A STUDY OF ERROR ANALYSIS OF SECOND CLASS OF SMA

MUHAMMADIYAH 2 PUCANG SURABAYA IN PARAGRAPH WRITING

THESIS

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Submitted to State Institute For Islamic Studies Sunan Ampel Surabaya
to Fullfill The One of The Rules in Finishing English Department

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ABSTRACT

HERWATI, ANISA. 2009. *A STUDY OF ERROR ANALYSIS OF SECOND CLASS OF SMA MUHAMMADIYAH 2 PUCANG SURABAYA IN PARAGRAPH WRITING.*

Generally, students have difficulties in their process of learning English as the target language. It is a fact that the students often face a lot of difficulties in the language learning process. The students difficulties are reflected in the errors they make. But one thing that must be remember is that making error is a part of language learning process, it is a part of the development to the better understanding of the target language.
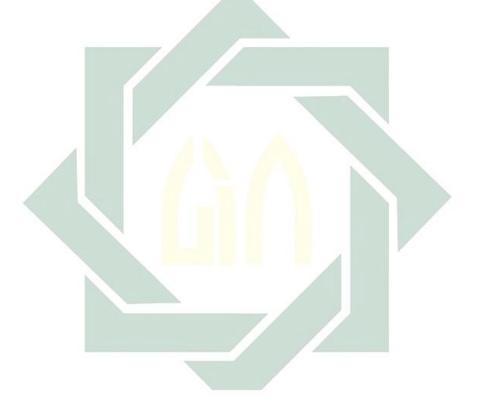
This fact encouraged the writer to conduct a study of the students' errors. She focused on analyzing errors of grammar in writing recount since they had caused misunderstanding in some cases especially in recount writing. The objectives of this study were to identify and classify the types of errors on the uses of grammar made by SMA Muhammadiyah 2 Pucang Surabaya, to describe the frequency of each error's types, and to find out the factors that caused the students to make errors in using grammar in their recount writing. This study was triangulation research design. The subject of the study was the second class of IPA 1 SMA Muhammadiyah 2 Pucang Surabaya. The sources of the data were the student's recount writing and students' interviewing. While, the data were the errors found in the students' recount writing and the result of students' interviewing. The data were analyzed by identifying and describing the students' errors on the use of grammar, classifying the students' errors into types I,e.; Omission, Addition, Misformation, and Misordering, Transitional Signal, Punctuation, and Capitalization and describing the possible causes of students' errors. The causes of the students' errors were analyzed from the point of intralinguage causes of errors recommended by Richard, i, e.; Over Generalization, Ignorance of Rules Restrictions, Incomplete Application of Rules, and False Concepts Hypothesized.

Finally, it is expected that the finding of this study will be useful for the teachers and the students themselves.

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CHAPTER I

INTRODUCTION

This chapter presents the introduction which consists of background of the study, statement of the study, purpose of the study, significance of the study, scope and limitation of the study, and the definition of key terms.

A. Background of the Study

English is one of the international languages used all over the world. It plays very important role in international relation and in the field of science and technology. One should master it if he wants to increase his knowledge and wider his horizon.

Because of its importance, English in Indonesia is learn in Junior and Senior High Schools and even in Elementary School as the basic foundation and the first introduction of learning English. English in Indonesia is compulsory and important for all of students.

English language is a means of oral and written communication to deliver the information, thought, feeling and improve knowledge, technology and culture. It has four language skills. Such as; listening, speaking, reading and writing. So that, English lesson is taught to develop those skills, in order, the graduators can communicate and write in English at the ranking of special literacy.

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In language learning process, learners will get more problems and face great difficulties when they learn a foreign language.[1] The problems, of course, will cause the occurring of errors or mistakes. Errors in the process of language learning are sometimes due to the interference from the mother tongue.[2] Moreover, every language has different patterns and rules that should be paid attention to the second language learners. So it is difficult to avoid those Indonesian learners making mistake in learning this target language (English). However, this phenomenon should be considered natural. People can not learn language without first systematically committing errors; as a matter of fact that making error is a part of learning.[3]

The purpose of learning language especially English is to be able to use the language for communication. Therefore, language teaching should be directed to the achievement of the ability to use the language appropriately for different purpose. Nowadays, the objective of teaching English at the schools especially in Senior High School is to train the students to be able to communicate and understand references written in English. English subject in Senior High School has four skills (reading, listening, speaking and writing) that should be taught integrated, and the four elements of the language (pronunciation, spelling,

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[1] H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall, 1980),p. 41.

[2] D. A. Wilkins, *Linguistics in Language Teaching,* (London: Edward Arnold Publisher Ltd, 1980), p.197.

[3] Heidi C Dulay and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 138.

vocabulary, and structure) are also important to be applied in order to support the development of the four skills themselves.

Writing is perhaps the difficult skill for some people learn. However, it is very important skill because it can help the writers in many areas. It creates ideas which can not be produced by spoken way. It also allows the writers to give information to others about their intentions, and permit them to express their feeling and emotion. Besides, it can help the students in learning process. As it is said by Persy that creative writing is a wonderful tool for providing opportunities that have meaningful impact on the life of a student[4].

Through creative writing the students is hoped that they can improve their inspiration. Furthermore, creative writing helps develop students' ability to use language as a means of expression and communication. Writing may also help students create something that will bring them joy, satisfaction and pride. They can tell about their experience in their writing, it does not mean that they have to write about confidential.

In writing, there are some ways to lose the mistakes and make the writing is easier to be read and understood by the readers. Not enough with these reasons, by following the rules of writing it can raise the value of our culture.

Writing process needs all aspect of thought, because when it is done, the writers must really concentrate and gather all the data into one interesting reading.

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[4] Bernard Persy, The Power of creative writing, (New Jersey: Prentice Hall Inc, 1981), p. 7

In the process of writing, the writers apply and test their knowledge about grammar, vocabulary and mechanics. In the editing process, the students are made aware of their grammar problems as they are required reading and checking their grammar and vocabulary problems. [5]

Based on the phenomenon above, this study is conducted to analyze grammatical errors in paragraph writing made by second class of IPA 1 SMA Muhammadiyah 2 Pucang Surabaya especially in Omission, Addition, Misformation, Misordering, Transitional Signal, Punctuation, and Capitalization. The writer focuses on that topic because of the grammatical in paragraph writing is very important for the writer. Our writing is considered to be a good one of it is comprehensive and easy to be understood by the readers.

The researcher chooses this institute because SMA Muhammadiyah 2 Surabaya is the proud institute of Muhammadiyah in Surabaya and East Java. It is showed that SMA Muhammadiyah 2 Pucang Surabaya is ones of the institute which gotten the explanatory letter from SMA Founding Directorate of Directorate general of Department of National Education as Trance Institute of International Standard (RSBI- SMA). Its mean, that institute will be Institute of International Standard (SBI-SMA).

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[5] J.G.Gebhard, *Teaching English as a Foreight or Second Language,* (Ann Arbor: The University of Michigan Press, 1996), p. 230

B. Statement of the Problem

The problem of learning language, especially writing skill has been being a complex problem that required problem solving. So based on the background of the study above, the writer formulated the researcher some problems as follow:

1. What are the types of errors in paragraph writing made by second class of IPA 1 of SMAM 2 Pucang Surabaya?

2. What are the possible causes of errors in paragraph writing made by second class of IPA 1 of SMAM 2 Pucang Surabaya ?

C. Purposes of the Study

Related to the statement of the problems, the study has the following purposes:

1. To classify the types of errors made by second class of IPA 1 of SMAM Pucang Surabaya.

2. To find the causes of errors made by second class of IPA 1 of SMAM Pucang Surabaya.

D. Significance of the Study

It is expected to give some contribution to the success and progress of English teaching especially in the ways of writing paragraph at Senior High School. Many mistakes, experiences, and studies have been done by the writer especially in writing skill. So, it is expected to give some better changes and learns in the organized and structural of writing form. After knowing the students'

errors in paragraph writing, the teachers will be able to design and improve more appropriate techniques and method in their next teaching. The students will know their errors in paragraph writing and tray to study them well.

E. Limitation of the Study

The study is limited to discover and describe the errors in paragraphs writing made by senior high school students. Since grammatical are often used in paragraph writing, the writer only focuses in analyzing errors on transitional signal, punctuation rules, capitalization rules, and grammar in paragraph writing. in order to make this research easier and more efficient, the subject of this study is limited to the second class of IPA 1 of SMA Muhammadiyah 2 Pucang Surabaya.

F. Definition of Key Terms

The definition of key terms is intended to avoid misunderstanding and interpretation. So that, the writer would like to describe some terms used in this research:

1. Error is noticeable deviation from the speaker grammar of native, reflecting the interlanguage competence of the learner.[6] Error is the flawed side of the

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[6] H. Brown Dougles, *Principles of language learning and teaching*, (Englewood Cliffs, Nj. Prentice-Hall, 1980), p. 165.

learner speech or writing. It is a part of conversation or composition that deviates from some selected norm of nature language performance.

