

**AN ANALYSIS OF STUDENTS ERRORS IN WRITING CAUSE AND
EFFECT ESSAY AT THE FIFTH SEMESTER
OF IAIN LANGSA**

Thesis

**Submitted in partial fulfillment of the requirement
for the degree of *Sarjana Pendidikan***

By

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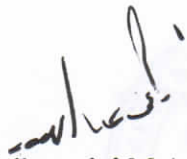
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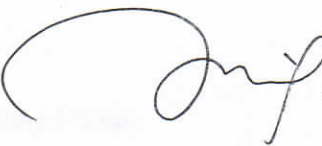
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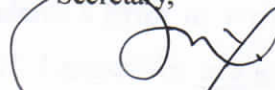
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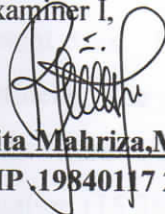
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ABSTRACT

Asmaul Husna, 2017. An Analysis of Students' Error in Writing Cause and Effect Essay at the fifth semester of IAIN Langsa. In academic years 2017/2018. *Skripsi* English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies (IAIN) Langsa.

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The title of this research is "An Analysis of Students's Error in Writing Cause and Effect Essay at the fifth semester of IAIN Langsa. In academic years 2017/2018". The purposes of this study were to find out the grammatical errors, to identify the dominate errors and to investigate the factors of grammatical errors made by students. This study employed a descriptive design. The data were collected from students document task. The object of this study was the students' document task. The subject of this study was the fifth students of English Department. The result of the study showed the grammatical errors made by students were subject verb agreement (23,67%), omit a word (17,75%), punctuation (15,38%), singular/plural (13,02%), meaning not clear (13,02%), add a word (9,47%), adjective and noun order (4,14%), spelling (2,96%). Therefore, the three highest common errors are from the data, the most common error made by students were subject verb agreement (23,67%), omit a word (17,75%), punctuation (15,38%). The researcher investigated that the factors of error made by students were interlingua transfer, intralingual transfer, and context of learning.

Keywords: *Error analysis, Writing, Cause and Effect essay*

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the principle means for human to communicate, to transmit information or to share idea. Language makes us easy to interact with each other. On the other hand, many languages are used in the world. Such as English, Arabic, Chinese, etc. It is not only used for communication but also used for keeping up with the development of technology and science. According to a sunnah of Prophet Muhammad *sallallaahu 'alaihi wa sallam* told us about learning foreign language “Whoever learns the language of a nation, then he will survive their deceit”.¹ It means that everyone able to learn many languages including English. Related to these issue, English is the first foreign language that educate since 1967.² English become a compulsory subject which teaching at school and University. Especially for English teacher candidate, Students should learn English in entire side.

The most important thing which became a compulsory section for English department students and being an English teacher candidate are understand and comprehend English in whole side. It is surrounding the entire subject which include input and output skill of English issues. Those are becoming a basic

¹Luthfy Faisal Dharma Setyawan, “*Keutamaan Mempelajari Bahasa Asing Bagi Seorang Muslim*”: kompasiana, june 2016 https://www.kompasiana.com/luthfyfds/keutamaan-mempelajari-bahasa-asing-bagi-seorang-muslim_576e04be559773a8045600a4 accessed on 2017-12-16.

²Riska, “*Sejarah Bahasa Inggris di Indonesia*”: speak out, june 2013 <http://speakout.palcomtech.com/844/> accessed on 2017-12-16 .

aptitude to advance more other English capability in teaching and learning process. The input skills which play role as the knowledge facilities to effort the output are reading and listening. While output skills, speaking and writing are known as the product of input skills blending which evolving the proficiency. The output skills will be determining competencies not only to speak but also to write something correctly. Speaking and Writing skills which include language production are considered to be productive skills.³

Among those four skills, Writing plays a main role of output skill to produce the excellent capability through written on paper. In the educational context, the importance of writing has been realized since many universities provide writing courses, as both elective and compulsory subjects.

Nowadays, writing seems to the handicap and burden for the students in university level. Be a good writer is not easy, the students should know the grammatical features such as: subject verb agreement, word classes, etc. They also need a lot of vocabulary in order to write and make correct sentences, paragraph, and essay. Related to these issues, Richard and Renandya state that there is no doubt that writing is the most difficult skill for language learners to be master.⁴ The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The second language writers have to pay attention to higher level skills

³ Jeremy Harmer, "*The Practice of English Language Teaching*". (NewYork; Longman, 1989). p.16

⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 303.

of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on.

Therefore, it takes a lot of time to comprehend writing activity. In this case, it can be explained that writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, arrange the correct structure and then express them into writing essay.

In IAIN Langsa, writing is one of the compulsory subject that student of English department should past it. Essay is one kind of English subject which studied in writing class. The main purpose of this lesson is hopefully will help the students to understand, comprehend and proficient to create the correct and good essay. But, related to the preliminary data from fifth semester students of English department's interview, most of students are getting difficult in choosing the verb and sentences structure, so they made much mistakes. Consequently, most of students prefer to learn speaking than writing. Referring to the examples above, the Researcher assumes that an error analysis plays an important role to know what kinds of error that the students mostly do in editing essay and the cause of error they make.

Therefore, the researcher believes that most of the students in English department of IAIN Langsa especially at fifth semester still confuse about sentences and how to write essay correctly. For this reason, the researcher wants to conduct a research entitled **“An Analysis of Students Errors in Writing Cause and Effect Essay”**.

B. Research Question

In order to clarify the problems that will be investigated the researcher has formulated the following research questions:

1. What are the grammatical errors made by students in writing cause and effect essay?
2. What are the dominant grammatical errors made by students in writing cause and effect essay?
3. What are the factors of grammatical errors made by students in writing cause and effect essay?

C. Objective of Study

1. To find out the grammatical errors made by students in writing cause and effect essay
2. To identify the dominant errors of grammatical made by students in writing cause and effect essay
3. To investigate what are the factors of grammatical errors made by students in writing cause and effect essay

D. Significances of Study

This research benefits are:

1. Theoretically, this study is significant to find out the grammatical errors made by student of English department. It also investigated what are the factors of grammatical errors made by students.
2. Practically, this study will be beneficial for researcher through this study the writer will be able to improve the researchers' knowledge in writing a

good Essay. The researcher herself in comprehending how to write essay correctly especially cause and effect essay. By reading this paper, students are expected be able to enlarge their understanding in how to write cause and effect essay, Researcher in TESOL field, the lecturer are able to identify students' errors in writing cause and effect essay. Furthermore, for the English department this research is estimated to be a good input to comprehend English in whole side. Especially in writing essay. However, they are able to build a good thesis. Then, for The University this research is expected to be an academic document source for university which useful for the further research.

