

**THE COMMON ERROR OF USING LEXICAL COLLOCATIONS ON
SPEAKING ABILITY OF SEVENTH SEMESTER STUDENTS
AT IAIN ZAWIYAH COT KALA LANGSA**

THESIS

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**THE USE OF QUIZ TEAM TECHNIQUE TO IMPROVE STUDENTS'
UNDERSTANDING ON PASSIVE VOICE AT SMK NEGERI 5 LANGSA**

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Langsa, 1 November 2018

Yang menyatakan,


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Finally, the writer hopes this thesis can give some values to the students of SMK Negeri 5 Langsa, English teachers and readers especially in improving grammar teaching learning. The writer admits that this thesis far from a perfection so that the writer will accept many suggestions from the readers. And Allah always keeps us on the right path. Amin

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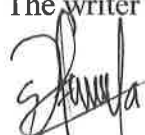
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ABSTRACT

Pratiwi. 2018. The Common Error of Using Lexical Collocations on Speaking Ability of Seventh Semester Students at Institut Agama Islam Negeri Langsa. Skripsi English Department, Tarbiyah and Teachers Training Faculty, State Institute for Islamic Studies IAIN Langsa.

This study indicated the problems that there are several factors that initiate problems in learning speaking skill. The students are lack of practice in speaking skill because the teacher usually asks to do exercise, and uses inappropriate techniques that make students do not interest to do the activity. The students also do not aspects Of Oral proficiency such us; fluency; pronunciation, grammar and vocabulary, and educational culture difference. The design of this research was descriptive qualitative research. The writer used a descriptive qualitative method is to find out students' error in lexical collocation in speaking. In gathering the data, the researcher used test, the techniques used in collecting the data. The result of the study indicated that 1) Cause Errors of Fifth Semester at IAIN Zawiyah Cot Kala Langsa in speaking because: Sentence pattern, most students did not use the correct sentence pattern which consist of subject, predicate and object, the reason why most students made this error is the influence of their mother tongue. Subject-verb agreement. They did not use singular and plural form correctly. The error happens because there is no difference between singular and plural subject in Indonesia language. Part of speech, they did it not use the proper pronoun and noun. The reason why the student made error is mother tongue influences. It is influence the most students when they write. Verb tense. In indonesia language there are no tense changes. It is influence the way of students thinking when they write in English. In conclusion, the error that made by the eight grade students of fifth semester students of IAIN Zawiyah Cot Kala Langsa are caused by students' mother tongue interference. 2) The type errors that made by the fifth semester students of IAIN Zawiyah Cot Kala Langsa in the descriptive text writing are sentences pattern, subject-verb agreement, part of speech and verb tense.

Key words: Common Error Lexical Collocations, Speaking Ability

CHAPTER 1

INTRODUCTION

A. Background of study

In the last decade, English has become the most popular foreign language used for communication between people who do not share the same first language. As Harmer points out, English is spoken by at least a quarter of the world's population. It is important, to realize that this means it is not spoken by three quarter of the population. However, it is clear from the way its use has growth in the last decade that this situation is about to change¹¹. It means English is very important for our life, especially for developing knowledge, science, culture, and relationship among countries.

According to Edward and Rebecca, foreign language is a course in curriculum where students should be encouraged to talk a great deal in class and to express their ideas, not simply what the language advisor tell them to say.²² English is one of the foreign languages that is taught in Indonesia for students at Elementary School, as a local content, up to SMP, SMA as a compulsory subject and a complementary subject of the higher education institution. It has been taught in order to increase the students' language competence. They are expected to become fluent in oral and written skills. Recently, in the global world, English has become

¹ Jeremy Harmer, *The Practice of English Language Teaching (fourth Edition)*, (England;Longman, 2002), p. 18.

² Edward David Ellen and Rebecca M. Valette, *Classroom Techniques: Foreign Language and English as a Second Language*, (New York: Harcourt Brace Jovanovich Inc, 1997), p,211.

a crucial factor being used in the international communication, such as, educational, occupation, and social.

