students are in qualifier, pronouns and modal too. The sentence is *my hobby _ playing badminton* should be *my hobby is playing badminton* shows that they omit modal before the word playing. They also omit more modal such as in a sentence *he _ year's 38 old* instead of *he is 38 years old.* This happens may be caused by the influence of the ordering of noun phrase in which adjective comes before noun in English while in Indonesia noun comes before adjective, for instance, *beautiful girl* (means 'perempuan yang cantik') that has the same ordering with he year's 38 old (dia berumur 38 th).

ii. Substitution errors

Errors of substitution in this task are in second rank of the frequency of error occurrence coming after omission errors. As stated above that substitution errors occur 26 times of 111 errors or (23,4%) found in the whole sentences produced by the subjects of the study belong to this type. The following table is provided by the researcher in order to give specific grammatical errors done by the subjects belong to this type.

Table 4.4

The frequency of substitution errors

No.	Grammatical Errors	Frequency	Percentage
1.	Article	2	7,7%
2.	Possessive adjective	4	15,4%

3.	Demonstrative	1	3,8%
4.	It or there	11	42,3%
5.	Modal	4	15,4%
6.	Preposition	4	15,4%
	Total	26	100%

The table above shows that the there are six grammatical errors that belong to this type. From those six grammatical errors, they are regarded as the highest rank of frequency of error that appear 11 times with frequency (42,3%), followed by modal, possessive adjective, and preposition with 4 times or (15,4%), articles twice (7,7%), and the last is demonstrative adjective that only occur once or (3,8%).

The analysis result points out that almost students do errors on this grammar; it or there. From 26 substitution errors found, there are 11 substitution errors of it or there such as in a sentence *house many in there* instead of *there are many house in there*, *many space that is* instead of *many space there are*, it or there such as in a sentence *it's are table and chair* instead of *there are table and chair*.

In modal forms, the students misuse auxiliary *is* for *are* such as in a sentence *house the beautiful* for *house is beautiful* and another sentence *there is six chairs and one table* instead of *there are six chairs and one table*, it probably happens because they use the same primary auxiliary *'is'* in positive sentence (is, am, are, was, where, and etc.), whereas the correct auxiliary used in positive sentence is *'are'* not *'is'*.

Beside the students also misuse modal as seen in sentence *house the beautiful* instead of *house is beautiful* belong to the adjective sentence followed by modal while 'is, am, are'. It happens because they are still difficult to differentiate the use of adjective sentence.

In possessive adjectives, the students misuse subject pronoun for possessive such as in a sentence *my year's 14 old* instead of *I am 14 years old*; and object pronoun as possessive pronoun as showed in a sentence *he hobby is playing football in the yard* instead of *his hobby is playing football in the yard*. It happens may be caused the students are still confused to differentiate and to apply object pronouns, and possessive pronouns correctly into the sentences they produce.

In preposition, the students also misuse preposition, (in, at, of, on, to, for, from, and etc.), as seen in a sentence *the living room there are....* Instead of *in living room there are ....* This may happen because they think that article use the preposition *the* or because of the influence of their mother tongue.

In article the students misuse such as in sentence *this is here bed room* instead of *this is a bad room*, this may happen because they think that adverb use the article. And the last is demonstrative the students misuse such as in sentence *they is my house* instead of *this is my house*.

iii. Addition errors

Errors of addition in this task are in the third rank of frequency of error occurrence coming after substitution errors. As stated above that 9 times of 111

errors (8,1%) found in the whole sentences produced by the subjects of the study belong to this type as seen in the table below.

Table 4.5

The frequency of addition errors

No.	Grammatical Errors	Frequency	Percentage
1.	Article	2	22,2%
2.	Possessive adjective	2	22,2%
3.	It or there	2	22,2%
4.	Modal	2	22,2%
5.	Preposition	1	11,1%
	Total	9	100%

From the table above, it can be seen that there are five grammatical errors occur in the errors of addition. They are article, possessive adjective, it or there, and modal is the same frequency and percentage that appear twice or (22,2%), followed by preposition occur once or (11,1%).

