# GRAMMATICAL ERRORS ON THE STUDENTS' ASSIGNMENT IN ESSAY WRITING

## SKRIPSI

*Submitted in Partial Fulfillment of the Requirements*
*For Degree of SarjanaPendidikan (S.Pd)*
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**By :**

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# ABSTRACT

**Ari Winanda. 1402050077. Grammatical Errors on the Students' Assignment in Essay Writing. Skripsi. English Education Program of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2018.**

The study deals with the study of Grammatical Errors on the Student' Assignment in Essay Writing. The objectives of this study, were to find out the types of error and describes the causes of errors on the students' essay writing assignment. Descriptive qualitative method was applied on this research. By using random sampling technique 20% or 68 students' writing assignment taken as the source of data from the total 325 students writing assignment. Miles and Huberman's (2012) theories was used in analyzing the data due to three steps ; data reduction, data display, and drawing conclusion. The result shows there were several types of error found in the students' essay writing assignment : omission, addition, misformation and misordering. There were also found the new types of error, there are the combination of misformation and omission, and the combination of misformation and addition. The causes of error were intralingual interference, interlingual interference and carelessness. The error of omission and addition were caused by carelessness when the learner is not deliberate to do mistake, but the result showed that is was the mistake. Next, the error of misformation was caused by intralingual interference, thus the learner made incorrect structure form in the writing. The last, the error of misordering was caused by interlingual interference, where the learner puts the sentence into wrong order.

*Key words : grammatical errors, essay writing*

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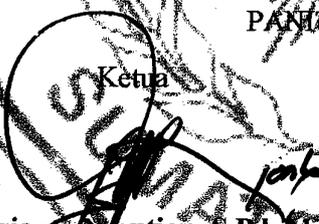
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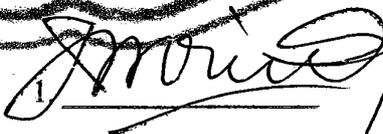
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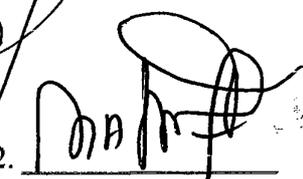
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| Tanggal | Deskripsi Hasil Bimbingan Skripsi | Tanda Tangan |
|---|---|---|
| 31/1 | Revision ch. 1 - 3 | |
| 13/2 | Raw data | |
| 27/2 | Analyzing the data, Categorized | |
| 23/2 | Data reduction, display | |
| 2/3 | Types & Cause tabulation | |
| 19/3 | Types & Cause narration | |
| 20/3 | Abstract, conclusion, suggestion, reference | |
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The Researcher,

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# CHAPTER 1

# INTRODUCTION

**A. Background of the Study**.

Grammar is one of the important aspects in mastering the four language skills namely listening, speaking, reading and writing, hence it can not be ignored. Grammar is generally thought to be a set of rule specifying the correct ordering of word at the sentences level. The people must understand more about the grammar before mastering English. All of languages have the rules of grammar so thus it makes those language be regular. If they write the good statements or sentences, they must follow the rules of the grammar. For them who are in university studies, studying English becomes a necessity, but in fact they still made and found so many problems.

In English writing, grammar is one of the important aspects can help us to write English correctly. According to Thornbury in Hamzah (2014) grammar is partly the study of what forms or structure are possible in a language. It means that grammar is used to explain the structure of a language. Thus, it becomes essential component to be mastering in language usage. In addition, Murthy (2005) explain that there are three functions of grammar. The first function of grammar is grammar explain to use that way of using language or description of the usage language. The second function of grammar is grammar explain to use the form of word and how to use the word itself. The third function of grammar is grammar explains to us how sentences are formed and used in our life.

English is not the dominant or first language or native language of Indonesian, so they are not as fluent as native English, it becomes a foreign language. There is an acronym to call English, which is EFL (English as Foreign Language). It is not include as Second Language (SL) because Indonesian do not use it as the second language beside Bahasa. There is a difference between EFL and SL, as follow:

> *" In foreign language contexts, the English lesson is the ocassion to bring a sample of American or British life into the classroom, and the lesson are about life and people in English speaking countries. In the second language contexts the content of school course is usually local, and learners begin to learn English without necessarily knowing or caring what life is like in England or America."(Richards, 1974:87)*

As a result, Indonesians are affected by their mother-tongue in using English. In teaching English teacher have expanded their creativity to make a good comprehension and explanation, but in reality students still lack of comprehension in receiving the material. As the effects, they often did some grammatical errors or mistakes in communicating by English, Exactly they have known grammar well, but practically, the composition of the sentences structure are not in good arrangement . Sometimes they forgot about tenses, adjective and adverbs, noun, omitted some phrase, etc. It could be little mistakes that have big influences in their sentences, especially on the meaning.

Grammatical errors of sentences production happened in several conditions. The condition is not only occurs at school but also in the university.

The English Department Students are one of the examples who interact directly with English. Many grammatical error maybe found in their interaction. Sometimes they made it out of their awareness. It should be questioned, why did the students still made such of error, even students in universities who have studied for years with the hope that his grammar is good but in fact there are still many errors in the essay writing .

Essay is an essay that defines, explains, and exemplifies something. It could be something concrete, or an abstract concept. The aim is not to just give the dictionary meaning, but to explain why the term is defined as such. The approach depends on the topic, your audience, and the purpose of the essay. For example the error that found in writing are :

1. *Students **are** sometimes made error in writing.* (Incorrect)

   ***Students sometimes made error in writing.*** (Correct)

2. *An English student be claimed to be able to **using** grammar suitably.* (Incorrect)

   *An English student be claimed to be able to **use** grammar suitably.* (Correct)

Although grammar lesson have been taught to the students of English Education Study Program since the very beginning of their education, there still grammatical errors can be found in most of their language activities, in this case writing. Basically, the grammatical errors that the student usually make are related to their negligence of basic writing mechanic and grammatical rules. The errors might seem small and insignificant, but they may have big influences on the

quality of writing. Based on the problem above, the researcher tries to classify the error based on surface strategy taxonomy, there are error of omission, error of addition, error of misformation, error of misoredering. Finally the researcher is interested in conducting an error analysis under the title " Grammatical errors on the students' assignment in essay writing ".

### B. The Identification of the Problem

This research was identified as related to the aspect by:

1.   The differences of grammar between English and Bahasa Indonesian.

2.   The students' lack of vocabulary.

### C. Scope and Limitation

The scope of the study is writing, and limit at the grammatical errors are omission, addition, misformation, misordering in essay writing.

### D.   The Formulation of the Problems

The problems of this research are formulate as follows :

1. What are the types of grammatical errors on the students' assignment in essay writing ?

2. What are the causes of the errors on the students' assignment in essay writing ?

### E. The Objective of the Study

By doing analysis the researcher to achieve some objective that stated as follow:

1. to investigate the types of grammatical errors on the students' assignment in essay writing ?

2. to describe the causes of errors on the students' assignment in essay writing ?

