

**GRAMMATICAL ERROR ANALYSIS ON ESSAY WRITING MADE BY  
FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION  
DEPARTMENT AT TARBIYAH AND TEACHER TRAINING FACULTY  
OF IAIN PONOROGO  
THESIS**



**By**

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## ABSTRACT

**Harumsari, Dwi Endang.** 2019. *Grammatical Error Analysis on Essay Writing Made by Fourth Semester Students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo.* Thesis, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Dr. Dolar Yuwono, M.Pd.

### **Key Word: Error Analysis and Writing**

Writing is an activity of expressing thoughts and ideas through a written language. As one of the four language skills, writing is the most difficult skill for students because students not only need a lot of vocabularies but also need mastery of the grammatical rules to construct the correct sentences. Students may make mistakes in composing sentence if they do not understand grammatical rules well. In this case, the teacher must analyze students' writing to know the students' errors so the teacher can help the students to recognize their mistake and reduce their error in composing sentences. Based on that reason, this study is aimed to investigate the types and the dominant types of grammatical errors on essay writing made by the fourth semester students of English Education Department based on surface strategy taxonomy according to Dulay's, Burt, and Krashen theory. It focuses on what types of grammatical errors made by students in writing a descriptive essay are and what the dominant type of grammatical error is.

This research was conducted in IAIN Ponorogo actually in the fourth semester of English Education Department. It applied content analysis research design of qualitative research. The researcher used documentation and test to collect the data. The researcher used an error analysis method based on Ellis and Barkhuizen theory to analyze the data.

The result of the study showed that the types of grammatical errors made by students are addition has 55 or 22,54% errors, omission has 90 or 36,89% errors, misformation has 94 or 38,52% errors, and misordering has 5 or 2,05% errors. The dominant type of grammatical error that found on essay writing made by the fourth semester students is misformation with 94 or 38,52% errors.

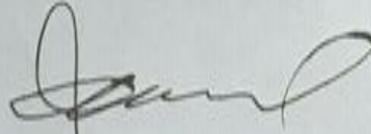
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Ponorogo, June 26<sup>th</sup>, 2019

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has been approved by the board of examiners on:

Day : Thursday  
Date : October 24<sup>th</sup>, 2019

and has been accepted as the requirement for the degree of Sarjana in English  
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Day : Friday  
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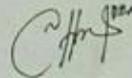
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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses about the background of study, research focus, statement of the problem, objective of study, significance of study, and organization of the study.

### **A. Background of The Study**

English language is not new language for people around the world. This language is used as a tool to communicate among people in the world, both in spoken or written language. The need of mastering English language is very important for people because it can make communication easier in all sectors of life around the world. People will get broader knowledge and information in all fields of life by mastering and understanding this language.

Because of that reason, every country has studied this language on every education level. English language is learnt as a second language or foreign language in some countries based on their education rules in each country. In Indonesia itself, English language is the foreign language that must be learnt by students from lower level up to university level. English language is taught gradually according to the students' level of education. It is so that students are able to understand and master English well.

In learning English, students must master four important skills of language. They are listening, reading, speaking and writing skill. Then, those skills are divided into two types. According to Harmer, listening and reading skills that involve receiving messages are regarded as receptive skills.

Speaking and writing skills which involve language production are considered to be productive skills.<sup>1</sup> However, students must increase their vocabularies and understand about grammar in mastering those skills. It means that grammar becomes an important subject when learning English.

However during learning process, students can not avoid in making mistake or error. According to Morris, “Errors is an act, assertion, or belief that unintentionally deviates from what is correct, right or true. In other definitions he states that it is the condition of having incorrect or false knowledge or the act or an instance of deviation from the acceted code of behaviour, a transgression; wrongdoing.”<sup>2</sup> In other word, error is the wrong act that deviation from the right thing. Students usually make mistake when they learn English, especially in writing skill. They usually use Indonesian grammar in writing English, so it makes students write wrong sentences in English.

Because of that habit, students violate grammar rules in writing English sentences. The error in applying or using grammar in writing a sentence is called as a grammatical error. Grammatical error is the deviation of the rule of the target language made by students. Students make an error because they do not master and understand the target language rules. Besides, English grammar is difference with Indonesian grammar. English grammar is more complicated than Indonesian grammar so it makes students difficult to master

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<sup>1</sup> Cholipah, ” An Analysis of Students’ Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)” (Thesis: UIN Syarif Hidayatullah Jakarta, 2014), 1.

<sup>2</sup> W. Morris, *The American Heritage Dictionary of The English Language* ( Houghton Mifflin Company. Boston, 1979), 259.

and understand about English grammar. Lulu Meilina on her research figured out that the students were creative in constructing English sentences but they still have difficulties in learning grammatical structures in writing process. Grammatical rules become the difficult problem faced by students when learning English. Because of that reason, teacher need a step that can help teacher knowing the students' problem by doing an errors analysis in students' learning outcome in making a text.

Error analysis can give contribution in English teaching and learning both for students and teacher. It can help students to know the problem that they face in learning English, especially learn writing skill, and make them better in mastering English especially in writing skill. Then, the result of error analysis can help teachers to find out the problem faced by their students and help their students to solve the problem.

Based on the curriculum used at English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo, the fourth semester students have passed some writing class. They have passed their first, second, and third writing classes starting from first semester to the third semester. In the first writing class, students was taught intensive course. In the second writing class students was taught paragraph writing. Then in the last semester, actually the third semester, students have learnt several kind of essay writing. In the end of third semester, students are expected to be able to make a good writing and have good competence especially in writing essay.

Because English Education students are prepared to be English teachers, they should have good competence in all language skills to be good English

teachers. They not only should become good listeners and speakers, but also good readers and writers. It is impossible to teach effectively if their English ability is poor. They will teach writing effectively if they master writing and other language skills. In attempting to master aspects of writing skills, it is necessary to analyze errors in written text to find out how much their acquisition is obtained in the teaching and learning process.<sup>3</sup>

Based on the explanation above, the researcher interests to conduct the research about the grammatical error analysis on essay writing made by fourth semester students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo. The errors will be classified based on surface strategy taxonomy according to Dulay's, Burt, and Krashen theory.

## **B. Research Focus**

To avoid the research becomes wider, this research is limited and focused on analyzing students' grammatical errors in descriptive essay writing. The researcher use classification of errors based on surface strategy taxonomy according to Dulay's, Burt, and Krashen theory to know the types of errors made by students. The types of errors are omission, addition, misformation, and misordering. The participant of this research is the fourth semester students of English Department in academic year of 2018/2019.

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<sup>3</sup> Lulu Meilina Alfiyani, *An Analysis of Grammatical Error in Writing among the Second Semester Student of English Department of Yogyakarta State University in the Academic Year of 2011/2012* (Thesis: Yogyakarta State University, 2013), 3.

### **C. Statement of The Problem**

Based on the background and limitation of the study, problem statements of this research are:

1. What are the types of grammatical error made by fourth semester students of IAIN Ponorogo on descriptive essay writing?
2. What is the dominant type of grammatical error made by fourth semester students of IAIN Ponorogo on descriptive essay writing?

### **D. Objective of The Study**

Concerning with the statement of the study, the objective of this research is described as follows.

1. To identify the types of grammatical error made by fourth semester students of IAIN Ponorogo on essay writing.
2. To determine the dominant type of grammatical error made by fourth semester students of IAIN Ponorogo on essay writing.

### **E. Significance of The Study**

1. Theoretical Significance

The result of this research is expected to provide more insight into learning of writing program.

2. Empirical Significance

The result of this research is expected to be beneficial for:

- a. The lecturers

The result of this study is expected to give information about the students' difficulties in writing essay so lectures will know the problem

faced by students and help students to solve the problem during learning English. Besides, this research also can give evaluation to the lectures whether their teaching strategy is successful or not.

b. The students

The result of this research is expected to help students to know what the error they made in writing essay and how to solve it. Therefore, students can improve their understanding about the error they made and can reduce their error in writing.

c. The researcher

This research is to add experiences and knowledge about writing grammatical error to the writer. It also can be used for background of knowledge about grammatical error on writing for the further research.

## F. Organization of The Thesis

This research consists of five chapters and each chapter is related to each other which is a unified whole with systematic follows:

**CHAPTER I** : Introduction. This chapter describes the basic pattern of the entire content of the thesis that consists of background of the study, research focus, statement of the problem, objectives of the study, significance of the study, and organization of thesis.

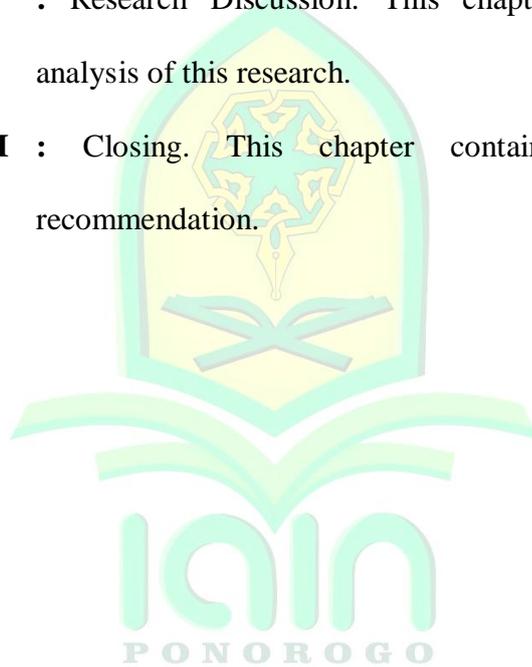
**CHAPTER II** : Previous Study and Review of Literature. This chapter explains the previous study that related with this study and review of literature about error analysis, types of error, procedure of error analysis, grammar, and essay writing.

**CHAPTER III** : Research method. This chapter explains about approach and research design, researcher role, place of research, data and source of data, technique of data collection, and technique of data analysis.

**CHAPTER IV** : Research Findings. This chapter explains about data description which consists of general and specific data description.

**CHAPTER V** : Research Discussion. This chapter contains of data analysis of this research.

**CHAPTER VI** : Closing. This chapter contains conclusion and recommendation.



## CHAPTER II

### PREVIOUS STUDY AND REVIEW OF LITERATURE

There are two points that is discussed in this chapter. They are the previous study that related with this study and review of literature about error analysis, types of error, procedure of error analysis, grammar, and essay writing.

#### A. Previous Research Finding

Considering the topic discussed in this research, there are some research related to the topic. Those are:

First, Lulu Meilina Alfiyani entitled "*An Analysis of Grammatical Errors in Writing among The Second Semester Students of The English Department of Yogyakarta State University in The Academic Year of 2011/2012*". This research aims at describing the grammatical errors that happen in the final examination of second semester students of Yogyakarta State University. The research study is classified into a descriptive study. The data source were collected from the students' writing test of second semester. Dulay's, Burt, and Krashen theory becomes the main key in the data analysis. There were two kinds of data: quantitative and qualitative. Based on the analysis of the grammatical errors, four types of errors were found. These are omission error was found 281 times, misformation error was committed 119 times, addition error occurred 189 times, and misordering errors 6 times in the analysis. As for the sources of errors, four types of errors affected the occurrence of students' errors. These four errors are developmental error was

found 302 times, ambiguous error occurred 294 times, interlingual error was produced 191 times, and unique error was found 52 times.<sup>4</sup>

Second, Affied Alfayed entitled “*An Analysis of Students’ Grammatical Errors in Writing Recount Texts (A Study at SMAS Babul Maghfirah Aceh Besar)*”. This study aims at finding empirical evidence of the most common types of grammatical errors and sources of errors in recount texts written by the first year students of SMAS Babul Maghfirah, Aceh Besar. The subject of study was students’ personal writing documents of recount texts about their life experience. The students’ recount texts were analyzed by referring to Betty S. Azar classification and Richard theory on sources of errors. The findings showed that the total number of error is 436 errors. The two frequent types of grammatical errors were *Verb Tense* which was shown through 117 errors or 27% out of 436 errors, followed by *Word Choice* which appeared in 48 times. Regarding the sources of errors, the three sources of errors that are suggested by Richard are revealed in students recount texts. The major source of error was *Intralingual Error* in which its number is 197 errors. *Interference Error* and *Developmental Error* emerged in 126 and 123 errors respectively. Furthermore, the findings suggested that the teachers apply appropriate techniques and strategies in teaching recount texts which focus on

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<sup>4</sup> Lulu Meilina Alfiyani, *An Analysis of Grammatical Error in Writing among the Second Semester Student of English Department of Yogyakarta State University in the Academic Year of 2011/2012* (Thesis: Yogyakarta State University, 2013), 1.

past tense and language features of the text in order to reduce the possible errors to be made by the students.<sup>5</sup>

Third, Pascoal Marcal Belo entitled "*An Analysis of Grammatical Errors in Written Text by the first year students of Vocational of Economics and Commerce Becora, Dili in School Year 2016/2017*". The research was conducted to the grammatical errors made by the first year students of vocational school of economics and commerce Becora, Dili in writing descriptive text, the dominant errors committed by the first grade students in writing descriptive text, the solution to overcome the errors made by the students in their English Writing. The research subject of this study is 30 students of the first grade students of Vocational School of Economics and Commerce Becora, Dili. The method applied in this study was descriptive method and the instrument used was writing task. The taxonomy used by the writer in analyzing the data was surface strategy taxonomy, consisting of omission, addition, misordering and misformation. The result of the analysis showed that the errors committed by the first grade students of Vocational School of Economics and Commerce Becora, Dili in school year 2016/2017 was omission (41.06%), misformation (20.22%), addition (19.10%), and misordering (14.60%). The total number of error was 89 errors. The most frequent error was omission.<sup>6</sup>

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<sup>5</sup> Affied Alfayed, "*An Analysis of Students' Grammatical Errors in Writing Recount Texts (A Study at SMAS Babul Maghfirah Aceh Besar)*" (Thesis: Faculty of Tarbiyah and Teacher Training Ar-Raniry State Islamic University Darussalam Banda Aceh, 2017), ix.