2. Error Analysis is an attempt to account for the learners' error that could not be explained or predicted by contrastive analysis or behaviorist theory.[7] The study of error analysis proceeds further than merely predicts errors our contrastive analysis. Errors analysis studies the native of errors and presents confirmation of prediction made by contrastive analysis. Error analysis deals with collecting samples of learner language identifying the errors according to their hypothesized causes and evaluating of the errors.

3. Writing is one of language skills which are used for medium of communication, especially indirect communication.[8] Writing is one ways to express human's ideas, opinion, and thought about everything in mind and around them. Writing also the mental of work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to the reader.

4. Paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.[9]To be effective, a paragraph must be centered on one idea, and the sentences must flow in logical sequence.

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[7] Heidi C Dulay and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 141.

[8] Donn Byrne, teaching writing skill, (Hongkong: Logman Group Ltd, 1988), p. 1.

[9] Alice Oshima and Ann hogue, *Academic Writing*, (Logman Group Ltd,1998), p. 16.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents the review of related literature which consists of the nature of writing, writing paragraph, the applied linguistics, error and mistake, error analysis, the categories of error, the causes of errors, the transitional signal, the punctuation rule, and the capitalization rule.

A. The Nature of writing

Good writing in English is very different from good writing in other languages, such as Arabic or Japanese. Everyone expects in grammar but there is another difference that is equality important. The difference is the way writer's organizer and expresses their ideas.

Writing is one way to express human's feeling, experiences, ideas, and thoughts. Through writing, people can express their feelings, experiences, ideas, and thoughts as mentioned by Nunan that "Writing is the physical act of committing words or ideas to some medium."[10]

Writing is an action time for writers to reflect, play with their ideas, gain new and deeper knowledge into what they feel and believe. It is time for

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[10] David Nunan, *Language Teaching Methodology: A Text Book for Teacher*, (Uk. Prentice Hall Inc, 1991), p. 88

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them to refine the things about their wish to write until they become clear and understandable communication.[11]

Writing is a physicals act. It requires materials, and energy, and must be perform skillfully to bring pleasure to both the writer and the reader, as physical act, it requires practices regularly. However, some people become a good writer because of talent, just as somebody born to become great athlete.

The act of writing is a time for a writer to reflect, to play around with ideas, to gain new and deeper insights into what he or she feels and believes; it's a time for him to polish the things about which he wishes to write until they become clear and understandable communication.[12]

Writing in English not only a key of academic success but also an outlet for self-expression and through writing we can also communicate with one another across distance and time. Writing is a skill that can help the writer in many areas and it is important in humans' activity. It creates ideas or something can not be produced by spoken way. It also allows people to give information to others abroad about their intentions, and permit them to express their feelings and emotions. Besides, it can help the students in learning process. Creative writing is a wonderful tool for providing opportunities that have a meaningful impact on the life of student.

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[11] Bernad Percy, *The Power of creative Writing*, (New Jersey: Prentice Hall Inc, 1981), p. 6
[12] Bernad Percy, *The Power of creative Writing*, p. 6.

Through creative writing the students is hoped that they can improve their inspiration so that they can be creative person. Creative writing can be a wonderful tool to help heighten students' sensory awareness and develop his power of perception on physical, emotional and spiritual levels.

B. The Nature of Paragraph

To write an interesting, enjoyable paragraph, we first should know what a paragraph is. A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea[13]. Since a good paragraph normally focuses on only one central idea that is expressed in the topic sentence, we need to construct a good topic sentence as the starting point. The topic sentence guides us to select information; to include relevant information, but exclude what is irrelevant. Therefore, it is important for the topic sentence to have a clear central idea; this idea functions to control the contents of the paragraph.

A paragraph is a series of sentences about one idea called the topic.[14] Usually, a paragraph begins with a general sentence that introduces the topic. This sentence is called the topic sentence, and it contains the main idea in paragraph. The topic sentence tells the reader what the paragraph is going to be about.

The topic sentence contains word that need to be explained, described, and supported in the sentences that follow in the paragraph. This words are called

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[13] Alice Oshima and Ann hogue, *Academic Writing*, (Logman Group Ltd,1998), p. 16.
[14] Joy M Reid, The Process of paragraph Writing, (New jersey: Prentice Hall, 1994), p. 29.

controlling ideas because they control the information that is given in the paragraph. The sentence that ends the paragraph is called the concluding sentence. A paragraph begins with an indentation. The topic sentence, with its controlling ideas, usually is the first sentence in paragraph.

The effective paragraph is must be centered on one idea, and the sentences must flow in a logical sequence. And regardless of whether the paragraph stands alone or comes in the body of an essay or other piece of writing, it contains certain elements.

According to Betty Mattix there are three elements of an effective paragraph; the first is the topic sentence, it contains the main idea of a paragraph. This sentence tells the reader *what* be covered and *why*. Some topic sentences also tell *where* or *when*. The second is support sentence; it is explain the main idea of the topic sentence. The third is a concluding sentence, it is final sentence may be summary of the points made in the support sentence.[15]

A topic sentence usually comes at the beginning of the paragraph. And the second and the third sentences usually called supporting sentences, because they support or explain the idea expressed in the topic sentence. Paragraph usually has more than two ideas. A concluding sentence usually comes at the end of the paragraph.

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[15] Betty Mattix Dretsch, *Reasoning and Writing Well: A Rhetoric, Research guide and Handbook*, (Marion Technical college Marion, Ohio., 2003), Vol 3, p.78.

C. Definition of Errors

Making error happen when someone learn either native language of foreign language. Actually making errors is a part of language. Brown points out that human learning are fundamentally a process that involves the making mistakes. it mean that people can not learn a language without first systematically committing errors.[16]

In relation to the term of error there are some definitions given by linguists. Brown defines error is as a noticeable deviation from the native speakers' grammar, reflecting the Interlingua competence of the learners[17]. According to the Corder that error is breaches of the code meaning, they are against or break the grammatical rules of the language and the result in unacceptable utterances.

Error is a thing done wrongly or the state of being wrong in belief or behavior and scope to make any mistakes without serious consequences. But mistake is an action or opinion that is foolish or wrong or a word, figure, sum, etc that is not correct. In other word, error is a mistake that was done by the user because he did not know from structural or grammatical. And mistake is a mistake

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[16] Douglas Brown, *Principles of Language Learning and Teaching,* (Englewood Cliffs, Prentice- Hall, 1980), p. 164

[17] Douglas Brown, *Principles of Language Learning and Teaching,* p. 165

that was done by the user because forgetting something. So, it made the structure or grammar incomplete.[18]

D. Error Analysis

Error Analysis (EA) is the study and analysis of the errors made by the second language learners.[19] Error analysis may be carried out in order to identify strategies which learners use in language learning, try to identify causes of learners' errors and obtain information and common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

The study of error analysis (EA) proceeds further than merely predicts errors our contrastive analysis (CA). EA studies the native of errors and presents confirmation of prediction made by CA. EA deals with collecting samples of learner language identifying the errors according to their hypothesized causes and evaluating seriousness of the errors.[20] It begins from examination of learners' learning problems can be inferred. Errors are attributable to all possible sources, not just those resulting from the native language transfer, as mentioned by Brown

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[18] A.S. Hornby, *Oxford Advanced Learner's Dictionary*. (New York: Oxford University Press, 1995), p. 746

[19] Richards Jack C, *Focus on the Learner: Pragmatic Perspectives for the Language Teacher,* (University of New Mexico: New Bury House Publisher, 1969), p. 127.

[20] R. Ellis, *Second Language Acquisition in Context*, (New York: Cambridge: The University Press Prentice Hall, 1987), p. 127.

that errors can arise from possible sources such as Interlingua transfer, intralingua transfer, context of learning and communication strategies.[21]

Traditionally the goals of error are pedagogic. Errors provide information, which can be used to sequence items for teaching or to devise remedial lesson.[22] By analyzing students' errors teacher not only can detect the students' difficulty in learning the target language, but also they can determine the effectiveness of the teaching *methods*. Besides, teacher considers students' errors helpful since through the analysis of errors the teacher will recognize the learners' problems, how far they have learned and what remains for them to learn.

E. The Categories of Errors

Some linguists give several theoretical concepts to the types of errors. The errors are classified into 4 categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.[23]

1. Linguistic Category

This linguistic category taxonomy classifies errors in respect to language component or the particular linguistic constituent the errors affects. Language component included phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse

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[21] H. Douglas Brown, *Principle Language Learning and Teaching*, (San Francisco State University: Wesley Longman, Inc.,1980), p. 173

[22] R. Ellis, Second Language Acquisition in Context, p. 51.

[23] Dulay, *Language Two*, (New York: Oxford University Press, 1982), pp. 146-170.

(style). Many researchers use the linguistic category taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to the description the errors provided by other taxonomies. In this study, the writer did not deal with the whole of this category, but focuses on the errors of using simple present, present progressive, simple past, and past progressive.