E. Limitation of Study

To avoid misunderstanding and to clarify the problem, it is necessary to make the limitation of problem. The writer limits the problem only focused on analyzing grammatical errors in academic essay writing cause and effect essay made by the fifth semester of English Department such as; Subject-Verb, Agreement, omit a word, Spellings, Punctuation, Meaning not clear, Word Forms, Verb Forms, , and Adjective-Noun Orders.

CHAPTER II

LIRATURE REVIEW

A. Writing

1. Definition of Writing

Writing is one of four English skills that has to be mastered. The mastery of English is not complete without comprehend this skill. The two factors of creating a good writing are the grammatical structure and structure of building an idea. There is some definitions about writing according to some experts. According to Oxford dictionary writing is written works of an author.⁵ Moreover, Celce Murcia explains the definition of the term writing as the ability to express one's idea in writing a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement.⁶

While Florian Coulmas mentions there are six meanings of writing that can be distinguished;⁷

- 1) a system of recording language by means of visible or tactile marks
- 2) the activity of putting such a system to use
- 3) the result of such activity, a text
- 4) the particular form of such a result, a script style such as block letter writing
- 5) artistic composition

⁵ Oxford learners pocket dictionary, fourth edition. Oxford University Press,2008

⁶ Celce-Murcia, "*Teaching English as a second or foreign language*" (3rd ed.). Boston; Heinle & Hein, 2001, p. 94

⁷ Florian Coulmas, "*Writing Systems: An Introduction to their Linguistic Analysis*", Cambridge University Press, international journal <http://www.cambridge.org/> accessed on 2017-09-07

6) a professional occupation

In addition, Brown identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization.⁸ Oshima & Hogue also stated that writing is a never a one-step action, it is an ongoing creative act. Writing is a process repeated, namely process of revising and rewriting.⁹

Based on some definition above, the writer can conclude that writing is an ability to express the ideas, opinion, feeling, or experience through written language with structured and coherent text in order to make the reader understand.

2. Teaching Writing

Writing skill is one of language skills which are taught to university students, especially for English department. Writing skill also determine the students' communicative competence in English. According to Dietsch, the purpose of writing in general is to inform, to persuade, to express, or to entertain.

¹⁰ In this case the main reason of teaching writing is to help students to learn and connected another skill like grammar in writing.

Raimes also mentions the main reason of teaching writing are;¹¹

1. To reinforce the grammatical structure, idioms, and vocabulary.

⁸ Brown, "Teaching by principles" : An Interactive Approach to Language Pedagogy. (New Jersey : Prentice Hall, 2001) p. 336

⁹Oshima, Alice and Ann Hogue: Introduction to Academic Writing. Third Edition. (New York: Pearson Education, Inc;2007) , p. 15

¹⁰ Betty Mattix Dietsch, " Reasoning and Writing Well : A Rethoric, Research guide, reader and handbook, Ohio; McGraw Hill. 2003.p. 10

¹¹ Ann Raimes, " Techniques in teaching writing" (by Oxford University Press: 1983), .8

2. To give the students a chance to be more creative with the language and to help them express their ideas that they have not understood how to express.
3. To reinforce the learning in which the sense, knowledge, and feeling are connecting to each other in a unique way of developing oneself.

From the definition above the writer can conclude that the main purpose of teaching writing is to express the writer's ideas, opinion, feeling in written form to persuade, inform, or entertain the reader. In this case, the teacher plays an important role in the teaching and learning process of writing. Jeremy Harmer says that although teachers need to spread out some or all of their usual roles when students are asked to write, the ones that are especially important are as follows:¹²

a) Motivator

One of the teacher's principal roles in writing tasks will be to motivate the students, create the right conditions for the generation of ideas, persuade them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit.

b) Resource

Especially during more extended writing tasks, the teacher should be ready to supply information and language where necessary. Teachers need to tell students that they are available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way.

¹²Jeremy Harmer, *The Practice of English Language Teaching*. 3rd Edition (Harlow: Pearson Education Ltd 2001), p. 261-262

c) Feedback provider

Provider feedback in writing task for students, it is demand special care to student. Teachers should respond positively and encouragingly to the content of what the students have written.

In teaching writing, the teacher or lecturer should consider some principles. Sokolik in David Nunan proposes a few principles that can be adapted to the many different learning situations as follows;¹³

a. Understand Your Students' Reason for Writing.

It is important to understand and match the students' goals and the school's goals to avoid dissatisfaction in the writing instructions. Teacher needs to convey goals to students in way that make sense to them.

b. Provide Many Opportunities for Students to Write.

Writing almost always improves with practice. Teacher needs to evaluate the lesson plans whether they have adequate time spent for writing. Practice writing should provide students with different types of writing as well.

c. Make Feedback Helpful and Meaningful.

Students crave feedback on their writing, yet it doesn't always have the intended effect. Teacher needs to make sure that the students understand the vocabulary or symbols that are wrote to comment on students' paper.

d. How Their Writing Will Be Evaluated.

Students often feel that the evaluation of their writing is completely subjective. To overcome such situation, the teacher needs to develop a statement

¹³ David Nunan, "*Practical English Language Teaching*", (NewYork; McGraw Hill: 2003), p. 92-95

about what is valued in students writing, either in the classroom or in the institution as a whole.

Teaching writing should be focus from product into process which promising the students to be more competent in writing because it focuses on developing the ideas to produce optimal writing. In this case, Quoted in Brown the process approaches do most of the following: ¹⁴

- a. Focus on the process of writing that leads to the final written product.
- b. Help students' writer to understand their own composing process.
- c. Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
- d. Give students time to write and rewrite.
- e. Place central importance in the process of revision.
- f. Let's students discover what they want to say as they write.
- g. Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer and closer to intention.
- h. Encourage feedback from both the instructor and peers.
- i. Include individual conferences between teacher and student during the process of composition.