<sup>6</sup> Pascoal Marcal Belo, "*An Analysis of Grammatical Errors in Written Text by the first year students of Vocational of Economics and Commerce Becora, Dili in School Year 2016/2017*" (International Journal of Advanced Research (IJAR), ISSN: 2320-5407).

Considering the previous research findings above, it can be found that there are some differences among three previous research findings with this research. In the first previous research, the researcher focuses on find out the types of grammatical error made by the second students of the English Department of Yogyakarta State University on their final examination in writing paragraph. Besides, the researcher use descriptive study. The second previous research, the researcher focuses on find out grammatical error made by senior high school students in writing recount text. The researcher classifies error made by students using the types of error based on Betty Azar Schramper's theory. The last previous research, the researcher focuses on grammatical errors made by the first year students of vocational school of economics and commerce Becora, Dili in writing descriptive text.

In this study, the researcher had conducted the research in IAIN Ponorogo. The researcher used content analysis research design to investigate grammatical error made by the fourth semester students on essay writing, especially in writing descriptive essay. Documentation and test were the data collection technique that was used by the researcher. The researcher used surface strategy taxonomy based on Dulay's, Burt, and Krashen theory to determine the types of error. Then, the researcher calculated the number of each type of error to determine the dominant type of grammatical error made by students.

## B. Theoretical Background

### 1. Error Analysis

#### a. Definition of Error Analysis

According to Gass and Selinker, error analysis that is as the name suggests, is a type of linguistic analysis that focuses on the errors learners make.<sup>7</sup> Brown defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.<sup>8</sup> Besides, Ellis and Barkhuizen explain that error analysis consist of a set of procedures for identifying, describing, and explaining learner errors.<sup>9</sup>

It can conclude that error analysis is the process of analyzing deviation of the rules of the foreign language that students made.

#### b. Types of Error

According to Heidi Dulay, et all, errors are clasified into four classifications based on surface strategy taxonomy as follow:<sup>10</sup>

##### 1) Omission

It is an error which happens because a learner does not put the needed morphemes in the sentence. The morphemes which disappear usually are from the content morpheme and grammatical morpheme.

Content morphemes carry the bulk of the referential meaning of a

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<sup>7</sup> Grass and Selinker, *Second Language Acquisition: An Introductory Course* (London: Lawrence Erlbaum Associates, Inc., 2001), 79.

<sup>8</sup> H. Douglas Brown, *Principle of Language Learning and Teaching, 5th Edition* (New York: Pearson Education, Inc., 2007), 166.

<sup>9</sup> Rod Ellis and Gary Barkhuizen, *Analysing Learner Language* (Oxford : Oxford University Press, 2008), 51.

<sup>10</sup> Heidi Dulay, *et al, Language Two* (New York: Oxford University Press, 1982), 146.

sentence: Nouns, verbs, adjectives, adverbs.<sup>11</sup> While grammatical morphemes are those little words that play a minor role in conveying the meaning of the sentence. Grammatical morphemes mark the grammatical categories of language or in other word grammatical morphemes express grammatical function not general concept. They include noun and verb inflections articles, verb auxiliaries, and preposition.<sup>12</sup> Language learners omit grammatical morphemes much more frequently than content words.<sup>13</sup> In other word, omission errors are characterized by the omission of an item that must appear in a well-formed sentence. For example in the sentence;

e.g Rahmat a police.

This sentence omits the grammatical morphemes “is”. It should be: “Rahmat **is** a police.”

## 2) Addition

Addition is the opposite of the omission. This kind of error is characterized by the presence of an item that must not appear in a well-formed utterance of target language.<sup>14</sup> There are three types of addition errors, namely: double marking, regularization, and simple addition.

### a) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some

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<sup>11</sup> Ibid, 154.

<sup>12</sup> Ibid, 155.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid, 156.

linguistic construction, but not in others.<sup>15</sup> Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in;<sup>16</sup>

- He *does not knows* my name.

It should be: He does not know my name.

- We *didn't went* there.

It should be: We did not go there.

#### b) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.<sup>17</sup> For example:

- *sheeps* instead of *sheep*

There is regularization error in singular-plural marker.

#### c) Simple addition

This error is “grab bag” subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. No particular features characterize simple additions other than those that characterize all addition errors —

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<sup>15</sup> Ibid.

<sup>16</sup> Ibid.

<sup>17</sup> Ibid, 157.

the use of an item which should not appear in a wellformed utterance.<sup>18</sup> For example:

- The fishes doesn't live in the water.

There is the simple addition error by adding third person singular. It should be: The fish doesn't live in water.

- A this flower is very beautiful.

There is a simple error of adding article "a". it sentence should be: "This flower is very beautiful."

### 3) Misformation

Misformation is a kind of error that characterized by the use of the wrong form of the morpheme or structure. It is occurred when the learner supplies something although it is incorrect.<sup>19</sup> There are three types of misformation errors:

#### a) Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.<sup>20</sup>

e.g *runned* instead of *run*

There is regularization errors that should be "run".

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<sup>18</sup> Ibid, 158.

<sup>19</sup> Ibid.

<sup>20</sup> Ibid.

## b) Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.<sup>21</sup>

e.g *I see her yesterday. **Her** dance with my brother.*

There is archi-forms error that should be “ I see her yesterday. She dance with my brother”. It is caused when the learner represents the entire class of subject.

## c) Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development.<sup>22</sup>

e.g *I **seen** her yesterday.*

The alternating error that should be “ I saw her yesterday” .

## 4) Misordering

Misordering is a kind of error that characterized by the incorrect placement of a morpheme or group of morphemes in a utterance of target language.<sup>23</sup> For example, in the utterance:

- He is *all the time* late.

The correct utterance is “He is late all the time.”

- What *Daddy is* doing?

The correct utterance is “What is Daddy doing?”

- I don’t know what *is that*.

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<sup>21</sup> Ibid, 160.

<sup>22</sup> Ibid, 161.

<sup>23</sup> Ibid, 162.

The correct utterance is “I don’t know what that is.”

### c. Procedure of Error Analysis

In conducting error analysis, the researcher needs some steps or stage. According to Corder in Ellis and Barhuizen inferred five steps in conducting error analysis, those are:

#### 1) Collection of a sample of learner language

The reseacher needs to collect a sample of student writing to provide the error analysis data.

#### 2) Identification of errors

Once the data has been collected, the error in the data must be identified to find mistakes that have been made of students.

#### 3) Description of Error.

This step uses surface strategy taxonomy to describe the students’ sentence.

#### 4) Explanation of Error

It includes determining their sources to find out why they were made.

#### 5) Error Evaluation

This is the supplementary step in error analysis. It shows the different errors with a view to decide which ones should receive instruction.<sup>24</sup>

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<sup>24</sup> Rod Ellis and Gary Barkhuizen, *Analysing Learner Language* (Oxford: Oxford University Press, 2008), 57-67.

## 2. Grammar

### a. Definition of grammar

In Oxford learners' pocket dictionary, grammar is rules for forming word and making sentences.<sup>25</sup> According to Brown, grammar is the system of rules that constructs the formation and connection of every word in a sentence.<sup>26</sup> Furthermore, Murcia stated that grammar is essentially about the systems and patterns we use to select to combine words.<sup>27</sup> The deep definition is stated by Harmer; He said that grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language". It is the structure and meaning system of language.<sup>28</sup> In other words, grammar is a system of rules and patterns of language which is used to make good sentences.

### b. The Scope of Grammar

The term used in grammar help to explain the function and relationship of words in sentences are follows<sup>29</sup>

#### 1) Noun

Noun is the name of a person, place, thing, or idea.<sup>30</sup> The noun is one of the most important part of speech. Its arrangement with the

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<sup>25</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary Fourth Edition* (New York: Oxford University Press, 2011), 193.

<sup>26</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice-Hall Inc. (Ed.), 2001), 287.

<sup>27</sup> M. C Murcia, and Hilles S. *Techniques and Resources in Teaching Grammar* (New York: University Press, 1995), 4.

<sup>28</sup> Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition* (London: Longman, 2002), 12.

<sup>29</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 4.

verb helps to form the sentence core with is essential to every complete sentence. The types of noun are<sup>31</sup>:

a) Proper Noun

A proper noun begins with a capital letter in writing. It includes (a) personal names, (b) names of geographic units such as countries, cities, rivers, (c) names of nationalities and religions, (d) names of holidays, (e) name of time units, and (f) words used for personification- a thing or abstraction treated as a person such as Nature and Liberty.

b) Concrete or Abstract Nouns

A concrete noun is a word for a physical object that can be perceived by the senses- we can see, touch, smell the object. An abstract noun is a word for a concept- it is an idea that exists in our minds only.

c) Countable or Noncountable Nouns

A countable noun can usually be made plural by the addition of -s. A noncountable noun is not used in the plural.

d) Collective nouns

A collective noun is word for a group of people, animals, or objects considered as a single unit. Examples of collective nouns are class, faculty, family, government, etc.

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<sup>30</sup> Ibid.

<sup>31</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), 6-7.

### e) Noun Compounds

Noun compound refers to a group of words joined together into one vocabulary unit that functions as a single part of speech.

### 2) Pronoun

Pronouns can take the place of noun.<sup>32</sup> It means that a pronoun is a word used to refer a noun in a sentence. The types of pronoun are<sup>33</sup>:

#### a) Personal Pronouns

Personal pronouns refer to:

- (1) The speaker, called the first person. It is divided into two: singular ( I, spelled with a capital letter) and plural (we)
- (2) The person spoken to, called the second person – you (singular and plural)
- (3) The person or thing being spoken of, called the third person. It is also divided into two:
  - Singular – he (for male), she (for female) and it (for things)
  - Plural – they (for all live beings and for all things)

#### b) Demonstrative Pronouns

Demonstrative pronouns point out someone or something. The most common demonstrative pronouns are this (plural these) and that (plural those). This refers to what is near at hand, that to what is farther away.

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<sup>32</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 4.

<sup>33</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), 21-23.

### c) Reflexive Pronouns

The reflexive pronoun is a combination of –self with one of the personal pronouns or with the impersonal pronoun one. The reflexive pronoun generally refers to an animate being, usually a person. The most common use of it is an object that “reflect back” to the subject.

### d) Reciprocal Pronouns

The reciprocal pronoun has the same identity as the subject. The reciprocal pronoun indicates the the individual members of a plural subject mutually react one on the other. The reciprocak pronouns are *each other* and *one another*.

### e) Indefinite Pronouns

Such pronouns refer to indefinite (usually unknown) person or things, or to indefinite quantities.