2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may *misinform* items or *miss-order* them. Researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive processes that the underlined the learner's reconstruction of the language learned. It also makes is aware that learner's errors are some logic. There are types of this category they are:

a. Omission

The omission errors are characterized by the absence of an item that must appear in a well-formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions.

Example: *He born in England* for *He was born in England*.

To be is committed in passive sentence form

b. Addition

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. There are three terms of addition as follows:

1) Double Marking

An error in which a concept is expressed twice when the language requires its expression only once

Example: a) He <u>does loves</u> his family

The auxiliary does unnecessarily

b) I <u>did wrote</u> a letter

The auxiliary did unnecessary

2) Regularization

An item, which requires special rules, is indicated by the application of a regular rule or an error.

Example: The letter <u>was readed</u> by ani

The verb *read* in past form is *read* not readed

3) Simple Addition

Simple addition error is an error that does not belong to double marking or regularization.

Example: In over there

The preposition *in* is never used while we say over there

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation error:

1) Regularization

Regularization is an item in which a regular marker is used in an irregular one.

Example: a) *Woman* for *Women*

b) *Childs* for *children*

2) Archie–Form

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Example: *That dogs* for *those dogs*

That instead of *those*

3) Alternating Forms

In this type of error, the students know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses him to which one to use.

Example: He has saw them

Saw instead of *seen*

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddressing on the group of morphemes.

Example: What Daddy is doing?

The word order is confusing. It should be *what is Daddy doing?*

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between the students of L_2 errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother-tongue (Indonesia language). When learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words in to the learner's mother-tongue to look for the similarity of the phrases or sentences.

Example: a. The girl beautiful

b. Hospital big

4. Communication Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the

perspective if their effect on the listener or reader. Therefore, the focus is on distinguishing between errors that seem to cause communication focus on aspect of errors themselves.

Many language teachers and researchers believe that student errors are significant toward the process of learning and teaching English as a second language. The significance of the learners in second language learning are systematic, in what ways are they organized, and what do they suggest about the nature of second language acquisition as Lee in Richards states one of the teacher's aims should be to prevent mistakes from occurring. In the early stages while are the pupils are wholly dependent on the teacher for what they learn, it should be possible to achieve the aim.[24]

And besides, there are several theoretical concepts of types of errors, i.e.; transitional signal, punctuation and capitalization.

1. Transitional Signal

Transitional signals can be compared to traffic signs. They are words that tell you to go forward, to turn, to slow down and to stop. They help the reader when you are giving a similar idea, an opposite idea, an example result, or a conclusion. As a writer it is important to use these types of words to help you follow your ideas.

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[24]Richards Jack C, *Focus on the Learner: Pragmatic Perspectives for the Language Teacher,* (University of New Mexico: New Bury House Publisher, 1969), p. 130.

One of the best ways to improve your writing style is to use words that are as exact as possible. Precise words will give your readers a clear picture of what you are describing. Transitional words can be classified taking into account they type of help they might offer a writer.[25] They can be classified in the following types:

a. Words that Show Addition

They aid the writer when he or she wants to present two or more ideas that continue along the same line of thought. Some common addition words are: and, also, another, in addition, moreover, first of all, second, third, furthermore, finally.

Example:

a) I like swimming and climbing.

b) We also like swimming and climbing.

c) First of all, all prices are due to Allah SWT.

b. Words that Show time

They indicate a time relationship. They tell us when a specific event took place in relation to another. Some of these words are: First, then, often, since, next, before, after, soon, as, now, until, previously, while, during, immediately, frequently. In the Thinking and Writing

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[25] Lusy M Tunik, Better Writing,(Surabaya: Universitas PGRI Adi Buana, 2004), p. 2.

Process book explained transition words that show time. They are; first, always, eventually, finally, after, following, immediately, suddenly, last, later, meanwhile, now, soon, then, and until.[26]

Example:

a) While she was watching TV, she ate popcorn.

b) Suddenly, I love you so much.

c. Words that Show Contrast

They signal a change in the direction of the writer's thought. They tell us a new idea will be different in a significant way from the previous one. Some contrast words are: but, however yet although, in contrast, instead, still, in spite of, despite, on the other hand, on the contrary.

Example:

a) I love you but I hate you.

b) I'm still loving you.

d. Words that Show Comparison

These words are used when a writer wants to point out a similarity between two subjects. They tell us that the previous idea is similar to the next one in some way. Some words that show comparison are: like, as,

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[26] Macmillan, *Thinking and Writing Process*, (New York: Macmillan Publishing Company, 1987), p. 44.

just, just like, just as, in like, manner, equally, similarly, in a similar fashion, in the some way. In the Thinking and Writing Process book explained transition words that show comparison and contrast. They are, but, however, in the same way, like, on the other hand, similarly, unlike, and whereas.[27]

Example:

a) She likes cow better than buffalo.

b) like you better than her

e. Words that Show Illustration.

These words are used if you as writer want to provide one of more examples to develop and clarify a given idea. They tell us that the second idea is an example of the first. Some illustration words are: for example, for instance, as an, illustration, to illustrate, such as, to be specific, including.

Example: I have many hobbies. For instance, swimming, running, and playing football.

f. Words that Show Location

Location transitions show a relationship in space. They tell us where something is in relations to something else. Some of these words can be: next to, in front of, in back of, below, between, inside, out side,

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[27] Macmillan, *Thinking and Writing Process*, p. 44.

opposite, on top of, across, beneath, in the middle of, on the other side, at the end of, ahead of, over, under, behind, near, far.

Example:

a) I live near the city.

b) She sits between us

g. Words that Show Cause and Effect

These types of words are useful if an author wants to describe a result of something. They tell us what happened or will happen because something else happened. These types of words are: because, if…then, as result, consequently, accordingly, therefore, since, so.

Example:

- Since I have been living here, I never felt happy.

- I wait you, because I love you so much.

h. Words that Summarize or Conclude

These types of words are used when the idea that follows will sum up the entire writing or a final statement will be written as a conclusion. These words are: in summary, in conclusion, in short, all in all, in brief, in other words, on the whole, to conclude, to sum up.

Example: a. I always need you. In other word I love you.

b. I am busy to conclude my thesis

2. Punctuation Rules

One of the most important aspects to take into consideration when you write is punctuation. It will tell your reader when to stop or change the interpretation of your paper. Speakers use intonation and writers use punctuation. Punctuation in writing consists of code of sign.

Punctuation helps make sentence content clear to your reader. Proper punctuation helps your reader understand the sentence-part relationships you want to convey. On the other hand, poor punctuation makes unfavorable impression, causes confusion, and often forces the reader to reread the sentence.[28]

Spoken meaning depends on intonation; written meaning depends on punctuation, the factor both is meaning. Some of the most common marks in English are the following:

a. The Full stop (**.**)

Full stop is one way to end a sentence. It may be used to any declarative sentence. In addition to its normal duty of ending a sentence, the stop has two functions: to complete the action of ellipsis and to point to abbreviation.[29]

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[28] Irwan Richard D, *Effective Writing*, (University of New Mexico: New Bury House Publisher, 1995), p. 143.

[29] McMillan, *Ways to Writing*, (New York: A Devision of McMillan, Inc, 1988), p. 458.

1. Use a full stop after a statement or command.

   Example: 1) Turn on the television**.**

      2) I want to come to your house now.

2. Use a full stop after most abbreviations: cities (N.Y.T., L. A.); names (Franklin D. Roosevelt); titles (Mr., Ms., Dr.); months(Sept.) Latin abbreviations(ibid., etc., et al.). But if an abbreviation is the last element in a sentence, a single full stop is used both to end the abbreviation and to end the sentence.

   Example: He lives in Washington, D.C.

b. The Question Mark (**?**)

   According to Macmillan (1988; 459) question Mark is used to end a direct question.

   Example: What do you want to be when you grow up?

   A question mark is never combined with another question mark or with a period or comma or exclamation point.

   Example: 1) He said, "Are you coming home?"

      2) He said, "Is she sick?"

c. The Comma (**,**)

   The comma is a grammatical separator. It presents a pause in meaning, not a pause for breath. It is the lightest of all the stops, and the most abused. Its correct use is vital, for this casual little mark can affect the entire meaning of the words around it.

Use a comma before a conjunction (and, or, so, but) that separates two independent clauses.

Example: She wanted to learn to cook**,** so she decided to buy herself a book.

Use a comma to separate interrupting expressions from the rest of the sentence.

Example: Do you know**,** by the way**,** what time is it?

Use a comma after yes and no in answers.

Example: Yes**,** my father is a doctor.

Use a comma to separate opposite form the rest of the sentence.

Example: Mr. Smith**,** the new teacher**,** really knows how to teach

d. The Quotation Marks ("")

Question marks are used to enclose words, phrases, or sentences that are quoted directly fro speech or writing.

Use quotation mark at the beginning and the end of exact quotation.

Example: He said, "I am going to get married."

Use quotation marks before and after titles of stories, articles, songs, and TV shows.

Example: 1) Do you want to watch "Friends" on TV?