¹⁴Brown ; "Teaching by principles" ; An Interactive Approach to Language Pedagogy. (NewJersey : Prentice Hall, 2001), p. 335

3. Type of Writing in Classroom Performance

There are a number of different approaches to the practice of writing skills both in and outside classroom to teach writing. The process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill. A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Richard and Renandya state that the process of writing consists of planning, drafting, revising and editing.¹⁵ On the planning stage, the students are encouraged to write. The drafting stage is focusing on the fluency of writing and is not pre-occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The students, on the editing stage, are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. Moreover, Harmer divides them into six approaches;¹⁶

- a. Process and Product Focusing on product, we are only interested in the aims of a task and in end of product.
- b. Writing and Genre In a genre approach, the students are going to study some texts that they are going to writing before they embark on their own writing.
- c. Creative Writing It suggests imaginative writing tasks such as writing poetry, stories, and plays.

¹⁵ Richard and Renandya: "Methodology in Language Teaching": *An Anthology of Current Practice*. (New York: Cambridge University Press; 2002), p.303

¹⁶ Jeremy Harmer. *The Practice of English Language Teaching*. 3rd Edition (Harlow: Pearson Education Ltd 2001), p. 257-261

- d. Writing as a Cooperative Activity Writing in groups, whether as part of a long process or as part of a short game like communicative activity, can be greatly motivating for students, including research, discussion, peer evaluation, and group pride in a group accomplishment.
- e. Using the Computer, the important use of computer is as the means of creating ‘mousepads’, the e-mail equivalent of pen-pals.
- f. The Roles of the teacher in learning writing, teachers have some roles like as motivator, resource, and feedback providers.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students’ level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students’ writing skill.

B. Writing an essay

1. Definition of Essay

There are some definitions of essay. According to oxford dictionary essay is A short piece of writing on a particular subject. Meanwhile, McLaren states that essay is a sturctured form of writing used in various learning.¹⁷ While Kathi Wyldeck state essay must have a central idea (*thesis*), it must have several paragraphs that grow systematically out of the central idea, and everything in it

¹⁷ Stephen McLaren. “ *writing essay and reports*”. (Australia: publisher by printing creations 2003) P.8

must be directly related to the central idea and must contribute to the reader's understanding of that central idea.¹⁸

Related to the explanation above, the researcher can conclude that an essay is a piece of writing that explains what a term means based on the theme or subject.

2. Structure of Essay

There are some explanations about how to write a good essay. Kathi Wyldeck stated that there are six essay procedures:¹⁹

- a. Understand the essay question fully
- b. Gather information that is relevant to the essay topic
- c. Make an essay plan
- d. Write a good draft, following correct essay layout and writing format, simple, clear, concise language
- e. Give references throughout the body of the essay
- f. Concluding

Therefore, Milos Jenicek argues that there are five essay procedures:²⁰

- a. Introduction of the general idea
- b. Evidence to support the argumentation
- c. Affirmation based on the evidence
- d. Negation based on evidence and arguments against the thesis
- e. Conclusion

¹⁸ Kathi Wyldeck. "how to write an essay" (International : Lulu.com, 2013).P.10

¹⁹ Kathi Wyldeck. "how to write an essay" (International : Lulu.com, 2013).P.18

²⁰ Milos Jenicek . " writing, reading and understanding in modern health sciences"(Routledge Taylor and Francis group, 1935)P.37

Furthermore, Stephen McLaren give explanation that writing a good essay or report will involve three main processes :

- a. Stating your proposition (the central argument of your essay)
- b. Supporting your preposition with evidence fact and ideas
- c. Explaining the significance of you what you have written.²¹

From the experts explanation it can be conclude that the structure of essay should have some process :

- a. Introduction
 - 1) General statement
 - 2) Thesis statement
- b. Body
 - 1) Topic sentences
 - 2) Supporting sentences
- c. Concluding sentence

3. Type of Essay

There are some type of essay which are taught in IAIN Langsa, such as descriptive, narrative, compare/contrast, argumentative, cause and effect, and others. In this case, Mcwhorter explains some definition about types of essay which thought in writing class²².

²¹ Stephen McLaren. “ *writing essay and reports*”. (Australia: publisher by printing creations 2003) P.16

²² Kathleen T. McWhorter, “*The College Student’s Guide To Writing Five Types Of Essays*”, Information obtained from Successful College Writing^{2nd} ed. <https://www.missouriwestern.edu/cas/wp-content/uploads/sites/217/2015/06/FIVE-TYPES-OF-ESSAYS-Kellie-F..pdf>. accessed on 2017-09-10

a. Descriptive Essay

A descriptive essay tells about a certain topic or story, using details to appeal to the five senses. It gives readers the ability to vividly imagine the situation or scene and feel as if they are experiencing it firsthand. To write a descriptive essay, you could choose a person, place, event, object, or experience and describe it thoroughly using many sensory details.

b. Narrative Essay

A narrative essay achieves a certain purpose through telling a story, which makes it interesting to the reader and also results in getting some point across. For example, you might write a story about meeting someone special to you. The purpose may be to tell how meeting this person affected your decision to attend college or to entertain the reader with a funny story about that person. The purposes of writing narratives include the following: to create a sense of shared history, to provide entertainment, to offer instruction, and to provide insight. Some examples of narrative essay topics include a special person, event, or place. After choosing a topic, you should determine the main point you want to make about that topic and then concentrate on that throughout the rest of the paper.

c. Compare/Contrast

A comparison and/or contrast essay tells about two or more main subjects by pointing out similarities and/or differences. One way to write this type of essay would be to choose two or more objects, people, places, events, experiences, or ideas and compare and/or contrast them according to a few specific points.

d. Argumentative Essay

An argumentative essay makes a claim and then gives examples and evidence to prove that point. You can begin writing an argumentative essay by deciding on a certain topic, such as something about a belief, idea, or controversial issue. Then, do research to obtain detailed information. The information can be statistics, stories, examples, observances, and other facts. Use the information throughout the essay to argue your point and convince the reader

e. Cause and Effect Essay

Cause and effect essay analyze what causes certain things to happen or why things are a certain way, the results brought about by certain events, or both. For example, you may want to write an essay about an event that happened and then tell how it affected your life. This would tell the cause (the event) and the effect (how it affected your life). To begin writing a cause and effect essay, you may want to first decide on a topic, such as an event or a person, and then decide what you will tell about that topic, such as what happened to make that specific event take place or what made the person have a certain attitude or personality. You could also tell about a specific topic and what effects it had on future events.