- Indefinite persons or things. These pronouns are all singular in form and are used without noun antecedents. They consist of the following compounds:

	-body	-one	-thing
some-	somebody	someone	something
any-	anybody	anyone	anything
no-	nobody	no one	nothing
every-	everybody	everyone	everything

- Indefinite quantities: *all, another, any, both, each, either, few, least, less, little, a lot (of), lot (of), many, more, most, much, neither, none, one, other(s), plenty (of), several, some.*

### 3) Case

Case refers to the form of a noun or pronoun which shows its relationship to other words in a sentence. In English, there are three cases: normative case (used for the subject of the sentence or clause), possessive case (showing who owns something), and objective case (receiving the action of the verb or preposition). Nouns do not change their form except in possessive case, when 's is added. Pronouns have different forms for each case.<sup>34</sup>

### 4) Verb

A verb is a word that tells what the subject (noun, pronoun, or clause) does or what is done to it. The verb expresses action, mode of being, occurrence, or condition, and should agree with its subject in person and number.<sup>35</sup> The types of verb are<sup>36</sup>:

#### a) Predicating or Linking Verbs

A predicating verb is the chief word in the predicate that says something about the subject. The predicating verb has traditionally been called a verb "action", but has actually been interpreted to include most non-action verb that are not linking verbs. While, a linking verb is a verb of incomplete predication; it merely announces that the real predicate follows. The important word in the complement is usually an adjective or a noun.

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<sup>34</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 4-5.

<sup>35</sup> Ibid, 22.

<sup>36</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), 48-51.

b) Transitive or intransitive verbs

A transitive verb takes a direct object; an intransitive verb does not require an object. Only transitive verb may be used in passive voice. All linking verbs are intransitive.

c) Reflexive verb

A reflexive verb requires one of the compounds with –self (reflexive pronoun) as its object. Some verbs may be used with or without the reflexive pronoun object. Reflexive verbs often have a non-reflexive use also, and can take objects that do not refer back to the subject.

d) Auxiliary or Lexical Verbs

Two or more words may be joined together into a single verb phrase that functions as the full verb of predicate. The first part of the verb phrase is the *auxiliary* (or auxiliaries), and the second part is *lexical verb*. The lexical verb carries the chief burden of semantic content. The auxiliary verb acts as a “helping” verb to the lexical verb by adding either (1) a structural element that mark differences in tense, voice, mood, and aspect, or that signals questions and negatives; or (2) a semantic coloring such as ability, possibility, or necessity (modal auxiliary).

Some verbs used as auxiliaries may also occur independently (be, have, do). Other verbs function chiefly as auxiliaries and must be used with a lexical verb (shall, will, can, must, may, should, would, could, might). Auxiliaries combine

with lexical verbs that are in simple (unchanged) form (will open), in –ing form (is opening), or in –ed form (was opened).

e) Finite or Non-Finite Verb

The form of these verbs is determined by the verb has in a sentence. A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb have (person, number, tense, voice, etc).

Non-finite (or infinite) verbs are incomplete verb forms that function as other parts of speech than verbs. They consist of the *infinite* forms (to + the simple form of the verb) and *participial* -ing and –ed forms.

5) Adjective

Adjectives are words that describe nouns and specify size, color, number, and the like. This quality is called modifying, and an adjective is a modifier.<sup>37</sup> Its most usual position is before the noun it modifies, but it fills other position as well.

There are two types of adjective as follows<sup>38</sup>:

a) Determiners

Determiners consist of a small group of structure words without characteristic form.

(1) Articles – the, a/an

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<sup>37</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 5.

<sup>38</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), 109-110.

(2) Demonstrative adjectives – this (plural these) and that (plural those)

(3) Possessive adjectives

(a) From pronouns – my, your, one's, etc.

(b) From nouns – john's, the girl's, etc.

(4) Numeral adjectives

(a) Cardinal – four, twenty-five, one hundred, etc.

(b) Ordinal – fourth, twenty-fifth, one hundredth, etc.

(5) Adjectives of indefinite quantity – some, few, all, more, etc.

(6) Relative and interrogative adjectives – whose, what, which

b) Descriptive Adjectives

Descriptive adjective usually indicate an inherent quality (beautiful, intelligent) or a physical state such as age, size, color. Inflectional and derivational endings can be added only to this type of adjective. Some descriptive adjective take the form of:

(1) Proper adjective – a Catholic church, a French dish, etc.

(2) Participial adjectives **R O G O**

(a) Present participial – an interesting book, a charming view, etc.

(b) Past participial – a bored student, a worn tablecloth, etc.

(3) Adjective compounds

(a) With participles – present participial ( a good-looking girl) and past participial (a broken-down home)

(b) With –ed added to nouns functioning as the second element of compound. The first element is usually a short adjective – ill-tempered, tear-stained, far-sighted.

## 6) Adverb

Adverbs are words that describe verbs, adjective, and other adverb. They specify in what manner, when, where, and how much.<sup>39</sup>

Types of adverb are classified into two as follows<sup>40</sup>:

### a) Classified by Meaning

#### (1) Manner – quickly, neatly, awkwardly

The manner adverb has the most characteristic adverbial form (an –ly ending added to a descriptive adjective).

#### (2) Place and direction – here, away, outside, left, straight, west

Among the adverb of place and direction may be included some prepositional forms appearing after the verb – he came in; they walked down.

#### (3) Time. There are two types as follow:

(a) Definite time. These adverbs have a fixed boundary in time – yesterday, today, tomorrow. Most of these words have noun form and some may be used in plural – Saturdays, nights. In addition, a group of words may

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<sup>39</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 5.

<sup>40</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), 141-145.

function as a single time expression – last week, a month ago, the day before yesterday.

(b) Indefinite time. This kind of time has no fixed boundary.

- Words like recently, soon, nowadays
- Words denoting a sequence in time – now, then, after(wards), next
- Words denoting frequency – always, sometimes, often, never

(4) Intensifying adverbs

(a) Adverb of degree

- Adverbs of degree denoting *how much* with respect to adjective or adverbs – very, too, quite, rather, etc.
- Adverbs of degree denoting *how complete* – almost, entirely, nearly, etc.

(b) Distinguishing adverbs (emphasizers)

These adverbs emphasize particular words or grammatical constructions – *especially, event, exactly, etc.*

Such adverbs usually appear immediately before the words or constructions they modify.

b) Classified by function

(1) Sentence adverbs – fortunately, actually, obviously, evidently, presumably.

(2) Conjunctive adverbs – indicate such relationship as a result (therefore, accordingly), addition (moreover, besides), contrast

(however, nevertheless), condition (otherwise), and time (then).

(3) Explanatory adverb – namely, for example, as, i.e. (=that is), e.g. (=for example), viz. (=namely)

(4) Relative, interrogative adverbs – when, where, why, how

(5) Exclamatory adverb – how

## 7) Preposition

Prepositions show how a noun or pronoun is related to another word in a sentence.<sup>41</sup> Furthermore, a preposition is a connecting word that shows the relation of a noun or a pronoun to some other word in a sentence.<sup>42</sup> Types of preposition are<sup>43</sup>:

### a) Time

(1) One point of time: *on* (used with a day of the week and month), *at* ( used with a part of the day considered as a point), and *in* (used with a month, year, and part of the day).

(2) Extended time (starting at one point and ending at another / duration): *since* (gives the beginning point), *by* (implies no later than, at any time up to this point), *from-to* (a beginning point with from generally requires an end point with to), *for* (gives a quantity of time), *during* (gives block of time), *in or*

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<sup>41</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 5.

<sup>42</sup> Ibid, 41.

<sup>43</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), 163-168.

*within* (gives a quantity of time before which something will happen).

(3) Sequence of time (events that follow one another): *before* (the event precedes the time given in the before phrase) and *after* (the event follows the time given in the after phrase).

#### b) Place (position and direction)

##### (1) Position

- The point itself: *in or inside* (gives the area of something enclosed), *on* (indicates the surface of something), and *at* (refers to a general vicinity. more presence at a place is indicated and *also* is used for addresses with street numbers).
- Higher or lower than a point: *higher* (over and above), and *lower* (under, underneath, beneath, below)
- Neighboring the point: *near, next to, alongside, beside, between, and opposite*

(2) Direction (movement in regard to a point): *to-from, toward(s), away from, in(to)-out of, up-down, around, through, past* (or *by*), and *as far as* (up to)

#### 8) Conjunction

Conjunctions join words, phrases, or clauses.<sup>44</sup> In other words, conjunctions are used to connect words, phrases, or clauses.<sup>45</sup> There

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<sup>44</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 6.

<sup>45</sup> *Ibid*, 45.

are two types of conjunctions, coordinate and subordinate. The coordinate conjunction joined structural units that are equal grammatically. Units joined by coordinate conjunction are labeled compound. Compound units may be classified according to the formal structure of the units (part of speech, phrases, and clauses) or according to the function of the units (subject, predicate, modifier, etc).<sup>46</sup> A subordinate conjunction introduces a clause that depends on a main, or independent clause. The subordinate conjunction is grammatically part of the clause it introduces; it is never separated from its clause by a comma.<sup>47</sup> According to Margaret Shertzer, when one idea in a sentence is dependent upon another, a subordinate conjunction is used to connect the dependent with the main thought.<sup>48</sup>

### 3. Writing

#### a. The General Concept of Writing

Writing is one of four skills that must be mastered by students when they are learning English. Kroma argued that writing is a kind of activity where the writer expresses all the ideas on the paper (print) from word to sentences, sentence to paragraph and from paragraph to essay.<sup>49</sup> Celce-Murcia and Olsthain have the idea about writing also.

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<sup>46</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), 206-207.

<sup>47</sup> Ibid, 216.

<sup>48</sup> Margaret Shertzer, *The Element of Grammar* (New York: Macmillan Publishing Company, 1986), 46.

<sup>49</sup> Sk. Kroma, "Action Research in Teaching Composition" (English Teaching forum Vol. XXVI, 1988), 30.

They mention that writing is the production of the written word that results in a text, but the text must be read and comprehended for communication to take place.<sup>50</sup> According to Nystrand, writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects. It means that writing is an activity to share information which is understandable for the readers. So, the writer should be able to communicate to the readers through his sentences.<sup>51</sup>

In short, writing is an activity of expressing all ideas and information through sentences in a text which is understandable for the readers.

#### **b. The Process of Writing**

According to Oshima and Hogue, the process of writing has roughly four steps as follows:

##### **1. Prewriting**

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.<sup>52</sup>

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<sup>50</sup> Celce-Muria, *et al.*, *Discourse and Context in Language Teaching* (United Kingdom: Cambridge University Press, 2000), 265.

<sup>51</sup> Nystrand. *Writing English Language Test* (New York: Longman, 1989), 75.

<sup>52</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing Third Edition* (USA: Pearson Education Inc, 2007), 16.

## 2. Organizing

The next step in the writing process is to organize the ideas into a simple outline. The writer of our models wrote a sentence that named the topic and told the main idea.<sup>53</sup>

## 3. Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the errors later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.<sup>54</sup>

## 4. Polishing ( Revising and Editing)

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).<sup>55</sup>

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<sup>53</sup> Ibid, 17.

<sup>54</sup> Ibid, 18.

<sup>55</sup> Ibid, 18.

### c. Definition of essay writing

An essay is a piece of writing several paragraphs long, not just one or two paragraphs.<sup>56</sup> An essay is usually a short piece of writing which is quite often written from an author's personal point of view.<sup>57</sup> An essay is an organized discussion of a topic in a series of paragraphs. It contains three main parts: an introduction (an introductory paragraph), a body (usually at least two, but often more, supporting paragraphs) and a conclusion (concluding paragraph).<sup>58</sup> In short, essay writing is a piece of writing which consists of several paragraphs which express ideas or thought for the readers.

### d. Types of essay writing

According to Halliday and Hasan there are thirteen genres or types of essay as follow:<sup>59</sup>

#### 1) Analytical Exposition

Analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the readers that the idea is the important matter to know.<sup>60</sup> The generic structure of this essay consists of thesis (introducing the

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<sup>56</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing 2nd Edition* (USA: Logman, 1997), 76.

<sup>57</sup> Rusni, "Improving The Fourth Semester Students' Ability in Writing Essay through Comparison Contrast Essay in English Education Department of UIN Alauddin Makassar" (Thesis: Uin Alauddin Makassar, 2010), 16.

<sup>58</sup> Alan Meyer, *Longman Academic Writing Series 5: Essays to Research Papers* (United State of America: Person Education, Inc, 2004), 2.

<sup>59</sup> Dolar Yuwono, *Writing from Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 6.