          2) My favorite songs is "Disappear" by INXS

e. The Colon (**:**)

One function of the colon is to introduce quotations. It brings the sudden to a sudden, temporary halt and gives a cue for the quotation which is waiting in the wings.

Example: The boot of my car was big enough for everything: golf clubs, fishing rods, picnic basket, and so on.

f. The Dash (─)

The letter is a short line typed in the normal space between two words (heavy-handed), connecting them in meaning and telling the reader to think of them as a single word, the dash is a longer stroke denoting either a break in thought or a digression.

Example: It's functions ─ there are two ─ are comparable to those of the single dash.

g. Parentheses and Brackets (( ), [ ])

Parentheses are used to enclose words, phrases, and clauses that are not essential to the meaning of a sentence or paragraph but that clarify or comment on a point made in the sentence or paragraph.

Example: He likes any kind of pasta (spaghetti, linguine, or ravioli), as long as it is   smothered in tomato sauce.

Brackets are used to enclose your own explanations, comments, and correction within a quotation from another writer.

Example: E.B. White believes that "Walden [published in 1854] is an oddity in American letters."

h. The Exclamation Mark (**!**)

If you want to cheapen your writing by being sensational or hysterical, than you can not do better than sprinkle the page liberally with exclamation marks.

Example: 1) what a piece of work is man!

2) How noble is reason!

i. The Apostrophe (**'**)

The apostrophe is a tombstone. It marks the graves of letters that have been squeezed out of a word, a process which takes place when two words are telescoped together to make another one is easier to say.

Example: 1) I'm not going.

2) I couldn't then.

3) I don't think so.

j. The Hyphen (**-**)

A hyphen is a single short stroke squeezed into the normal space left between two words.

Example: 1) He is a well-known speaker.

2) She wore a gray-green skirt.

3. Capitalization Rules

We use a capital letter in the following cases[30]:

a. First Words

1. Capitalize the first word of every sentence.

Example: a) They lie in Roma

b) Who is she?

2. Capitalize the first word of a quotation.

Example: a) He said, "My name is Paul".

b) Jenny asked, " When is the party?"

b. Personal Names

1. Capitalize the names of people including initial and titles of address.

Example: a) John F. Kennedy.

b) Diponegoro Street.

c) Mr. Jones

2. Capitalize family words if they appear alone of followed by a name.

Example: a) Let's go, Dad.

b) Where's Grandma?

3. Do not capitalize family words with a possessive pronoun or article.

Example: a) my uncle

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[30] Cherly Pavlik, *Interaction 1 A Writing Process Book*, (USA: McGraw- Hill, Inc., 1990), Vol 2, p. 161

b) our grandparents

c) my aunt

4. Capitalize names of God.

   Example: a) Allah

   b) Jesus Christ.

   c) Buddha.

   d) Hindu

5. Capitalize the names of nationalities, races, peoples, and religions.

   Example: a) Japanese

   b) Asian

   c) Chicano

   d) Muslim

c. Place Names

1. Capitalize the names of countries, states, provinces, cities, lakes, river, islands, and mountain.

   Example : Mexico, Amazon, Lake Ontario and so on

2. Capitalize names of schools, parks, buildings, and streets.

   Example: the University of Georgia, Central Park, the sears Building

d. Time Words

1. Capitalize names of days and months.

   Example: Monday, Friday, January, March

2. Capitalize names of holidays and historical events.

Example: Chrismes, New Year's Day, World War II.

F. The Causes Of Errors

Language learning like any other human learning is fundamentally a process that involves the making mistakes. In the fact, those second language learners' errors are important for understanding of the process of second language acquisition. Many researchers are interested in analyzing the second language learning errors. Sometimes the causes of errors are easy and confusing to identify because the students still make the some errors though teacher has already explained them. There are some causes of errors

1. Interlinguage

   Interlingua is a system that has structurally intermediate status between the native language and the target language. In addition, errors that happened caused of interference of mother tongue. The errors, which occur in learning foreign language, are caused by the interference of mother tongue.[31] It happened because the features of the two languages are different. To identify Interlingua errors, the researchers usually translate the grammatical from of the learner's phrase or sentence into the learner's first language to see if similarities exist.

   Example: *The horse white* it should be *The white horse*

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[31] D.A. Wilkins, *Linguistics in Language Teaching,* (Great Britain: Chaucer Press Ltd, 1980), p. 97

2. Intralinguage

An intralingua errors is error made by the learners because of the feature of L2 itself. Richard states those interlingua errors caused by:[32]

a. Over-generalization

The learner has the tendency simplify the formations or the rules of the target language. It seems that the learner tend to use the simple rules to generalization the other uses. In the past tense, for example, we should add-*ed* to the regular verb. Thus, the learner may produce:

I finded the wallet yesterday

The learner also often mixes the rules learned previously with the present rules taught. The learner often learns of structure, which many patterns interfere with each other.

Example: *He is walks* for *He walks*

b. Ignorance of Rules Restrictions

It is still closely related to over-generalization. In this case the learner violets the restriction of existing structure that is the application of rules to contact where they do not apply.

Example: *The man who I saw him is my father.*

Object pronoun *Him* is unnecessarily added in that sentence.

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[32] Richards Jack C, *Focus on the Learner: Pragmatic Perspectives for the Language Teacher,* op. cit., pp. 174- 181.

Some of these types of errors are as a result of false analogy, especially in using preposition. The learner who uses a particular preposition with one type of verb will use the same preposition with similar verbs.

Example: *He said to me* may create *He asked to me*

c. Incomplete Application of Rules

It happens due to the deviation of structure that neglects the development of rules to produce the acceptable sentences.

Example: *Does she like the new dress? Yes, she likes*

When we give a question to the learner, the learner's knowledge of the target language is incomplete so it may make him neglect the rules of the target language in answering or giving responds to the question.

d. False Concepts Hypothesized

It happens due to misconception of the difference in the target language. The poor teaching technique, sometimes create this faulty comprehension. In the teaching of the present tense, for example, the teacher usually starts with the teaching of to be: *is, am, are* then teaching the verb. If the teacher presents the items poorly, the learner may have a false conclusion: *is, am, are,* are the signs of present activities. So, the learner may produce sentences such as:

She is comes here for *She comes here*

He is does the exercise for *He does the exercise*

CHAPTER III

METHOD OF RESEARCH

In this chapter, the writer presents the research design, population and sample, the research instrument, the procedure of data collection and the procedure of data analysis.

A. Research Design

Dealing with the problems and the objectives of this study, the design of the study was triangulation research design. The triangulation research design was used in this study since the writer use both qualitative and quantitative research methods. The relation to this, Creswell state that the context within which the integration of quantitative and qualitative research is most frequently encountered is in term of Triangulation. In this study, the qualitative approach was intended for the analysis of errors. While, the use quantitative approach was only aimed to determine the frequency of occurrences on each error.[33]

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[33] Jon W. Creswell, *Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research,* (University Of Nebraska-Licoln: Person Prentice Hall, 2008), p. 557

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B. **Population and Sample**

The population of this study was second class students. The choice of the population was made under the consideration that the students were familiar with the topic, i. e. ; Unforgettable Moment on Vocation. They are from the second class of SMAM 2 Pucang Surabaya. There are ten classes in the second class of SMAM 2 pucang Surabaya included of IPA and IPS. The study just take one class of them, i. e. second class of IPA 1 of SMAM 2 Pucang Surabaya which consisted of 30 students as samples. This study used purposive sampling. Sugiono state that the purposive sampling is certainty sample technique by consideration.[34]The class was chosen because based on the teacher report this class was considered as the best among other classes.

C. **Source of Data and Data of the Research**

In this study, the source of the data were the recount writing made by the students and the students' interviewing. Meanwhile, the data of the research were the errors found in the students' recount writing and the result of students' interviewing.

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[34] Sugiono, Metode Penelitian Kuantitatif Kualitatif dan R&D, (IKAPI: cv, ALVABETA,2008), p. 85

D. Research Instrument

Research instrument is a means to collect the data. In this study, the writer used herself as the key of the research instrument and the students. In this case, the chosen students were asked to write a recount composition. Since this research, the researcher used interview to find out several factors causing the students made errors in the paragraph writing. The interviewing guidelines that covered the students' ability in using grammar in their paragraph writing, i. e.; using, Simple Past Tense, and Past Continuous Tense; Omission, Addition, Misformation, Misordering, Transitional Signal, Punctuation, and Capitalization. Another instrument was checklist. The checklist was needed to classify the types of errors made by the students in their recount writing and identify the causes of errors they made. The form of checklist was presented on the table:

Table I

Sentence	Kind Of Error	Type Of Errors							Cause Of Errors			
		Punct	Capital	Transsignal	Omm	Add	Misform	Misorder	OG	IORR	IAOR	FCH

Punct	: Punctuation	OG	: Over Generalization
Capital	: Capitalization	IORR	: Ignorance of Rule Restriction
Transsignal	: Transitional Signal	IAOR	: Incomplete Application of Rule
Omm	: Omission	FCH	: False Concept Hypothesized
Add	: Addition		
Misform	: Misformation		
Misorder	: Misordering		

E. Data Collection Technique

The source of the data is the students' recount writing in paragraph and students' interviewing. While, the data are the errors found in the students' recount writing composition and the result of students' interviewing. The type of the students' writing was recount writing and the theme was "Unforgettable Moment on Vocation". The time allotment of each test was 30 minutes. After collecting the 30 students' original recount writing, the researcher copied them. Then the students' errors and the causes of the errors they made were presented by using checklist (see checklist 1)

F. Procedure of Data Analysis

After collecting the data, the researcher analyzing the data. In analyzing the data, she uses some steps in order to analyze the data easily. The steps are as follows:

1. Classifying the Errors

The writer classified the error into type of error. The classification of error was based on surface strategy taxonomy in which error can be described as omission, addition, misformation, and misordering errors,[35] and errors of transitional signal, punctuation, and capitalization.