4. Cause and Effect Essay

a. An Overview of Cause and Effect

Cause and Effect text is a type of essay that contains the author's analysis of cause and effect. This essay begins with causes which described in the beginning of the essay and then drawn into a general conclusion. The cause and effect is often used in essay writing and text explanation. It is considered to have a

clear and structured flow of ideas, so readers can easily understand. There is some definition according to some experts. First, according to Merriam Webster dictionary cause is something that brings about an effect or a result. Effect is something that inevitably follows an antecedent.²³

In addition, Pam Mathis explains that because papers are concerned with reasons, or why something happened. Effect papers are interested in results, or what happened because of something. Paragraph will generally focus on either cause or effect essay; essay *may* deal with both cause and effect.²⁴ Moreover, According to Scavenger Hunt quoted by Kim Forgione Cause is an event or action that causes something else to happen. “Because” is a clue word that helps identify the cause. It answers the question “why?”. The effect is an event or action that happened as a result of another event or action. It answers the question “what happened?”.²⁵

Based on the explanation above the writer can conclude that Cause and effect essays are concerned with why things happen (causes) and what happens as a result (effects). Cause and effect is a common method of organizing and discussing issues.

b. The Schematic Structures and Language Features of Cause and Effect Essay

²³ Merriam Webster Dictionary <https://www.merriam-webster.com/dictionary/effect> accessed on 2017-09-18

²⁴ Pam Mathis, “*Blue prints for writing : Building Essay*”. (North Arkansas College Boston,USA: 2013), p. 240

²⁵ Kim Forgione, “*Cause-and-Effect Scavenger Hunt, Definition Cards, Examples/Non-examples*”. www.beaconlearningcenter.com/documents/729_01.pdf. p. 1. acc essed on 2017-09-18

They are three parts in generic structure of cause and effect essay including: introduction, supporting details, and conclusion at the end of essay.

First, introduction consists of statement of thesis topic, thesis statement, background information and analysis and literature review, if required. The thesis statement is followed up with by the statement of the main issue by describing the cause in detail with explicit illustration of circumstances. Second, supporting details consists the reason about the issues. Finally, the conclusion recaps the whole essay in general and explicitly states the deductive reasoning, earlier established from the causes in a categorical order.

The common language features using in cause and effect essay is related to the time of the text. The regular tenses used are: past, present, and future tense. Furthermore, Mathis states that like any essay a cause and effect essay should have transitions signaling. They are the following transitions that useful for an essay objective cause, for example; Because, Since, one reason, another reason, and so on.²⁶ For effect emphasizing, the following transitions are useful for instance as a result, Consequently, Therefore, Thus, etc. While, for an essay emphasizing a chain of causes or effects, use transitions that show time sequence such as, then and next.

B. Error Analysis

1. Definition of Error and Error Analysis

Committed by the second of foreign language learners, errors are an inevitable part of language learning. Through making errors, and hearing the

²⁶ Pam Mathis, "*Blue prints for writing : Building Essay*". (North Arkansas College Boston, USA : 2013), p.246

correct forms from the teacher, learners can develop their skills. So, errors and their analysis are advantageous for both learners and teachers. Errors are referring to the deficiency of students' competence. However, some experts present various definitions of the single term "error". Basically, those definitions contain the same meaning while the difference lies only on the ways they formulated.

The first, according to Norrish the term error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong.²⁷ A second definition is put by Cunningsworth. He remarks that errors are the systematic deviations from the norms of the language being learned.²⁸ Further, Brown states that an error is a deviation from the adult grammar of native speakers which signifies the inter language capability of the language learners.²⁹

Error analysis spread in 60's and 70's of the previous century. It was also the era when foundations of communicative methodology were laid. It is a type of linguistic analysis that focuses on the errors learners make.³⁰ In this case, James describes error analysis is the process of concluding the occurrence, nature, reasons and effects of unsuccessful language.³¹ Another concept of error analysis is given by Brown that quoted by Hasyim. He defined error analysis as the

²⁷ Norrish, J. "*Language Learning and their Errors*". (London: Macmillan Publisher Ltd.1987). P. 7

²⁸ Cunningsworth A. "Evaluation and Selecting EFL Materials". (London: Heinemann Education Book.1987), p. 87.

²⁹ H. Douglas Brown. "*Principles of Language Learning and Teaching*". 5th Edition.(San Fransisco : Longman Publishing Group. 2007). p. 226

³⁰ Nada Salih A Ridha. "*The Effect of EFL Learners' Mother Tongue on their Writings in English : An Error Analysis Study*". Journal of the College of Arts. University of Basrah No.60. 2012. p. 26

³¹ C. James, "*Errors in Language Learning and Use: Exploring Error Analysis.*" (London and New York: Longman. 1998).p. 1

process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner.³²

From the experts' explanation it can be conclude that error is a natural and noticeable deviation that makes the learner's language fault either speech or writing. In addition, error analysis is an activity to identify, describe, interpret, evaluate and prevent the errors made by the learners.

2. The Difference Between Errors and Mistake

In writing process students are often making mistake or error. Most of students are not able to distinguish between mistake and error. here are some definitions of mistake and error differences according to some experts. Chomky describes errors are resulting from lack of knowledge of the rules of the language, which called competence, while performance errors have been called mistakes. Along with this term, Brown explains a mistake refers to a performance, error either a random queue or a slip in that is a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflects to the competence of the learner” While mistakes can be self-corrected if the deviation is pointed out to the speaker, errors cannot be self-corrected.³³ Further, According to Tarigan, he distinguishes the meaning of mistakes and error are Mistake is generally due to performance factors. Limitations in remembering something or forgetfulness cause errors in reciting the sound of language, words, word order, word pressure, or sentence and so on. And

³² Hasyim, Sunardi . “*Error Analysis in the Teaching of English*”.Vol.4, No.1, Jun. 2002 p.43.

³³ H. Douglas Brown. “*Principles of Language Learning and Teaching*”. p. 257

Errors are not old and can be improved by the students themselves if the concerned is more focused. Conversely, errors are caused by factors of competence. That is, students do not understand the linguistic system of the language it uses. Errors usually occur consistently and systematically, and may take a long time if not fixed.