<sup>60</sup> Nur Choironi, "An Analysis Of Students' Grammatical Error in Writing Descriptive Text Based on Surface Strategy Taxonomy at The Second Grade Of Sman 1 Pesisir Tengah Krui," (Thesis, University Of Lampung, Bandar Lampung, 2017), 30.

topic and indicating the writer's opinion on the text), arguments (explaining the arguments to support the writer's opinion), and reiteration (restating the writer's opinion).<sup>61</sup>

## 2) Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. Its purpose is to presenting and influencing the readers that should be so, and should not be.<sup>62</sup> The generic structure of this essay consists of thesis (it introduces the topic of the text), arguments (explaining the arguments which support the opinions), and recommendation (giving advice or suggestion to the reader based on the writer's opinion).<sup>63</sup>

## 3) Narration or Narrative

Narrative is an account of a sequence of events, usually in chronological order in which they actually occurred in time. It is usually to retell the story or previous experiences. The purpose of the essay is to entertain or amuse readers or listeners about the story. It can be either fiction or non-fiction.<sup>64</sup>

The generic structure of narrative consists of:<sup>65</sup>

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<sup>61</sup> Dolar Yuwono, *Writing from Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 12-13.

<sup>62</sup> Nur Choironi, "An Analysis Of Students' Grammatical Error in Writing Descriptive Text Based on Surface Strategy Taxonomy at The Second Grade Of Sman 1 Pesisir Tengah Krui," (Thesis, University Of Lampung, Bandar Lampung, 2017), 30.

<sup>63</sup> Dolar Yuwono, *Writing from Practice to Theory: Getting Smart and Creative to Write* (Yogyakarta: Magnum Pustaka Utama, 2016), 15.

<sup>64</sup> Ibid, 20.

<sup>65</sup> Ibid, 22.

- a) Orientation: it sets the scene and introduces the participants ( it answer the questions: who, when, what, where)
  - b) Complication: it tells the problems of the story and how the main characters solve them.
  - c) Resolution: the crisis is resolved for better or worse
  - d) Re-orientation: the ending of the story, it can be happy ending or sad ending.
- 4) Recount

Recount is a text telling the reader about a story, an action or activity. Its goal is to entertain or inform the readers, that is to tell an event in the past time chronologically. Generic structure of recount text consists of:

- e. Orientation: telling who was involved, what happened, where the events took place, and when it happened,
- f. Events: telling what happened and in what sequence the story was told.
- g. Reorientation: consisting of optional-closure of events/ endings.<sup>66</sup>

#### 5) Descriptive

Descriptive text is a text which says what a person, place, or a thing is like.<sup>67</sup> Furthermore, the purpose of this essay is to describe

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<sup>66</sup> Ibid, 23.

<sup>67</sup> Nur Choironi, "An Analysis Of Students' Grammatical Error in Writing Descriptive Text Based on Surface Strategy Taxonomy at The Second Grade Of Sman 1 Pesisir Tengah Krui," (Thesis, University Of Lampung, Bandar Lampung, 2017), 29.

person, place, or thing in detail. The generic structure of this essay consists of:

- a) Identification which its functions are to identify the phenomenon occurring to a particular person, place or thing to be described
  - b) Description which describes the situation or condition of the particular person, place or thing.<sup>68</sup>
- 6) Spoof

Spoof is an essay which its purpose is to tell an event with a humorous twist and entertain the readers. Its social function is to entertain and share the story. Generic structure that it usually uses is as follows:

- a) *Orientation* which is to show to its readers the character, the site or the spot of the event, and the time when the event happened,
  - b) *Event(s)* which is tell the happenings in the past, and
  - c) *Twist* which is to end the story with an unexpected, surprising or ironical ending as a conclusion to a work of fiction that causes the audience to reevaluate the narrative or characters.<sup>69</sup>
- 7) Anecdote

An anecdote is usually a brief personal narrative or a short account of an interesting or amusing incident, usually intended to illustrate or support some point in an essay, article, or chapter of a book. The major purpose is to stir up laughter, to disclose a truth in

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<sup>68</sup> Ibid, 25.

<sup>69</sup> Ibid, 31-32.

a general way, or to describe a feature of a character in such a way that it becomes humorous and at the same time gives a better understanding of the character. It is usually a form of a short little scene or story taken from a personal experience.<sup>70</sup> The generic structure of anecdote consists of:

- a) *Abstract* which usually starts telling a sort unique and strange thing just to get a specific attention from its readers or listeners. Although it is not always, anecdote usually begins with a short question to make readers or listeners eager to know
- b) *Orientation* which is to show to its readers or listeners the characters, the site or the spot of the event, and the time when the event happened
- c) *Crisis* which, in this stage, the writer usually tells the sequence of the unique and strange thing told chronologically to make its readers curious to continue their reading
- d) *Reaction or incident* which the writer ends its story by showing the solution on the crisis happening before.
- e) *Coda* which is as a conclusion which is admonished to those who had a bad, strange, and funny experience that is advised not to be repeated or followed.<sup>71</sup>

#### 8) Procedure

A procedure essay is an essay that tells the way(s) how to do, make or uses something. It is usually to give a step-by-step guide to

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<sup>70</sup> Ibid, 27.

<sup>71</sup> Ibid, 28.

its readers so that they can achieve a specific goal. The key points that the procedure needs are explain of making something, using something, or doing something.<sup>72</sup> The generic structure of procedure consists of: a) Goal/ aim and materials/ equipments and b) steps / methods or techniques.

#### 9) News Item

New item is an essay writing which is used as news to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. This essay can be often found in a newspaper, magazine or periodical because the passage often tells the readers about great, important, interesting, tragic, entertaining or fresh incident or events that all people should know.<sup>73</sup> The generic structure of news item consists of:

- a) Newsworthy event(s): recount the event in summary form.
- b) Background event(s): elaborate what happened, to whom, in what circumstance.
- c) Sources: comments by participants in, witnesses to and authorities' expert on the event.<sup>74</sup>

#### 10) Discussion

Discussion text is a text to present a problematic discourse. The problem that will be discussed is usually viewed from different perspectives. It is a process to find the meet point between two

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<sup>72</sup> Ibid, 34.

<sup>73</sup> Ibid, 45.

<sup>74</sup> Ibid.

different viewpoints. This essay shows opposite angles of arguments in which one is to uphold the idea called supporting arguments and the other is to oppose is called against arguments. The purpose is used to present different opinions on a particular issue or topic, that is, arguments for and arguments against, positive and negative, or good and bad. One thing that is important to be understood is the deep understanding between the two differences.<sup>75</sup>

The generic structures of discussion essay are:

- a) Statement of issue: stating the issue which is to discussed
- b) List of supporting points: presenting the point in supporting the presented issue
- c) List of contrastive points: presenting other points which disagree to the supporting point
- d) Recommendation: stating the writer's recommendation of the discourse.<sup>76</sup>

#### 11) Explanation

Explanation is a text which tells processes relating to forming of natural, social, scientific, and cultural phenomenon. Explanation text is to say “why” and “how” of the forming of the phenomenon. In other word, it tells or explore how thing work or how they come to be. The generic structure of this essay is (1) General statement which is to introduce the topic, (2) explanation which is the process of natural phenomena happening on earth, and (3) closing. The

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<sup>75</sup> Ibid, 37.

<sup>76</sup> Ibid.

purpose is to explain the processes involved in natural and social phenomenon or to explain how something works.<sup>77</sup>

## 12) Review

Review essay is a text which is frequently expressed in the form of an article that presents a critical evaluation of a text, performance, or production.<sup>78</sup> The purpose is to critique or evaluate an art work or event for a public audience. The generic structure of it consists of identification or orientation, evaluation and interpretative recount, and recommendation.<sup>79</sup>

## 13) Report

The report often also known as informational report is the text which functions as an account of information about an event or situation given after investigation or consideration. It is a result of systemic observation and analyses. It usually presents information about something as it is. In general, report is one type of “factual essay” category. The purpose of report is to give life-description of the object or participant.<sup>80</sup>

In short, report text describes the way of certain thing in general and frequently refers to phenomenon of nature, animal, and scientific object. Mostly, report is written after getting careful observation.<sup>81</sup>

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<sup>77</sup> Ibid, 18-19.

<sup>78</sup> Ibid, 49.

<sup>79</sup> Ibid.

<sup>80</sup> Ibid, 40.

<sup>81</sup> Ibid, 41.

A report has two common structures (generic structure) which consist of:

- a) General information as a part that mentions the general information of the theme of writing and statements used are usually to describe the common subject of the report, common description, and classification,
- b) Series of specific information, which give the elaborations of general information. The description shows the phenomenon under discussion; in terms of parts, qualities, habits or behaviors.

So it can conclude that the purpose of the report is to convey information text observations and systemic analysis. The information described in the report text is usually general in nature, be it natural or artificial like a mammals, planets, rock, plants, cultural, etc.<sup>82</sup>

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<sup>82</sup> Ibid.

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher discusses about research methodology used to conduct the research. It explains about approach and research design, researcher role, place of research, data and source of data, technique of data collection, and technique of data analysis.

#### A. Approach and Research Design

In this research, the researcher uses qualitative approach. As Bogdan and Biklen state that qualitative is descriptive that data collected take the form of words or pictures rather than a numbers.<sup>83</sup> Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind.<sup>84</sup> Sugiyono summed up that qualitative research was natural. This meant the research was taken from natural description without manipulation the condition. The process of taken data also called as “taking of the data naturally”.<sup>85</sup> From those theory, it can conclude that qualitative research is the research which analyzen and describe natural phenomenon without manipulation the condition and usually the data is taken from word or picture of phenomenon.

In this research, the researcher uses content analysis research design. Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the

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<sup>83</sup> Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research for Education an Introduction to Theories and Methods* (Boston: Pearson, 2007), 5.

<sup>84</sup> C.R. Kothari , *Research Methodology: Methods and Techniques* (New Delhi: New Age International (P) Ltd., Publishers, 2004) , 3.

<sup>85</sup> Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2008), 8.

material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. Content analysis is widely used in education.<sup>86</sup>

### **B. Researcher Role**

In qualitative research, the researcher role is different with the quantitative research. In this research, the researcher becomes a data collector and analyzer.

### **C. Place of research**

This research takes place at IAIN Ponorogo which is located on Pramuka Street, No.156 Ronowijayan, Siman, Ponorogo, East Java.

### **D. Data and Source of Data**

The data of this research are the sentences or content of essay writing test of the fourth semester students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo.

The data source of this research is document or essay writing test done by the fourth semester students of English Education Department at Tarbiyah and Teacher Training Faculty of IAIN Ponorogo.

### **E. Technique of Data Collection**

According to Creswell document consists of public and private document, which can include newspaper, journals, letters, notes, personal writing and others. These sources provide valuable information in helping the

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<sup>86</sup> Donald Ary, et al., *Introduction to Research in Education, Eighth Edition* (Wadsworth: Cengage Learning, 2010), 457.

researchers understand the phenomena in qualitative studies.<sup>87</sup> Documents represent a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them.<sup>88</sup> The researcher uses students' essay writing assignment as the data of this study because it can be categorized as personal or private document which the writer can use document analysis technique to obtain the data from the texts.

In this research, the researcher uses documentations and test as the technique of data collection of this research.

#### **F. Technique of Data Analysis**

After collecting the data, the researcher analyzes data. The researcher uses error analysis procedure by Corder in Ellis and Barkhuizen to analyze the data. The procedure is as follow:

##### 1. Collection of a sample of learner language

The researcher needs to collect a sample of student writing to provide the error analysis data. In this research, the researcher uses documentation technique in collecting data. The researcher collects students' essay writing through writing test as the data of this study.

##### 2. Identification of errors

Once the data has been collected, the error in the data must be identified to find mistakes that have been made of students. The researcher reads the

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<sup>87</sup> John W. Creswell. *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research, 4th Edition*. (Boston: Pearson Education, Inc., 2012), 223.

<sup>88</sup> Ibid.

data carefully first. Then, the researcher identifies the errors by underlying the errors that students made.

### 3. Description of Error

After identifying the errors made by students, the researcher describe them using surface strategy taxonomy. Actually, the description of this study involves the classification of the students' errors.

### 4. Explanation of Error

It includes determining students' sources to find out why students were made. It means that in this step, the researcher explains why the sentence was wrong.

### 5. Error Evaluation

This is the supplementary step in error analysis. It shows the different errors with a view to decide which ones should receive instruction.<sup>89</sup> In this step, the researcher gives evaluation or correction of the wrong sentence that students made.

