

**A GRAMMATICAL ERROR ANALYSIS OF THE STUDENTS WRITING OF  
REPORTING A SCHOOL OF THE ELEVENTH YEAR STUDENTS OF SMA  
NEGERI 1 SEMIN IN 2011**

This paper is presented to fulfill one of the requirements to join the Final Test of  
Error Analysis Lesson



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**APPROVAL**

**TITLE** : A GRAMMATICAL ERROR ANALYSIS OF THE STUDENTS  
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The writer

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## **ABSTRACT**

**TIWIK RISTİYANI, NO: 0911202442.** English Education Study Program. Faculty of Teacher Training and Education. Widya Dharma Klaten in 2011. **A GRAMMATICAL ERROR ANALYSIS OF THE STUDENTS' WRITING OF REPORTING A SCHOOL OF THE ELEVENTH YEAR STUDENTS OF SMA NEGERI 1 SEMIN IN 2011.**

This research aims at giving description on the errors done by the eleventh year students of SMA Negeri 1 Semin in 2011. The writer reveals the errors and their factor contributing to the errors as the answer of the problem of this study namely *“what kinds of grammatical errors of are found in the students’ writing of reporting a school of the eleventh year students’ of SMA Negeri 1 Semin in 2011?”*

The writer uses the students’ work in narration paragraph as the source of data, the data collected are then analysed with descriptive qualitative methods.

After analyzing all of the data taken from the twelfth year students of SMA Negeri 1 Semin in 2011, the writer can find 37 sentences having grammatical errors. On exiting the data, the writer 11 errors are omission error (2 omission of preposition, 1 omission of preposition and omission tobe, 1 omission of noun and omission of predicate (tobe), 1 omission of article and omission of verb, 1 omission of pronoun, 3 omission of article, 1 omission of determiner, omission of tobe, omission of pronoun and omission of article, 1 omission of article and omission of tobe), 2 errors is addition error (2 addition of article), 8 errors are information error ( 6 misformation of verb and 2 misformation of determiner), 1 misordering error (1 misoerding of quantifier), 2 errors are misformation error and omission error (1 misformation of adverb and omission of verb and 1 misformation pronoun and omission of article), 4 errors are omission and misformation (1 omission of verb and misformation of determiner, 2 omission of article and misformation of verb, and 1 omission of tobr and misformation of verb), 2 errors is misformation error and addition error (2 misformation of relative adverb and addition pronoun), 2 errors is



omission and misordering error (1 omission of preposition and misordering of clause, and omission of pronoun and misordering of clause), 2 misordering and omission error (misordering of adverb, omission of article, and omission of pronoun and misordering of clause and omission of preposition), 1 misformation addition and misordering error (misformation of verb, addition of pronoun and misordering of clause) and the last 1 omission, misordering and omission error (1 omission of preposition, misordering of verb, and omission of relative pronoun).



## **CHAPTER I**

### **INTRODUCTION**

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

Communication is the process of delivering information or an idea, and expressing human feeling each other. Human needs a language to communicate with other people. Language is used for communication. When people want to speak or to deliver the information with the other people, they can not do it without language.

Language is a means of communication which takes an important role in human life. As social being, people cannot be separated from language since they need to communicate to others by a language as the medium.

One of the international languages used until now is English. In this case, English as a means of communication has the most important role. Obviously English has dominated world communication either in speaking or writing. Without learning English, it can be estimated that a country will be left behind in making cooperation with foreigners in improving the power of knowledge.

English is as a foreign language in Indonesia. It means English is the second language for Indonesian people. It makes English important, so that English must be learnt by the learners. English is taught at Junior High School for the beginner, but in this time English is taught at elementary school and kindergarten as introduction and supplementary subject.

Foreign language learners always make mistakes and errors in their learning process. It is normal for anyone who learns the second language which is different from his mother tongue. Error is systematic and different grades make different errors. By describing and classifying the students' error in linguistic terms, the researcher can build up the picture of the feature of the language, which is causing the students' learning problem.

English is the important language to communicate when people go international. It causes many countries in the world including Indonesia inserting to present English to be one subject in educational program. That is why, the students of elementary school until university are taught English. English teachers realize that English is one of the difficult subjects because the construction of sentences in English is different from Indonesian language.

There are four basic abilities which are learned in studying English, they are listening, speaking, reading, and writing. Writing is one of the skills that must be learned by the students. In writing, the learners must apply the five general components of the writing process; they are content, form, grammar, style and mechanic. The writer thinks that the composition is important for the learners to develop their imagination in written English. Nevertheless, the learners often do errors in composition because they are still influenced by Indonesian sentence structure in making and composing the structure of English sentence in writing of a paragraph.

One of the types of composition is report text. It is needed very much to

give a clear explanation or description of a place, person, or object. To make the readers understand the content or the meaning of each sentence in the paragraphs forming a report text, the sentences must be written grammatically and acceptably.

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis. In short, report text describes the way of certain things and frequently refer to phenomenon of nature, animal and scientific object. Mostly, report is written after getting careful observation. Scientific and technical sense make clearer difference from descriptive text. The students who write the report text will dig up all their vocabulary and grammar competence.

In learning process, the students still make errors and mistakes, so it is important to be analyzed to minimize their error and diagnose the difficulty of the study in the classroom. Therefore, the writer uses error analysis to detect the students' error. It is needed very much because the result of the analysis gives some contribution in attempting to decrease errors done by the students in learning English especially in SMA Negeri 1 Semin. The writer tries to analyze errors entitled *A Grammatical Error Analysis of the Students' Writing of Reporting a School of the Eleventh Year Students' of SMA Negeri 1 Semin in 2011*.

According to Sujoko (1989: 5), an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of

the learner. In order to analyze the students' error, it is crucial to make an error analysis. By error analysis, the students will get the correct one and can master English well.

In this research the writer would like to analyze the students' errors on grammar by asking them to make descriptive paragraph writing. The writer wants to know what errors are mostly made by the students on grammar. The writer observes *A Grammatical Error Analysis of the Students' Writing of Reporting a School of the Eleventh Year Students' of SMA Negeri 1 Semin in 2011*, because in that year they have studied about writing in English especially writing a report text. So, it is very important to know how many kinds of errors in writing to help them understand writing skill well.

#### **B. The Reason for Choosing the Topic**

The reasons why the writer has chosen the topic are as follows:

1. The error analysis is effective to find the students' errors on writing of *A Grammatical Error Analysis of the Students' Writing of Reporting a School of the Eleventh Year Students' of SMA Negeri 1 Semin in 2011*.
2. The quality of the English teaching especially writing needs to be improved by using the result of error analysis.
3. The teaching and learning of English writing needs to be improved by taking the benefit of error analysis result.

### C. **The Limitation of the Study**

In order to focus the topic discussed in this study the writer limits the discussion as follows:

1. The study is limited to the eleventh year students of SMA Negeri 1 Semin in 2011.
2. This study is limited to know the errors done by the eleventh year students in class XI of SMA Negeri 1 Semin in 2011 in making a report text.
3. The data that are analyzed are limited to those taken from the test by asking the students to write a report text about *School*.

### D. **The Statement of the Problem**

In this study, the writer would like to present the problem of the study is “what kinds of grammatical errors are found in the students’ writing of reporting *A School* of the eleventh year students of SMA Negeri 1 Semin in 2011”?

### E. **The Aim of the Study**

Based on the problem above, the writer has the aim as follow: to identify and describe kinds of errors in writing a report teks entitled “*A School* ” that is done by eleventh year students of SMA Negeri 1 Semin in 2011.

#### **F. The Uses of the Study**

The use of the study can be classified into:

1. The theoretical use.

The result of this study is hoped to be able to enrich the repertoire of teaching writing theory.