According to Harmer, the goal of a speaking component in a language class should encourage the acquisition of communication skills and to foster real communication in and out of the classroom.³ One implication that these routines have is a need for speaking skills classes to place more emphasis on 'frame' of oral interaction.⁴

In the practice, the students cannot make communication actively and spontaneously with others. Although, students have enough vocabulary to express their ideas and feelings but they do not know how to say and what should they say. Therefore, they cannot improve their conversation.

Based on the writer's opinion there are several factors that initiate problems in learning speaking skill. Students lack of practice in speaking skill because the teacher usually asks to do exercise, and uses inappropriate techniques that make students do not interest to do the activity. The students also do not aspects of oral proficiency such as LB; fluency, pronunciation, grammar and vocabulary, and educational culture difference.

One of the most difficult tasks of second language learning is combining words in L2 appropriately. Speakers have knowledge about which words go together and how to use the diverse words. Having such knowledge is one of the vital competencies of native speakers. These combinations of words are referred to

³ Jeremy Harmer, *The Practice of English*, ...p.76.

⁴ Jo McDonough and Christopher Shaw, *Material and Methods in ELT: A Teacher guide*, idge: Blackwell publisher, 1993), p.

"collocations". The proper uses of collocations are crucial to sound like a native speaker⁵; yet this is not so easy for non-native speakers of a target language.⁶

Using collocations accurately is necessary in order to produce language with native-like accuracy or near-native competency. However, even advanced ESIJEFL learners have trouble with collocations. Learners in EFL settings typically have problem of lack exposure to the target language and consequently, they are often not aware of the differences in collocational restrictions between the L1 and the L2. The gap between L1 and L2 interferes with learners' acquisition of Collocations in the target language and might "even lead to lexical fossilization".⁷ The Other difficulty in learning collocations is that learners' knowledge of collocations does not expand in parallel with their knowledge of general vocabulary. Because of their relative transparency in meaning, collocations offer L2 learners little difficulty in terms of comprehension. However, collocations are more problematic when they are used in productive skills, such as speaking and writing, than in receptive skills, such as listening and reading. Even if learners can manage to guess the meanings of collocations in receptive processes, they might not be able to use them properly in reproducing the language. Thus, producing collocations requires pedagogical treatment.

Chan and Liou explain that teaching of collocations in English foreign language classes have not enough attention; as a result, students learning

⁵ N Ellis. *Phonological memory, chunking, and points of order*. SLA: Studies in Second Language Acquisition, 1996, Vol. 19. No. 2, p. 102.

⁶ Z Vasiljevic, *Teaching Vocabulary to Advanced Japanese Students: A word association approach*. (The East Asian Learner, 2008), p.3.

⁷ Z Vasiljevic. *Teaching Vocabulary to Advanced Japanese Students*.....p8.

English as a foreign language are weak in collocation use. Rather than teaching vocabulary as single lexical items which causes a lexical incompetence on the part of learners, students must be made aware of the necessity of acquiring collocations.⁸

Collocations are recognized as a crucial part of language use and distinguish native speakers and non-native speakers. Many researchers conducted empirical studies found EFL teachers and practitioners figured out English collocations too diverse, yielding findings of limited practical value. For instance, numerous pioneer studies only examined EFL/JESL learners. In reading class, students have some difficulties, such as: difficult to get the meaning of words, to get information and to make the passage. All of these problems will affect the learners to comprehend the passage and affect their speaking.

The fact shows that most of seventh semester student at IAIN Zawiyah Cot Kala Langsa has difficulties in producing collocation. They make mistakes in producing L2 collocations and sometimes do not sure whether a certain word combination is possible or not. The students tend to focus on individual words rather than on the collocation. This is caused by the way they notice and record vocabulary is by writing the word (out of context and without its collocates) with its L1 translation.

⁸ Liu, & Chan. *A study of Chinese Culture University Freshmen's Collocational Competence: Knowledge as an example*. Journal of English Language & Literature, 1999a, Vol. 12. No2. p.92.

From the explanation above, the writer will conduct research under the title **“The Common Error of Using Lexical Collocations on Speaking Ability of Seventh Semester Students at IAIN Zawiyah Cot Kala Langsa.”**

B. Research Question

Based on the background of study, the following questions are the central issues on this research:

1. What are the causes of errors in producing collocation in speaking at seventh semester students at IAIN Zawiyah Cot Kala Langsa?
2. What types of collocation error that mostly the seventh semester students of IAIN Zawiyah Cot Kala Langsa made in speaking?