Furthermore, to know the percentages of grammatical error in essay writing made by students, the researcher calculates the data and draws up in the table of percentage using the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of error type

F = Frequency of error occurred

N = Total numbers of error

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<sup>89</sup> Rod Ellis and Gary Barkhuizen, *Analysing Learner Language* (Oxford: Oxford University Press, 2008), 57-67.

## G. Data Credibility

According to Creswell & Miller, validity is one of the strengths of qualitative research and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant or the readers of an account.<sup>90</sup>

In qualitative research the validity of data can be obtained by using triangulation. According to Denzin, in which he proposes four types of triangulation:<sup>91</sup>

### 1. Multiple methods

With regard to the use of multiple methods of data collection, for example, what someone tells you in an interview can be checked against what you observe on site or what you read about in documents relevant to the phenomenon of interest. You have thus employed triangulation by using three methods of data collection; interviews, observations, and documents.

### 2. Multiple sources of data

Triangulation using multiple sources of data means comparing and cross-checking data collected through observations at different times or in different places, or interview data collected from people with different perspectives or from follow-up interviews with the same people.

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<sup>90</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Methods Approach-3rd Ed*, (USA: Sage Ltd, 2009), 190.

<sup>91</sup> Sharan B. Marriam, *Qualitative Research: A Guide to Design and Implementation*, (USA: Jossey-Bass, 2009), 115-116.

### 3. Multiple investigators

Investigator triangulation occurs when there are multiple investigators collecting and analyzing data.

### 4. Multiple theories

According to Seale, the use of multiple theories such as approaching “data with several hypotheses in mind, to see how each fare in relation to the data” is less common in qualitative research than in the other three forms.

In this research, the researcher used multiple investigators of data and multiple theories. The data were investigated by the researcher’s friends and researcher herself, while multiple theories were obtained by elaborating the review of literature in chapter II.

## H. The Procedure of Research

Process is needed in conducting a research. The researcher did some procedures to conduct the research as a process. The procedure are elaborated below:

1. The researcher collects the data. Before conducting the research, the researcher already prepared an instrument or a test for the students. The instrument or test consists of instruction to compose a descriptive essay.
2. The researcher met the lecturer to ask the lecturer’s permission to conducting the research in his class.
3. After getting the permission, the researcher came to writing class for doing the research. Then, the researcher gave instruction and guidance how to do the writing test.

4. Next, the researcher collected the students' writing test
5. Then, the researcher analyzed the students' writing test to find out the grammatical errors made by students based on surface strategy taxonomy of Dulay's theory.
6. The writer calculated the total errors by drawing it up in a table based on the classification of errors. Then, the researcher made the result of total errors in to percentage.
7. Next, the researcher presented all of the data descriptively.
8. The last, the researcher made conclusion of her research.



## CHAPTER IV RESEARCH FINDING

### A. General Data Description

#### 1. Brief History of IAIN Ponorogo

The existence of State Institute of Islamic Studies Ponorogo is not separated from the Shari'ah Academy Abdul Wahhab (ASA) as its embryo, founded on February 1, 1968 on the idea of KH. Syamsuddin and KH. Chozin Dawoedy. The academy was then inaugurated on May 12, 1970 to the Faculty of Syari'ah Ponorogo, State Institute of Islamic Studies Sunan Ampel led by R.M.H Aboe Amar Syamsuddin by holding the Bachelor Program. Furthermore, it grew and developed from 1985/1986 by implementing Full Bachelor Program (S-1) by opening Qodlo' and Muamalah Jinayah Department.<sup>92</sup>

Based on the demands of the development and organization of Higher Education, then it was issued the Presidential Decree of the Republic of Indonesia Number 11 in the year 1997 about concerning the Establishment of the State Islamic College. Since that, all the faculties within the State Institute of Islamic Studies which was located outside the main changed to the State Islamic College and are no longer a part of State Institute of Islamic Studies Sunan Ampel Surabaya. State Islamic College is autonomous and is a separate organic unit within the Ministry of Religion led by a chair responsible to the Minister of Religion.

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<sup>92</sup> IAIN Ponorogo, *Pedoman Penyelenggaraan Pendidikan IAIN Ponorogo Tahun Akademik 2018/2019* (Ponorogo: IAIN Ponorogo Press, 2018), 2.

Functional development of State Islamic College is carried out by the Directorate General of Institutional Islamic Religion of the Ministry of Religion.<sup>93</sup>

The inauguration of the status change was marked by a ceremony held by the Indonesian Minister of Religion in Jakarta. After the inauguration ceremony, there was automatically a separation and transfer of principle between the Chancellor of State Institute of Islamic Studies and the Chair of the State Islamic College respectively. Starting from the academic year 1997-1998, all administrative, educational, personnel, and financial affairs of State Islamic College were fully managed by the autonomous regions of each State Islamic College.<sup>94</sup>

The existence of State Islamic College Ponorogo ended in 2016 along with the transfer of status to State Institute of Islamic Studies Ponorogo. During the establishment of approximately 19 years, there have been five changes to the Head of State Islamic College Ponorogo. The following is a list of Heads of the Stain Ponorogo from 1997 to 2016:<sup>95</sup>

1. Drs. H. Nardoyo, the Head of State Islamic College (STAIN) Ponorogo in 1997-1998
2. Drs. H. Anshor M. Rusydi, the Head of State Islamic College Ponorogo in 1998-2002

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<sup>93</sup> Ibid, 3.

<sup>94</sup> Ibid.

<sup>95</sup> Ibid, 4.

3. Drs. H. Sugihanto, M.Ag the Head of State Islamic College Ponorogo in 2002-2006
4. Drs. H. A. Rodli Makmun, M.Ag, the Head of State Islamic College Ponorogo in 2006-2010
5. Dr. Hj. S. Maryam Yusuf, M.Ag, the Head of State Islamic College Ponorogo in 2010-2014 and the Rector of IAIN Ponorogo in 2014-2016

In 2016, based on the 75 presidential elections in 2016, State Islamic College Ponorogo officially became State Institute of Islamic Studies Ponorogo. The purpose of this status transfer is that higher education does not only provide professional and academic education within the scope of a particular scientific, technological or artistic discipline but more broadly is being able to organize professional and academic education in a group of similar scientific, technological or artistic disciplines. Regarding the transfer of status from State Islamic College Ponorogo to State Institute of Islamic Studies Ponorogo, BAN-PT conducted surveillance. As a result, the State Institute of Islamic Studies Ponorogo institution was again declared accredited with the predicate B in accordance with Decree Number: 2619 / SK / BAN-PT / Ak-SURV / PT / XI / 2016.<sup>96</sup>

## 2. The English Grammar and Writing Textbooks

The lecturer usually uses two textbooks in teaching grammar from the first semester until the fourth semester as a main textbooks. The first

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<sup>96</sup> Ibid.

textbook is “Modern English: A Practical Reference Guide” by Marcella Frank which was published by Prentice-Hall on 1972. While the second textbook is “Understanding and Using English Grammar, Second Edition” written by Betty Schramper Azar which was published by Prentice Hall Regents on 1989.

The lecturer usually also uses two textbooks in teaching writing from the first semester until the fourth semester as a main textbooks. The first textbook is *Writing 1 from Practice to Theory: Getting Smart and Creative to Write* written by Dr. Dolar Yuwono, M.Pd which was published on 2015. While the second textbook is *Writing from Practice to Theory: Getting Smart and Creative to Write* written by Dr. Dolar Yuwono, M.Pd which was published on 2016.

## B. Specific Data Description

### 1. The Data Description about The Types of Grammatical Error Made by Students

The data were collected by test. The data were from 20 students of English Education Department. Each student had to make a descriptive essay. After students did the test, the researcher collected and analyzed their work. The result of grammatical error analysis on essay writing made by student is described on the table below:

Table 4.1 The Data of Grammatical Error based on Surface Strategy Taxonomy

Students' Name	Sentences	Types of Errors	Correction of Errors
Arina N.H.	My mother is my solid rock and <b>my</b> angel	Addition	My mother is my solid rock and angel
	The most beautiful woman with the	Omission	<b>She is</b> the most beautiful woman with the kindest

	kindest heart I've ever met		heart I've ever met.
	She <b>is</b> always <b>teach</b> me in a goodness, simple life way, and love for one another.	Addition and omission	She always <b>teaches</b> me in goodness, simple life way, and love for one another.
	She has various hobbies that <b>makes</b> inspiring me.	Addition	She has various hobbies that <b>make</b> inspiring me.
	She is really good <b>on</b> drawing	Misformation	She is really good <b>at</b> drawing
	She <b>gets drawing</b> anything and her <b>draws is</b> wonderful	Misformation	She <b>can draw</b> anything and her <b>drawings are</b> wonderful
	She <b>is</b> always <b>teach</b> me to draw with patiently	Addition	She always <b>teaches</b> me to draw patiently
	I really love to <b>drawing</b> right now	Misformation	I really love to <b>draw</b> right now
	My drawing _ as good as my mother's draw	Omission	My drawing <b>is</b> as good as my mother's draw
	<b>My mother has cooking hobby</b>	Misordering	<b>My mother's hobby is cooking</b>
	She is very smart to make <b>a tasty food</b>	Addition	She is very smart to make <b>tasty food</b>
	She can make <b>variety</b> food	Misformation and omission	She can make <b>various kinds of</b> food
	Her food is never <b>disappointed</b> us	Misformation	Her food is never <b>disappointed</b> us
	My mother's <b>cooks is</b> my favorite food ever	Misformation	My mother's <b>food is</b> my favorite food ever
	I cannot imagine my <b>lif_</b> without her	misformation	I cannot imagine my <b>life</b> without her
Alvi Naimatuz Z.	<b>In here</b> I want to tell you about my favorite place	Addition	<b>Here</b> I want to tell you about my favorite place
	I go to the beach to enjoy and interest a view <b>in</b> the beach	Misformation	I go to the beach to enjoy and interest a view <b>on</b> the beach
	<b>Sometime</b> I swim <b>in</b> the beach or play skate	Omission and misformation	<b>Sometimes</b> I swim <b>on</b> the beach or play skate
Devi Aprillia K.P.	My father and I are very <b>closed</b>	Addition	My father and I are very <b>close</b>
	There are many <b>reason</b> why I love him so much	Omission	There are many <b>reasons</b> why I love him so much
	My father's physical and appearance _ always good-looking	Omission	My father's physical and appearance <b>are</b> always good-looking
	My father and his nice	Addition and	My father and his nice

	character <b>that</b> can make many people <b>comfort</b> with him	Misformation	character can make many people <b>comfortable</b> with him
	My father is _ hard-worker	Omission	My father is <b>a</b> hard-worker
	He is also wise and always gives _ best suggestion when solving problem	Omission	He is also wise and always gives <b>the</b> best suggestion when solving a problem
	He likes following <b>the political development</b> and reading many <b>kind</b> of news	Addition and Omission	He likes following <b>political development</b> and reading many <b>kinds</b> of news
	... the news from watching television or <b>read</b> on the newspaper or his phone	Misformation	... the news from watching television or <b>reading</b> on the newspaper or his phone
Ulin Nailatul M.	Bali is one <b>of</b> _ <b>famous</b> place <b>to</b> _ <b>visit</b> _ because of <b>it's</b> beauty	Omission, misformation, addition	Bali is one <b>of the famous</b> places <b>to be visited</b> because of <b>its</b> beauty
	Bali is _ <b>name</b> of _ small island in Indonesia	Omission	Bali is <b>the name</b> of <b>a</b> small island in Indonesia
	Bali is the most favorite place <b>to</b> _ <b>visit</b> _ for <b>indonesian people not only indonesian people favorite</b> but also <b>favorite place</b> for people from other countries	Misformation and misordering	Bali is the most favorite place <b>to be visited</b> for <b>people not only indonesian people</b> but also for people from other countries
	Bali is <b>one of</b> _ <b>famous</b> island because it has <b>wonderfull</b> views <b>like</b> sea with clear water and blue water, nice garden with it <b>wonderfull</b> and different pattern with others...	Omission and misformation	Bali is <b>one of the famous</b> island because it has <b>wonderful</b> views <b>such as</b> sea with clear water and blue water, nice garden with it <b>wonderful</b> and different pattern with others, and fresh air everywhere you go
	Bali is the wise choice for <b>travelers</b> because Bali has many <b>place</b> and different <b>with</b> others...	Misformation and Omission	Bali is the wise choice for <b>travellers</b> because Bali has many <b>places</b> and different <b>from</b> others...
	... has many kinds of food that you <b>are</b> never find it in other <b>place</b> .	Addition and omission	... has many kinds of food that you never find it in other <b>places</b> .
	The most <b>choosen</b> food	Misformation	The most <b>chosen</b> food in