2. The practical use.

This study can be used to improve the teaching of English especially in teaching writing.

#### **G. The Clarification of the Key Terms**

To make the topic easy to understand, the writer clarifies the terms of the study as follows:

1. Error

According to Sujoko (1989: 5), an error is noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. In this study, errors mean noticeable deviation from adult grammar done by the eleventh year students of SMA Negeri 1 Semin in 2011, in their descriptive writing entitled *A School*.

2. Analysis

According to Hornby (1995: 38), analysis is the study of something by



examining its parts and their relationship; a statement of the result. From the quotation above, analysis is the study of errors done by the eleventh year students of SMA Negeri 1 Semin on grammar of descriptive writing.

### 3. Error Analysis

Error analysis in this study is the study of errors done by the students' writing of *A School* in report text of the eleventh year students of SMA Negeri 1 Semin.

### 4. Grammar

According to Hornby (1995: 517), grammar is rules in a language for changing the form of words and combining them into sentences. In this study, grammar means the rules in a language for changing the form of words and combining them into sentences in report writing that be done by the eleventh year students of SMA Negeri 1 Semin in 2011.

### 5. Grammatical Error of Writing

Error is noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner (Sujoko, 1989: 5). Writing is literary work (Hornby, 1995: 996). In this study, the writer can state that grammatical error of writing is the printed word of grammatical error of the students' writing.

## H. **The Organization of the Study**

The give clear understanding about the content, the writer would like to clarify the terms. The study consists of five chapters as follows:

**Chapter I is introduction.** It consists of the background of the study, the reasons for choosing the topic, the limitation of the study, the statement of the problem, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

**Chapter II is review of related literature.** It consists of contrastive analysis, error analysis, descriptive writing. Contrastive analysis consists of the meaning of contrastive analysis and the hypothesis of contrastive analysis. Error analysis consists of the meaning of error analysis, the sources of error, the types of errors, the practical uses of error analysis, and the methodology of error analysis. Descriptive writing consists of the language features of descriptive writing, and the technique of descriptive writing.

**Chapter III is the method of the study.** It consists of the meaning of research method, the strategy of the research, the data and the source of data, the technique of collecting the data, and the technique of analyzing the data.

**Chapter IV is the result of the study.** It consists of the analysis of the data and the discussion of the findings.

**Chapter V is conclusion, implication and suggestion.** It consists of conclusion, implication, and suggestion.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter there are three important points. Its must be explained on review of related literature, that are Contrastive Analysis, Error Analysis and Error Analysis at Descriptive Writing. They determine the writer on analysis the students' grammatical errors.

#### **A. Contrastive Analysis**

##### **1. The Meaning of Contrastive Analysis**

According to Haryono (2011: 1) contrastive analysis compares structure or two languages (Native Language and Target Language) to find out similarities and differences. Structures can be in the forms of phonology, morphology, syntax, semantic, and even cultures. Contrastive analysis can be used to improve the quality of teaching target language.

The contractive analysis hypothesis stressed the interfering effects of the first language on second language learning, and claimed in its strong from, that second language is primarily, if not exclusively, a process of acquiring whatever items are different from the first language (Sujoko,1989: 1) So, contractive analysis is a producedure for comparing of two languages to show the differences and similarities.

From the definition above, it can be stated that the contrastive analysis is compare two things concereng with linguistics points. Contrastive

analysis is comparing the structure of native and the second language, arranging the teaching material in giving the subject to the learner.

## **2. The Hypothesis of Contrastive Analysis**

The contrastive analysis hypothesis stressed the interfering effects of the first language on second language learning, and claimed in its strong form, that second language is primarily, if not exclusively, a process of acquiring whatever items are different from the first language (Sujoko, 1989: 1). So, contrastive analysis is a procedure for comparing of two languages to show the differences and similarities.

Haryono (2011: 1-2) states contrastive analysis hypothesis is stressed the interfering effect of L1 on L2 learning, claimed in its strong form that the L1, ignore the intra lingual effect of learning. L2 learning is a creative process of constructing a system in which the learner is consciously testing hypotheses about the TL from a number of possible sources of knowledge: limited knowledge of the TL itself, knowledge about the NL, communicative function of language, language in general, life, human beings, and the universe.

## **B. Error Analysis**

### **1. The Meaning of Error Analysis**

Error is a noticeable deviation from the adult grammar of native

speaker, reflecting the inter language competence of the learner (Sujoko, 1989: 5).

The fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners' errors, called error analysis, (Sujoko, 1989: 6).

From the all explanation above, the writer concludes that error analysis is a type a linguistic analysis that focuses on the process of identifying, and describing the learner's error in target language learning.

#### 1. **The Sources of Errors**

According to Sujoko (1989: 15), they are four major sources that cause the learners error, they are as follows:

##### a. **Interlingual Transfer**

Before the system of second language is familiar, the native language is the only linguistic system in previews experience upon which the learner can draw. Students had never heard English word, so they have some difficulties in their learning. Fluent knowledge of analyzing such errors: however, even familiarity with the language can be of help in pinpointing this common source.

For example:

1. "The shoes of Irman " *instead of* "Irman's shoes"
2. "T- Shirt your is new" *instead of* "Your T- Shirt is new"

The first sentence *The shoes of Irman* is interfered by learner's mother tongue *Sepatunya Irman* which is actually using apostrophe (') *Irman's shoes* while the second sentence the word *T- Shirt your*, the learner uses the noun + possessive adjective + rule while it should use possessive adjective + noun rule, namely *your T- shirt*. Those errors are the result of negative transfer of the native language or interference.

b. **Intralingual Transfer**

Beside the interlingual transfer from the native language to target language, there are also errors caused by native transfers between elements in the target language itself. This is also called intralingual errors or interference, or incorrect generalization of the rules within the target language. It becomes a major factor in second language learning. For example: He eated a loaf of bread.

*Eated* in the sentence is influenced English itself. In the learner's mind, past tense is made by V1 + ed, but it uses in regular verb. And *eat* is an irregular verb, past's form is *ate*. So, the right sentence is *He ate a loaf of bread*. It happens by transferring TL to TL.

Thus, intralingual transfer is the native transfer of items within the target language or incorrect generalization of rules within the target language.

c. **Context of Learning**

The third major source of error can be illustrated in the context of

learning. Context refers to the classroom with its teacher and its material in the case of school learning. Students often make errors because of a misleading explanation of the teacher, faulty presentation of structure of word in a textbook, or even because of a pattern that was rotary memorized in a drill but not properly contextualized.

d. **Communication Strategies**

A communication strategy is the conscious employment of verbal or non-verbal mechanism for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication. In communication strategy, there are five types of strategy. They are:

1. Avoidance

Avoidance is a common communication strategy that can be broken down into several subcategories and thus distinguished from other type of strategies are: Syntactic or lexical avoidance, Phonological avoidance and Topic avoidance (Sujoko, 1989: 24).

The most common type of avoidance is synthetic or lexical avoidance within a semantic category. For example when the learner referred the earlier of “I lost my way”, he first avoided the use of “way” with the synonym “road”. This was not appropriate in the context and paraphrased the sentence “I got lost” (Sujoko, 1989: 24).



Phonological avoidance is also common, as in the case of a Japanese learner of English who wanted to say, “He’s liar”, but with the difficulty of the initial/l/sound in English choose instead to say, “He did not speak the truth”.

A more direct type of avoidance is topic avoidance, in which a whole topic of conversation (talking about what happened yesterday if the past tense is unfamiliar) might be avoided entirely. Learner manage the device ingenious methods of topic avoidance: changing the subject, pretending not to understand (a classical means for avoiding answering question), simply not responding at all, or noticeable a abandoning a message when a thought becomes too difficult to continue expressing (Sujoko, 1989: 25).