2. Finding the Errors

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[35] Heidi C. Dulay and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p. 150.

The researcher gives the description of the data concerning with the type of error. It is done by analyze all sentences of paragraph that have an errors. It is done in order to find out the errors are done by the students.

3. Describing the Errors

Having classifying and finding the errors, then the writer counted the frequency of occurrence of errors on each type of errors in this case, the writer presented it in the form of percentage. To know how many percentages of the students' errors made in each type of errors. The calculation was as follows:

$$\frac{N(x)}{N} x100\% = \sum (x)$$

N(x)   : The total of error of each type
N   : The total of occurrences of error
Σ   : The total of percentage of error

CHAPTER IV

THE RESULT AND DISCUSSION

This chapter presents the data, the result and discusses the finding. The data of the study were the errors found in the students recount writing and the result of the students' interviewing.

A. Result

The source of the data of this study was the students' recount writing and the result of the students' interviewing of the second class of IPA 1 of SMA Muhammadiyah 2 Pucang Surabaya. The students' tasks were done in the classroom with a theme given the researcher, i.e: Unforgettable Moment on Vocation. In this case, the students had different titles in their recount writings, for instance; Sweet Memories in Bali, Holiday in Jakarta without Parent, Yokyakarta Vocation, etc.

Based on the data, most error in recount writings made by 30 students of SMA Muhamadiyah 2 Pucang Surabaya, was as follow; there were173 occurrences of all kind of errors.

1. **Types of Errors**

As described previously, although the subject is recount writing, the writer was found that the subject of the study produced errors on tree tenses,

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i.e.; simple present tense, simple past tense, and past continuous tense. Each of these kinds of errors then was classified into their types. In this case, errors on the use of tenses were classified into types based on surface strategy taxonomy recommended by Dulay, at, al. including errors of omission, addition, misformation, and misordering [36]. Besides, the writer also focuses on the types of error in the transitional signal, punctuation, and capitalization rule. In this study, there are 173 errors and the percentages of the types of errors are at the table below;

Table 2

The Percentage of Occurrences of Each Errors' types

No	Types of error	Number	Percentage
1	Omission	32	18,5%
2	Addition	13	7,5%
3	Misformation	86	49,7%
4	Misordering	6	3,5%
5	Transitional Signal	3	1,7%
6	Punctuation	8	4, 6%
7	Capitalization	25	14,5%
	Total	173	100 %

From the table above, it could be seen that there are seven types of errors; error of omission, addition, misformation, and misordering, transitional

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[36] Dulay, *Language Two*, (New York: Oxford University Press, 1982), pp. 146-170

signal, punctuation, and capitalization. There were 173 occurrences of all errors' types. Within those types of error, the highest proportion was placed by the errors of misformation which occurred 86 times out of 173 errors or 49, 7%. Then, it was followed by the errors of omission which occurred 32 times out of 173 errors or 18, 5%. The next was the errors of punctuation which occurred 25 times out of 173 errors or 14, 5%. Then, it was followed by the errors of addition which occurred 13 times out of 173 errors or 7, 5%. Then, it was followed by the errors of capitalization which occurred 8 times out of 173 errors or 4, 6%. The next was the errors of misordering which occurred 6 times out of 173 errors or 3, 5%. And the lowest frequency was the errors of transitional signal which only occurred 3 times out of 173 errors or 1, 7%.

The examples of students' errors on each type in terms of each tense would be described below. Here, the writer compared between the reconstructed sentences in the target language and the original sentences made by the students to identify which type the errors belong.

a. Errors of omission

These types of errors are characterized by the absence of one or more items that must appear in well-formed sentence. These errors are indicated by the absence of grammatical morpheme in a certain construction where they are fairly required. There are 32 errors in this type. It showed at the table below;

Table 3

The percentage of errors of omission in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of omission in the simple present tense	2	6,2%
2	Error of omission in the simple past tense	28	87,6 %
3	Errors of omission in the past continuous tense	2	6,2 %
	Total	32	100%

The table above showed that within errors of omission, the highest percentage belonged to the simple past tense with the frequency of occurrences 28 times out of 32 or 87,6 %, followed by the errors of omission in the past continuous tense which occurred 2 times out of 32 or 6, 2%. Meanwhile, the error of omission in the simple present tense which occurred 2 times out of 32 or 2,6%.

Based on the data, some students still make errors of omission in the simple past tense. It shows that students use the wrong verb in their sentences. They use the verbs *brong* instead of *brought* and *toke* instead *took*. It happens because they are confused in using the irregular verb forms of the simple past tense in their sentences. Moreover, some students say that they are confused about the English rules which are more

complicated then Indonesia because of the different concept of tenses between English and Indonesia.

On the other hand, in sentence "We need 45 minutes to arrive on sidoarjo" is wrong because the student misuses in the verb form. It should be " We needed 45 minutes to arrive on Sidoarjo". Here, the students use the verb *need* for *needed*. It similar to the sentence " In that restaurant, they prepare many foods" from those sentence, it can be seen that student tent to use simple present tense instead simple past tense. The verbs *need* and *prepare* must be changed in to past verb, i.e.; *needed* and *prepared*. Betty state that regular verb from past tense and pasty adding *-d* or *–ed* to the simple form[37].

Moreover, some students also make errors in using past continuous tense, for instance in sentence " We waiting the Commuter more less 2 hours" it is in correct because students used the wrong tense. It should be "We was writing the Commuter more less 2 hours". According to Fuad Mas'ud the verb tense may indicate whether an activity has been completed, has extended over a period of time, or still in progress in order to denote time relationships[38]. That is why students must used the past continuous or progressive tense because the event has been completed in

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[37] Betty Schramfer Azar, Understanding English Grammar, (New Jersey; Prentice Hall, Inc, 1989), p. 17

[38] Fuad Masud, Essential of English Grammar, (Yogyakarta, 1987), p. 34

the past time. However, students still make errors in using this tense in their sentences. That is, the student use *waiting* instead *was waiting* in the past continuous tense. It similar to the sentence " We change the plane when I got a good idea". Here, the sentence pattern used inappropriately because student use infinitive verb in the past continuous tense.

Moreover, based on the students' writing, there are many errors in using simple present tense. It is because some students still confuse in applying the sentence. For instance " My name Mahesa". It is incorrect because student use the wrong tense. It should be " My name is Mahesa". It is similar to the sentence " I have friend, her name Vania" . It is incorrect because student use the wrong tense. It should be " I have friend, her name is Vania. It happens because student are still confuse in using the present tense.

b.   Errors of Addition

Errors of addition are characterized by the presence of an item that must not appear in well- formed sentences. There were 13 errors in this type, it showed at the table below;

Table 4

The percentage of errors of addition in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of addition in the simple present tense	2	15,4 %
3	Error of addition in the simple past tense	11	84,6 %
4	Errors of addition in the past continuous tense	-	-
	Total	13	100%

From the table 4 above, it showed that there were two kinds of tenses in error of addition. Within errors of addition, the highest percentage belonged to the simple pest tense with the frequency of occurrences 11 times out of 13 errors or 84, 6%, and followed by errors of addition in the simple present tense with the frequency of occurrences 2 times out of 13 errors or 15, 4%. Meanwhile, the error of omission in the past continuous tense was not identified in this study.

In this case, some students still make errors of addition in the Simple Past Tense. It shows that students use the wrong verb in their sentences. In sentence " The morning was came" is wrong because the student use two marks in the sentence. It should be "The morning came". Here, the student use the verb *was came* for *came*. It similar to the sentence "I tried to opened the door". It should be "I tried to open the door". From those sentences, it can be seen that some of students made

errors of addition in the Simple Past Tense, its were marked by the incorrect use of past verbs of "was and came" and past marker of "– ed" in a sentence.