Related to the explanation above, the researcher concludes that error is related to the students' deficiency competence. It means the students do not have an ability to understand the linguistic system of a language, so they make some error in writing process systematically. However, mistakes are related to the quality of students' performance. It caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected, because the students know and have an understanding about the language's rules.

3. Type of error

Error can be classified into several types. Corder in Ellis distinguishes three types of error according to their systematicity:³⁴

- a. Prismatic Error occurs when the learner is unaware of a particular system in target language. The learner neither corrects his error nor says what his problem is.
- b. Systematic Error occurs the learner has discovered a particular system in target language but it is wrong one. He cannot correct his error but he can give some explanation of what he was aiming at or trying to do.

³⁴ Rod Ellis, "*The Study of Second Language Acquisition*". (New York: Oxford University Press, 2008).p51

- c. Postsystematic Error occurs when the learner knows the correct system in the target language but it is inconsistently. He can both correct his error and explain what was wrong.

As Richards in Ali Akbar Khansir classified errors observed in the acquisition of English as a second language as follows:³⁵

1. Overgeneralization

Covering instances where the learners create a deviant structure on the basis of his experience of other structure of the target language.

2. Ignorance of rule restriction

occurring as a result of failure to observe the restrictions or existing structures.

3. Incomplete application of rules, arising when the learners fail to fully develop a certain structure required to produce acceptable sentences.

4. False concepts hypothesized

deriving from faulty comprehension of distinctions in the target language.

Moreover, Dulay et al in Ibrahim Abushihab point out that there are four major linguistic categories of errors. These are³⁶ Orthography (spelling), Lexicon and semantics (vocabulary and meaning), Syntax and morphology (grammar) and Discourse (style).

³⁵Ali Akbar Khansir, "Error Analysis and Second Language Acquisition" Bushehr University of Medical Sciences and Health Services, Iran ISSN 1799-2591 Theory and Practice in Language Studies, Vol. 2, No. 5, pp. 1027-1032, May 2012 © 2012

³⁶Ibrahim Abushihab, "An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language". Jordan, an International Journal of Linguistics ISSN 1948-5425 2014, Vol. 6, No. 4, www.macrothink.org/ijl p.215

In this case, the researcher want to analyze the grammatical errors include spelling, subject verb agreement and others.

4. Source of Errors

There are some definitions related to source of error. Some of experts stated that there are three sources of error. There is interlingua transfer, intralingual transfer, and context of learning. Douglas Brown examines that source of error can be classified into three. There are interlingua transfer, intralingual transfer, and context of learning³⁷

a. Interlingual

The first source of error is called interlanguage errors, interlanguage errors are caused by the interference of the students' native language. Richard states that if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual.³⁸ These errors are made when the students are trying to transfer their native language system into the English language system which are studying at present. When the students study a foreign language, they have already had their native language habits. Consequently, once they learn a new language and some system, that is the reason they tend to such errors.

Al- Khresheh suggested that interlingua errors committed by literal translation.³⁹

³⁷ Douglas Brown, "*principle of language learning*", (New York : Lomgman, 2000).p.218

³⁸ Richard, J, C."Error Analysis: *Perspective on Second Language Acquisition*".(London: Longman Group Ltd. 1974).p. 173

³⁹ Al- Khresheh, M.H. 2010. *Interlingual Interference in English Language Word Order structure of Jordanian EFL Learners*. Proceedings of the European Journal of Social Sciences- Volume 16, Number 1.

1. Transfer Error

Error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.

2. Mother tongue Interference

Errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.

3. Literal Translation

Errors happens because a student translates his first language sentence or idiomatic expression in to the target language word by word.

b. Intralingual

The second source of errors, is called intralingual and developmental error. Intralingual and developmental errors obligate the students' first language ability at a certain stage of study. The cause of this source of error could be found in the structure of the English language itself. This source of error does not have anything to do with the students' native language.

a. Context of Learning

The third source of error is Context of Learning. Context refers, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the

teacher's explanation or the textbook which lead them to make errors. Students often make errors because of misleading explanation from the teacher or word in a text book, or even because of a pattern that was memorized in a drill but improperly contextualized.⁴⁰

From the explanation above the researcher can conclude that interlingua is error occurs made by students because of the influence of the first language on the second language. While intralingual is the error occurs when the learners misapplied the rules in the language and has not fully mastered the rules. And then context learning is error occurs made by students because they do not get clear explanations about the materials it could be from the book or teacher explanation.

5. Grammatical Error

Grammar is regarded as the most fundamental element of language learning for second language learners. Grammar is a rule for forming words and making sentences.⁴¹ Then, Hancock states that grammar is an intrinsic meaning maker of a language that rules in arranging a set of words in order to form meanings.⁴² According to Betty Azar, type of error are divided into thirteen types, such as; Singular-Plural, Word Form, Word Choice, Verb Tense, Omitting A

⁴⁰ Douglas Brown, "*principle og language learning and teaching*" (New York : Lomgman, 2000),p.224-226

⁴¹Oxford Dictionary Oxford learners pocket dictionary;fourth edition. (Oxford University Press;2008).p. 193

⁴² Craig Hancock. *Meaning – Centered Grammar : An Introductory Text.*(London : Equinox Publishing Ltd. 2005). p. 6

Word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization, Article, Meaning Not Clear, And Run-On Sentence.⁴³

In this study, this researcher discusses eight aspects of grammar such as singular/ plural, Spellings, Punctuation, add a word, Meaning not clear, Omit a word, Subject-Verb, Agreement, And Adjective-Noun Orders. the list of these aspects can be seen in the table below:

Table 3.1 Coding Scheme for Error Analysis⁴⁴

Categories	Definition	Example of error	Corrections
Singular / plural	Singular number is when a noun denotes one object e.g. I have one <i>pen</i> . Plural number is a noun denotes more than one object In addition, singular can be identified by putting <i>a</i> or <i>an</i> before noun e.g. I have a bird. Generally, plural nouns can be added by <i>-s</i> (as in friends) or <i>-es</i> (as in classes) after noun.	I studied English for 6 years.	I have studied English for 6 years.
		Singular: I have a pen Plural: I have two pens	Singular: I have a pen Plural: I have two pens.