1. Prefabricated Pattern

Another common communication device is to memorize certain stock phrases or sentence without internalized knowledge of the components of the phrase. “How much does this cost?” “Where is the toilet?” “I don’t understand you” are the sorts of the prefabricated patterns that one sometimes learns at the beginning of a language learning experience when the structure of the language is not known. Prefabricated patterns are sometimes the source of some merriment.

2. Cognitive and Personality Style

Sujoko (1989: 26) comments “A reflective and conservative style in very careful but hesitant production of speech with perhaps fewer errors indicative of the conscious application might also commit errors of over formality.

### 3. Appeal to Authority

In this error, the students just memorize without understanding and the students just store the particular word or phrase, get the difference they ask or check in the dictionary.

### 4. Language Switch

The students use their native language in the target language, because the students just have limited vocabulary. Sujoko, (1989: 28) states that surprisingly, the context of communication coupled with some of the universal of non-verbal expression sometimes enable a learner to communicate an idea in his own language to someone unfamiliar with that language.

## 3. The Types of Error

According to Dulay, Burt and Krashen (1982: 155) as quoted by Haryono (2011: 6), there are four types of errors based on the surface strategy taxonomy, omission, addition, misformation and misordering.

### a. Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance.

Example:

1. He is good student.
1. She is best teacher in my school.

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

b. 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 utterance. Dullay, Burt and Krashen, (1982: 156) as quoted by Haryono (2011: 6) 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:

- a. They didn't went here.
- b. 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.

For example:

| <u>Incorrect</u> | <u>correct</u>                        |
|------------------|---------------------------------------|
| - <i>Mans</i>    | : <i>Men</i> (plural from man)        |
| - <i>Buyed</i>   | : <i>Bought</i> (past tense from buy) |
| - <i>Childs</i>  | : <i>Children</i> (plural from child) |

The examples 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 a student* incorrect sentence because add with word *is*. So, the correct sentence 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.*

c. 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 as 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-forms

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 the plural forms, and the correct form 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.

### d. Misordering Errors

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 structure.

#### 1. **The Practical Uses of Error Analysis**

Studying learner's errors serve some benefit, particularly for the teacher. Sujoko (1989: 48) suggests the practical use of error analysis is to the teacher, they are as follows:

- a. Errors provide feedback; they tell the teacher something about the effectiveness of his teaching materials and his teaching techniques.
- b. They show him what parts of the syllabus he has been following have been inadequately learned or taught and need further attention.
- c. They enable him to decide whether he must devote more time to the item he has been working on. This is the day- to- day valve of errors. But in

term of broader planning and with new group of learners.

- d. They provide the information for designing a remedial syllabus or a program of re- teaching.

As mentioned above, the practical use of error analysis is very significant both to the teacher and the learner. The significance of the practical uses of error analysis is to the teacher. It means that he analyzes the learner's error and corrects the error that made by the learners. For the learners the practical uses of error analysis can facilitate them in improving the English mastery.

## **2. The Methodology of Error Analysis**

Methodology is procedure in carrying out the research dealing with the technique of collecting and analyzing the data. The writer realizes that writing such kind of paper must use methodology.

The methodology of Errors Analysis according to S.N Sridhar (1985: 222) as quoted by Haryono (2011: 5) is as follows:

- a. Collecting of the data (either from a free composition by students on given theme or from examination answer).
- b. Identification of errors (Labeling with varying degrees of precision depending on the linguistic sophistication brought to bear on the task, with respect to the exact nature of the deviation, dangling preposition, anomalous sequence of the tense, etc)



- c. Classification into error types.
- d. Statement of relative frequency of error types.
- e. Identification of the area of difficulty in the target language.
- f. Therapy (remedial drill, lesson, etc)

The data of error analysis are taken from written test given to the students. The written data are taken from the summary of the written tests given the students. In order to get the valid data, the writer determines the aims of analyzing, the method or technique, the instrument and data gathering.

After collecting the data, the writer identifies them in what part of error the data belong to, in the process of identifying the writer uses the rules of English as a target language to be the norm followed in determining the kinds of errors by the students.

Then the writer classified them based on the taxonomy decided before in order to get the valid analysis, it is better to combine the four taxonomies in this process of analysis.

The next step done by the writer is counting the error, frequencies, deciding the lace of errors, making the percentages of the errors made by the students and finding the best terrify. After that, the writer will give the evaluation of errors that done by students and the final, the writer would correction the data.

#### **A. The Theory of Writing**

## **1. The Meaning of Writing**

According to Richards and Richard (2002: 592), writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes. The element of writing based on the definition, they are:

- a. Complex processes
- b. Some approach

According to Hornby (1995: 1383), Writing is the activity or occupation of writing eg books, stories or articles. Writing is central to our personal experience and social identities and we are often evaluated by our control of it (Hyland, 2002: 1). The element of writing based on the definition, they are:

- a. Activity
- b. Occupation
- c. Personal experience
- d. Social identities

Meanwhile writing is used for a wide variety of purpose it produced in many different forms (Harmer, 2004: 4). The element of writing based on the definition, they are:

- a. Variety of purpose
- b. Different form

According to Somekh and Cathy (2005: 2) state writing enables the

researcher to gain distance from an experience, to reconstruct and re-evaluate it from alternative points of view. The element of writing based on the definition, they are:

- a. To gain
- b. Distance
- c. Experience

Pardiyono (2006: ix) states *writing adalah salah satu bentuk perwujudan linguistic competence yang diekspresikan dalam bentuk penggunaan bahasa tulis (written), selain dalam bentuk bahasa lisan (oral)*. The element of writing based on the definition, they are:

- a. Petwujudan linguistic
- b. Penngunaan bahasa tulis

Wishon and Julia (1980: 281-282) comment in writing definition, the meaning of a term is explained by using words that are usually understood. The element of writing based on the definition, they are:

- a. Explained
- b. Using by word

Based on the statement above the writer wants to conclude, writing is as the result of complex processes of writing activity that is used for a wide variety of purpose and communicate which would be both entertaining and informative that is sometime based on the personal experiences and social

identities by using by word (in the written form).

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons in that more and more people need to learn to write in English for occupational or academic purposes.

## **2. The Purpose of Writing**

Writing, in addition to being communicative skill of vital importance, is skill which enables the learner to plan and rethink the communication process (Murcia, 2001: 213). The element of writing purpose based on the definition, they are :

- a. Enables
- b. To plan
- c. Rethink
- d. Communication process.

Writing has always been used as a means of reinforcing language that has been thought (Harmer, 2004: 32). The element of writing purpose based on the definition, they are :

- a. Means of reinforcing language
- b. Thought

Hyland (2002: 1) comments the various purpose of writing, then, the increased complexity of its contexts of use and the diverse backgrounds and needs of those wishing to learn it, all push the study of writing into wider

framework of analysis and understanding. The element of writing purpose based on the definition, they are :

- a. Various purpose
- b. Context
- c. Puss
- d. Analysis
- e. Understanding

Based on the definition, the writer want to conclude that the purpose of writing is panning and rethinking of communication process that be used as thoughtful reinfocing language which has various purpose of writing with complexity of context and all push the study of writing into wider framework of analysis and understanding.

### **3. The Writing Process**

Concerning with the stages in the process of writing several scholars on the field classify th em differently. Brown (2001 : 352-353) states there are several steps in the writing process. They are generating idea, writing in the first draft, peer-editing, and revising. Campbell (1998: 11) in Fauziati (2010: 50) mentions that the stages are illustrated and practiced from the generation of ideas and compilation of information through a series of activities for planning, gathering information, drafting, revising and editing.