C. Purpose of study

Based on research questions the purpose of this study is:

1. To find out the causes of errors in producing collocation in speaking at seventh semester students at IAIN Zawiyah Cot Kala Langsa.
2. To find out types of collocation error that mostly the seventh semester students of IAIN Zawiyah Cot Kala Langsa made in speaking.

D. Significance of study

There are two kinds of significance of the study, those are:

1. Theoretical: would be significant to contribute to knowledge, especially in studying English as a foreign language.
2. Practical:

a. For English lecturers

This research provides information about students' ability in mastering English collocation.

b. For the students

This reseach can provide knowlege and give motivation for students to learn collocation.

c. For the University

It is expected that it can be used as a positive input for getting information of students' education quality.

d. For other researchers

It is expected that this finding can be a reference for them to conduct the similar research about collocation.

E. Terminology

1. Lexical Collocations

Collocation is word combination. "Collocation as the way in which word combination which through custom and practice, had come to be seen as normal and acceptable.⁹ It means that the using of word combinations is closely related to the meaning of the sentence. The combination of word randomly without having the knowledge about it will violate the rule of lexical cohesion. Besides, it will influence the meaning. So that it is hard tobe understood.¹⁰

⁹ Jeremy Harmer, *The Practice of English*.....p.20.

¹⁰David Nunan, *Second Language Teaching and Learning* (Heinle & Heinle publisher, 1999). 303.

2. Speaking Ability

Speaking is an activity which is done by a person to communicate with others in order to express ideas, feeling, as well as opinions to achieve a particular goal.¹¹ Speaking define as set of voice uttered by one and understood with someone ells.¹² Florez defines speaking as an interactive process of constructing meaning involves producing, receiving, and processing information.¹³

¹¹ Philips M. Brudden, *Effectiveness English Teaching* (Second Edition), (New York: The Bob's Merril Company, 1995),p.85

¹² Kushartini, et all, *Pesona Bahasa: Langkah awal Memahami Linguistics*, (Jakarta: Gramedia Pustaka Utama,2005),p.32.

¹³ Florez,, MAC., *Communication Language Teaching: The State of Art*. Journal of English department TESOL: Quarterly, 1991, Vol 9. NO 3. p.261

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In this chapter, the researcher explains the result of research. The research was conducted in two activities. The activity was held in March, 20th 2018. The activities were done in the classroom of IAIN Zawiyah Cot Kala Langsa. The students of class unit II and III were 34 students.

1. The Result of the students in descriptive text

The activity was the beginning of research. It was done on March, 19th 2018. The researcher introduced herself, and told his purpose. Then, the researcher explained about the research. As it has been mentioned in chapter three, the researcher used the test in collecting data. The following was the tabulating for the students speaking test of lexical collocation

Table 4.1
The Result of the students in descriptive text

No	Initial	Score
1	AL	60
2	AM	65
3	BF	60
4	CD	65
5	DI	65
6	ES	75
7	EK	60
8	FS	60

9	GA	65
10	HP	75
11	IR	65
12	IS	75
13	ID	60
14	JK	65
15	JI	65
16	KP	75
17	KE	70
18	LM	70
19	LT	60
20	MN	75
21	MH	65
22	PW	70
23	PPS	65
24	RH	65
25	RS	75
26	RM	70
27	RT	65
28	TAT	65
29	TR	75
30	TP	70
31	SW	70
32	SP	65
33	UW	60
34	ZH	60