Some students also make errors of addition in using past continuous tense, for instance in sentence "If I was boring played game, I played Internet" it is incorrect because students used the wrong tense. It should be "If I was boring play game, I played Internet". However, students still make errors in using this tense in their sentences. That is, the student use *played* instead *play* in the past continuous tense. Here, the sentence pattern used inappropriately because student use past verb of " was boring and played" in a sentence.

c. Errors of Misformation

Misformation errors are characterized by the use of the wrong of the morpheme or structure. Generally, in this kind of errors, the students often applied something in their utterances although it was incorrect. There are 86 errors in this type. It shows at the table below;

Table 5

The percentage of errors of misformation in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of misformation in the simple present tense	2	2,3 %
2	Error of misformstion in the simple past tense	77	89,5 %
3	Errors of misformation in the past continuous tense	7	8,2 %
	Total	86	100%

The table above showed that within errors of misformation, the highest percentage belonged to the simple past tense with the frequency of occurrences 79 times out of 86 or 91, 9%, followed by the errors of misformation in using past continuous tense with the frequency of occurrences 7 occurrences out of 78 or 9%. Meanwhile, the error of misformation in the present continuous tense with the frequency of occurrences 2 times out of 86 or 2, 3%.

Based on the data, some students still make errors of omission in the simple past tense. It shows that students use the wrong verb in their sentences. In sentence "I swemmed in the water pool" is wrong because the student used a regular past marker (-ed) in place of irregular one to form past verb. It should be "I swam in the water pool". Here, the students use the verb *swimmed* for *swam*. It similar to the sentence "Last year, I go to Honkong". It should be "Last year, I went to Honkong". From those sentence, it can be seen that student tent to use simple present tense

instead simple past tense. Betty state that regular verb from past tense and past participle by simply adding -d or –ed to the simple form[39]. However, some students still make errors in using those verbs. It happens because students are confused in using the regular verbs of simple past tense in their sentences. Moreover, some students say that they are confused about the English rules which are more complicated then Indonesia because of the different concept of tenses between English and Indonesia.

Moreover, some students also make errors of addition in using past continuous tense, for instance in sentence "After I get the address, I felt better" it is incorrect because students used the wrong tense. It should be "After I was getting the address, I felt better". According to Fuad Mas'ud the verb tense may indicate whether an activity has been completed, has extended over a period of time, or still in progress in order to denote time relationships[40]. That is why students must use the past continuous or progressive tense because the event has been completed in the past time. However, students still make errors in using this tense in their sentences. That is, the student use *get* instead *was getting* in the past continuous tense. It similar to the sentence "We are planning to go to Batu City". It should be "We were planning to go to Batu City. Here, the sentence

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[39] Betty Schramfer Azar, Understanding English Grammar, p.20
[40] Fuad Masud, Essential of English Grammar, p. 37

pattern used inappropriately because student use the Present Tense in the Past Continuous Tense.

Moreover, based on the students' writing, there are two errors of addition in using simple present tense. It is because some students still confuse in applying the sentence. For instance "Her uncle have two sons". It is incorrect because student use the wrong tense. It should be "Her uncle has two sons". It happens because student are still confuse in using the present tense.

d. Errors of Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occurred when the students wrote an utterance in a wrong order so that the utterance has no meaning. In this study, there are 6 errors of misorderig. It shows at the table bellow;

Table 6

The percentage of errors of misordering in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of misordering in the simple present tense	-	-
3	Error of misordering in the simple past tense	6	100%
4	Errors of misordering in the past continuous tense	-	-
	Total	6	100%

From the table 6 above, it could be seen that there were only two kinds of error of misordering I,e. error of misordering in the simple past tense. The frequency of occurrences of this kind of error was 6 occurrences out of 6 errors, so that the percentage was 100%. Meanwhile errors of misordering in the simple present tense, and past continuous tense were not identified in this study.

Based on the data, some students still make errors of misordering in the simple past tense. It shows that students use the wrong order in their sentences. In sentence "For what we would have a dinner?" is wrong because the student inversed the placement of *question word* and the word *for*. The question word should be applied before the word *for*. An other example is "We bought 3 t-shirt twin". It is wrong sentence because the student made written misordering errors of word- for- word translation of the native language surface structure. It means the student translated the target language based on their knowledge of their native language.

e. Errors of Transitional Signal

Transitional signals can be compared to traffic signs. They are words that tell you to go forward, to turn, to slow down and to stop. They help the reader when you are giving a similar idea, an opposite idea, an example result, or a conclusion. In this study, there are 2 errors of Transitional Signal. It shows in the table bellow;

Table 7

The percentage of errors of Transitional signal in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of Transitional signal in the simple present tense	-	-
3	Error of Transitional signal in the simple past tense	3	100%
4	Errors of Transitional signal in the past continuous tense	-	-
	Total	3	100%

From the table 7 above, it could be seen that there was only one kind of tenses in error of Transitional Signal i, e; error of transitional signal in the simple past tense with the frequency of occurrences of this kind of error was 2 occurrences out of 2 errors, so that the percentage was 100%. Meanwhile errors of transitional signal in the simple present tense and past continuous tense were not identified in this study.

Some students still make errors of transitional signal in the simple past tense. It shows that students use the wrong sentences. In sentence " We also brought many foods from home. it was like fast food, crispy, French fries, pecel, etc ". it should be "We also brought many foods from home. For instance fast food, crispy, French fries, pecel, etc". It is wrong sentence because the student made written transitional signal errors of word that show illustration. It happens because students are confused in using the transitional signal in the word that shows illustration.

f. Errors of Punctuation

Punctuation will tell your reader when to stop or change the interpretation of your paper. Punctuation helps make sentence content clear to your reader. Proper punctuation helps your reader understand the sentence-part relationships that you want to convey. In this study, there are 8 errors of punctuation. It showed at the table bellow;

Table 8

The percentage of errors of Punctuation in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of Punctuation in the simple present tense	-	-
3	Error of Punctuation in the simple past tense	8	100%
4	Errors of Punctuation in the past continuous tense	-	-
	Total	8	100%

From the table 8 above, it could be seen that there was only one kind of error of punctuation I, e.; error of punctuation in the simple past tense with the frequency of occurrences of this kind of error was 8 occurrences out of 8 errors, so that the percentage was 100%. Meanwhile errors of punctuation in the simple present tense and past continuous tense were not identified in this study.

Some students still make errors of punctuation in the simple past tense. It shows that students use the wrong sentences. In sentence "Luckily my grandma bought some foods from home so we could eat until stuffed".

it should be "Luckily my grandma bought some foods from home, so we could eat until stuffed " . It is wrong sentence because the student made written punctuation errors without comma in long sentence before a conjunction that separates two independent clauses. It happens because students are confused in using the punctuation of the comma. Moreover, some students say that they are confused and another say that they are can not use the punctuation well.

g. Error of Capitalization

The capitalization used in the First Words, Personal Names, Place Names, Place Names, etc. In this study, there are 24 errors of the capitalization. It showed at the table bellow;

Table 9

The percentage of errors of capitalization in each kind of errors

No	Kind of Errors	Number	Percentage
1	Errors of capitalization in the simple present tense	-	%
3	Error of capitalization in the simple past tense	25	100 %
4	Errors of capitalization in the past continuous tense	-	-
	Total	25	100%

From the table 9 above, it could be seen that there were only one kind of error of capitalization, i. e.; error of capitalization in the simple past tense with the frequency of occurrences of this kind of error was 25 occurrences out of 25 errors, so that the percentage was 100%. Meanwhile

errors of transitional signal in the simple present tense and past continuous tense were not identified in this study.

Some students still make errors of capitalization rules in the simple past tense. It shows that students use the wrong sentences. In sentence "We returned to Argas' villa to play football.**at** afternoon we returned to back to Surabaya ". it should be "We returned to Argas' villa to playfootball. **At** afternoon we returned to back to Surabaya ". In other sentence " In Parangtritis **BeacH**, I played water, wave and made name from the sand". It should be "In Parangtritis **Beach**, I played water, wave and made name from the sand" It are wrong sentence because the students made written capitalization errors in the first sentence and the last word.

Based on the result, there are many things can be noted down. Most of the students still make errors on the tenses and the mechanic in their writing composition. There tree kinds of errors which appear in the students' writing composition, i. e,; error in the simple present tense, simple past tense, and past continuous tense. And there seven types of errors in writing composition, i. e, ; Transitional Signal, Punctuation, Capitalization, Omission,Addition, Misformation, and Misordering.

2. **Causes of Errors**

According to Richard, errors were caused by; Over Generalization, Ignorance of the Rule Restriction, Incomplete Application of Rule, and False Concept Hypothesized. Although it was recount writing, the errors were found in the Simple Present Tense, Simple Past Tense, and Past Continuous Tense.

a. Over Generalization

The learner has the tendency simplify the formations or the rules of the target language. It seems that the learner tend to use the simple rules to generalization the other uses. There are 32 errors in this study, it showed at the table bellow;

Table 10

The percentage of errors of Over Generalization in each Causes of Errors

No	Causes of Errors	Number	Percentage
1	Errors of Over Generalization in the Simple Present Tense	-	-
2	Errors of Over Generalization in the Simple Past Tense	30	93, 8%
3	Errors of Over Generalization in the Past Continuous Tense	2	6,2%
	Total	32	100%

From the table 10 above, it could be seen that there were two kinds of tenses in the causes of error of over generalization I, e. error of over

generalization in the simple past tense with the frequency of occurrences of this kind of error was 30 occurrences out of 32 errors or100%. Then, error of over generalization in the past continuous tense, the frequency of occurrences of causes of error were 2 occurrences out of 32 errors or 6,2% Meanwhile errors of over generalization in the past continuous tense were not identified in this study.