	in Bali is ayam betutu because it has many <b>kind</b> of flavour that you can find easily in Bali.	and omission	Bali is ayam betutu because it has many <b>kinds</b> of flavuor that you can find easily in Bali.
	... but there is another famous food <b>is</b> Sate Lilit.	Misformation	... but there is another famous food <b>named</b> Sate Lilit.
	Bali is <b>on_ of _ spirit_</b> of Indonesia	Misformation and omission	Bali is <b>one of the spirits</b> of Indonesia
	As the member of people of Indonesia, we have to protect it cleans, <b>not</b> make <b>distruption</b> everywhere...	Omission and misformation	As the member of people of Indonesia, we have to protect it cleans, <b>do not</b> make <b>destruction</b> everywhere...
Fitria Dewi C.	<b>In here</b> I want _ <b>talking</b> about one of <b>my member family</b> especially my mother	Addition, omission, and misordering	<b>Here</b> I want <b>to talk</b> about one of <b>my family member</b> especially my mother
	My mother is _ very beautiful <b>women</b>	Omission and misformation	My mother is <b>a</b> very beautiful <b>woman</b>
	She has <b>a</b> black and long hair	addition	She has black and long hair
	... when she <b>smile</b>	Omission	... when she <b>smiles</b>
	Her tall about 155 cm and her weight about 50 kg	Omission	Her tall <b>is</b> about 155 cm and her weight <b>is</b> about 50 kg
	My mother also <b>have a</b> black eyes and <b>bround</b> skin colour like me	Addition and misformation	My mother also <b>has</b> black eyes and <b>brownd</b> skin colour like me
	<b>Beside</b> , she is a nice mother for my family	Omission	<b>Besides</b> , she is a nice mother for my family
	Although she is very busy, <b>but</b> she always has <b>a</b> spare time to <b>teaches</b> her children	Addition	Although she is very busy, she always has spare time to <b>teach</b> her children
	In addition, my mother <b>give an</b> good example for her children to always keep cleanliness	Omission and addition	In addition, my mother <b>gives a</b> good example for her children to always keep cleanliness
	<b>Because</b> her high social soul, she also takes pity on people who need help	Omission	<b>Because of</b> her high social soul, she also takes pity on people who need help
So, <b>that is</b> all of the <b>reason</b> why I choose her in <b>my describe</b>	Misformation and omission	So, <b>those are</b> all of the <b>reasons</b> why I choose her in <b>my description</b>	
Roihani	Every morning, she	Omission	Every morning, she always

Faiziyah	always <b>prepare</b> breakfast with different menu		<b>prepares</b> breakfast with different menu
	She <b>teachs</b> their children to be <b>dicipline</b> person	Misformation	She <b>teaches</b> their children to <b>be discipline</b> person
	I'm so lucky <b>have</b> her in my life	Misformation	I'm so lucky <b>having</b> her in my life
	He <b>work</b> hard to complete our necessary	Omission	He <b>works</b> hard to complete our necessary
	He is _ <b>strong man</b>	Omission	He is <b>a strong man</b>
	I never know his <b>complain</b>	Misformation	I never know his <b>complaint</b>
	I hope he _ always happy and healthy.	Omission	I hope he <b>is</b> always happy and healthy.
	He is <b>5<sup>th</sup> grade</b> of Islamic elementary school	Omission	He is <b>the 5<sup>th</sup> grade</b> of Islamic elementary school
	...so he can <b>gets</b> the best value in exam.	Addition	...so he can <b>get</b> the best value in exam.
	I hope he can _ better than me	Omission	I hope he can <b>be</b> better than me
	For me _ family is the best family that I have ever known	Omission	For me, <b>my</b> family is the best family that I have ever known
	I <b>am feeling</b> so grateful to have such a nice and lovely family	Misformation	I <b>feel</b> so grateful to have such a nice and lovely family
Dina Helmi Fitriani	You can call her <b>is</b> Mrs Ijah	Addition	You can call her Mrs Ijah
	...she always <b>help</b> me and gives me the best <b>advises</b>	Omission and misformation	...she always <b>helps</b> me and gives me the best <b>advices</b>
	<b>a</b> few reasons why mother is everything to me	omission	<b>there are</b> few reasons why mother is everything to me
	She has <b>a</b> oval face	Misformation	She has <b>an</b> oval face
	She has <b>a</b> black and shiny curly hair	Addition	She has black and shiny curly hair
	She is very smart to make <b>a tasty food</b>	addition	She is very smart to make <b>tasty food</b>
	She always <b>remind</b> me...	omission	She always <b>reminds</b> me...
Ulviana Miftahul J.	My family <b>consist</b> _ three people	Omission	My family <b>consists of</b> three people
	So, I <b>was</b> very close to my parents especially my mother	Misformation	So, I <b>were</b> very close to my parents especially my mother
	She has <b>a black and</b>	Addition	She has <b>black and long</b>

	<b>long hair</b>		<b>hair</b>
	She has <b>a</b> chubby cheeks and brown eyes	Addition	She has chubby cheeks and brown eyes
	She is _ very nice, friendly, and <b>patiend</b> woman	Omission and misformation	She is <b>a</b> very nice, friendly, and <b>patient</b> woman
	She always <b>be</b> nice to everyone.	Misformation	She <b>is</b> always nice to everyone.
	She always <b>try</b> to help people around her	Misformation	She always <b>tries</b> to help people around her
	My mother _ also <b>a</b> patient	Omission and addition	My mother <b>is</b> also patient
	For example, if I have a <b>mistakes</b> she will angry <b>to</b> me.	Addition and misformation	For example, if I have a <b>mistake</b> she will angry <b>with</b> me.
	My mother is <b>a</b> good at cooking	Addition	My mother is good at cooking
	She likes to find <b>a</b> new recipes and try to make them	Addition	She likes to find new recipes and try to make them
	Sometimes, we <b>cooking</b> together	Misformation	Sometimes, we cook together
	She <b>taught</b> me a lot to cook <b>good</b> food	Misformation	She <b>teaches</b> me a lot to cook <b>tasty</b> food
	My father and I always <b>loved</b> food made by her	Addition	My father and I always <b>love</b> food made by her
	...my parents will always be given happiness <b>an_ healthy</b> .	Misformation	...my parents will always be given happiness <b>and health</b> .
Diyah Ayu Kurniasari	My little <b>sister named</b> Selvi Dwi Faradisa	Omission	My little <b>sister's name is</b> Selvi Dwi Faradisa
	She <b>studied</b> in elementary school	Misformation	She <b>studies</b> in elementary school
	She always <b>do</b> her homework	Omission	She always <b>does</b> her homework
	She always <b>get</b> good mark for her test	Omission	She always <b>gets</b> good mark for her test
	She likes to <b>hear</b> my <b>stories</b>	Misformation and omission	She likes to <b>listen to</b> my <b>stories</b>
Eka Novia Wati	Usually I call her <b>is</b> Aliza	Addition	Usually I call her Aliza
	Aliza <b>come</b> from Ngawi	Omission	Aliza <b>comes</b> from Ngawi
	She often to <b>bring</b> me go to her home	Misformation	She often <b>invites</b> me go to her home
	She is my <b>roomate</b> and neighbour	Misformation	She is my <b>roommate</b> and neighbour
	Her mother _ always	Omission	Her mother <b>is</b> always

	humble		humble
	Aliza has <b>a</b> rounded eyes and pointed nose	Addition	Aliza has rounded eyes and pointed nose
	Always beautiful and has a nice smile	Omission	<b>She is</b> always beautiful and has a nice smile
	She always <b>make</b> me happy	Omission	She always <b>makes</b> me happy
Maulida Azizah F.	My favorite place <b>has</b> always <b>been</b> my home.	Misformation	My favorite <b>is</b> always my home.
	There are <b>are</b> four rooms in my home along with a living room, a kitchen, and <b>bathrooms</b>	Addition and misformation	There are four rooms in my home along with a living room, a kitchen, and <b>bedrooms</b>
	There <b>is</b> a chair, <b>a</b> table, and <b>a</b> TV in that room.	Misformation and addition	There <b>are</b> a chair, table, and TV in that room.
	This is the room <b>in which</b> all the members of the family gather and spend quality moment together	Addition and Omission	This is the room <b>which</b> all the members of the family gather and spend <b>a</b> quality moment together
	Next to the master bedroom is the kitchen followed by the <b>guest's</b> room	Addition	Next to the master bedroom is the kitchen followed by the <b>guest</b> room
	In front of the <b>guest's</b> room is my brother's room	Addition	In front of the <b>guest</b> room is my brother's room
	This is <b>a</b> cutest room in the house	Misformation	This is <b>the</b> cutest room in the house
	My room provides me with lot of freedom, love, and sense of <b>responsibility</b> .	Omission and misformation	My room provides me with <b>a</b> lot of freedom, love, and sense of <b>responsibility</b> .
	Faradillah Istigfarah	She is <b>very beautiful girl</b> because she <b>like</b> Korean people	Omission
Her eyes <b>is</b> black and slanting		Misformation	Her eyes <b>are</b> black and slanting
Together with her brother, she plays music and <b>singing</b> several western <b>songs</b>		Misformation	Together with her brother, she plays music and <b>sings</b> several western song
Zahirah lives in a house with her family that near <b>with</b> my house		addition	Zahirah lives in a house with her family that near my house
When I visit her, she always <b>ask</b> me to buy		Omission	When I visit her, she always <b>asks</b> me to buy

	some chocolate milk		some chocolate milk
Dita Yuliana	I like something mostly because of <b>it is</b> simple and useful	Misformation	I like something mostly because of <b>its</b> simple and useful
	It is not only _ simple _ because we can put the bag on my back,...	Omission	It is not only <b>a</b> simple <b>thing</b> because we can put the bag on my back,...
	The backpack is divided into 3 <b>pouch</b> , _ the big pouch, the average pouch, and the small pouch	Omission	The backpack is divided into 3 <b>pouches</b> , <b>those are</b> the big pouch, the average pouch, and the small pouch
	The small pouch is where I <b>usually</b> keep my flash drive...	Misformation	The small pouch is where I <b>usually</b> keep my flash drive...
	If you <b>saw</b> my bag from the front side, you will only see two <b>pouch</b>	Misformation and Omission	If you <b>see</b> my bag from the front side, you will only see two <b>pouches</b>
	It is because the big pouch is not <b>acesible</b> from the front side	Misformation	It is because the big pouch is not <b>accessible</b> from the front side
	...it can only be <b>accessed</b> if I take off the bag...	Misformation	...it can only be <b>accessed</b> if I take off the bag...
	I decorate my bag <b>with</b> hanging some <b>acesoris</b> on it.	Misformation	I decorate my bag <b>by</b> hanging some <b>accessories</b> on it.
Rudi Rerianto	She <b>have</b> many characteristic like lovely people, patient and hard worker	Misformation	She <b>has</b> many characteristic like lovely people, patient and hard worker
	I <b>could</b> still remember how she embraced me, the soft <b>embraced</b> and her hand <b>which</b> stroke my hair	Misformation and addition	I <b>can</b> still remember how she embraced me, the soft <b>embracing</b> and her hand stroke my hair
	...how she gently <b>kiss</b> me <b>ony</b> my cheeks and she leaves red <b>lipstic</b> mark	Omission and misformation	...how she gently <b>kisses</b> me <b>on</b> my cheeks and she leaves red <b>lipstick</b> mark
	...and <b>kiss</b> me on my my forehead	Omission	...and <b>kisses</b> me on my forehead
	My mother <b>has</b> always <b>been</b> very patient with me	Misformation	My mother <b>is</b> always very patient with me
	She always gives me <b>advices</b> and support whenever I need them.	Misformation	She always gives me <b>advice</b> s and support whenever I need them.
	She _ always on my	Omission	She <b>is</b> always on my side