Table 4.2

Table Distribution of the students score in descriptive text

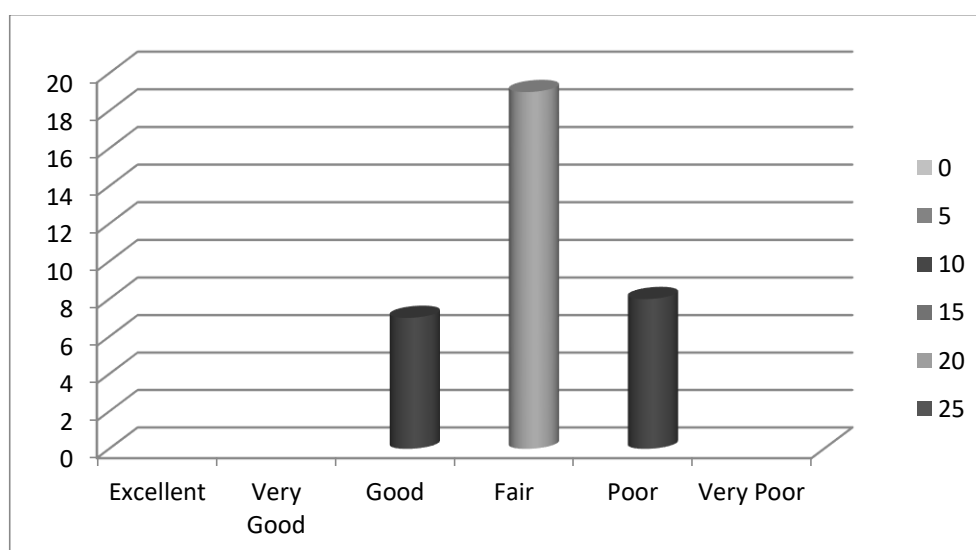
No	Range of Score	Classification Grade	Ferquency
1	91-100	Excellent	-

2	81-90	Very good	-
3	71-80	Good	7
4	61-70	Fair	19
5	52-60	Poor	8
6	Less than 50	Very poor	-
Total			34

The researcher describe the students' score in descriptive test using the chart below:

Figure 4.1

Frequency Distribution of the students score in descriptive text



For the statement chart score of students test speaking, 7 students get that good classification grade, 19 students get that fair classification grade and 8 students get that poor classification. From the students score in speaking text test it can be seen sufficient achievement.

2. Data Description

In this sub chapter, the writer dicussed about the description of students' error in writing descriptive text.

Example analysis of error descriptive text in test:

No	Students' Original Writing	Classification	Caused of Error	Total Error
1.	My Brother <u>My brother name is Andre,</u> he is nineteen years old, he had a black hair, white skin. He is very kind and diligent in everything. <u>He is like helped at me have a problem and he is like football.</u> And his job every day is trainer	Part of Speech (pronoun) Subject – verb Agreement	The students did not know how to use the pronoun properly and the difference between	2
2.	My Brother <u>My brother his name Joko Susilo.</u> He has face a handsome and round, his skin white, his black hair, his black eyes, and flat nose. <u>He has</u> hobby play football, playstation, and listen music, <u>he has pet that is a cat and he my</u>	Sentence Pattern (pronoun) Sentence pattern	The student translate the Indonesian language into English directly and did not know to use the pronoun properly	3

	<u>brother good</u>			
3.	My Body <u>Liza is girl student junior high school of MtsS Gedubang Aceh. She tall, Black hayir, nose rather big, black eyes and Skin Brown. She like playing volleyball,</u> because the sport to make healthy body, he have also idol a fatin,	Part of Speech (noun) Sentences pattern Sentences pattern Subject –verb Agreement Sentence pattern Subject –verb Agreement	The student did not to know how to use the noun properly translated the Indonesian language into English directly and did not know the difference between singular and plural form	6
4.	Me Hallo, my full name is Alifa. My nick name is aifa. I live in kp. Jawa Belakang. I was born in langsa at 10 Desember 2000. I have one brother and no sister. My school is MTsS Gedubang Aceh. My face is round. <u>I have a long hair.</u> I thin body. I	Part of Speech (noun) Part of Speech (noun) Sentence Pattern	The student did not know how to use the noun properly and translate the Indonesian language into English directly.	3