## F. The significance of the Study

The results of the study were expected to give contributions to the related study both theoretically and practically

1. Theoretically

It hopes that the study of grammatical error can give clear understanding about grammar analysis and enrich the linguistics studies. On the process of analyzing data the researcher also get deeper understanding of grammar.

2. Practically

a. This research can be used to decrease the grammatical errors on the students' assignment in essay writing

b. The teachers can reduce the grammatical errors on the students' assignment in essay writing in the future.

c. It can be one of the references for the other researcher when they will do the same study.

# CHAPTER II

# REVIEW OF LITERATURE

## A. Theoretical Framework

To conducting a research, there some theories are needed to explain some concept and term to be applied in the research. The concept are used must be clarified in order to have the some perspective of implementation in the field.

### 1. Definition of Grammar

The essential component in written and spoken communication is grammar, whenever they have different rules. Mastering grammar in four aspects skills (speaking, reading, listening and writing) is the requirement for English students. Grammar in spoken and written English is different. In adult education or academic studies, acceptable grammar in spoken English cannot be considered acceptable in written English.

Earlier in this literary review, the writer will give definitions of grammar as follows:

*"Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produces sentences in the language". (Richards, Platt and Weber cited in Nunan, 2005:2).*

Grammar divided into two sub-study, morphology and syntax. There are corelated each other because morphology is the study about how words are formed out of smaller units and syntax focused in the way forming a phrase or sentences.

The sources of teaching grammar in the school are from the grammar books. Based on the criteria, it can be good or bad, correct or incorrect. Some people may know grammar of their language but others do not. It could be identified that they are able to interpret things in the right way. That is why people stated that the reason of studying grammar related with interpreting something. It is the way how language works in telling us which parts must be arranged. By knowing grammar, it will help us to use it appropriately. Making the students express their thought in written or spoken English correctly is the aim of teaching grammar. The correctness in usage was the result of teacher succeed in teaching.

**2. Grammatical errors**

Grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. According Schrampher (2009) states that the grammatical errors in writing  is classified into several types, there are:

1. Singular-Plural noun

   Some students are sometimes forget to use suffixs-es/s in countable plural noun. Although, there are some noun which need no suffixs–es/s in plural form.

   Example :    He have been here for six month. (Incorrect)

   He *has* been here for six *months.* (Correct)

2. Word Form

   Especially each of the possible forms taken by a given lexeme, typically distinguished by their grammatical inflections.

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Example :    I saw a beauty picture. (Incorrect)

I saw a *beautiful* picture. (Correct)

3.  Word Choice

Sometimes students are less and forget some vocabularies. It caused them to use in appropriate vocabulary in writing sentences.

Example :    She got on the taxi. (Incorrect)

She got *into* the taxi. (Correct)

4.  Verb Tenses

It refers to a mistake happened in tenses. Wrong application of verb tense can be seen when the students did not apply the correct tense to the verb in the sentences

Example :    He is here since June. (Incorrect)

He *has been* here since June. (Correct)

5.  Add a Word

It refers to unite or join so as to increase the word is not important

Example :    I want A go to the zoo. (Incorrect)

I want *to* go to the zoo. (Correct)

6.  Omit a Word

Sometimes in conversational English, when the first part of a sentence is obvious, it is omitted.

Example :    She entered to the university. (Incorrect)

She *entered the university*. (Correct)

7. Word Order

Error in word order means that student is reversed in arranging some words to be a phrase.

Example :    I saw five times that movie. ( Incorrect)

             I saw *that movie five times*. (Correct)

8. Incomplete Sentences

Common mistake, a sentence fragment is an incomplete sentence, it could be prepositional phrase or it could be a dependent clause.

Example :    I went to bed. Because I was tired. ( Incorrect )

             I *went to bed because I was tired.* (Correct)

9. Spelling

Spelling refers to the wrong spelling in writing words or omitting some letters in a word.

Example :    An accident occured. ( Incorrect)

             An accident *occurred.* (Correct)

10. Punctuation

Refers to create sense, clarity and stress in sentences. Punctuation used structure and organize the sentences.

Example :     What did he say. (Incorrect)

             *What did he say ?* (Correct)

11. Capitalization

The writing of a word with its firs letter in uppercase and the remaining letters in lowercase.

Example :    I am studying english. (Incorrect)

I am studying *English.* (Correct)

12. Article

A word that define a noun as specific or unspecific.

Example :    This is the lake. (Incorrect)

This is *a* lake. (Correct)

13. Meaning Not Clear

Something is open to interpretation, its intended meaning is not clear and people may have different opinions about it.

Example :    He borrowed some smoke.

( ????? )

14. Run-On Sentence

It's two or more independent clauses that are not separated witt colon, semicolon, or period.

Example :    My dog is cute his name is George. (Incorrect)

*My dog is cute. His name is George. (Correct)*

In this classification of grammatical errors, it shows that Schrampher (2009) emphasized on grammatical and structure errors; such as singular-plural, word form, word choice, verb tense, addition or omission a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

## 3. Error Analysis

### 3.1. The Notion of Error Analysis

In studying error analysis there are two approaches namely contrastive analysis and error analysis. In this study, the writer uses error analysis approach to identify the learners errors. Error analysis involves studying samples of learners spoken and written language to identify the grammatical errors they make. (Nunan, 2005:31).

It is related with the second-language learners ability in balancing the meaning of the utterances with good structured grammar. The ability to interpret meaning also depends on semantic structure as happened in the poem's writing. Not only for foreign-language learners, the native speaker may also have trouble in grammar, do the same mistakes, and then guides them into error. Errors show us that it is a symbol of the influences of mother-tongue or other language possessed by learners. One language can be said in another. Errors described about what learners did, compare with the native-speaker would have done in the same conditions by some utterances. People should note that not all of errors are the result of learning process related to the nature mother-tongue. People sometimes produce errors based on the analogy types. In giving example:

Child says: *I seed him.*

It is incorrect sentences. The analogy happened based on the sentences caused by the child understanding of past tense in constructing every verb is added by –ed as suffixes; look-looked, walk-walked, etc. It cannot be called as error because by not knowing the rules of grammar structures it just called as

erroneous. On the other hand, teaching-learning process also has great contribution in errors as said: "Errors are a result of partial knowledge because teaching-learning process extended over time" (Corder, 1973:283). As people know that language is interconnected system, every system is connected. A language sub-system has to be fully learned if want to get full comprehension. Consequently, in the course of learning second-language, learners faced with the need to communicate something which requires knowledge or skill in the target language.

**3.2. Differences Between Error and Mistakes**

All learners make mistakes both native and second-language learner. In order to analyze learners' errors, it is important to make a distinction between "mistakes" and "error".

A "mistake" refers to performances of failure in using the known system. Everybody both native or second language learner often make mistakes. Certainly, their mistakes are different each other. It is not the result of competence, but it caused by imperfection in the process of producing speech (Brown, 1987 cited in Sanal, 2007: 599).