Good technical writing has just the opposite characteristics. It is clear and direct. It isgrammatically correct both in letter and in spirit. Furthermore, it

utilizes the great richness and variety in English expression to convey ideas in the most efficient and effective manner

This sequence of activities typically occurs in four steps prewriting, composing or drafting, revising and editing Badge and White (2000: 154) in Fauziati (2010: 50).

a. Prewriting

Prewriting is the phase of idea gathering

b. Drafting

Drafting is the process of writing a rough outline of what will be addressed.

c. Revising

Revising or elaborating on the first draft, takes place at this point.

d. Editing

Editing is correcting mechanical errors like spelling or punctuation, is the last stage.

Harmer (2004: 4-5) states, in all of these cases it is suggested that the process has four main elements :

1. Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what is going to say.

2. Drafting

We can refer to the first version of piece of writing as a draft. This first 'go' at text is often done on the assumption that will be amended later.

### 3. Editing (reflectinng and revising)

Once writters have produced a draft they then, usually, read through what they have written to see where it doesn't.

### 4. Final version

Once writers have edited their draft, making the changes they consider to be neccessary, they produce their final version.

Based on the statement above the writer wants to conclude the writing process. The first step in writing anything of consequence is to prepare an outline indicating the organization and content of the paper. We can call it as planning. The outline should include each main purpose together with the fact for it. We can refer to the first version of piece of writing as a draft (drafting). This outline is actually a first draft for the preparation and revision of the organization of the paper. At this point, one considers the general thesis of the paper and how thevarious sections should be organized to develop it best. After one has completed and revised the outline, the first draft of the text may be prepared. The major concern in writing the first draft is the structure and content of the paragraphs.

Having written a well-organized and logically sound first draft, the arduous process ofrevision may begin. Once writters have produced a draft they then, usually, read through what they have written to see where it doesn't (editing, include reflectinng and revising). The goal of good sentence formation

is to achieve a grammatical structure that embodies the structure and relations of the content. If the task to this point has been performed carefully, only questions of individual sentence structure and vocabulary will remain. At the very most, three successive sentences may have to be rearranged. However, most of the work will concern the revision of single sentences.

As the final step, the revised copy should be reread to guarantee that the final result is smooth and intelligible. Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version (final version). This concludes the writing of the paper. The general principle for good writing can be stated concisely: At each level of organization in the paper, carefully construct the form to indicate the relationships of the ideas discussed

#### **4. The Criteria of Good Writing**

According to Pardiyo (2006: xviii), *untuk bisa menghasilkan sebuah tulisan yang baik anda perlu memperhatikan budaya (culture, yaitu bagaimana suatu maksud harus dituangkan secara kultur agar dapat diterima . selain itu anda juga perlu memperhatikan ketatabahasaan, dan membaca teks-teks lain lebih banyak lagi sehingga anda memiliki 'gaya tulis' yang lebih baik.*

Heyes and John (1981: 368) state imagine that you have been asked to start from scratch and design an imaginary, working “writer”. In order to build a “write” or theoretical system that would reflect the process of a real writer ,



you would want to at least three things :

1. First, you would need to define the major elements or sub-processes that make up the larger process of writing. Such sub-processes would include planning, retrieving information from long term memory, reviewing and so on
2. Second, you would want to show how these various elements of the process interact in the total process of writing. For example, how is “knowledge” about the audience actually integrated into the moment-to-moment act of composing?
3. And finally, since a model is primarily a tool for thinking with, you would want your model to speak to critical questions in the discipline. It should help you see things you didn’t see before.

Traditional conceptions of writing expertise are based on the view that good writing is good writing, regardless of audience, purpose or context (Hyland: 59)

While according Brown (2001: 346) , But as you contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if your technique includes some of these practices. For example, good writers

- a. Focus on a goal or main idea in writing.
- b. Perceptively gauge their audience.
- c. Spend some time (but not too much!) planning to write.

- d. Easily let their first ideas flow onto the paper
- e. Follow a general organizational plan as they write
- f. Solicit and utilize feedback on their writing
- g. Are not wedded to certain surface structures
- h. Revise their work willingly and efficiently
- i. Patiently make as many revisions as needed.

#### A. **Report Text**

Hornby (1995: 993) states report is written account of something heard, seen, done, etc, esp one that is published or broadcast. Based on the definition above, a writing a report text is a text which presents information about something, as it is.

Meanwhile Priyono, Riandi and Anita (2008: 20) state the social purpose of information reports is presenting information about something. They generally describe an entire class of things, whether natural or made: mammals, the planets, rocks, plants, computers, countries of origin, transportation, and so on. It is as a result of systematic observation and analysis. Writing a report text is needed very much to give a clear explanation or description of a place, person, or object. To make the readers understand the content or the meaning of each sentence in the paragraphs forming a report text, the sentences must be written grammatically and acceptably.

While another, According to Pardiyono (2006: 166), the information of report is *berisi sajian informasi masa kini tentang suatu hal atau fakta didukung*

*dengan sajian data, paparan karekteristik, serta pengelompokkan atau tabulating.*

This writing is focus on describing the data compeletely that be used as a important information in general to the reader. Practically, writing a report text , the writer be acted as reporter.

According to Platt (1975: 1) states A report is presentation of facts and finding, usually as a basis for recommendations, written for a specific readership, and probably intended to be kept as a record.

So that the writer must be acted as a neutral person to describe the ways things are, with reference to a whole range of phenomena, natural, cultural and social in our envirointment that will not take own opinion or own argument in writing a report text.

#### 1. Generic Structure

The generic structure of report text usually has Two components:

##### a. General Information

It is introducing the thing that will be talked about. It can include optional technical clasification

##### b. Bundles of morespecific information.

It is elaborating and reporting on the subject in detail. It can be include part (and their functions), qualities, habits / behaviours or ‘uses’ if non-natural.

#### 2. Grammatical Pattern

The common grammatical patterns of an information report include:

##### a. Use of general nouns, eg *hunting dogs*, rather than particular nouns, eg *our*

*dog.*

- b. Use of relating verbs to describe features, eg *Molecules are tiny particles*
- c. Some use of action verbs when describing behaviour, eg *Emus cannot fly*.
- d. the beginning focus of the clause.

### 3. Developing a Report text

According to Langan (2005 : 359-360) there are two part of developing a report text. The first the first part of report include :

- a. Identify the author and the title of the work, and include in parentheses the the publisher and publication date
- b. Write an informative summary of the material. Condense the content of the work by highlightinng its main points and key of supporting points.

And the second part of report include :

- a. Focus on any or all of the question bellow :
  - a. How is the assigned work related to ideas and concern discussed in the course?
  - b. How is the work related to problem in our present-day world?
  - c. How is the work related to your life.
- b. Evaluate the nerit of the work, the importance of its point, its accuracy, completeness, organization and so on. And here are some impportannt matters to consider as you prepare a report :
  - a. Apply the ffour basic standart of effective writing (unity, support, coherence and clear, error-free sentence)

- b. Document quotations from all works by giving the page number in parentheses after quoted material.

### **CHAPTER III**

#### **THE METHOD OF THE STUDY**

The method of the study consists of : a.The Meaning of Research Method, b. The Strategy of the Research, c. The Data and the Sources of Data, d. The Technique of Collecting the Data, and e. The Technique of Analyzing the Data.

##### **A. The Meaning of Research Method**

According to Hornby (1995: 734) states that method means way of doing something. Meanwhile, research is investigation undertaken in order to discover new fact, get additional information, etc (Hornby, 1974: 720).

Based on the definition above, the meaning of research method in this study is the way to discover new fact, get additional information. Every research has its own method which depends on the aim of the research and the nature of the topic. In this study, the writer researches error of grammar on the students' writing of Telling Interesting Sport done by eleventh year students of SMA Negeri 1 Semin in 2011.