	<u>have many friend</u> . Because i'm very happy, little cencorious. My hobby is to listen music. I don't like with cat, and worm, I have small lips, And people say <u>I nice</u> .			
5.	" My Friend" I <u>has my friend she was girl, her name is Rasti</u>, she is beautiful and kind with me. <u>I feel enjoyed with her</u>. <u>She has hair straight and her skin is Brown dark</u>. She was very active. <u>She is hobby daance.play basketball, listen music</u>. <u>She was like cartoon figure "Sinchan"</u>	Sentence Pattern Sentence Pattern Sentence Pattern Sentence Pattern Sentence Pattern	The student translate the Indonesian language into English directly	5
6.	My Sister <u>My sister name is Meilisha Agustina</u>. She is nineteen years old. She is short <u>her tall 150 cm</u>. <u>She has a black hair. Blue ayes</u> and white skin. <u>She is school in Unsam</u>. she has <u>many friend</u>. Because <u>her very friendly</u>. She has oval face,	Sentence Pattern Sentence Pattern Part of speech (noun) Sentence Pattern Part of speech	The student translate the Indonesian language into English directly and did not know how to use the noun properly	7

	little nose but in her face haved zone. I'm very love with her, because her is my sister cute and funny that	(noun) Sentence Pattern Sentence Pattern		
7.	Andi is a student of VII. He to know students he funny and like for friends to laugh, with way of acting. He have black hair and have feather ayes bent. To have body small. He like a football . He have Idol CR7	Sentence Pattern Subject verb agreement Sentence Pattern Subject verb agreement Subject verb agreement	The student translate the Indonesian language into English directly and did not know the difference between singular and plural forn	5
8.	KIM BUM <u>Kim bum is actor and model in Korea. He enough popular in there.</u> He has black eyes, white skin, pointed nose, straight hair and tall. His hobby is playing skateboard. <u>Now,</u> <u>he was twenty two year</u> <u>old.</u> He is very cute, handsome and cool. <u>In the</u>	Part of Speech (noun) Sentence Pattern Sentence Pattern Sentence Pattern Subject verb agreement	The student translate the Indonesian language into English directly and did not know how to use the noun properly	5

	<u>film BBF he is the most handsome boy. And he have</u> a girl friend. Her name is Kim So Eun			
9.	My Brother He is handsome boy. He is very tall and he have a eyes brown, hair black, and skin white, he is age eight teen. He is work in Pertamina. He is very kind to me. But to me if he angry with me he not speak. Favorite my brother "NOAH" and my brother dislike if me not use fail	Sentence Pattern Subject verb agreement Sentence Pattern Sentence Pattern	The student translate the Indonesian language into English directly and did not know the difference between singular and plural forn	4
10.	My Home My home is located in Gedubang Aceh. My home consist of 5 room 3 bedroom,1 kitchen. My home is in the west and many plant grow around my home.	Subject verb agreement Part of speech (noun) Part of speech (noun)	The student translate the Indonesian language into English directly and did not know the difference between singular and plural forn	3

Their error are using parts of speech, sentences pattern, subject- verb agreement and verb tense. The examples of errors on using part of speech are as follows:

- a. She hobby is singing.

- b. I put on a neclake in she neck
- c. Her has black eyes, straight hair, and skin
- d. This country is very strategic because it poition

Moreover, the example of errors on sentences pattern are as follows:

- a. I feel enjoyed with her
- b. Her drink favorite is pop ice
- c. Her hobby reading book and magazine
- d. He has face handsome and round, his skin white, his black hair, his black eyes and flat nose.

Then, the examples of error on using subject-verb agreements re as follows:

- a. He like playing basket ball and volley ball
- b. He live in langsa
- c. He have yellow fur, and flat nose
- d. She always make me smile

Finally, the examples of error on using verb tense are as follows:

- a. She was very active
- b. Now, he was twenty years old
- c. She was 16 years old
- d. My father give it to me as a birthday present.

They are some example of students errors in writing descriptive text test.

B. DATA INTEPRETION

In discussing the result of the study the writer divided the discussions under two sub topics based on the problem study, namely To find out the errors in lexical collocation made of Eight Grade and to find out the percentage errors of Eight Grade at IAIN Zawiyah Cot Kala Langsa in writing descriptive text. The writer used test. The discussion about the result of the instruments were discusse below.

Table. 4.4
The sequence of Students Errors

No	Type of Error	Frequency of Error	Percentage of Error
1	Sentence pattern	90	55.21%
2	Subject – verb agreement	35	21.5%
3	Parts of Speech	32	19.63%
4	Verb Tense	6	3.7%

1. Errors In Collocation Made of Fifth Semester

The writer analyzed that the most students made errors in sentence pattern, parts of speech, subject-verb agreement, and tense. The reason why most students made errors in writing descriptive text was because of the influences of their mother tongue. Most students translated the Indonesian language into English directly. In sentence pattern, most students did not use the correct sentence pattern which consist of subject, predicate, and object. Most of them did not put the correct pattern in their sentence. The example of this error is “He has face handsome.” This sentence is wrong. It should be “He has a handsome face.” Besides that, the students did not put the auxiliary verb “to be” for nominative sentence. For example, “Her hobby reading book and magazine.” It should be “Her hobby is reading book and magazine.”