"Error" is a part of conversation or a composition that differs from some selected norm of mature language performance. The reflection of lacking competence is not self correct. They are not systematic and ready to be correct by their self. There are two judgments of error :

*"He tends to assume that one can equate a poor pronunciation with a general lack of the knowledge and that a halting speech is confined to those who do not know the language."*

In the second language literature performance, errors have been called as "mistakes" while the term of "errors" was reserved for the systematic deviation due to learners who are still developing knowledge of the random guess or a slip. Such of failure because not knowing the language system correctly. Mistakes made by native-speaker that make them different with others. Errors made by second-language learner are the slips of their language produce unacceptable utterances. The acceptable utterances are well-formed and relevant with context. Error may acceptable in the mother-tongue, but it was not effective for native-speaker. As an example given:

*I want to know **the** English (Unacceptable)*

*I want to know English (Acceptable)*

Indonesian learners commonly make errors in writing and speaking English. Practice irregularly is one of the factors of their errors. They still familiar with mother-tongue when constructing the utterances. The learners do not know the rule of speaking and writing English well.

There are two ways suggested to distinguish between an error and mistake. The first one is to check the consistency of learner's performance . If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to

ask learner to try to correct his own utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes (Ellis, 1997: cited in Erdoğan, 2005:263 ).

### 3.3. Common Errors

In English written format, grammar is the key of composing good idea. The sentences written should be correct in grammaticality. The basic or surface writer will perform ungrammatical sentences. It often happens to inexperienced writer. The influence of their performance is on the meaning constructed. The frequencies of errors found are: the familiar verbs form errors, tense switches across sentences, pronoun case, dangling modifiers, broken parallels, etc. There are four types in common errors that will be describes here. (Saughnessy, 1977:90).

#### a.Verbs

In grammar, verb creates more difficulty for writers. The error uses may be not a surprising thing because there are so many ways to make verb go wrong in formal English. This is because some verbs written using different tenses forms are not written in the basic form of the verb. It can be assumed that some of the participants are not aware of the different rules for tenses application. The most common verb, to be is often used in errors. The types are:

1).     The used of –s as suffix in the third-person singular present tense is the example of unnecessary. The adding of –s serves no purpose because the number of the subject already being indicated by the subject itself or

limited by adjective; the stem form of a verb often appears after a third-person. Examples :

 a) *They do (what)* **pleases** *them which* **make** *life great.* (unnecessary)

b) *She* **make***s the students laugh.* (necessary)

2). The inflection of –ed sometimes it necessary and sometimes not. The use of –ed frequently rejected in situations where auxiliary verbs come first before main verb, especially in passive construction or the verb become an adjective. Examples:

a) *There are many students who* **have drop** *out of the university .* (unnecessary use –ed)

 b) *One should* **be force** *to go.* (unnecessary use – ed)

 c) *If you look sometime at the statistics y***ou'll decided** *not to go to college.* (necessary).

3). The –ing inflection just seems and can be identified in spoken language that form in past participles end by –en that sounds very closed with –ing. Wrong *am* application of verb tense can be seen when the participants did not apply the correct tense to the verb in the sentences. For example, the sentences:

a) '*I waiting for my food'*

 The sentence could be written in the basic form

b) '*I waiting for my food'*.

        This shows that they acknowledged the 'ing' form but they were not sure of the complete past continuous tense forms and application in the

English sentence. The suffix 'ing' applied is not relevant to the context given because the context required verb to be written in the past tense form instead. This information revealed that the different tenses rules application was not formed but they have already hypothesized that these tenses forms exists in English grammar.

4).     The problems related with modal auxiliaries of have and do.

Have may confused the learner to differentiate when they use have as modal auxiliary and as the main verb. Producing have had or had had. The auxiliary do creates another complication problem of used. Like the other modals, it combines with the verb. Example:

a) *You **might** go.*

b) *He **does** go.*

Both as an auxiliary and main verb, *to be* are often wrongly in used. In addition, this verb is often missing in grammatical contexts where formal English requires it.

**b. Nouns**

Many error still occurs with the noun, commonly involving the –s. It is clear that learners still confused to place it in the singular or plural case. The distinction between plural and singular possessive is unusual in writing. It just can be indicated from the context. The writer must be able to distinguish between the stem and plural forms of nouns. Learners are required to identify nouns.

Examples: 1) *These **two** suggestion.*

2) ***Some** year back*

### c. Pronouns

A pronoun is used in place of a noun. Most pronouns change their forms in order to indicate possession:

 I – my        He, she – his, her

We – our     They – their

The problem deals with the unwanted shifts in person. There are some invariably movements from first- or third-person pronouns to the second person, you. The shifts in person commonly occurred between passages rather than within sentences. Example:

> *If **we** came out of our shells we'll find a lot of interesting things about*
>
> ***yourself.***

### d. Subject-Verb Agreement

First problem, learners usually troubled in separating between subject and predicate intervening phrases or clauses. Examples:

1) *Either my brother or his friends are....*

2) *One of those people who are.....*

The second agreement difficulty of the learners is when they are matching up subjects and predicates. Sometimes they shift letter –s which they tend not to perceive important. Example:

1) *Sometimes I say to myself that **it** really **don't** matter whether you go to*

   *college or not.*

All of errors produce by learners related to the singular and plurar subjects. The error will not occur by mastering the agreement. They must be able to

recognize subjects and be able to separate the main subject phrase from its surrounding modifiers.

### 3.4. The Types of Error

According to Dulay (2004) there are four types of errors based on the surface strategy taxonomy: omission, addition, misformation, and misordering.

1. **Omission**

   Omission errors are characterized by the absence of items that must be present in a well-formed utterance. Omission is defined as an absence or ommited of some required element that must appear in well-formed structured (Dulay, 1981: 154 cited in Mucholimi, 2011:29). Such of grammatical omission are: the use of determiner, preposition, noun, etc. It may carry a meaning for the utterances, if the morpheme are omitted the utterance may not meaningful. For example: 'My father civil servant'. The morphemes omitted in the utterance are: *is* and *a* .

   Example :

   1. He is good student

   2. She is best teacher in my school.

   In utterance the students omits an indefinite article 1 for *He is good student*, while utterance 2 a definite article the is omitted for *She is best teacher in my school.*

2. **Addition**

   Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed

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utterance. Dulay (2004) divides addition error into three types, they are as follows:

1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics construction, but not in others.

Example:

1. They didn't went here.

2. I did not arrived on time.

In utterance a two items rather than one are marked for the same feature (tense in these examples).

2. Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker's form.

Example:

- Mens : Men (plural from man)

- Buyed : Bought (past tense from buy)

- Childs : Children (plural from child)

The example above are regularization errors, in which the regular plural noun and tense markers respectively have been added to items which do not take marker.

3. Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

Example:

1. I am is a student.

2. You can to swim in the swimming pool anytime.

In the utterance 1 the sentence *I am is a student* incorrect sentence because add with word is. So, the correct sentence es is *I am a student*. And in the utterance 2 the sentence you can to swim in the *swimming pool anytime* is incorrect sentence because add with word to.So, the correct sentence is *you can swim in the swimming pool anytime*.

3. **Misformation**

Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. There are three subtypes of misformation errors, they are follows:

1. Regularization Errors

Regularization errors are errors in which regular marker are used in place of irregular ones, as in runned for ran or sheeps for sheep.