##### **B. The Strategy of the Research**

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The strategy used in this research is descriptive qualitative. This strategy tries to solve the problem in this time, which has actual characteristic. Because of this

characteristic, the writer does not use the hypothesis as temporary answer to solve the problem. The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research is concerned with description.

Descriptive research is a type or category of research that refers to investigation with utilizes already exiting data or non-experimental research with preconceived hypothesis.

### **C. The Data and the Sources of Data**

#### **1. The Data**

Richards, and Ricard (2002: 142) state, data is information, evidence or facts gathered through experiments or studies which can be analyzed in order to better the understanding of a phenomenon or to support a theory.

While Hornby (1974: 219) defines the data as facts, things certainly known (and from which conclusion may be drawn).

In this research, the data are students' errors on grammar in writing a report text of A School that is done by the eleventh year students of SMA Negeri 1 Semin in 2011.

#### **2. The Sources of Data**

The source is a place from which something comes or is obtained (Hornby, 1995: 1136). According to the meaning of the data and source

above, the sources of data mean places from which something comes or is obtained and furthermore it is taken as data in a research or something which can be as object of research. The sources of data are important in doing research because without the sources of data, the research does not have the good quality and validity. In this research, the sources of data are taken from the works of eleventh year students of SMA Negeri 1 Semin in 2011 on writing of Telling Daily Activities.

#### **D. The Technique of Collecting the Data**

Collecting data is a part of a process of supplying the primer data for necessary of the research. Collecting data is the systematic and standard procedure to get the needed data. There is connection between the methods of collecting data with the research problem that will be solved. The collected data must be valid enough for used. The validity of data can be increased if tool and quality of taking the data is valid enough.

In collecting the data, the writer can use some instruments that can be used in a research. The technique can be used to collect the data are a test, an interview, an experiment, a filed note, etc.

In collecting the data, the writer uses written test method. The method means that the way of collecting the data by giving question in written form in accomplishment, then, it is impossible to use other techniques such as interviewing or literature method. In this research, the writer collected from the students' work with the title "A School".



#### **E. The Technique of Analyzing the Data**

The data available in this research are analyzed by using descriptive qualitative analysis. It means that the writer tries to give the description of what types of grammatical error that the students make when they compose the report text.

In this research, the writer analyzes the data by using the steps as follows:

1. The data are collected from the students' work. The writer identifies the errors in report text of a school.
2. The data are written on pieces of paper.
3. The researcher reconstructs the erroneous sentences.
4. The writer compares between the erroneous sentence and the reconstruction.
5. The researcher describes the differences of the errors.
6. The data are classified according to the kind of errors.

## CHAPTER IV

### THE ANALYSIS OF THE DATA

This chapter is about data analysis. The writer analyzes the data she has gained from the students work in writing. Then, she discusses the result of analysis in discussion of the findings. The writer further explanations are as follows:

#### A. **The Analysis of Data**

In this case, the writer analyzes the data having grammatical error in the students' composition about *A School*. The types of error can be divided into some categories, namely omission error, addition error, misinformation error, misordering error, misinformation error and omission error, omission error and misinformation error, misinformation error and addition error, omission error and misordering error, misordering error and omission error, misinformation error, addition error and misordering error, omission error and misinformation error and the last is omission error, misordering error and omission error.

##### 1. Errors of Omission.

In this case, omission error happened when the students forget some element of the good sentence. In this research, the writer analyzes errors of omission found in students' writing. From the data, the writer can classify the category of omission error. There are

##### a. Omission of Preposition

The data of omission of preposition that had been found in this research are follows:

1. There are several rooms in the bulding such class, bathroom, administration room, canteen...(A.03)
2. ...because if there is no room teaching and learning,...(G.07)

In the data (1) the sentence is incorrect, because the student omits preposition as. So the correct sentence is *There are several rooms in the bulding such us class, bathroom, administration room, canteen... .*

In the data (2) the sentence is incorrect, because the student omits preposition for. So the correct sentence is *...because if there is no room for teaching and learning,...*

b. Omission of Preposotion and Omission of Tobe

The data of omission of preposotion and omission of verb that have been found in this research is:

3. ...and some of favorite place student in the canteen and library (A.03)

In the data (3) the sentence is incorrect, because the student omits preposition for and omits tobe “are” in that sentences. So the correct sentence is *...and some of favorite place for student are in the canteen and library.*

c. Omission of Noun and Omission of Predicate (Tobe)

The data of omission of noun and omission of predicate that had been found in the research is:

4. Under the supervision of teachers (C.02)

In the data (4) is incorrect because the student omits noun and omits predicate *is*. So the correct sentence is *it is under the supervision of teachers*.

- d. Omission of Article and Omission of Verb

The data of omission of verb and article that have been found in this research are:

5. In these system, student progress through series of schools (C.04)

In the data (5) the sentence is incorrect, because the student omits article *the* and verb *make*. So the correct sentence is *In these system, the student make progress through series of schools*.

- e. Omission of Pronoun

The data of omission of preposition and omission of verb that have been found in this research is:

6. ...but generally include primary school for young children and secondary school for teenager who have completed primary education (C.05)

In the data (6) the sentence is incorrect, because the student omits *it* or noun . So the correct sentence is *...but it generally include primary school*

*for young children and secondary school for teenager who have completed primary education.*

f. Omission of Article

The data of omission of article that have been found in this research are follows:

7. First is teacher room (E.03)
8. Second is administration room (E.05)
9. This is facility to students (G.03)

In the data (7) the sentence is not correct, because the student omits article *the*. So the correct sentence is *The first is teacher room.*

In the data (8) the sentence is not correct, because the student omits article *the*. So the correct sentence is *the second is administration room.*

In the data (9) the sentence is not correct, because the student omits article *a*. So the correct sentence is *This is a facility to students.*

g. Omission of Determiner, Omission of Tobe, Omission of Pronoun and Omission of Article

The data of omission of determiner, omission of tobe, omission of pronoun and omission of article that had been found in the research is:

10. In this room, teacher can prepare materials for lessons conveyed to students and place to break (E.04)

In the data (10) the sentence is incorrect, because the student omits determiner *some* and the student omits to be *is* and the pronoun *it*. The student also omits article *a*. So the correct sentence is *in this room, teacher can prepare some materials for lessons conveyed to students and it is a place to break.*

h. Omission of Article and Omission of To be

The data of omission of article and omission of to be that had been found in the research is:

11. Other room which in the school is class room (G.06)

In the data (11) the sentence is incorrect, because the student omits article *the* and to be *is*. So the correct sentence is *the other room which is in the school is class room.*

2. Errors of Addition

In this research, the writer analyzes error of addition found in student writing.

a. Addition of Article

An addition error is the opposite of omission. They are characterized by the presence of an item which must not be appeared in a well-formed utterance. In this research, the writer analyzes errors of addition that have been found in students' writing. From the data, the writer can classify the category of addition error. There are:

12. A school is a institution design to allow and encourage students to learn  
(C.01)
13. And there are the other fasilitations of school... (D.05)

In the data (12) the sentence is incorrect, because the student writes the sentence with add article *a*. So the correct sentence is *school is a institution design to allow and encourage students to learn*

In the data (13) the sentence is incorrect, because the student writes the sentence with add aricle *the*. The writer should not write article *the* because it is followed by plural form. So the correct sentence is *and there are other fasilitations of school... .*

### 3. Errors of Misformation

In this type, the writer finds out misformation error in writing. Misformation error happened when the students use the form and the structure of word or morpheme incorrectly. The writer can classify the category of misformation error. There are:

a. Missformation of Verb

The data of misformation of verb that have been found in the research are:

14. As we know, Junior High School is the next education that must be done after pass from Elememtary School (B.01)
15. In this step, students beginning to learn science knowladge and social knowladge... (B.03)
16. ...the teacher will teaches the students about the lesson...(D.03)
17. ... and the students must try to understand what the teacher say (D.04)
18. School have many rooms such as library, canteen, mosque, some classes, teacher rooms, headmaster rooms, laboratory, etc (H.05)
19. The favorite places is canteen, because many students likes going to them (H.06)

In the data (14) the sentence is incorrect, because the student uses the wrong verb. The student should uses progressive form *passing* , because there is *after* before *pass*. And this is a gerund. So the correct sentence is *As we know, Junior High School is the next education that must be done after passing from Elememtary School.*

In the data (15) the sentence is incorrect, because the student uses the wrong verb. The student should use or invinitive form in present tense. So the



correct sentence is *In this step, students begin to learn science knowledge and social knowledge...* .