The students' causes of errors were over generalization in which the students tended to use the simple rules to generalize the other uses and to apply the previous strategies of the target language in the new situation, so that it leads them to create a new deviate structure on the basis of his expression of other structure in the target language. The examples were as follow;

- the morning was came.

- I was getting worried, when I saw no person in home.

- We would spent our holiday.

In the first example above, it was clear that the students produced the error of addition in using simple present tense. In this case, the student produced the error by inserting past double markers in the same place in a sentence I, e. they added double insertion of past verb "was and came" in a sentence. Thus, they had over generalized the use of past markers of "was and came" in constructing the past sentence. The errors of second sentence was caused by over generalization in which the student

generalized the used of the past tense marker "–ed" in forming past continuous tense. While, in the last sentence, the error was caused by over generalization in which the student did inappropriate construction of past verb to form past sentence where as they must not use it since the modal of "would" itself has already had past meaning. As stated by Betty that *would* use to express an action that repeated regularly in the past[41].

Moreover, some students say that they cannot use grammatical in the writing composition well, especially in the Transitional Signal, Punctuation, Capitalization, Omission, Addition, Misformation, and Misordering and the Simple Present Tense, Simple Past Continuous Tense and Past Continuous Tense,

b. Ignorance of Rule Restriction

It is still closely related to over-generalization. In this case the learner violets the restriction of exiting structure that is the application of rules to contact where they do not apply. There were 133 errors in this study, it showed at the table bellow;

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[41] Fuad Masud, Essential of English Grammar, p. 104

Table 11

The percentage of errors of Ignorance of Rule Restriction in each Causes of Errors

No	Causes of Errors	Number	Percentage
1	Errors of Ignorance of Rule Restriction in the Simple Present Tense	1	0,7%
2	Errors of Ignorance of Rule Restriction in the Simple Past Tense	122	91,8%
3	Errors of Ignorance of Rule Restriction in the Past Continuous Tense	10	7,5%
	Total	133	100%

From the table 11 above, it could be seen that there were three kinds of causes of error of ignorance of rule restriction, i. e. ; error of Ignorance of Rule Restriction in the simple past tense with the frequency of occurrences of this kinds of error were 122 occurrences out of 133 errors or 91, 8%. Then, error of ignorance of rule restriction in the past continuous tense with the frequency of occurrences of this kinds of error were 10 occurrences out of 133 errors or 7, 5%. Meanwhile errors of Ignorance of Rule Restriction in the present tense, the frequency of occurrences of causes of error were 1occurrence out of 133 errors or 0, 7% only.

According to Ricard, ignorance of rule restriction covers the failure to observe the restriction of existing structures, which is the

application of rules to the context where they do not apply[42]. In this case, most students failed to apply the rules correctly. As in the following examples;

- I was very happily

- It was; fast foods, crispy, fries, pecel, etc.

- Her uncle have two sons

- I try to opened the door

In the first sentence above, the students' error were caused by ignorance of rule restriction in which the students applied the adverb marker of – ly in the place where it should not be applied. According to Drs. Ahmad Kardini, adverbs are often formed by adding – ly to an adjective[43]. It is true, but in this case, the adjective of "happy" do not have –ly after the word of "very". Thus, the student produced erroneous when they put the adverb marker –ly in an adjective of "happy". Then, in the second and the third sentences in the examples above showed that the students produced the errors by applying the wrong combination of a subject and a verb in the present tense I, e.; the student applied the plural marker (have) in place of the singular one (her uncle) and applied the singular marker (was) in place of the plural one instead of applying the

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[42] Fuad Masud, Essential of English Grammar, pp. 174- 181
[43] Akhmad Kardini, *Smart English Grammar*, (Pustaka Pelajar,2005), p.111

plural marker in place of the plural one or vice versa. And the last sentence in the example above showed the student's error of misformation in the past tense. In this case, the error was indicated by the use of wrong morpheme and the alternation items of tenses. Here, the student applied inappropriate verb construction by using past verb after *to infinitive* and using verb 1 in place of past verb. According to this case, Betty stated that simple past tense is mad up of S + VII + O[44]. It was clear that the student's written contained an error since he did not apply the correct rules of the past tense.

Moreover, some students say that they are confuse about the English rules which are more complicated then Indonesia because of the different concept of tenses between English and Indonesia.

c. Incomplete Application of Rule

Here, the students failed to learn the more complex type of the structure to create an acceptable utterance so that erroneous was produced. There were 40 errors of this study, it showed at the table bellow;

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[44] Betty Schramfer Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall Regents), Vol 2, p. 2

Table 12

The percentage of errors of incomplete application of rule in each Causes of Errors

No	Causes of Errors	Number	Percentage
1	Errors of incomplete application of rule in the Simple Present Tense	1	2, 5 %
2	Errors of incomplete application of rule in the Simple Past Tense	34	85 %
3	Errors of incomplete application of rule in the Past Continuous Tense	5	12,5%
	Total	40	100%

From the table 12 above, it could be seen that there were three kinds of tenses in causes of error of Incomplete Application of Rule, i, e. error of incomplete application of rule in the simple past tense with the frequency of occurrences of this kind of errors were 34 occurrences out of 40 errors or 85%. Then, error of incomplete application of rule in the past continuous tense with the frequency of occurrences of causes of error were 5 occurrences out of 40 errors or 12,5%. Meanwhile errors of incomplete application of rule in the present tense with the frequency of occurrences of causes of error was one occurrence only out of 40 errors or 2, 5%

The examples of the following written produced by the students;

- I was surprise because it nice place

- Although we tired but we felt happy

- When I was enjoy the game, suddenly my father called me

In the first and second examples above, the students produced the errors of omission in using past tense. In this case, A. Kardimin stated that regular verbs form the past tense by simply adding –d or –ed to the infinitive[45]. Therefore, when the student omitted the past tense marker of –ed to form past verb (see1) and the past be "were" (see 3) in creating past utterances, their utterances were completely wrong. They must obey the rules or pattern of past tense if not, their utterances would completely contain erroneous, so that it would be difficult to identify whether the utterances they produced referred to the present or past events.

Meanwhile, the students also produced the error of omission in using past continuous tens (see4). The omitted continuous tense marker of "– ing" to form past continuous sentence; so that the sentence he produced was incorrect (see 4). As stated by Betty that past continuous tense made up of the past tense of the auxiliary be + - ing (present participle form of the verb)[46]. Therefore, if the students omit –ing to form a continuous sentence, the utterance would be completely wrong and did not emphasize the continuous nature of an action that was happening over a period of time in the past. The students' errors above were only caused by

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[45] Akhmad Kardini, *Smart English Grammar*, p. 31

[46] Betty Scharampfer Azar, *Understanding an Using English Grammar*, (New Jersey: Prentice Hall Regents, 1989), Vol 2, P. 3

incomplete application of rules. It means that the students tended to form sentences incompletely because of their incomplete knowledge of the target language.

d. False Concept Hypothesis

False concept hypothesis is caused by the faulty comprehension of distinction in the target language. The form was, for example, may be interpreted as a marker of the past tense. In this case, the students might feel that they applied the correct form in the constructing writing, where as they failed to understand the correct construction in applying tenses.

Table 13

The percentage of errors of False Concept Hypothesis in each Causes of

Errors

No	Causes of Errors	Number	Percentage
1	Errors of False Concept Hypothesis in the Simple Present Tense	-	-
2	Errors of False Concept Hypothesis in the Simple Past Tense	1	50%
3	Errors of False Concept Hypothesis in the Past Continuous Tense	1	50%
	Total	2	100%

From the table 12 above, it could be seen that there were two kinds of tenses in causes of error of False Concept Hypothesis, i, e.; error of

False Concept Hypothesis in the simple past tense with the frequency of occurrences of this kind of errors was 1 occurrences out of 2 errors or 50%.Then, error of False Concept Hypothesis in the past continuous tense with the frequency of occurrences of causes of error were 1 occurrences out of 2 errors or 50%. Meanwhile, an error of False Concept Hypothesis in the present tense was not identified in this study. The examples were as follow;

- The morning was came

- She is comes to my house

In first sentence above, the students had already know that the marker of "was" is past verb marker so that they produced past utterance as in example, and the second example also the students had already know that the marker "is" is present activity marker so that they produced present utterance. And it was fairly incorrect since they used the double markers in an utterance. It should be "the morning came" and "she comes to my house".

According to the result of the student' interviewing that the causes of errors were because of confusing about the English rules which were more completed then Indonesia, because different concept of tenses between English and Indonesia; they do not know the grammar of the writing composition well, they confuse when they use the present tense, and the past tense or past continuous tense and when they use they use the

full stop, comma, etc. And some students said that it was the habitual writing for them, especially in capitalization rule, they felt enjoy and it was interesting writing although it was the wrong writing.