2.   Archi-form

The selection of marker of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called archi-forms. The following examples are dealing with the use of demonstrative adjective this, that, these, and those.

Example:

1. That cats.

2. This students.

3. These book.

4. Those table.

This type of misformation errors has been called archi-form. That should be followed by singular forms, while These should be followed by plural forms, and the correct forms of the examples above are as follows:

1. That cat.

2. This student.

3. These books.

4. Those tables.

3. Alternating form

As learner's vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternation of various member of class with each other.

a. She seen her yesterday.

b. He would have saw them.

The utterances above have incorrect verbs seen and saw instead of saw and seen respectively.

4. **Misordering**

The incorrect placement of a morpheme or group of morphemes in an utterance characterized Misordering error. Misordering errors occur systematically for both L1 and L2 learners.

Examples:

1. I don't know who is he.

2. What you are thinking about?

Taking a look at both sentences above have incorrect placement of is and are. Grammatically, the utterance should be written as follows:

1. I don't know who he is

2. What are you thinking about?

In addition to these creative misordering errors, the students have made written misordering errors that are word-for-word translation of native language surface .

4. **The Causes of Error**

According to Brown (2007) the causes of error are:

**4.1 Interlingual interference**

Interlingual interference is a cause of error where the learners transfer their native language system into the target language system. Interlingual interference

is called as interlingual, which is defined by smith (1994) as the systematic linguistic behavior of the learners of second or other language.

## 4.2 Intralingual interference

Intralingual interference is a cause of error from the target language itself due it's complicated system. In this case, the learners have saved from the interference of their mother tongue but as they learn the target language, they find it more complicated and the result learning, the learner seem to make generalitation of the target system on the basis of the data to which they are exposed.

## 4.3 Carelessness

The error of carelessness is caused of the less knowledge of the students and the students who are purposely done the mistake. It can be shown when the students use double preposition or may be phonem omitted or mistyping. The following table shows the differences between interlingual, intralingual and carelessness in learning English.

## 5. Writing

Writing is one of four important skills in language teaching learning. Being able to write is a vital skill for student of a foreign language as much as for everyone using their own first language. writing is a way or knowing, of discovering what you know as what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down. It means in writing, one expresses ideas, opinion,

feeling or experience that somebody read or heard into the written form to develop his writing skill. He should arrange his idea in the form of words, phrases, clauses and paragraph so that his writing can be understood and read clearly. Generally, Writing is a way of the writer's thinking which is shared to readers. Writing is an example of human processing in action. It is highly complex task that requires the orchestration of a number of different activities simultaneously and thereby places great demands on the cognitive system. It means that writing is an example of action process of human information. It is very complicated job which needs a set of activities at the same time and thus requires vast demands on system of cognitive. From several definition of writing above, it looks that writing is very complicated physical skill which consists of activities such as recalling and thinking which need vast demands on people's cognitive system at the same time. So people need so much energy and have to practice more and more.

### 6. Essay Writing Strategy

According to Kathy Livingston's Guide to Writing a Basic Essay, there are seven steps to writing a successful essay:

### 1. Pick a topic.

You may have your topic assigned, or you may be given free reign to write on the subject of your choice. If you are given the topic, you should think about the type of paper that you want to produce. Should it be a general overview of the subject or a specific analysis? Narrow your focus if necessary. If you have not been assigned a topic, you have a little more work to do. However, this

opportunity also gives you the advantage to choose a subject that is interesting or relevant to you. First, define your purpose. Is your essay to inform or persuade? Once you have determined the purpose, you will need to do some research on topics that you find intriguing. Think about your life. What is it that interests you? Jot these subjects down.

Finally, evaluate your options. If your goal is to educate, choose a subject that you have already studied. If your goal is to persuade, choose a subject that you are passionate about. Whatever the mission of the essay, make sure that you are interested in your topic.

## 2. Prepare an outline or diagram of your ideas.

In order to write a successful essay, you must organize your thoughts. By taking what's already in your head and putting it to paper, you are able to see connections and links between ideas more clearly. This structure serves as a foundation for your paper. Use either an outline or a diagram to jot down your ideas and organize them. To create a diagram, write your topic in the middle of your page. Draw three to five lines branching off from this topic and write down your main ideas at the ends of these lines. Draw more lines off these main ideas and include any thoughts you may have on these ideas.

If you prefer to create an outline, write your topic at the top of the page. From there, begin to list your main ideas, leaving space under each one. In this space, make sure to list other smaller ideas that relate to each main idea. Doing this will allow you to see connections and will help you to write a more organized essay.

### 3. Write your thesis statement.

Now that you have chosen a topic and sorted your ideas into relevant categories, you must create a thesis statement. Your thesis statement tells the reader the point of your essay. Look at your outline or diagram. What are the main ideas? Your thesis statement will have two parts. The first part states the topic, and the second part states the point of the essay. For instance, if you were writing about Bill Clinton and his impact on the United States, an appropriate thesis statement would be, "Bill Clinton has impacted the future of our country through his two consecutive terms as United States President." Another example of a thesis statement is this one for the "Winning Characteristics" Scholarship essay: "During my high school career, I have exhibited several of the "Winning Characteristics," including Communication Skills, Leadership Skills and Organization Skills, through my involvement in Student Government, National Honor Society, and a part-time job at Macy's Department Store."

### 4. Write the body.

The body of your essay argues, explains or describes your topic. Each main idea that you wrote in your diagram or outline will become a separate section within the body of your essay. Each body paragraph will have the same basic structure. Begin by writing one of your main ideas as the introductory sentence. Next, write each of your supporting ideas in sentence format, but leave three or four lines in between each point to come back and give detailed examples

to back up your position. Fill in these spaces with relative information that will help link smaller ideas together.

### 5. Write the introduction.

Now that you have developed your thesis and the overall body of your essay, you must write an introduction. The introduction should attract the reader's attention and show the focus of your essay. Begin with an attention grabber. You can use shocking information, dialogue, a story, a quote, or a simple summary of your topic. Whichever angle you choose, make sure that it ties in with your thesis statement, which will be included as the last sentence of your introduction.

### 6. Write the conclusion.

The conclusion brings closure of the topic and sums up your overall ideas while providing a final perspective on your topic. Your conclusion should consist of three to five strong sentences. Simply review your main points and provide reinforcement of your thesis.

### 7. Add the finishing touches

After writing your conclusion, you might think that you have completed your essay. Wrong. Before you consider this a finished work, you must pay attention to all the small details.

Check the order of your paragraphs. Your strongest points should be the first and last paragraphs within the body, with the others falling in the middle. Also, make sure that your paragraph order makes sense. If your essay is

describing a process, such as how to make a great chocolate cake, make sure that your paragraphs fall in the correct order. Review the instructions for your essay, if applicable. Many teachers and scholarship forms follow different formats, and you must double check instructions to ensure that your essay is in the desired format. Finally, review what you have written. Reread your paper and check to see if it makes sense. Make sure that sentence flow is smooth and add phrases to help connect thoughts or ideas. Check your essay for grammar and spelling mistakes.