⁴³ Betty Scrampher Azar, “*Understanding and Using English Grammar*”, (New Jersey: Prentice-Hall, Inc., 1989), p. A29—A30.

⁴⁴Pham Vu Phi Ho, Pham Ngoc Thuy Duong, “*Common Errors In Writing Journals Of The English-Major Students At Hcmc Open University*” Journal of Science Ho Chi Minh City Open University – No. 2(14) 2015 – June/2015
From:<https://www.researchgate.net/publication/278245062> [Accessed Sep 19, 2017].

Categories	Definition	Example of error	Corrections
Add a word	Add a word has slight similar example with the term of <i>Omission</i> . <i>Omission</i> is the absence of an item of morphemes that must appear in a sentence or utterance.	<i>They want ^ go to the museum.</i>	<i>They want to go to the museum.</i>
Omit word	Omit a word is same as <i>Addition</i> .	<i>She entered to the university</i>	<i>She entered the university</i>
Meaning not clear	Meaning not clear happens when a sentence or utterance is not interpretable, for example: <i>He borrowed some smoke</i>	Just like what we have seen outside	????
Spelling	A way of pronouncing a word which is based on its spelling and which may differ from the way the word is generally pronounced.	I can earn more money in the city than in the countryside.	I can earn more money in the city than in the countryside.
Punctuation	Punctuation can help a reader to follow the separations or links that you wish to make between sentences and parts of sentences are the same. e.g: They are period (.), the question mark (?), the exclamation	Xiomi just build factory in Indonesia,	Xiomi just build factory in Indonesia.

Categories	Definition	Example of error	Corrections
	point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or –), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (—), and the apostrophe (').		
Subject Verb Agreement	The inflection of the verb to correspond or agree with the subject of the sentence, as in the third person present tense of verbs in English which is marked by adding “s”	People has different personalities.	People have different personalities.
		She don't study at my university.	She doesn't study at my university.
Adjective and Noun Order	In English adjectives almost always go before nouns.	The traffic in Jakarta has many problems serious.	The traffic in Jakarta has many serious problems.
		People should have solutions suitable.	People should have suitable solutions.

CHAPTER III RESEARCH METHODOLOGY

A. Research Method

The method of this study is used descriptive qualitative study. According to Fraenkel and Wallen, descriptive method is a method used to explain, analyze, and classify something through various techniques, survey, observation, and text additionally⁴⁵. However, Suryana stated that descriptive research is focused to make a description systematically and accurately based on fact about a certain object.⁴⁶ The type of qualitative research is case study. He explains that case study is one of the studies that aims to study intensively about the background of the present state of a social unit. This research characteristic is deeply about a particular social unit that the result is a complete and organized picture.⁴⁷ Based on the explanation above in this study the researcher investigated the information about the grammatical errors made by students in writing cause and effect essay.

B. Population and Sample of the Study

The subject in this research is the fifth semester students of English Department in IAIN Langsa. The fifth semester students were divided into two classes unit I and unit II. The researcher only took one class. There were about 27 students. To conduct this research is using purposive sampling. According to

⁴⁵ Fraenkel Jack, R. and Wallen Norman, E.”*How to design and evaluate research in education*”. 2nd Edition, (McGraw-Hill Inc., New York. 1993).p23

⁴⁶ Suryana, “*Metodologi Penelitian Model Praktis Penelitian Kuantitatif Dan Kualitatif.*” *Buku Ajar Perkuliahan.* Universitas Pendidikan Indonesia. 2010. P. 14

Sugiyono purposive sampling is usually used in qualitative research.⁴⁸ However, a purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. The five semester students are 27 and the researcher took 15 students.

C. Research Subject

Research subject was a person who is the objects of research being investigated.⁴⁹ The object of this research is the students' document task. This research investigated the grammatical error made by student. Based on the objects above, the subject of this research is the fifth semester students of English department.

D. Location and Time of study

The researcher conducted this research at unit I of English Department IAIN Langsa in academic year 2017/2018. The research started for two weeks in October.

E. Technique of Collecting Data

The researcher needs to collect the data. The researcher collected the students' writings task and checking it by circling and underling the wrong words or sentences. Next, the researcher analyzed the writing test to find the most common grammatical errors made by students based on classification of errors. She calculated the total errors by drawing it up in a table based on the

⁴⁸ Sugiyono, "*Metodologi Penelitian*". (Bandung: Alfabeta, 2017) .p.226

⁴⁹ Tatang M. Amirin, Subjek penelitian, responden penelitian, dan informan (narasumber) penelitian, (accessed on July, 17- 2017)

classification of errors then she made the result of total errors into percentages and charts. Then she interpreted all of the data descriptively. Then the data are described to draw conclusion.

F. Technique of Data Analysis

The researcher used qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data.

1. Data Reduction

Data reduction is a form of analysis that classifying, directing, and organizing data in such way, so that it can be reduced data verification. Collecting the data obtained from students' document tasks.

2. Data Display

The data have been reduced and then made the presentation of data. The presentation of data can be done in the form of brief description, charts, relationship between categories, and so on. To get the qualitative result, the data would be calculated and drew up in the table of percentage which the formula as follows:

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

P= Percentage

F= Frequency of error occurred

N= Number of cases (total frequent / total individual)

By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood.

3. Conclusion Drawing / Verification

Presented preliminary conclusion is still tentative and would change if not found evidence that supports strong data collection on the next stage. The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because as has been stated issues and problems in the qualitative research is still tentative and would be developed after research in the field. From the explanation above, the researcher would apply this technique to describing and analyzing data from the result or research about grammatical errors in writing cause and effect essay.

CHAPTER IV FINDINGS AND DISCUSSION

A. Finding of The Research

The main purpose of this research was to figure out the students' grammatical error in writing essay at the fifth semester students of English department of IAIN Langsa. The instrument was the students' task of writing cause and effect essay.

The researcher has identified the students' error and has calculated the number of each error. The result of the findings was calculated and converted into percentages. This table below is the recapitulation of the students' text writing errors.