As the result of the data analyzed, the researcher find that some students add it or there such as seen in a sentence _it's there are the window and the door_ instead of _there are the window and the door_. Another addition error produced by some others is modal such as seen in a sentence _its are picture and floor_ instead of _its_

picture and floor. And the next addition error produced by students is preposition such as in a sentence *and in on the table* instead of *and on the table.*

2. Causes of Errors

In analyzing the causes of errors, the researcher refers to the theory proposed by Wilkins; Interlingua errors – caused by the interference of mother tongue. The following description is provided to explain the possible causes or errors produced by the subjects of this study.

Errors regarded as *Interlingua* when the deviant structure is caused by the influence of the students' first language acquired, as seen in the subject of this study sentence produced by the subject, *My _ years 14 old.* The researcher group this sentence into interlingua error after translating it into Indonesia (umurku 14 tahun). In Indonesia pattern, there are not only S + Adjective/ Noun, therefore, the students does not need them in forming non verbal sentence of English.

B. Discussion

Based on the results of data analyzed above – from the first and second task, it can be noted that more than a half of errors produced by the subjects of the study are in the type of *omission errors* because the students are considered as the beginner

level in learning their second or foreign language. As stated by Dulay, "omission errors mostly occur during the early stages of second language acquisition."[2]

In the task I and task II grammatical errors omitted are also regarded as the most frequent error produced by the eighth grade students of Islamic Junior High School of MTs. Nurul Huda of Sedati Sidoarjo. This result is in line with Dulay's argument, "the words or morpheme mostly omitted by the students in the early stages are the grammatical morphemes such as verbal ending -s / -es, be forms, progressive –ing form, preposition, etc"[3]. It means that the students in this stage still find difficulty to construct the correct sentence in use preposition when there is noun or adverb.

Making errors, in fact, cannot be separated and lost from the learning process particularly of languages as stated by Thornbury, "error seems to be an inevitable part of learning a language"[4]. However, there should be attempts to eliminate the errors occurred otherwise the errors will be fossilized in the learners' mind. To do that, it is needed to know why the learners make such kind of errors. Knowing the causes of errors can help the teacher finding the best way to overcome the grammatical problems faced by the students so that they, step by step, are able to avoid themselves from making the same errors in the next.

Therefore, in this study, the researcher also tries to evaluate and predict the possible causes of all errors found in the students' composition particularly in their

---

[2] H. Dulay and S. Krashen, *Language Two*, (New York, Oxford University Press, 1982), p. 155
[3] *Ibid*. p. 155
[4] Scoot Thornbury, How to Teach Grammar, (England; Pearson Education Ltd. 1999), p. 133

narrative composition. In predicting the causes of errors, the researcher uses the two theories proposed by the linguistic; *Interlingua errors* (the interference from mother tongue) by Wilkins and *Intralingua errors* (over-generalization, ignorance, of rules restriction, incomplete application of rules, and false concept hypothesized) by Richards.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In accordance with the result of the data analyzed in the previous chapter, the researcher concludes that the eighth grade students of Islamic Junior High School of MTs. Nurul Huda of Sedati Sidoarjo produce many errors in their narrative compositions of both tasks; in the task 1st task with the theme given *"a picnic in the country"*, the students of one class produce 86 errors in 65 sentences, in the 2nd task under the theme given *"our house and neighborhood"*, they produce 111 errors in 83 sentences. The students do these two tasks in different theme as noted above and time.

The below conclusions are provided by the researcher based on the problem of the study.

1. The types of errors based on *Linguistic Category Taxonomy*

    The research finding of task 1 the students make a paragraph from the picture series shows that the types of errors in term of language features used in writing simple narrative text are article, possessive adjective, conjunction, connector, demonstrative adjective, qualifier, it or there, modal, word order, pronoun, and preposition. From those types found, the most type of errors made by the eighth grade students of MTs. Nurul Huda of Sedati Sidoarjo

60

belongs to *preposition* and the smallest of it is *modal auxiliaries*. While in task II, the same with task I the students make a paragraph from the picture series, the researcher finds that students produce errors in the use of article, possessive adjective, conjunction, demonstrative adjective, qualifier, it or there, modal, pronoun, and preposition. Here, the smallest type of errors is in the use of *conjunction*, and the highest is it or there.