## B. Previously Related Study

In this study the researcher reviews several research conducted by the previous researcher as composition. The first related research is Mucholimi (2011), the study is to find whether the students grammatical error in writing composition about a topic chosen by the teacher. The method of analyzing data is descriptive qualitative. and the result is still a lot of errors on grammar writing.

The second review is Nurdiyanti (2008), she found the structural mistakes and difficulties in using structures in speaking. Then she suggested the best dialog form minimumly consist five sentences.

Sanal (2007), states that the study of learner error (Error Analysis) is technique for identifying, describing and systematically explaining error made by learner. The aim is to see how it can be useful in a second language teaching program.

The study that will be conducted by the researcher is different from the previous. It will find the grammatical error made by English Education

Department of FKIP UMSU in essay writing, the types of error and the causes of error.

**B. Conceptual Framework**

This study is analyzes grammatical errors on the Students' assignment in essay writing. Here, the researcher will explain the matters connected with the problems of study.

1. Grammatical Errors Analysis

In the Study of Error-Analysis Based Second language Teaching Brown (1987) has differentiated about the definition of "mistakes" and "error". A mistake refers to performances of failure in using the known system. Everybody both native or second language learner often make mistakes. It is not the result of competence, but it caused by imperfection in the process of producing speech. Error is a part of conversation or a composition that differs from some selected norm of mature language performance. The reflection of lacking competence that is not self correct. They are not systematic and ready to be correct by their self. (Sanal, 2007:599).

Error analysis means the study in the written or spoken English in order to find the grammatical errors made by make. Grammatical errors are errors which happen in writing. (Nunan, 2005:31).

2. Definition Essay

Essay is an essay that defines, explains, and exemplifies something. It could be something concrete, or an abstract concept. The aim is not to just

give the dictionary meaning, but to explain why the term is defined as

such. The approach depends on the topic, your audience, and the purpose

of the essay. The details can be sees from the diagram below :
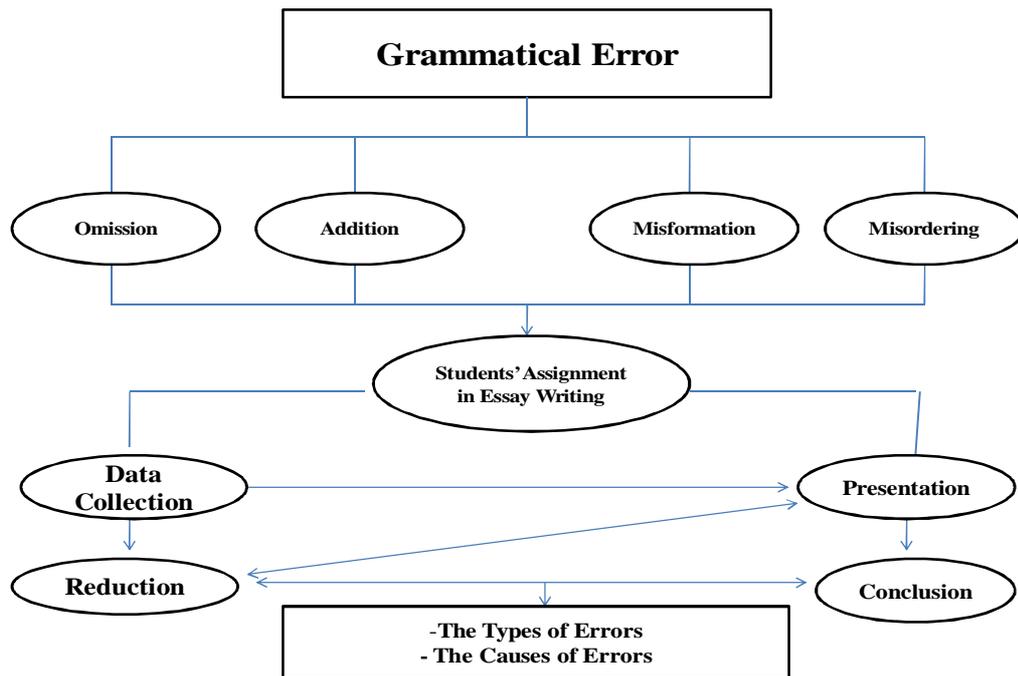
# CHAPTER III

# METHOD OF RESEARCH

### A. The Source of Data

The data and the source of the data would be taken from the students' essay writing assignment on the sixth semester in 2017/2018 academic year. The assignment would be used to help the researcher to analyze data. By using random sampling 20% or 68 students' essay were taken as a the source of data from 325 students' writing assignment.

### B. Research Design

Descriptive qualitative method was designed by applying content analysis to describe data. This method would be used in order to discover, identify, analyze and describe grammatical errors on the students' assignment in essay writing. It is also known as a method of analyzing documents. Content analysis allows the researcher to test theoretical issue to enhance understanding of the data. Through content analysis, it is possible to distil words into fewer content related categories.

### C. Techniques of Collecting Data

The data would be taken from the students' essay writing with supported by some written sources containing contructions which were related to the topic of this study. The data of this study would be collected in several steps.

a. Read the students' essay writing to find grammatical errors.

b. Selected the sentences that can be identified as grammatical errors would be selected and marked

c. Late, from the note of the data, types of error can be found easily.

**D. Techniques of Analyzing the Data**

The data would be analyzed through qualitative analysis to according to Miles and Huberman (2012) :

A. Data reduction

In this step, the data of grammatical errors in essay writing would be identified the data from non-data, classified, simplified, grouped, and find the focus on the main problem.

B. Data Display

In the second step, after the researcher reduces the data from the assignment in essay writing . Then, types of error in essay writing would be described in simple words for making it easier to understand.

C.  Drawing and Verifying Conclusion

The third activity is conclusion drawing. In this research, the  step was conclusion drawn continously through the course of the research. The research record not only what the researcher see each day but also what the research interpreted based on the observations. So the researcher can find the types of error. The details can be sees from the diagram below :
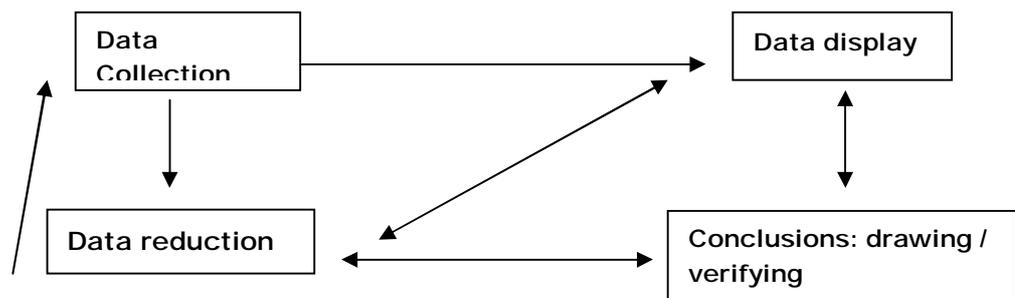
# CHAPTER  IV

## DATA AND DATA ANALYSIS

### A.  Data

As already mentioned in the previous chapter, the data were obtained from the essay writing assignment by sixth semester students of English education which The Advantages Live at home, My Country has Several Interesting Place to Visit, Modern Technology Devices, Watching Movies as Loved Hobby, Interesting Places and Modern Technology Devices have Change the Way to Communicate. After identifying grammatical errors which found in the essay writing, the researcher found 6 types of error were use in the essay writing by sixth semester students. They are omission, addition, misformation, misordering, misformation and omission, misformation and addition.