Table 4.1 The Classification of Error

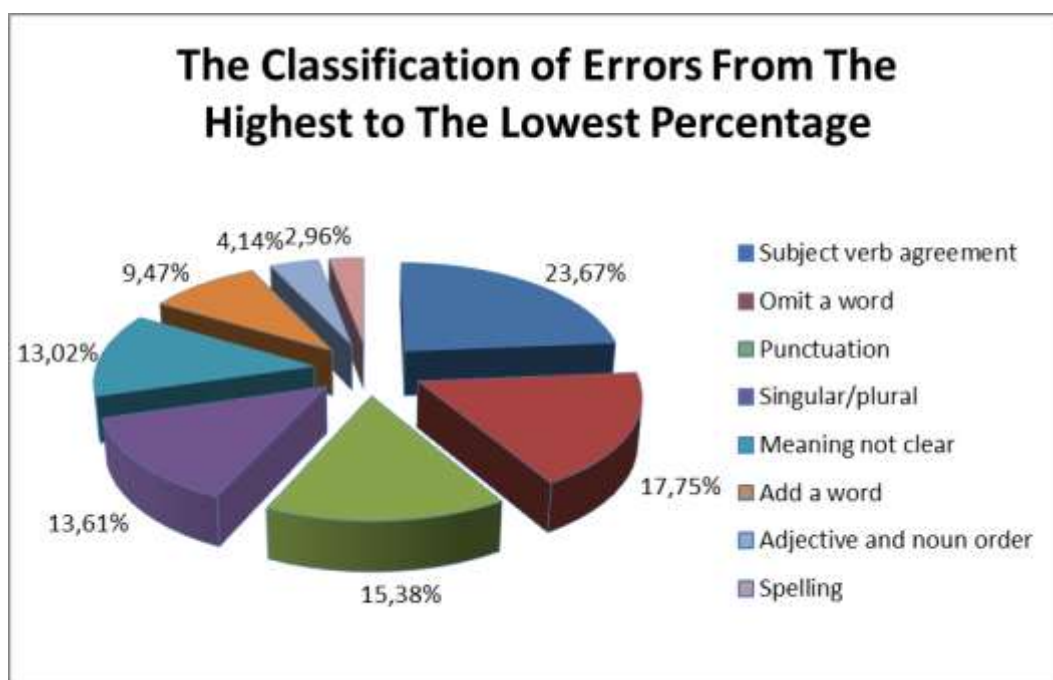
Name of Students	The Classification of Error								
	Singular/Plural	Add a word	Omit a word	Meaning not clear	Spelling	Subject verb agreement	Punctuation	Adjective and Noun Order	Total
student 1	15	1	1	2	2	2	1	3	27
student 2	1	0	0	1	0	1	6	1	10
student 3	2	2	4	0	1	6	3	0	18
student 4	0	1	2	2	0	7	1	1	14

Name of Students	The Classification of Error								
	Singular/Plural	Add a word	Omit a word	Meaning not clear	Spelling	Subject verb agreement	Punctuation	Adjective and Noun Order	Total
student 5	0	3	2	0	1	3	2	0	11
student 6	2	0	1	2	1	6	1	1	14
student 7	0	1	4	6	1	3	0	0	15
student 8	1	3	6	2	0	0	3	1	16
student 9	1	0	4	0	0	1	5	0	11
student 10	0	1	0	0	0	1	1	0	3
student 11	1	1	0	0	0	0	0	0	2
student 12	0	1	1	3	0	3	0	0	8
student 13	0	2	4	0	0	4	0	0	10
student 14	0	0	2	2	0	2	2	0	8
student 15	0	0	0	2	0	1	0	0	3
Total	23	16	31	22	6	40	25	7	170
Percentage of error	13,61 %	9,47 %	17,75 %	13,02 %	2,96 %	23,67 %	15,38 %	4,14 %	100%

The researcher would like to elaborate the result of the table of errors classification from the highest percentage to lowest percentage. It starts from subject verb agreement (23,67%), omit a word (17,75%), punctuation (15,38%), singular/plural (13,02%), meaning not clear(13,02%), add a word(9,47%), adjective and noun order(4,14%), spelling 2,96%).

Table 4.2 The Percentage of Errors Classification

No	The Classification of Errors from The Highest to The Lowest Percentage	Percentage
1	Subject verb agreement	23,67%
2	Omit a word	17,75%
3	Punctuation	15,38%
4	Singular/plural	13,61%
5	Meaning not clear	13,02%
6	Add a word	9,47%
7	Adjective and noun order	4,14%
8	Spelling	2,96%

Figure 4.1 The Percentage of Errors Classification

1. Subject verb agreement

The highest percentage of error made by student is subject verb agreement. It is about 23,67 %. There is some example of the errors such as: *Having a good friends is very important in our life.* It should be *Having a good friends **are** very*

important in our life. Based on the subject agreement of plural noun, the correct auxiliary is “**are**”. The other example is: *The two-main area in which computers **has** brought about a profound change in our live is the economic field and in field of communications.* The correct is *the two-main area in which computers **have** brought about a profound change in our live is the economic field and in field of communications.* The correct auxiliary is “**have**”. The researcher assumes that the students did not understand about the correct auxiliary used when they write essay.

2. Omit a word

The students made 17,75 % omit a word errors. An example is *in the fact **of** getting a good job is not easy to everyone.* The correct is: *In the fact, getting a good job is not easy to everyone. The word “**of**” is not necessary in this sentence.* the other example is: *that makes the tourist can spent their time while **on** vacation in Hutan Lindung* it should be : *that makes the tourist can spent their time while vacation in Hutan Lindung.* The word “**on**” is not appropriate in the sentence.

3. Punctuation

Punctuation is the third level of error made by students. It about 15,38 % . The example of error is: *Xiomi just build factory in Indonesia Indonesia is the biggest market place in Southeast Asia.* The correct is : *Xiomi just build factory in Indonesia (.) Indonesia is the biggest market place in Southeast Asia.* It is appropriate to put full stop at the end of the word. The other example: *Thus, allowing data storage in many places.* It should be: *Thus (,) allowing data storages in many places.* It is necessary to put full stop at the end of word.

4. Singular / plural

The students made 13,61 % Singular / plural error. The example: *In direct way, for instance when people need water fill **fluids** needs in the body, for washing clothes, bathing and else.* It should be: *In direct way, for instance when people need water fill **fluid** needs in the body, for washing clothes, bathing and else.* The word **fluid** is uncountable noun so there is no plural noun. The other example: *There some **benefits** of water for human life and surroundings.* It should be: *There some **benefit** of water for human life and surroundings.* The word benefit is not necessary put “s” at of the end of word.