In the data (16) the sentence is incorrect, because the student uses the wrong verb. That is future tense form, so it should put base form of verb. So the correct sentence is *...the teacher will teach the students about the lesson.*

In the data (17) the sentence is incorrect. because the student uses the wrong verb. That is present tense form, so it should put *says*. So the correct sentence is *... and the students must try to understand what the teacher says.*

In the data (18) the sentence is incorrect, because the students uses the wrong verb. The student should use *has* in present tense, because the subject is singular. The student should also use *room* to instead *rooms* , because the school usually has one headmaster room. So the correct sentence is *School has many rooms such as library, canteen, mosque, some classes, teacher rooms, headmaster room, laboratory, etc.*

In the data (19) the sentence is in correct, because the student uses the wrong verb. The student should use *place* or singular form,because it follow by singular form. And the the student should use *like* or invinitive form in present tense. The student should use *there* in that sentences also, because it is an adverb. So the correct sentence is *The favorite place is canteen, because many students like going to there.*

#### b. Misformation of Determiner

The data of misformation of determiner that have been found in the research are :

20. It has a function for peoples (especially students) for the knowladges (D.02)
21. ...and also the facilitations of school (classroom, laborate, library, teacher's room, etc) (D.03)

In the data (20) the sentence is incorrect, because the student uses the wrong determiner. The student should use *has some function* in that sentences, because it is followed by plural form *knowladges*. So the correct sentence is *It has some functions for peoples (especially students) for the knowladges*

In the data (21) the sentence is incorrect, because the student uses the wrong determiner. The student use *some facilitations* in that sentences, because it is followed by plural form *facilitations*. So the correct sentence is *...and also some facilitations of school (classroom, laborate, library, teacher's room, etc)*

#### 4. Errors of Misordering

In this research, the wrieter analyzes error of misordering found in student

writing

a. Misordering of Quantifier

The wrong placement of morpheme or group of morphemes in an utterance characterizes misordering error. The writer finds that the students still incorrect in making sentences that they cannot place the words in suitable position.

The data of misordering of determiner that had been found in the research is:

22. The room very important is a teacher room (G.04)

In data (22) is incorrect, because the student can not place the determiner *The room very important* in right position. So the correct sentence for data (21) is *the most important room is a teacher room*.

5. Error of Misformation and Omission

In this result, the writer analyzes misformation and omission error found in the students' writing. The erroneous are as follows:

a. Misformation of adverb and omission of verb

The data of misformation of verb and misformation of verb that had been found in the research is:

23. Library many used, because library the important for student (A.04)

In data (23) is incorrect, because the student use wrong adverb, and omits predicate. The should use adverb *often* and predicate *be* to make a passive form. The student should also add predicate *is* after *library*. So the correct sentence is *Library is often be used, because library is the important for student.*

a. Missformation of Pronoun and Omission of Article

The data of Missformation of noun and omission of article that had been found in the research is :

24. In this room is place to manage all administrative activity in the school... (E.06)

The data (24) is incorrect, because the student uses wrong noun. The student should use pronoun *it* in that sentence and omits article *a* before *place* and *of* after *all*. The student also uses wrong noun. it should uses *administration*, because *administrative* is an adjective. It should be change into noun. So the correct sentence is *it is place to manage all of administration activity in the school... .*

6. Error of Omission and Misformation

In this result, the writer analyzes omission and misformation error found in the students' writing. The erroneous are as follows:

a. Omission of Verb and Misformation of Determiner

The data of omission of verb and misformation of determiner that had been found in the research is:

25. The names for these vary by country (C.05)

The data (25) is incorrect, because the student omits predicate *are* in the sentence and uses wrong determiner. The student should add *each* instead *by*. So the correct sentence is *The names for these are vary each country*.

a. Omission of Article and Misformation of Verb.

The data of omission of article and misformation of verb that had been found in the research is:

26. In this step, student beginning to learn science knowladge and social knowladge... (F.03)

27. Level of school start from Kindergarden, Elementary School, Junior High School, Senior High School and University (H.08)

The data (26) is incorrect, because the student omits article *the* and uses wrong verb. The student should uses *begin* instead *beginning*. So the correct sentence is *In this step ,the student begin to learn science knowladge and social knowladge... .*

The data (27) is incorrect, because the students omits *the* before *level of school* and *starts* in present tense. So the correct sentence is *The level of school starts from Kindergarden, Elementary School, Junior High School, Senior High School and University.*

b. Omission of Tobe and Misformation of Verb

The data of omisssion of verb and misformation of pronoun that had been found in the researh is:

28. ...that more difficult than you are in Junior High School (F.03)

The data of (28) is incorrect, because the student omits tobe *are* and uses wrong verb in degree of comparisons composition. the student should uses *learn* instead *you are*. So the correct sentence is ...*that are more difficult than learn in Junior High School*.

7. Error of Misformation and Addition

In this result, the writer analyzes omission and misformation error found in the students' writing. The erroneous is as follow:

a. Misformation of Relative Adverb and Addition Pronoun

The data of misformation of relative adverb and misformation verb that had been found in the research are:

29. Junior High School is a place when childrens change from childhood to mature (B.02)

30. Senior High School is a place when its transform teenager to mature (F.02)

The data (29) is incorrect. The student should uses relative adverb *where* and should uses *children*. So the correct sentence is *Junior High School is a place where children change from childhood to mature.*

The data (30) is incorrect, because the students uses wrong relative adverb and uses pronoun *its* . The student should uses relative adverb *where* and pass *it*. So the correct sentence is *Senior High School is a place where transform teenager to mature.*

#### 8. Error of Omission and Misordering

In this result, the writer analyzes omission and misformation error found in the students' writing. The erroneous are as follow:

##### a. Omission of Preposition and Misordering of Clause

The data of omission of preposition and misordering of clause that had been found in the research are:

31. Most countries have system of formal education which is commonly compulsory (C.03)
32. ...because in this room the entire administration is managed and providing facilities in need of student (G.05)



The data (31) is incorrect, because the student omits preposition *of* and the writer can not arrange clause well. So the correct sentence is *Most of countries have formal education system which is commonly compulsory.*

The data (32) is in correct, because the student omits preposition *of* and can not arrange clause well. So the correct sentence is *...because in this room the entire administration is managed and providing what the student need.*

b. Omission of Pronoun and Misordering of clause

The data of omission of pronoun and misordering of clause that had been found in the research is:

33. In the school also can have several friends (H.07)

The data (33) incorrect, because the student omits the pronoun *we* as subyek, and she is wrong to place *also*. She should take *also* after modal *can*. So the correct sentence is *In the school we can also have several.*

9. Error of Misordeing and Omission

In this result, the writer analyzes omission and misformation error found in

the students' writing. The erroneous are follow:

a. Misordering of Adverb, Omission of Article and Omission of Pronoun

The data of misordering of adverb that had been found in the research is:

34. What is more, at some school give skill lesson (B.04)

In data (34) is not correct, because the student can not put the adverb well. She should put *furthermore* to instead *what is more* and omits a article of *of* after *some* and put pronoun *they* to make an affective sentence. So the correct sentence is *furthermore, at some of school, they give skill lesosn*.

b. Misordering of clause, and omission of preposition.