### B.  Data Analysis

Having analyzed the collected data, it was found out some types of grammatical errors and causes of error in the essay writing .

### 1.  Omission

Omission errors are characterized by the absence of item  that  must be present in a well-formed utterance. The omission errors was also found in the essay writing as shown as follows :

*But also we should know that the house can serve as a place to educate our people (1/OM)*

The word "*can serve*" in the sentence is incorrect structure. Because the subject is not person so that the sentence has the meaningless. For that after the word **"can'** must be added by **"be"** and using past participle form (V3) such as **"served".** On the other hand the sentence must be passive voice. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake. The mistake came out from omitted of verb (V3).

*The first advantage live at home is not wrong choose environment (2/OM)*

The word "*live*" is incorrect form. Because the learner writes present form and subject is third singular person, so the learner should put "*s*" in the verb live as sign present form .the error was caused by carelessness. It occurred because the learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from omitted in the verb.

*Had many benefit for young people (3/OM)*

The word "*benefit*" is incorrect form. Because the learner writes word "*many*" before noun. It show the noun is plural noun. So the noun "*benefit*" should attach "*s*" so clarify the noun is more than one but the learner think "*s*" that uses word "*many*" it does not attach *s* in the noun. The error caused by carelessness. It occurred because the learner is not deliberate to do mistake, but

the result showed that it was the mistake. The mistake came out from omitted *s* the plural noun.

### There are some beautiful place (4/OM)

The word "*place*" is incorrect form. Because the learner writes word "*some*". It show the noun is plural noun. So the noun "*place*" should attach "*s*" so clarify the noun is more than one but the learner think "*s*" that uses word "*some*" it does not attach "*s*" in the noun. The error caused by carelessness. It occurred because the learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from omitted *s* the plural noun.

### This shape make people interesting (5/OM)

The word "*shape*" is incorrect form. Because the learner writes present form and subject is third singular person, so the learner should put "*s*" in the noun shape as sign present form . The error was caused by carelessness. It occurred because the learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from omitted in the noun.

### Borobudur is the one of the most famous Buddhist temple in the world (6/OM)

The word "*temple*" is incorrect form. Because the learner writes present form and subject is third singular person, so the learner should put "*s*" in the noun "*temple*" as sign present form. The error was caused by carelessness. It occurred

because the learner is not deliberate to do mistake, but the result showed that it was the mistake. The mistake came out from omitted in the noun.

*Diving time we can enjoy the beautiful rocks and the beautiful fish (7/OM)*

The word "*diving*" in the sentence is incorrect form. Because in the sentence, the learner does not add "*in*" article to refer what verb it meant. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake. The mistake came out from omitted *in* article.

*You can save all the trouble by sending an email (8/OM)*

The word **"trouble"** in the sentence is incorrect form. Because in the sentence doesn't add **"s"** as plural form in which in the sentence there is word **"all"** to refer the plural form. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake. The mistake came out from omitted in the noun.

*Finally, net meeting software lets people worldwide hold meetings without leaving their office (9/OM)*

The word **"meeting"** in the sentence is incorrect form. Because in the sentence, the learner does not add "*with*" preposition to refer what verb it meant. The error was caused by carelessness. The learner is not deliberate to do mistake

but the result showed that it was the mistake. The mistake came out from omitted in the preposition.

### 2. Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be present in well-formed utterance. The addition errors was also found in the essay writing as shown as follows :

*But also we should to know (1/AD)*

The sentence is incorrect structure. Because the learner add the word *to* in the sentence The learner should not put *to* in the sentence because after auxiliary or modal auxiliary must be followed by infinitive (present form), not to-infinitive. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge about auxiliary or modal auxiliary.

*Even from the time of movie still screened in black and white screen (2/AD)*

The sentence is incorrect structure. Because the learner add the word *screen* in the sentence. The learner should not put *screen* in the sentence because the verb "screened" has presented the full meaning to show the word "black and white". On the other hand the word "screen" is redundant. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge about the meaning of word.

*Batu gantung and samosir island are a parts of lake toba (3/AD)*

The sentence is incorrect structure. Because the learner add the article **_a_** in the sentence while the subject of the sentence is plural. The learner should not put **_a_** in the sentence because there is no cohension between subject and verb, and then the compliment is using the plural noun. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge about the agreement of subject, verb and compliment or the uses of plural form.

*Borobudur was built over a period of some 75 years (4/AD)*

The sentence is incorrect structure. Because the learner add the word **_some_** in the sentence in which, in a sentence could not use quantifier if there is a cardinal number. The learner should not put word **_some_** in the sentence because the sentence has used cardinal number. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge about quantifier .

*Bali is a land that seems to have a magnet at its very heart (5/AD)*

The sentence is incorrect structure. Because the learner add the word **_very_** in the sentence. The word " very' is an adverb in which adverb must be followed by adjective or the other adverb. The learner should not put word **_very_** in the sentence because after the word "very" is a noun, as we know that the word "very" as adverb explain adjective or the other adverb. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that

it was the mistake and it also occurred because the learner is less knowledge about the use of adverb.

### *It was thanks to high technology (6/AD)*

The sentence is incorrect structure. Because the learner add the <u>*was*</u> in the sentence. The word "was" usually followed by noun, adjective, adverb, verb-ing or past participle, it could not be followed by V1 or infinitive. The learner should not put <u>*was*</u> *i*n the sentence because the word "thanks" is infinitive that doesn't need "be" in past form. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge about the use of "be" especially in past form.

### You *can to use* the internet to chat on MSN, Skype, Facebook (7/AD)

The sentence is incorrect structure. Because the learner add the word <u>*to*</u> in the sentence The learner should not put <u>*to*</u> in the sentence because after auxiliary or modal auxiliary must be followed by infinitive (present form), not to-infinitive. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge about auxiliary or modal auxiliary.

*Cell phones are useful of communication too (8/AD)*

The sentence is incorrect structure. Because the learner add the word **"of "** in the sentence. The word **"of"** has function to separate two nouns in the sentence, while in the sentence above  the word **"of"** is used to separate adjective and noun, in which it is not correct. The learner should not put the word **"of "** in the sentence because the word **"useful"** doesn't need the word **"of"** in the sentence, after "**useful"** should be a noun The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge in using preposition.

*High technology lets modern people able to communicate with one another more quickly and efficiently (9AD)*

The sentence is incorrect structure. Because the learner add the word <u>*with*</u> in the sentence. If the learners want to use **"with"** in the sentence, they must use the word "each other" because  **"one another "** doesn't need the word **"with"** in the sentence. The error was caused by carelessness. The learner is not deliberate to do mistake but the result showed that it was the mistake and it also occurred because the learner is less knowledge in using the preposition.