5. Meaning not clear

There is about 13,02 % meaning not clear error. For instance is: *it is can be hire to get around the pon in the middle of hutan lindung .* the students cannot write with the appropriate word to express their feeling so the meaning is not clear. The other example is: *And because it is too ignorant towards his friend the boy felt guilty for doing ignorant and lying to parents and his teacher at school and his promised not to be ignorant again and said lying to every one.* The sentence is not clear the student cannot choose the appropriate word.

6. Add a word

In this type of error, the student made 9,47 % errors. For example: *They should able to tell you something that you are might not want to hear.* It should be *They should **be** able to tell you something that you are might not want to hear.* The other example: *For example, many people use computers to communicate*

people in the world. The correct is: *For example, many people use computers to communicate **with** people in the world.* The student should add the correct word.

7. Adjective and noun order

Adjective and noun order has 4,14 errors. This is the example of this error is: *Indonesian people who previously **dressed closed** , polite and neat , now many people of Indonesia , especially among the young who choose to **dress open** , tight and look less polite.* It should be: *Indonesian people who previously **closed dressed**, polite and neat, now many people of Indonesia, especially among the young who choose to **open dress** , tight and look less polite.* The other example is: *The characteristic of **students' naughty**.* The correct is *the characteristic of **naughty students**.* The position of adjective always before noun, because adjective is a modify noun.

8. spelling

The lowest level error that made by the students is spelling. It is about 2,96 %errors. The example is: *The people come there for spend their vocation.* It should be : *The people come there for spend their vacation.* The other example: *It is **functionality** more than communication especially the advantages in entertainment search something.* The correct is: *It is **functionality** more than communication especially the advantages in entertainment search something.* The student is not able to spell the word correctly.

B. Discussion

Based on the data that has been described above, the grammatical errors made by the student of the fifth semester English department of IAIN Langsa can be explained as follows:

According to data from students' task, there were eight types of error which found in this research. There is subject verb agreement, omit a word, punctuation, singular/plural, meaning not clear, add a word, adjective and noun order and spelling.

1. What are the grammatical errors made by students?

In this research, the researcher found that all of students' made error. There are percentage errors made by students of unit 1 five semester are subject verb agreement (23,67%), omit a word (17,75%), punctuation (15,38%), singular/plural (13,02%), meaning not clear (13,02%), add a word(9,47%), adjective and noun order(4,14%), spelling 2,96%).From the data students were made error in all types of error.

2. What dominant errors of grammatical made by students?

In this case, the researcher will elaborate three most common errors. These are subject verb agreement, omit a word and punctuation. The researcher found that: The first highest common error is subject verb agreement. It is about 23,67 %. It shows that most of students are not really understand and comprehend about subject verb agreement. The student still confused about the appropriate verb using in writing. This is the serious problem; the students should learn briefly about single subject agreement. The second highest common error is omitting a

word. The students made 17,75 % omit a word errors. It determines that students do not comprehend the grammar rules in making sentence. The students wrote the word that did not necessary in the sentence. The third level is punctuation. It is about 15,38 %. Most of the students did not pay attention in using the correct punctuation because the students did not aware that punctuation is the important thing in writing. So, the students often missed and misused punctuation or even ignored to use it. Moreover, singular/ plural, meaning not clear exist in the middle of students' error. The students made error, they cannot distinguish between plural and singular. And then sometimes the students were cannot express their feeling in a correct sentence, it made the reader not understand the meaning of sentence. Meanwhile, there are three the lowest errors made by student. *The First* is 9,47 % add a word errors. It shows that the student still confusing about the appropriate word used in writing. They did not realize that the word that appropriate in sentence but the forgot about that. *The Second* is Adjective and noun order. It is about 4,24 % errors. Some of student still did not understand about adjective and noun order used in sentence. Adjective always modified noun. *The Last* is the lowers type of error is spelling. It is about 2,96 % error. It shows that most of students were able to write word correctly.

3. What factors of grammatical errors made by students?

In this case, the researcher found that some factors error made by students. Douglas Brown states that source of error can be classified into three. There are interlingua transfer, intralingual transfer, and context of learning⁵⁰. Related from

⁵⁰ Douglas Brown, "*principle of language learning*", New York : Lomgman, 2000.p.218

the explanation above the factor of student errors are : interlingua transfer, intralingual transfer, and context of learning. The researcher would like to elaborate one by one. The first is interlingual. The students made errors because interference from mother tongue. The students already had their native language habits, when they were trying to transfer their native language system into the English language system. For example, is “*dress cloused*” it should be “*cloused dress*”. The error happened because the students translate his first language sentence to the target language word by word. Then, the second is intralingual. The students did not comprehended the structure of target language. The students misapplied the rule in the language and has not fully mastered the rules. For instance, “*the computer is*” the correct is “*the computers are*”. The cause of error is students were not able to put the correct auxiliary. The last is context learning. The students did not understand about the teachers’ explanation above. And then about book explanation that not clearly.

Related the explanation above, the research projected the student still made those errors when they wrote essay. This is evident with the result from students’ task.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data gathered, the researcher found that the students are not able to make essay correctly. The students are still confused about the appropriate grammatical used in writing an essay especially, cause and effect essay. The students are making errors in their writing essay. The grammatical errors that made by students of unit 1 five semester are subject verb agreement (23,67%), omit a word (17,75%), punctuation (15,38%), singular/plural (13,02%), meaning not clear (13,02%), add a word (9,47%), adjective and noun order (4,14%), spelling 2,96%). From the data, the most common error made by students were subject verb agreement (23,67%), omit a word (17,75%), punctuation (15,38%). However, the factors of error were interlingua transfer, intralingual transfer, and context of learning.

B. Suggestion

After the researcher carried out the research, the researcher would like to give some suggestion related to this result of research. Hopefully it can be applied easily in teaching learning activity and decrease the errors.

1. The teacher should engage students with brainstorming as warming-up before she starts teaching learning in classroom in order to make the students happy and relax. It also can help the students to switch

their concentration from the previous class-subject to focus on the material.

2. The teacher should create an impressing teaching writing technique which can catch the students' attention toward English writing activity.
3. The teacher should give feedback toward the students' writing and communicating their progress in writing.

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APPENDICES