	side during good and bad time		during a good and bad time
	She always <b>lend</b> her shoulders for me to cry on <b>during</b> the bad time	Omission and addition	She always <b>lends</b> her shoulders for me to cry on the bad time
	She is a good listener when I <b>told</b> my story	Misformation	She is a good listener when I <b>tell</b> my story
	...she always <b>encourage</b> me to study hard and always <b>give</b> me a lot of <b>boost</b> .	Omission and misformation	...she always <b>encourages</b> me to study hard and always <b>gives</b> me a lot of <b>support</b> .
	<b>Not amount</b> of money I can repay for all kindness and love that she had given for me	Omission	<b>Not the amount</b> of money I can not repay for all kindness and love that she had given for me
	I hope God <b>keep</b> my mother in every time.	Omission	I hope God <b>keeps</b> my mother in every time.
Miftakhul Amin	His name is <b>endro</b>	Misformation	His name is <b>Endro</b>
	He is _ childhood friend	Omission	He is <b>m</b> y childhood friend
	He lives in <b>same</b> village with me	Omission	He lives in <b>the same</b> village with me
	He has _ happy family, his <b>parent</b> and <b>two</b> <b>brother</b>	Omission	He has <b>a</b> happy family which consists of <b>his</b> <b>parents</b> and <b>two</b> <b>brothers</b>
	He has <b>a</b> short black hair	Addition	He has short black hair
	<b>moreover, endro</b> is <b>kind person</b> because he always <b>help</b> me and all his friends to do homework	misformation and omission	<b>Moreover, Endro</b> is a <b>kind person</b> because he always <b>helps</b> me and all his friends to do homework
	They are fishing and <b>playing</b>	Misformation	They are fishing and <b>sport</b>
	He likes <b>to fishing</b> on the river with other friends	Addition	He likes <b>fishing</b> on the river with other friends
	He _ always fishing <b>at</b> Sunday	Omission and Misformation	He <b>is</b> always fishing <b>on</b> Sunday
	Furthermore, he also likes <b>playing</b>	Misformation	Furthermore, he also likes <b>sport</b>
	He plays with me and other friends at <b>evening day</b>	Addition	He plays with me and other friends at <b>evening</b>
	His favorite _ is playing football	Omission	His favorite <b>sport</b> is playing football
	<b>Its</b> the best moment when I with him.	Omission	<b>It's</b> the best moment when I with him.
Nazula Fitriani	She is a beautiful woman, her body	Omission	She is a beautiful woman, her body weight is about

	weight _ about 60kg but she is not tall.		60kg but she is not tall.
	Her eyes _ brown like _ ordinary woman in Asia.	Omission	Her eyes <b>are</b> brown like <b>an</b> ordinary woman in Asia.
	She is a very nice, a friendly, a patient woman, and assertive person.	Addition	She is a very nice, friendly, patient woman, and assertive person.
	...when her children <b>were aggravated.</b>	Misformation	...when her children <b>are annoying.</b>
	She <b>appreciates</b> to help people.	Misformation	She <b>likes</b> to help people.
	She is smart to make a delicious food.	Addition	She is smart to make delicious food.
	Usually, I <b>helped</b> him to make a tasty food.	Misformation and addition	Usually, I <b>help</b> him to make tasty food.
	My mother always <b>remember</b> me to disciplined with religion.	Omission	My mother always <b>remembers</b> me to disciplined with religion.
	She always <b>remind</b> us to continue praying to God.	Omission	She always <b>reminds</b> us to continue praying to God.
	...that I <b>could not</b> say about her...	Misformation	...that I <b>can not</b> say about her...
Lailatul M.	One of the internationally famous tourism <b>place</b> in Indonesia...	Omission	One of the internationally famous tourism <b>places</b> in Indonesia...
	Tanjung Puting National Park offers _ <b>impresive experience</b> to its visitors.	Omission, misformation	Tanjung Puting National Park offers <b>an impressive experience</b> to its visitors.
	This _ called a park but _ unlike _ that you've in your city, this is a jungle.	Omission	This <b>is</b> called a park but <b>it is</b> unlike <b>a park</b> that you've in your city, this is a jungle.
	It's a real jungle which is home to the most incredible animals in the world, such as <b>orang utans</b> and <b>proboscis monkeys.</b>	Misformation and omission	It's a real jungle which is home to the most incredible animals in the world, such as <b>orangutans</b> and <b>probosci's monkeys.</b>
	This is a rehabilitation place for ex-captive <b>orang utans</b> and also preservation site	Misformation	This is a rehabilitation place for ex-captive <b>orangutans</b> and also preservation site
	...an important scientist who has	Misformation	...an important scientist who has studied

	studied <b>orang utans</b> since 1971.		<b>orangutans</b> since 1971.
	...you can see trees filled with <b>proboscis</b> monkeys.	Misformation	...you can see trees filled with <b>probosci's</b> monkeys.
Sindi W.	She <b>is</b> born in Jakarta	Misformation	She <b>was</b> born in Jakarta
	She has slanting <b>of the</b> eyes	Addition	She has slanting eyes
	Natasha <b>made</b> anxious about his behavior when counting.	Misformation	Natasha <b>make</b> anxious about his behavior when counting.
	The habit that I like about her is that she always asks <b>what is in front of her and who is in her environment.</b>	Misordering	The habit that I like about her is that she always asks <b>what in front of her is and who in her environment is.</b>
	<b>And</b> now she can _ one language again is Mandarin.	Addition and ommision	Now, she can <b>count</b> in one language again <b>that</b> is Mandarin.
Putri Dwi Nurmiati	He teaches me when I <b>am</b> in the eleventh class	Misformation	He teaches me when I <b>was</b> in the eleventh class
	He always <b>be</b> on time and never late.	Misformation	He always <b>is</b> on time and never late.
	Sometimes, he knows <b>if</b> his students <b>has</b> a problem.	Addition and misformation	Sometimes, he knows his students <b>have</b> a problem.
	Mr Laits is _ very handsome man.	Omission	Mr Laits is <b>a</b> very handsome man
	He has <b>a</b> bright skin.	Addition	He has bright skin.
	Maybe <b>her</b> tall is about 176 cm.	Misformation	Maybe <b>his</b> tall is about 176 cm.
	It <b>is</b> <b>make</b> me so loves him.	Addition	It <b>makes</b> me so loves him.
	They look happy <b>everytime.</b>	Misformation	They look happy <b>every time.</b>
	They <b>had married</b> five years ago	Misformation	They <b>have married</b> five years ago
	<b>And</b> I want to have a child like him too.	Addition	I want to have a child like him too.
Rizki Pria Saputri	Many people <b>was visited</b> on holiday like Indonesian people or tourist.	Misformation	Many people <b>visit there</b> on holiday like Indonesian people or tourist.
	The first <b>terraces are</b> square and surrounded by walls a domed with Buddhist sculpture in <b>bas</b> relief	Addition and misformation	The first <b>terrace is</b> square and surrounded by walls a domed with Buddhist sculpture in <b>base</b> relief

	The third <b>terreces are</b> circular	Misformation	The third <b>terrace is</b> circular
	In <b>the</b> every <b>terreces have a shape stupa.</b>	Addition and misformation	In every <b>terraces has a stupa shape.</b>
	The design of Borobudur <b>have</b> symbolize the conception of _ universe in Buddhist cosmology	Addition and omission	The design of Borobudur symbolize the conception of <b>the</b> universe in Buddhist cosmology
	...is believed that the universe <b>was divide in</b> to three spiritual fields, _ Kamadhatsu, Rupadhatsu, and Arupadhatsu.	Misformation and omission	...is believed that the universe <b>is divided into</b> three spiritual fields, <b>namely</b> Kamadhatsu, Rupadhatsu, and Arupadhatsu.

According to the description on the table above, the researcher found four types of grammatical error on students' essay. They are addition, omission, misformation, and misordering.

## 2. The Data Description about The Dominant Type of Grammatical Error Made by Students

According to the previous data description about the types of grammatical error, it can be found that there are four types of errors students made on their essay. They are addition, omission, misformation, and misordering. Then, the researcher counted the number of each student's error type. The recapitulation of the grammatical error types made by students describes on the table as follows:

Table 4.2 The Recapitulation of The Grammatical Error Types Made by Students

Students' Name	Types of Error				Total
	Addition	Omission	Misformation	Misordering	
Arina	5	4	8	1	18
Alvi	1	1	2	0	4
Devi Aprillia	3	5	2	0	10
Ulin	2	8	8	1	19
Fitria Dewi	7	7	3	1	18
Roihani	1	7	5	0	13

Dina Helmi	3	3	2	0	8
Ulviana	7	3	8	0	18
Diyah Ayu	0	5	2	0	7
Eka Novia	2	4	2	0	8
Maulida	5	2	5	0	12
Faradillah	1	2	2	0	5
Dita	0	5	6	0	11
Rudi	2	7	9	0	18
Miftakhul	3	10	6	0	19
Nazula	4	5	5	0	14
Lailatul	0	8	5	0	13
Sindi	2	1	2	1	6
Putri Dwi	4	1	6	0	11
Rizki	3	2	6	1	12
<b>Total</b>	55	90	94	5	
<b>Total (N)</b>					244

According on the table above, it can conclude that the dominant type of grammatical error made by students is misformation. While to know the presentage of grammatical error on essay writing made by students, the researcher will calculate the data and drew up in the table of percentage using the following formula:

$$P = \frac{F}{N} \times 100\%$$

The percentages of each type of grammatical error made by students are described bellow:

1. Addition =  $\frac{55}{244} \times 100\% = 22,54 \%$
2. Omission =  $\frac{90}{244} \times 100\% = 36,89 \%$
3. Misformation =  $\frac{94}{244} \times 100\% = 38,52\%$
4. Misordering =  $\frac{5}{244} \times 100\% = 2,05 \%$

## **CHAPTER V**

### **DISCUSSION**

This chapter discusses the finding of the research that has been analyzed before in previous chapter. This study was conducted to investigate two research problems. Those are the types of grammatical errors and the dominant of grammatical error made by fourth semester students in IAIN Ponorogo. Because of that reason, this chapter is divided into two sections; they are types of grammatical error analysis and the dominant grammatical error.

#### **A. The Types of Grammatical Errors Made by The Fourth Semester Students on Essay Writing**

The first step on analyzing the errors, the researcher collected the student's essay writing by giving test. The researcher asked students writing essay especially descriptive essay. The second step, the researcher identified the errors made by students in writing essay. After that, the researcher classified the errors into the kind of errors based on Dulay's theory named surface strategy taxonomy. The last, the researcher found the dominant error made by students in essay writing. Then, the researcher presents the frequency and percentage of the errors in order to the readers can understand the data easily.

##### **1. Identifying errors**

The result of identifying errors showed that there are 244 errors made by class TI.A of the fourth semester students in IAIN Ponorogo. The researcher identified students' errors during analyzing the data. After identifying the data, the researcher found 244 grammatical errors made by

students in writing descriptive essay based on result of the data in this research. That identification data is used to find out the type of grammatical errors made by fourth semester students on essay writing of English Education Department at IAIN Ponorogo.

## 2. Classifying the students' errors

The researcher classified the students' errors in essay writing in this section. The researcher classified the total students' error into the types of errors based on surface strategy taxonomy or Dulay's, Burt, and Krashen theory. There are four types of errors named addition (55 errors), omission (90 errors), misformation (94 errors), and misordering (5 errors). Bellow is the explanation of those errors:

### a. Errors of Addition

These are some example of error in students' writing:

- "My mother is my solid rock and **my** angel"

The sentence above is incorrect because student added unnecessary possessive adjective "my" in paralel complement. The sentence should be "*My mother is my solid rock and angel.*"

- "She **is** always **teach** me in a goodness, simple life way, and love for one another."

The student added unnecessary verb "is" on sentence above. There s not to be before action verb, so the sentence should be "*She always **teaches** me in goodness, simple life way, and love for one another.*"

- "She has various hobbies that **makes** inspiring me."

The student added the third singular mark “-s” on verb of the subclause for the subject “various hobbies”. The sentence should be *“She has various hobbies that **make** inspiring me.”*

- “She **is** always **teach** me to draw with patiently.”

The sentence above is incorrect because student added unnecessary verb “is” after the subject. The sentence should be *“She always **teaches** me to draw patiently.”*

- “She is very smart to make **a tasty food.**”

The student added unnecessary determiner “a” for uncountable noun, it makes incorrect sentence. The sentence should be *“She is very smart to make **tasty food.**”*

- **In here** I want to tell you about my favorite place

The student used double preposition. The student adds unnecessary preposition “in” before “here”. It should be *“**Here** I want to tell you about my favorite place.”*

- “My father and I are very **closed.**”

This sentence is wrong because there is simple addition of letter “-d” on the adjective phrase. It should be *“My father and I are very **close.**”*

- “My father and his nice character **that** can make many people comfortable with him.”