3. **Misformation**

Misformation errors are characterized by the use of the unacceptable forms of the morphem or structure. While in omission errors the items is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. The misformation errors was also found in the essay writing as shown as follows :

***The benefits of the house is very big in our lives (1/MF)***

To be **" is"** in the sentence is wrong form. The learner should put to be **"are"** in the sentence. Because the subject of the sentence is plural form, therefore the word **"is"** in the sentence must be changed to be **"are".** The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about the function of "be" in sentence.

***The out side many young people (2/MF)***

The word **<u>out side</u>** in the sentence is wrong form.because the learner make space between word ***<u>out</u>*** and ***<u>side</u>*** the learner should make the word **"out"** and **"side"** to be one syllable as **"outside".** The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about meaning of the sentence.

***If young people do good the leave and if the opposite the advise (3/MF)***

The word the in ***<u>the</u>*** sentence is wrong form. The learners should put subject pronoun in the sentence to refer subject in the sentence not article. It occurred because when the learner want to write subject in the sentence but the learner writes other word. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual

interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about subject pronoun.

### *Watching movie is one of activity that's loved by many people (4/MF)*

The sentence is incorrect verb form. The learner writes the word **"activity"** even though the sentence requires the word "a**ctivities**". Actually the sentence explains one activity but we know there are so many activities, so that the word **"activity"** must be changed by the word **"activities"**. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand in using the word "activity". Which actually, there are many activities but the learners need one of them. Therefore the word "one of…" must be followed b plural forms.

### *Watching movie is activity to watching the latest movie (5/MF)*

The word <u>*watching*</u>  in the sentence is wrong from. Because the word **"to"** must be followed by infinitive V1, while in the sentence the word **"to"** is followed by gerund that makes the sentence to be wrong. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about the way to use to-infinitive or gerund.

*Create the positive aura in our mind and also our self (6/MF)*

The word **our self** in the sentence is wrong form, because the learner make space between word *"our"* and *"self"*, besides the word *"our"* is plural form. Therefore our self should be *"ourselves"*. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about the reflexive pronoun especially the use of the plural first person such "ourselves".

*People will choosethe movies genre according to their coment mood (7/MF)*

The word **choosethe** in the sentence is wrong form, because the learner didn't make space between word *choose* and *the* . The learner should separate the word **"choose"** and **"the"** as like **"choose the".** The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about the use of punctuation mark that "space" or spasi in Indonesin.

*In addition fo fun and build up our mood (8/MF)*

The word *fo* in the sentence is wrong from. The learners should put conjunction in the sentence to refer conjunction in the sentence. It occurred because when the learner want to write conjunction in the sentence but the learner writes other word. The leaner thought that has written correct form, but in fact the

word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about preposition.

### *But when she jump (9/MF)*

The sentence is incorrect verb form. The learner writes the word **"jump"** in the sentence in which it should use the past form that is the word **"jumped"** in the sentence but the learner wrote wrong verb. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand in using past form.

### *Not only thst (10/MF)*

The word ***thst*** in the sentence is wrong from. The learners should put preposition in the sentence to refer preposition in the sentence. It occurred because when the learner want to write preposition in the sentence but the learner writes other word. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about preposition.

### *Indonesia also was many beautiful sights (11/MF)*

The sentence is incorrect structure. Because the learner writes the word **"was"** as a verb in which the sentence has meaningless. The learner should put

the word **"had"** as a verb to change the verb **"was"** so that the structure of the sentence is correct and has meaningful. The error was caused by intralingual interference when the learner made incorrect structure form in the writing. The learner did not understand the structure of the sentence especially the meaning of the sentence.

### *Other people often want to visit (12/MF)*

The word <u>*often*</u> is incorrect in the sentence. Because the sentence needs the suitable adverb of frequency, therefore the learner should put the word **"always'** to change the word **"often".** The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about adverb of frequency.

### *The topographically of this island (13/MF)*

The word <u>*topographically*</u> is incorrect in the sentence. Because article **"the"** should be followed by noun not adverb of manner. Besides in the sentence there is the word **"of "** in which the function of the word **"of'** is to separate two nouns. The learner should put **"topography**" as the change the word **"topographically**". The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about the use of adverb of manner which has function to explain verb.

### The technological has changed (14MF)

The word _technological_ is incorrect in the sentence. Because the word "_technological_" is an adjective. An adjective can be subject in the sentence if it is followed by noun. Without **"noun"**, adjective has no function in the sentence. The learner should put a noun in the sentence, "_technological_" should be replaced by **"technology"**. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about in using the adjective as subject or the correct subject.

### There are some most popular technologically advance media in which we communicate are email and internet (15/MF)

The word _technologically_ and _are_ incorrect in the sentence. Because the position of the word **"technologically"** as adverb of manner must be after verb, not after adjective. Besides the word **"are"** must be changed by the word **"by"** because the use of the word **"are"** is not suitable. The learner should put **"technological"** and the word **"the"** as the change of the word **"are"**. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused by intralingual interference. Because the learner wrote incorrect form in writing.

### Everywhere and anytime (16/MF)

The word _anytime_ incorrect in the sentence. Because the word **"anytime'** has the negative form, while the sentence needs the positive form. The learner

should  put the word **"every time"** as the change of the word **"any time".** It also has the same perception with the word before.  The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused  by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about the use of positive form and negative form, which has relationship with the word before.

### *People are becoming totally dependent (17/MF)*

The sentence is incorrect verb form. The learner writes the wrong word such **"dependent"** because the word **"dependant"** should be changed in the sentence but the learner wrote wrong form. The leaner thought that has written correct form, but in fact the word is still incorrect form. The error was caused  by intralingual interference. Because the learner wrote incorrect form in writing. It occurred when the learner did not understand about how to put the word on the correct placement.

4. **Misordering**

Misordering was the incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering errors. Misordering errors occur systematically for both L1 and L2 learners. The misordering errors was also found in th essay writing as shown as follows :

### *Interesting place is location engaging (1/MO)*

The sentence is incorrect structure. Because the learner wrote incorrect placement of the words **"engaging location"**. The word **"engaging"** is a noun

and the word **"location"** is a noun too, so they must be separate by the word **"of"** or the use of the word is reserved. It caused the learner did not understand in arranging the sentence. The error was caused by interlingual interference. It happened because the learner put the sentence into wrong order and where the learner transfer their native language system into target language system.

### *Indonesia is a country rich in divert and culture (2/MO)*

The sentence is incorrect structure. Because the learner wrote incorrect placement of the words **"country rich".** In English structure the position of the word **"adjective"** is before noun, because adjective has function to explain noun, so it should put the words **"rich country".** It caused the learner did not understand in arranging the sentence. The error was caused by interlingual interference. It happened because the learner put the sentence into wrong order and where the learner transfer their native language system into target language system.

### *It is a feeling that is difficult (3/MO)*

sentence is incorrect structure. Because the learner wrote incorrect placement of the words **"a feeling that is difficult".** It should put the correct order such **"a difficult feeling".** It caused the learner did not understand in arranging the sentence. The error was caused by interlingual interference. It happened because the learner put the sentence into wrong order and where the learner transfer their native language system into target language system.