The data of misordering of clause and omission of preposition that had been found in the research is:

35. ...because in this room place teching and studying (E.07)

The data (35) is incorrect, because the student can not arrange the clause well. The student should uses *this is a place* and uses *for* before *teaching*. The student should replace *studying* with *learning* to make it be more effectiv. So the correct sentence is *...because thisa place for teching and learning*.

10. Error of Misformation , Addition and Misordering.

In this result, the writer analyzes omission and misformation error found in the students' writing.

a. Misformation of Verb, Addition of Pronoun and Misordering of Clause.

The data of misformation of verb, addition of pronoun and misformation of clause that had been found in the research is:

36. As we know Senior High School is the next education that we must be done after we pass from Junior High School.(F.01)

The data (36) is incorrect, because the writer write the sentence with add *we*. She also omits the element in passive form. She should uses *by us* , and she should not write *we* after pass. The writer should write pass in progressive form, because there is a preposition *after* in the sentence. So the correct answer is *as we know Senior High Schoolis the next education tht must be done by us after passing education from Junior High School.*

#### 11. Error of Omission, Misordering and Omission.

In this result, the writer analyzes error of omission, misordering and omission that found in the students' writing.

##### a. Omission of Preposition, Misordering of Verb and Omission of Relative Pronoun

The data of omission of preposition, misordering of verb and omission of relative pronoun that had been found in the research is:

37. ...because this room teachers can standing material study will be delivered (G.04)

The data (37) is incorrect, because the writer omits a preposition, uses wrong verb, and omits to be. He should use preposition *in* and infinitive verb after modal and add relative pronoun *that*. So the correct sentence is *...because in this room teachers can stand material study that will be delivered.*

#### B. The Discussion of the Findings

After analyzing the data, the writer finds all existing types of errors. They are: omission error, addition, misformation, misordering, misformation and omission, omission and misformation, misformation and addition, omission and misordering,

misordering and omission, misinformation, addition and misordering and the last is omission and misinformation.

The writer finally lists 37 sentences of grammatical errors in students' writing of eleventh year students of SMA N I Semin in 2011. On existing the data, the winter reveals 11 errors are omission error ( 2 omission of preposition, 1 omission of preposition and omission tobe, 1 omission of noun and omission of predicate (tobe), 1 omission of article and omission of verb, 1 omission of pronoun, 3 omission of article, 1 omission of determiner, omission of tobe, omission of pronoun and omission of article, 1 omission of article and omission of tobe), 2 errors is addition error (2 addition of article), 8 errors are information error ( 6 misinformation of verb and 2 misinformation of determiner), 1 misordering error (1 misordering of quantifier), 2 errors are misinformation error and omission error (1 misinformation of adverb and omission of verb and 1 misinformation pronoun and omission of article), 4 errors are omission and misinformation (1 omission of verb and misinformation of determiner, 2 omission of article and misinformation of verb, and 1 omission of tobr and misinformation of verb), 2 errors is misinformation error and addition error (2 misinformation of relative adverb and addition pronoun), 2 errors is omission and misordering error (1 omission of preposition and misordering of clause, and omission of pronoun and misordering of clause), 2 misordering and omission error (misordering of adverb, omission of article, and omission of pronoun and misordering of clause and omission of preposition), 1 misinformation addition and misordering error (misinformation of verb, addition of pronoun and misordering of

clause) and the last 1 omission, misordering and omission error (1 omission of preposition, misordering of verb, and omission of relative pronoun)

Concerning the data analysis and types of errors, it can be seen that the most kind of error is omission errors.

Besides finding the types of errors, the writer also finds the source of errors. The writer analyzes that the errors can be happened on interlingual transfer, because the students often transfer the system of the native speaker language into the target language. It can be seen in data (21) The room very important is teacher room (G.04) The sentence “The room very important is teacher room” is interfered by the system of the native speaker language (ruangan yang sangat penting adalah ruangan guru) which is wrong in place the determiner will . So, the correct sentence is “*the most important room is teacher room*”. The data (6) *The names for these vary by country* (C.05) is interlingual transfer in omission and misformation errors. That sentence is interfered by the system of the native speaker language (nama-nama dari tiap itu berfariasi di setiap negara) which actually replace “*by*” with “*each*”, put *are* as predicate, and put determiner *each* after *vary* . So, the sentence will be “*the names for these are vary each country*”. And the other sentences is (11) *other room which in the school is class room* (G.06). That sentence is interfered by the system of the native speaker language (ruangan yang lainnya di sekolah adalah ruangan kelas) which is the student omits to be *is* and article *the*. So the sentence will be *the other room which is in the school is class room*.

The source of errors is also happened on intralingual transfer, which is

caused by transferring from target language to target language. It can be seen in data (16) *...the teacher will teaches the students about the lesson...* (D.03). In the sentence, the students put singular marker in present tense *s* which is not needed in that sentence. So, the correct sentence is *“...the teacher will teach the students about the lesson...”*. It can also be seen in data (22) *...because this room teacher can standing material study will be deliveerd* (G.04) In the sentence, the students put progressive form *standing* in the verb “which are not needed in that sentence. He should also use preposition *in* and put relative pronoun *that*. So, the correct sentence is *...because in this room teacher can stand material study that will be delivered*. It can also be seen in the data (29) *in this step, students beginning to learn science knowladge and social knowladge* (B.03). In the sentence, the students put progressive form *beginning* in the verb “which are not needed in that sentence So, the correct sentence is *in this step, students begin to learn science knowladge and social knowladge*.

Based on the result of the research, the writer can sum up that the students still make error in writing. They are confused which omission error, addition error, misformation error, misordering error, misformation error and omission error, omission error and misformation error, misformation error and addition error, omission error and misordering error, misordering error and omission error, misformation error, addition error and misordering error, omission error and misformation error and the last is omission error, misordering error and omission error. The students also only transfer from native language to target language and do not understand about the grammar well.





## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTION

In this chapter will discuss about the conclusion, the implication, and the suggestion. The further explanation are as follows:

#### A. Conclusion

After the writer analyzes the erroneous sentences of the Students' Writing of Telling Interesting Sport of the eleventh year students of SMA Negeri 1 Semin in 2011, the writer can get the errors written by them.

In this case, the writer would answer the problem stated previous chapter. It is *“what kinds of grammatical errors of are found in the students' writing of reporting a school of the eleventh year students' of SMA Negeri 1 Semin in 2011?”*

Based on the analysis and the classification of errors into their types, the writer can conclude that errors done by the eleventh year students' of SMA Negeri 1 Semin applying report writing are errors of omission error, addition error, misinformation error, misordering error, misinformation error and omission error, omission error and misinformation error, misinformation error and addition error, omission error and misordering error, misordering error and omission error, misinformation error, addition error and misordering error, omission error and

misformation error and the last is omission error, misordering error and omission error.

### 3

#### **B. Implication**

Based on the result of the study, the writer hope the English teaching in giving report writing in the eleventh year students of SMA Negeri 1 Semin in 2011 can be improved.

It can increase the students' knowledge in many elements of English material based report writing. Because to learn report writing, the student have to understand about vocabulary, grammar, and structure. They still confused in using the word. It can be as instrument to improve the students' English skill.