The student added relative pronoun “that”, so student makes incomplete sentence. The sentence should be *“My father and his nice character can make many people comfortable with him.”*

- “He likes following **the political development** and reading many kinds of news.”

The sentence above is incorrect because student added unnecessary article. The sentence should be “*He likes following **political development** and reading many kinds of news.*”

- “...has many kinds of food that you **are** never find it in other places.”

The student used double verb on this sentence, so student makes the incorrect sentence. The sentence should be “... *has many kinds of food that you never find it in other places.*”

- “**In here** I want to talk about one of my family member...”

There is simple addition on this sentence that is addition preposition “in”. The sentence should be “***Here** I want to talk about one of my family member...*”

- “She has **a** black and long hair.”

The student added an unnecessary determiner. It should be “*She has black and long hair.*”

- “My mother also has **a** black eyes and browned skin colour like me.”

There is a simple error of adding an article “a”. This sentence should be “*My mother also has black eyes and browned skin colour like me.*”

- “Although she is very busy, **but** she always has **a** spare time to **teaches** her children.”

The student added some unnecessary word on this sentence; those are conjunction “but”, article “a”, and “-es”. This sentence should be “*Although she is very busy, she always has spare time to **teach** her children.*”

- “...so he can **gets** the best value in exam.”

There is a simple addition of adding third singular person mark, so the sentence should be “...so he can **get** the best value in exam.”

- You can call her **is** Mrs Ijah

There are double verb on this sentence that makes it becoming incorrect sentence. It sentence should be “*You can call her Mrs Ijah.*”

- She has **a** black and shiny curly hair

There is simple addition error by adding unnecessary determiner. It should be “*She has black and shiny curly hair.*”

- “She is very smart to make **a tasty food.**”

There is simple addition error by adding unnecessary determiner. It should be “*She is very smart to make **tasty food.***”

- She has **a black and long hair**

There is simple addition error by adding unnecessary determiner. It should be “*She has **black and long hair.***”

- She has **a** chubby cheeks and brown eyes

There is simple addition error by adding unnecessary determiner. It should be “*She has **chubby cheeks and brown eyes.***”

- “For example, if I have **a mistakes** she will angry with me.”

The student added “-s” for singular noun. This sentence should be  
*“For example, if I have a **mistake** she will angry with me.”*

- “My mother is **a** good at cooking.”

There is simple addition error by adding unnecessary determiner. It  
 should be *“My mother is good at cooking.”*

- “She likes to find **a** new recipes and try to make them.”

There is simple addition error by adding unnecessary determiner. It  
 should be *“She likes to find new recipes and try to make them.”*

- “My father and I always **loved** food made by her.”

The student added letter “-d” for the verb. The sentence should be  
*“My father and I always **love** food made by her.”*

- “Usually I call her **is** Aliza.”

The student added unnecessary verb. It should be *“Usually I call  
 her Aliza.”*

- “Aliza has **a** rounded eyes and pointed nose.”

The student added singular mark for plural noun phrase. It should  
 be *“Aliza has rounded eyes and pointed nose.”*

- “There are **are** four rooms in my home along with a living room, a  
 kitchen, and bedrooms.”

There are double verb on this sentence that makes it becoming  
 incorrect sentence. It sentence should be *“There are four rooms in  
 my home along with a living room, a kitchen, and bedrooms.”*

- There **are** a chair, **a** table, and **a** TV in that room.

The student added the determiner on parallel object. The sentence should be *“There **are** a chair, table, and TV in that room.”*

- “This is the room **in which** all the members of the family gather and spend quality moment together.”

There is simple addition error by adding preposition. It should be *“This is the room **which** all the members of the family gather and spend quality moment together.”*

- “Next to the master bedroom is the kitchen followed by the **guest’s** room.”

The student added the possessive inflection form. The correct sentence is *“Next to the master bedroom is the kitchen followed by the **guest** room.”*

- “In front of the **guest’s** room is my brother’s room.”

The student added the possessive inflection form. It should be *“In front of the **guest** room is my brother’s room.”*

- “Zahirah lives in a house with her family that near **with** my house.”

The student added preposition. This sentence should be *“Zahirah lives in a house with her family that near my house.”*

#### b. Errors of Omission

These are some example of error in addition:

- “The most beautiful woman with the kindest heart I’ve ever met.”

The student omitted the subject of this sentence, so it should be *“**She** is the most beautiful woman with the kindest heart I’ve ever met.”*

- “My drawing \_ as good as my mother’s draw.”

The sentence above is incorrect because the student missed to put the verb, so the sentence should be “*My drawing **is** as good as my mother’s draw.*”

- “There are many **reason** why I love him so much.”

The student did not put the noun plural marker “-s” of the noun phrase, so the sentence should be “*There are many **reasons** why I love him so much.*”

- “My father’s physical and appearance \_ always good-looking.”

The student omitted the verb, so it should be “*My father’s physical and appearance **are** always good-looking.*”

- “My father is \_ hard-worker.”

This sentence is incorrect because the student did not put an article on noun phrase. It should be “*My father is **a** hard-worker.*”

- “He is also wise and always gives \_ best suggestion when solving problem.”

This sentence is incorrect because the student did not put an article on noun phrase. It should be “*He is also wise and always gives **the** best suggestion when solving a problem.*”

- “Bali is\_ **name** of \_ small island in Indonesia.”

This sentence is incorrect because the student did not put some articles that must appear in this sentence. It should be “*Bali is **the name** of **a** small island in Indonesia.*”

- “...when she **smile**.”

The student did not put the third singular person mark “-s” on the verb. It should be “... *when she **smiles.***”

- “Her tall about 155 cm and her weight about 50 kg.”

The student did not put verb “is”, so the sentence should be “*Her tall **is** about 155 cm and her weight **is** about 50 kg.*”

- “**Because** \_ her high social soul, she also takes pity on people who need help.”

The student omitted the preposition “of” after word because. It should be “**Because of** *her high social soul, she also takes pity on people who need help.*”

- “Every morning, she always **prepare** breakfast with different menu.”

The student omitted the third person singular mark. The sentence should be “*Every morning, she always **prepares** breakfast with different menu.*”

- “He **work** hard to complete our necessary.”

The student omitted the third singular mark. It should be “*He **works** hard to complete our necessary.*”

- “I hope he \_ always happy and healthy.”

The student did not put the verb of subject “he”, so the sentence should be “*I hope he **is** always happy and healthy.*”

- “I hope he can \_ better than me.”

The student omitted the verb of this sentence. It should be “*I hope he can **be** better than me.*”

- “For me \_ family is the best family that I have ever known.”

The student did not put comma and possessive determiner. The sentence should be “*For me, my family is the best family that I have ever known.*”

- “She always **remind** me...”

The student omitted the third singular person mark, so it should be “*She always reminds me...*”

#### c. Errors of Misformation

These are some example of error in students’ writing:

- “She is really good **on** drawing”

The student used the wrong preposition “on”, so it should be “*She is really good at drawing.*”

- “She **gets drawing** anything and her **draws is** wonderful.”

The student used the wrong verb and noun of this sentence. The sentence should be “*She can draw anything and her drawings are wonderful.*”

- “Her food is never **disappointed** us.”

The student used the wrong word spelling of “disappointed”. The correct one is “*Her food is never disappointed us.*”

- “I cannot imagine **my lif\_** without her.”

The student used the wrong spelling of noun phrase, so it should be “*I cannot imagine my life without her.*”

- “I go to the beach to enjoy and interest a view **in** the beach.”

The student used the wrong preposition “in” on that sentence. It should be “*I go to the beach to enjoy and interest a view **on** the beach.*”

- “... the news from watching television or **read** on the newspaper or his phone.”

The student used the wrong form of the parallel verb. The sentence should be “... *the news from watching television or **reading** on the newspaper or his phone.*”

- “She **teachs** their children to be **dicipline** person.”

The student used the wrong spelling of some verbs, so the sentence should be “*She **teaches** their children to **be discipline** person.*”

- “I’m so lucky **have** her in my life.”

The student used wrong form of the verb “have”. it should be “*I’m so lucky **having** her in my life.*”

- “I never know **his complain.**”

This sentence is incorrect sentence because the student used the wrong form of noun phrase. It should be “*I never know **his complaint.***”

- “She has **a** oval face.”

The student used the wrong article, so it should be “*She has **an** oval face.*”

- “So, I **was** very close to my parents especially my mother.”

The student used wrong form of the verb. The sentence should be “*So, I **were** very close to my parents especially my mother.*”

- “She always **be** nice to everyone.”

The sentence is wrong because the student used incorrect verb form. The sentence should be *“She is always nice to everyone.”*

- “She always **try** to help people around her.”

The student used incorrect form of the verb, so it should be *“She always **tries** to help people around her.”*

- “Sometimes, we **cooking** together.”

The student used incorrect verb form on this sentence. It should be *“Sometimes, we **cook** together.”*

- “She **taught** me a lot to cook **good** food.”

The student used incorrect verb and noun, so the sentence should be *“She **teaches** me a lot to cook **tasty** food.”*

- “...my parents will always be given happiness **an\_ healthy**.”

The student put the wrong word “and” and parallel noun spelling *“...my parents will always be given happiness **and health**.”*

- “She **studied** in elementary school.”

This sentence is incorrect because the student put the incorrect verb form/ tense. In descriptive essay, student must use simple present tense, so the sentence should be *“She **studies** in elementary school.”*

#### d. Errors of Misordering

There are five errors on students’ writing:

- “**My mother has cooking hobby**.”

The student used wrong arrangement on that sentence. The sentence should be *“**My mother’s hobby is cooking**.”*

- “...for **indonesian people not only indonesian people favorite** but also **favorite place** for people from other countries.”

The student used incorrect arrangements of the sentence so it makes the readers are difficult to understand what the writer means.

The sentence should be “...*for people not only indonesian people but also for people from other countries.*”

- “...one of **my member family** especially my mother.”

The student used incorrect word order of noun phrase of this sentence. The sentence should be “...*one of my family member especially my mother.*”

- “The habit that I like about her is that she always asks **what is in front of her and who is in her environment.**”

The student used the wrong word order of the noun clause. The student used interrogative sentence to express the statement. The student must change interrogative sentence to positive sentence. The sentence should be “*The habit that I like about her is that she always asks what in front of her is and who in her environment is.*”

- “In every terrace has **a shape stupa.**”

The student used the wrong word order of the noun phrase. It should be “*In every terrace has a stupa shape.*”

## B. The Dominant Type of Grammatical Error Made by The Fourth Semester Students

According to explanation on the previous chapter, the findings showed that total of errors made by students are 244 errors. It is classified into four types of errors based on surface strategy taxonomy. The researcher counted the frequency and percentage of each error types to know dominant type of grammatical error made by fourth semester students of English Education Department. It is can be seen on the table bellow.

Table 5.1 The Frequency and Percentage of Each Error Types Made by Students

Types of errors	Frequency of Errors	Percentage of Errors
Addition	55	22,54 %
Omission	90	36,89 %
Misformation	94	38,52%
Misordering	5	2,05 %
<b>Total</b>	<b>244</b>	<b>100%</b>

From data on the table above, the researcher concluded that the dominant type of grammatical error made by fourth semester students of English Education Department is misformation with 94 errors (38,52%). It is followed by omission with 90 errors (36,89%), addition with 55 errors (22,54%), and misordering with 5 errors (2,05%). Besides, the researcher also concluded that misordering is an error type that is rarely done by the fourth semester students.

## CHAPTER VI

### CLOSING

#### A. Conclusion

1. The result of this research showed that there are 244 errors found on students' writing text which was made by 20 students of the fourth semester students. The errors divided into four types of grammatical error. They are addition has 55 or 22,54% errors, omission has 90 or 36,89% errors, misformation has 94 or 38,52% errors, and misordering has 5 or 2,05% errors.
2. The dominant type of grammatical errors made by students is misformation with the total number is 94 or 38,52% errors.

#### B. Recommendation

After the researcher conducted the research, she would like to give some suggestion related to this finding of research. Hopefully, it can be applied in teaching learning activity and reduce the errors.

1. The teacher should do error analysis of students' work regularly to know the students' problem in writing.
2. The teacher should give feedback toward the students' writing and communicating their progress in writing.
3. The students must pay attention and focus to the teacher explanation during teaching and learning process especially in writing class.
4. In learning writing skill, practice is needed by students so that the students should practice writing started from the simplest one and do it every day.

5. The students should study and practice recognizing the writing errors by analyzing their friends' essay as often as possible so that students can reduce their writing errors.



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