*It should be no surprised (4/MO)*

The sentence is incorrect structure. Because the learner wrote incorrect order of the sentence. The word **"should be no",** cannot be used in a sentence. In many ways, the word **"no"** is usually followed by noun especially abstract noun and uncountable noun. But the sentence above, the word **"no"** is followed by adjective. So it should put the word **"should not be"**, not the words **"should be no".** It caused the learner did not understand in arranging the sentence. The error was caused by interlingual interference. It happened because the learner put the sentence into wrong order and where the learner transfer their native language system into target language system.

5. **Misformation and Omission.**

Misformation and omission errors are characterized by the use of unacceptable forms and absence of items that must be present in a well-formed in the sentence. The misformation and omission errors was also found in the essay writing as shown as follows :

*The out side young people who are wrong in choosing the environment so fall (1/FO)*

The words **"out side"** in the sentence is incorrect form. Because the learner makes separation the word **"out"** and the word **"side",** it should put the word **"outside".** Beside that after the word "**so"** as the conjunction must be use subject pronoun **"they".** The error was caused by interlingual interference, and the

error also was caused by carelessness. The learner is not deliberate to do mistake, but the result shows that it was the mistake.

**Into the *thing* that are  not in *want*  like drugs, free sex (2/FO)**

The word **"things"** in the sentence in incorrect form, because there is no agreement between subject "**thing**" and verb **"are".** Beside the mistake also came out from the words "in want" it should put the word **"wanted"** to change "**in want".** The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

**By being *in the home* of *a young people* (3/FO)**

The word **"home**" in the sentence is incorrect form. Because the word **"home"** has a narrow meaning, while the word **"house"** has a wider meaning. The mistake can be found in the words **"a young people"** the word **"a"**  is not needed in the sentence. The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

**Because that can *for* away *the they* from dangerous (4/FO)**

The word **"for"** in the sentence is incorrect form. The learner should use the word **"far"** to change the word **"for"** so that the sentence has meaning. Beside the word **"the they"** should be replaced by reflexive pronoun **"themselves".** The error was caused by interlingual interference, and the error also was caused by

carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

### Live at home had many positive thing (5/FO)

The word **"live"** in the sentence is incorrect is in correct form. Infinitive can be used as subject if it is the command sentence. In this case, the subject should be replaced to be gerund such **"living",** the mistake also came out from omitting **"s"** in the word **"thing"** The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

### She is *don't wont* to (6/FO)

The words **"is don't wont"** are incorrect sentence. The words **"is don't wont"** should be changed by the words **"doesn't want"** The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

### Geographies and folktale of that place *is* the interesting thing for tourist (7/FO)

From the structure above, there is no agreement between subject and verb. In this case, the subject is plural while the verb is singular then the word **"thing"** should be put to be the word **"things".** The error was caused by interlingual

interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

### *And also the beauty of them make tourist interesting (8/FO)*

The word **"make"** is in correct form. The subject is singular form. While the verb is plural form, it should use the word **"makes",** so there is agreement between subject and verb. Beside, the word **"interesting"** is incorrect form because the subject of the sentence is not person, so the word **"interesting"** should be replaced by the word "interested" The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

### **Those diving *sport* always have visitor on a daily basic even the eldest (9/FO)**

The word **"sport"** in the sentence is incorrect order. Because the verb of the sentence has plural form while the subject is singular form, so the word **"sport"** must be changed by the word **"sports".** Beside the word "eldest" is incorrect form too. The word "eldest" is usually used in a blood relation or sibling. The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

*Modern technology devices have changed the way we communicate (10/FO)*

The word "*the way we communicate"* are incorrect sentence because the placement of the words has jumbled order. So the words **"the way we communicate"** should be replaced by the words **"our way to communicate"** The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

**This software <u>can use </u>in working (11/FO)**

The words **"can use"** in the sentence is incorrect form. In this case, the sentence has subject not person, if the subject not person, so the sentence must be passive form. So, it should put the words **"can be used".** The error was caused by interlingual interference, and the error also was caused by carelessness. The learner is not deliberate to do  mistake, but the result shows that it was the mistake.

6. **Misfsormation and addition**

Misformation and addition errors are characterized by the use of unacceptable forms and presence of an item which must not be present in a well-formed in the sentence. The misformation and addition errors was also found in the essay writing as shown as follows :

*For that* **it would be nice if the young man** *was left at home* **(1/FA)**

The words **"for that"** in the sentence are incorrect form. The sentence above uses conditional sentence type II, in conditional sentence the words **"for that"** are not needed. Then the words **"was left at home"** should be changed to be the words **"was at home".** On the other hand the word **"left"** is redundant. The errors was caused by intralingual interference. And the error also caused by carelessness. Because the learner using unnecessary words.

**For the reason that still** *remain* **and for** *centurie*s *lay hidden* **in the jungle (2/FA)**

The word **"remain"** in the sentence is incorrect form. The sentence above uses active verb, while the structure must be passive verb, so the word "**remain"** should be changed by the word "**remained".** The errors was caused by intralingual interference. Because the learner add a word **"lay"** in the sentence. And the error also caused by carelessness. Because the learner uses the active verb of the word **"remain".**

**Wonderful white** *sandy* **shoreline and** *warms* **bive (3/FA)**

The word **"sandy"** in the sentence is incorrect form. It should be changed in to noun **"sand",** and the sentence grammatically wrong because the learner wrote adjective and the learner add **"s"** after adjective **"warm".** The errors was caused by intralingual interference. Because the learner did not understand the placement of adjective. And the error also caused by carelessness. Because the

learner wrote incorrect structure form in the writing. The learner did not understand the use  of adjective.

**The internet is the *easier* way for people to *communicate with each other (4/FA)***

The word **"easier"**  is incorrect form, because the sentence should use superlative degree. In degree of comparison article **"the"** cannot use comparative degree **"easier".** The errors was caused by intralingual interference. Because the learner made incorrect comparison. And the error also caused by carelessness. Because the learner did not understand how to use degree of comparison.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

From the data analysis, some conclusions as follow :

1. There are six types of errors found in the students' essay writing assignment, they are omission (16%), addition (16%), misformation (31%), misordering (7%), the combination of misformation and omission (20%), and the combination of misformation and adition (7%).

2. The errors were caused of intralingual interference, interlingual interference and carelessness. The error of omission and addition were caused by carelessness, actually the learner is not deliberate to do mistake, but the result showed that it was the mistake. The error of misformation was caused by intralingual interference, in which the learner made incorrect structure form in the writing. The error of misordering was caused by interlingual interference, where the learner puts the sentence into wrong order.

## B. Suggestions

After analyzing the data and find out types of error and the causes of error in the students' essay writing assignment, it was expected to the students to practice writing more often, make a group discussion to discuss and analyze the writing product especially the grammar or the structure of the writing text. It is also suggested to the teacher or lecture to give

strengthening on the students grammatical ability. At least but not last, to minimize the grammatical errors, learning and applying a good and correct grammar in every aspect of language skills were also suggested. the researcher hopes teachers should be more effective in teaching English especially in grammar.

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