These results will let the researcher and the readers know in what types of *Surface Strategy Taxonomy* those grammatical errors take place. It can be seen in the conclusion of number 2.

2. The types of errors based on *Surface Strategy Taxonomy*

The types of errors – based on *Linguistic Category Taxonomy* are specified into the types of errors according to this taxonomy; *Surface Strategy Taxonomy*. In both tasks, the researcher finds the students make errors in types of omission, substitution, and addition.

The most frequent type of errors in the first task belongs to *omission errors* occurred 39 times or 45,3% out of 86 errors, which are then followed by *substitution errors* 32 times or 37,2%, and the last is *addition errors* 15 times or 17,4%.

Similar to the first task, omission errors are the highest frequent type of errors produced by the students in their second task that occur 76 times or 68,5% out of 111 errors, the second rank is substitution errors 26 times or

23,4%, and the last belongs to addition errors times or 8,1% out of 111 errors.

Based on the conclusion of data analysis result of the both task above, the most frequency errors type belongs to *errors of omission* in preposition (task I) and it or there (task II). The eighth grade students of Islamic Junior High School of MTs. Nurul Huda Sedati Sidoarjo still find difficulty to construct the correct sentences in using preposition and it or there in make a sentence.

B. Suggestion

Based on the findings, the researcher tries to give some suggestions to the teacher. By knowing the area of errors made by students, the teacher should predict the more effective teaching method for the next semester, so that the students understand how to use language features of simple narrative writing well, such as preposition, it or there, modal, pronoun and so on. The teacher should give more drills for the students in one area in order that they can understand how to compose sentences with well grammatical rules so that they do not do the same errors again in the next. Also, the teacher should not go down in motivating the students in order that they realize that learning English is important for their future.

BIBLIOGRAPHY

Ary, ct al. 1972. *An Introduction to Research in Education.* New York: Richards and Winston.

Azar, Betty Schrampfer. 1989. *Understanding and Using English Grammar*: 2nd edition, New Jersey: Prentice Hall Regents.

Brown, HD. 1994. Principles *of Language Learning and Teaching.* San Francisco: Prentice Hallregents.

Burk, MK. And Kiparsky, C. 1972. *The Gooficon.* Newbury: House Publishers.

Corder, SP. 1981. *Error Analysis and Iterlanguge.* New York: Oxford University Press.

Dulay, et.al. 1982. *Language Two.* New York: Oxford University Press.

Dulay, H. and S. Krashen, 1982. *Language two*, New York: Oxford University Press.

Ehrlich, Eugene. Murphy, Daniel. 1967. *Basic Grammar for Writing.* USA: MCGRAW- Hill Book Company.

Fromkin and Rodman, 1983. *An Introduction to Language.* Japan: CBS College Publishing.

George. HV. 1992. *Common Errors Analysis Language Learning.* Massachusetts.

Heaton, J.B. 1974. *Writing English Language Tests.* Longman

Hendrikson, Janes. 1979. *Error Analysis and Error Correction in Language Teaching.* Singapore: SEAMEO Regional Language Center.

Hughes, Arthur. 2003. *Testing for Language Teachers*. New York: Cambridge University Press.

Jill, Hadfield and Charles, Hadfield. 2008. *Introduction to Teaching English*. Oxford University Press.

McKeating, D. 1981. *The Teaching of English as an International Language*. Collins Glasglow and London.

Milffin, H. 1983. Houghton *milffin English*. Boston: Massachusetts.

Oshima, Alice and Hongue. 1985. *Writing Academic English*. New York: Longman.

Richard, Jack. C. 1974. *Error Analysis: Perspectives on Second Language Acquisition*. England: Longman.

Thornbury, Scott. 1999. *How to Teach Grammar*, England: Person Education Ltd.

Wilkins, D.A. 1980. *Linguistic in Language Teaching*. Great Britain: Chaucer Press Ltd.