Based on the result, there were many things can be noted down. There were many causes of errors in this study. According to Richard that there were four causes of errors, i.e.; Over Generalization, Ignorance of Rule Restriction, and False Concept Hypothesis. Moreover, some students said that they still confused about the English rules which more complicated then Indonesia because of the different concept of tenses between English and Indonesia, they did not know the grammar or mechanic of writing composition well, and some students said that, it is the habitual writing especially in capitalization. The students often use the capital letter in the writing composition.

B. Discussion

Based on the description in the data presentation, there are several things that can be noted down. Most of the students still make errors in writing paragraph in their recount composition. There are 3 kinds of errors in tenses which occur in the students' recount composition I, e ; errors in using Simple Present Tense, Simple Past Tense, and Past Continuous Tense. And all these kinds of error were classified into error types i, e.; errors Transitional Signal, Punctuation, Capitalization, Omission, Edition, Misformation, and Misordering.

From the description of the result of the study in the previous section, it could be known that most of the students made errors in using simple past tense with the frequency of occurrences 160 times out of 173 errors or 92,5%. Then, followed by errors in using past continuous tense with the frequency of occurrences 11 times out of 173 errors or 6, 3%. While, the lowest occurrences was the errors in using present tense which only occurred 2 time out of 173 errors or 1,2% only (see the table 2). The errors in using past tense also took place in the highest proportion on each error types. The occurrences of error types in use of simple past tense from the highest to the lowest were; the error of misformation 77 occurrences out of 86 or 89,5%. Omission 30 occurrences out of 32 or 93,7%, capitalization 25 occurrences out of 25 or 100%, addition 11 occurrences out of 13 or 84, 6%, punctuation 8 occurrences out of 8 or 100%, misordering 6 occurrences out of 6 or 100%, and transitional signal 3 occurrences out of 3 or 100, (see table 4, 5, 6, 7,8,9,10).

In the process of learning a second language, the learners may use any techniques or strategies in order to get competence or comprehension in the target language. During the process of second language learning, the learners could not avoid producing any mistakes or errors. In this study, the writer found seven errors' types namely; the error of Transitional Signal, Punctuation, Capitalization, omission, addition, misformation, and misordering. And three kinds of errors in the sentences namely; the error in using simple present tense, simple past tense, and past continuous tense. Those learner errors may be caused by many factors. In

this case, in analyzing the causes of errors made by the 30 second class of IPA 1 of SMAM 2 Pucang Surabaya, the writer referred to the theory recommended by Richard that the errors were caused by; over generalization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized[47].

According to the result of the students' interviewing that the causes of errors were because of confusing about the English rules which were more complicated then Indonesia because of the different concept of tenses between English and Indonesia; the students did not know the grammatical in the writing composition well, and some of students said that it were the habitual writing for them, especially in the Capitalization Rule. They feel enjoy use the capital letter although it is wrong writing.

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[47] Richards Jack C, *Focus on the learner: Pragmatic Perspectives for the language Teacher*, (University of New Mexico: New Bury House Publisber, 1969), pp. 174- 181

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the analysis presented in the previous chapter, it can be conclude that the second class of IPA 1 of SMAM 2 Pucang Surabaya made many errors in using grammar in their recount composition.

Related to the statement of the problems, the researcher can conclude the problems of learning language in paragraph writing as follows:

1. The types of errors in paragraph writing made by second class of IPA 1 of SMA Muhammadiyah 2 Pucang Surabaya were: errors of Transitional Signal, Punctuation, Capitalization, Omission, Addition, Misformation, and Misordering. From the result of the tabulation of error types, there173 occurrences of all error types. The highest proportion is placed by errors of misformation which occur 86 times out of 173 or 49, 7%. Then, it is followed by the errors of omision which occur 32 times out of 173 or 18, 5% .Then, is error of punctuation which occur 25 times out of 173 or 14, 5%. The next is error of addition which occur 13 times out of 173 or 7, 5% Then, error of capitalization which occur 8 times out of 173 or 4, 6% The next is error of misordering which occur 6 times out of 173 or 3, 5%   And the lowest frequency is the errors of transitional signal which occur 3 times only out of 173 or 1, 7%. Meanwhile, the frequency of occurrences of error of types in

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each tenses from the highest to the lowest are as follows; errors of omission in the simple past tense are 30 times out of 32 or 93, 8% , and past continuous tense are 2 times out of 32 or 6, 2%; error of addition in the simple past tense which the percentage 84,6% or 11 occurrences out of 13, and the simple present tense with the percentage 15,4% or 2 occurrences out of 13; errors of misformatiom in the past tense with the frequency of occurrences 77 times out of 86 or 89, 5%, present tense with the frequency of occurrences 12 times out of 86 or 2,3%, and past continuous tense with the frequency of occurrences 7 times out of 86 or 8,2%; and errors of misordering which only occur in the simple past tense with frequency of occurrences 6 times out of 6 so that the percentage is 100%. error of transitional signal which only occur in the past tense with frequency of occurrences 2 times out of 2 so that the percentage is 100%; error of punctuation which only occur in the past tense with frequency of occurrences 24 times out of 24 so that the percentage is 100%; error of capitalization which only occur in the past tense with frequency of occurrences 8 times out of 8 so that the percentage is 100%

2. According to Richard that the causes of errors in paragraph writing made by second class of IPA 1 Muhammadiyah 2 Pucang Surabaya were Over-generalization, Ignorance of Rules Restrictions, Incomplete Application of Rules and False Concept Hypothesized. While, according to the students interviewing that the causes of errors in paragraph writing were because of the students still confuse about the English rules which are more complicated then

Indonesia because of the different concept of tenses, the students did no know the grammatical or mechanic in the writing composition well, and it had the habitual writing for them especially in Capitalization. Meanwhile, the frequency of causes of errors in each error type is follows: errors of transitional signal consisted of 3 occurrences out of 173 or 1,7% that are caused by incomplete application of rule; errors of omission consisted of 32 occurrences out of 173 or 18,5% that are caused by incomplete application of rule, and some students said that they confused about the English rules which are more complicated then Indonesia because of the different concept of tenses between English and Indonesia, and the students do not know the grammatical in the writing composition; errors of addition consisted of 13 occurrences out of 173 or 7, 5% that are caused by over generalization, ignorance of rule restriction and false concept hypothesized, misformation consisted of 86 occurrences out of 173 or 49, 7% that are caused by over generalization, ignorance of rule restriction, false concept hypothesized and some students said that they confused about the English rules which are more complicated then Indonesia because of the different concept of tenses between English and Indonesia, the students do not know the grammatical or mechanic in the writing composition; and errors of misordering consisted of 6 occurrences out of 173 or 3, 5% that caused by ignorance of rule restriction; errors of punctuation consisted of 8 occurrences out of 173 or 4,6 that are caused by ignorance of rule restriction, and according to some students that

they did not know about the punctuation well; errors of capitalization consisted of 25 occurrences out of 173 or 14, 5% that are caused by ignorance of rule restriction, and according to some students that they did not know how to use the capitalization well, and some of them said that it was the habitual writing for them.

The student's errors cover errors in using simple present tense, with the frequency of occurrences 2 times out of 173 or 1, 2%, error in using past tense which occur 160 times out of 173 or 92, 5%, and error in using past continuous tense which occur 11 times out of 173 or 6, 3%. Thus, it can be seen that most students produced errors in using past tense. Based on the data analysis, the errors of transitional signal in the simple past tense; errors of Punctuation in the simple past tense, and the past continuous tense; errors of capitalization in the simple past tense and past continuous tense; errors of omission in the simple past tense, and past continuous tense; errors of addition in the simple past tense and past continuous tense; errors of misformation in the simple present, simple past tense, and past continuous tense; and errors of misordering in the simple past tense only.

B. Suggestion

Based on the result of the study, the writer would like to propose some suggestions to both the teacher and the students as follows;

- To the teachers

  ❖ The teacher should pay more attention to the students' difficulties concerning the students' difficulties in using grammar in their writings I,e giving more practices (writing assignment) to the students assessing students' work by using portfolio , so that the students can get feedback from it.

  ❖ Talking about the feedback, the teachers could use the students' errors as feedback in order to know the area of difficulties faced by the students so that they could determine the appropriate material of learning and the suitable technique of teaching in order to enable students to learn and understand the lesson easily.

  ❖ The teacher should give motivation to the students in order to generate their desire in learning

- To the students

  ❖ The students should pay more attention to the English grammar usage by doing many practices and more open mind to discuss and receive any opinions or critics from other friends related to their writings.

  ❖ The students should learn more from the errors they have made in order to avoid doing the some errors in the further learning

❖ The students should realize that in actuality, the mastery of grammar
including Omission, Addition, Misformation, Misordering, Punctuation,
Transitional Signal, Capitalization and tenses of the target language will
support the mastery of the target language itself to have the better
competence of target language (English)

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