Furthermore, the students could not make subject and verb agree in their sentence. They did not use singular and plural form correctly. For instance, “He likes playing basketball and volleyball.” It should be “He likes playing basket ball and volleyball.” Another example is, “He have yellow fur, green eyes and flat nose.” this sentence is wrong. It should be “He has yellow fur, green eyes and flat nose.” It can be inferred that

the students who made those sentence were influenced by their mother tongue language in this case Indonesian language. There is no subject-verb agreement in Indonesian language because it is no difference between singular and plural form. Mother tongue influences the most students when they write descriptive text. They did not use the proper pronoun and noun. The example of this case is "Her has black eyes, straight hair, and white skin." This sentence should be "She has black eyes, straight hair, and white skin." Moreover, the students did not use the proper tense on their writing. The students know about the tense rule but they still confuse in using tense in their writing. The example of student's error in this case is "My father give it to me as a birthday present." It should be "My father gave it to me as a birthday present." Another example is "She was 16 years old." This sentence is wrong. It should be "She is 16 years old." The above errors could happen because of the influence of student's mother tongue. They thought in Indonesian way when they wrote in English. So, their writing seems ambiguous and not clear. In conclusion, the errors which students made in writing descriptive text are sentence pattern, subject-verb agreement, parts of speech, and verb tense. The reasons why they made these errors are because of the influence of their mother tongue. They thought in Indonesian way when they wrote in English. So, their writing seems ambiguous and not clear.

2. DISCUSSIONS

After analysis the students' error, the following table interprets the students'.

1. The table above shows that sentences pattern is the highest frequency of errors number of the error is 90 errors (55.21%). They did it because they were still influence by their mother tongue . they did not put the sentence pattern well such as subject, predicate, object, and complement.
2. The second rate error frequency is subject-verb agreement. The error number is 35 error (21.5%). It can be seen that most students could not make subject and verb agree. The reason why they still made the subject-verb agreement error is the influence of their mother tongue. In indonesia language there is no difference between singular and plural.
3. Then the error frequency of parts of speech is 32 errors (19.63%). In this type error student could use the proper pronoun and noun. The cause of this error was their other tongue interference. The last error is verb the frequency of this error is 6 (3.7%) errors. In this frequency can be seen that some students found difficult to use the correct form of verb tense. In Indonesia language there are no tense change. It is influence the way of students thinking when they write in English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description and data analysis in the chapter IV, the writer concludes as follows:

1. Cause Errors of Fifth Semester at IAIN Zawiyah Cot Kala Langsa in speaking because: Sentence pattern, most students did not use the correct sentence pattern which consist of subject, predicate and object, the reason why most students made this error is the influence of their mother tongue. Subject-verb agreement,. They did not use singular and plural form correctly. The error happens because there is no difference between singular and plural subject in Indonesia language. Part of speech, . They did it not use the proper pronoun and noun. The reason why the students made error is mother tongue influences. It is influence the most students when they write. Verb tense. In indonesia language there are no tense changes. It is influence the way of students thinking when they write in English. In conclusion, the error that made by the eight grade students of fifth semester students of IAIN Zawiyah Cot Kala Langsa are caused by students' mother tongue interference.
2. The type errors that made by the fifth semester students of IAIN Zawiyah Cot Kala Langsa in the descriptive text writing are sentences pattern, subject –verb agreement, part of speech and verb tense.

B. Suggestion

The writer would like to give some suggestions. They are as follows:

The writer gave suggestions to be considered, in order to further increase vocabulary teaching

1. For the students should seriously to study speaking, because writing is important in English.
2. For a teacher should choose the appropriate technique which is suitable in teaching writing and to implement technology media in teaching learning process.
3. The school should have to ask the teachers to teach seriously in order to make the students be easier to learn English well.