#### **C. Suggestion**

Based on the result of the research on the error analysis in applying narration writing done by the eleventh year students of SMA Negeri 1 Semin in 2011, the writer would like to present some suggestion to students and English teacher.

1. For the students, they are expected to be more active and regular in studying and also practicing their English skill in writing, speaking, listening, and reading.
2. For English teacher, they should improve the ability through:
  - a. Explaining about narration writing in detail.

- b. Giving more exercise to the students.

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Nama : Eka Palupi  
Kelas : 11 IPS 1  
Sekolah : SMA N 1 Semin  
School

A school is institution design to allow and encourage students to learn. Under the supervision of teacher. Most countries have system of formal education which is series of schools. The names for these vary by country but generally include primary school for young children and secondary school for teenagers who have completed primary education .

Nama : Endan Riyanto  
Kelas : 11 IPS 1  
Sekolah : SMA N 1 Semin  
School

School is one of formal institute for study. For study in the school there are some rooms. This is facilities to students, the rooms very important is a teacher room, because this room teacher can standing material study will be delivered. Other room which also important is administration room. because in this room the entire administration is managed. And providing facilities in need of student who other room which in the school is class room this is very important, because if there is no room teaching and learning activities will not run smoothly.

Nama : Arini Nuryanti  
Kelas : 11 IPS 1  
Sekolah : SMA N 1 Semin  
School

School is one public Building it usually be used to study . there are several rooms in the building such is class, bathroom , administration room, canteen, mosque, library, lab etc and library. Library many used because library the importance for student.

Nama : Yulia Hardiyanti  
Kelas : 11 IPS 1  
Sekolah : SMA N 1 Semin  
School

A school is institution design to allow and encourage student to learn. Under the supervision of teacher . most countries have system or formal education, which is commonly compulsory. In these system, students progress through series of schools. The names for these vary by country, but generally include primary school for young children and secondary school for teenagers who have completed primary education .

Nama : Clarra Ayu Oktaviani

Kelas : 11 IPS 1

Sekolah : SMA N 1 Semin

School

A school is institution design to allow and encourage students to learn. Under the supervision of teacher. Most countries have system of formal education wich is commonly campulsory. In these system, Student progress through series of school for young children and secondary school for teenagers who hahve completed primary education.

Nama : Febri Santoso

Kelas : 11 IPS 1

Sekolah : SMA N 1 Semin

School

School is formal education institute for study. in the school consist of several room. first is theacher room. in this room Teacher can preapare material for lessons conveyyed to students and place to breake . second is administration room, in this room is aplace to manage all administration activities in this school providiny facilities the need of student. Other room wich is in the shool is class room , because in this room place for teaching and learning.

Nama : Siwi Nur Aini  
Kelas : XI IPA 1  
Sekolah : SMA N 1 Semin  
School

School is the important public place. It has a function for peoples (especially students) look for knowledge

School consist of some components such us : The occupant of scholl (teachers, students, headmaster, etc). In the classroom where students and teacher are. The teaches willn teaches the students about the lleson , and the students must try to understand what the teacher say. And there are other fasilitations of school that use by the accupant of school.

Nama : Putri Kusuma Ningrum  
Kelas : 11 IPA 1  
Sekolah : SMA N 1 Semin  
Senior High School

As we know, senior high school is the next education that we must be done after we pass from junior high school.

Senior high school is a place when its transfroom teenager to mature. In this stape student beginning to learn science knowladge and social knowladge that more difficult then you are in junior high schol. What is more at some scholl give skill lesson.

Nama : Renisya Devi  
Kelas : 11 IPS 1  
Sekolah : SMA N 1 Semin  
School

A school is institution design to Allow and encourage students to learn, Under the supervision of teachers. Most countries have system of formal education, which is commonly compulsory. In these system , student progress through series of scholls. The names for these very by country, but generally includeprimary scholl for young children and secondary scoll for teenagers who have complated primary education. School have many room such As Library, canteen, mosque, some classes, teacherr rooms, headmaster rooms, laboratory etc. The favorite places is canteen , because many students likes going to them. In the school also can have several friends. Level of scholl start from kindgarden, elementary school, junior high school, senior high scool and university .



**The Table of grammatical error analysis of the students’  
writing of A School of the eleventh year students of SMA  
Negeri 1 Semin in 2011**

| NO | DATA CODE | THE ERROR                                                                                                | INTERPRETATION                                                                                                                        | RECONSTRUCTION                                                                                                     | TYPE OF ERROR                                                                     |
|----|-----------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1  | A.03      | There are several rooms in the bulding such class, bathroom, administration room, canteen...             | Ada sejumlah ruangan di gedung seperti kelas, kamar mandi, ruangan administrasi ...                                                   | <i>There are several rooms in the bulding such us class, bathroom, administration room, canteen... .</i>           | Omission (omission of preposition )                                               |
| 2  | A.03      | ...and some of favorite place student in the canteen and library                                         | ... dan eberapa tempat favorit siswaadalah di kanten dan perpustakaaan.                                                               | <i>...and some of favorite place for student are in the canteen and library.</i>                                   | Omission (omission of preposition and omission of tobe)                           |
| 3  | A.04      | Library many used, because library the important for student                                             | Perpustakaan sering digunakan ,karena perpustakaaan penting bagi para murid                                                           | <i>Library is often be used, because library is the important for student.</i>                                     | Omission (omission of adverb and omission of verb)                                |
| 4  | B.01      | As we know, Junior High School is the next education that must be done after pass from Elememtary School | Seperti yang kita ketahui, Sekolah Menengah Pertama adalah sekolah lanjutan yang harus kita tempuh setelah melnyesaikan Sekolah Dasar | <i>As we know, Junior High School is the next education that must be done after passing from Elememtary School</i> | Misformati on (misformati on of verb)                                             |
| 5  | B.02      | Junior High School is a place when childrens change from childhood to mature                             | Sekolah Menengah Atas adalah tempat dimana terjadinya perubahan remaja hingga dewasa.                                                 | <i>Junior High School is a place where children change from childhood to mature.</i>                               | Misformati on addition (misformati on of relative adverb and addition of pronoun) |
| 6  | B.03      | <i>in this step, students beginning to learn</i>                                                         | Di tahap ini, para murid memulai belajar ilmu                                                                                         | <i>in this step, students begin to learn science knowledge and social knowledge.</i>                               | Misorderin g                                                                      |

|    |      |                                                                             |                                                                                                 |                                                                                |                                                                            |
|----|------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|    |      | <i>science knowladge and social knowladge</i>                               | pengetahuan alam dan ilmu penngetahuan sosial                                                   |                                                                                |                                                                            |
| 7  | B.04 | What is more, at some school give skill lesson                              | Lebih lagi, di beberapa sekolah , mereka memberikan ppelajaran ketrampiln.                      | <i>furthermore, at some of school, they give skill leson</i>                   | Misorderin g and Omission (miso.of Adv, omm of article and omm of pronoun) |
| 8  | C.01 | A school is a institution design to allow and encourage students to learn   | Sekolah merupakan sebuah institusi untuk menyediakan dan menganjurkan para murid untuk belajar. | <i>school is a institution design to allow and encourage students to learn</i> | Addition (addition of article)                                             |
| 9  | C.02 | Under the supervision of teachers                                           | Ini (institusi) berada di bawah pengawasan guru.                                                | <i>it is under the supervision of theachers</i>                                | Ommision (Omission of Noun and Omission of Predicate)                      |
| 10 | C.03 | Most countries have system of formal education which is commonly compulsory | Kebanyakan negara mempunyai sistem pendidikan formal yang biasanya diwajibkan (wib belajar)     | Most of countries have formal education system wich is commonly campulsory.    | Omission and Misorderin g (o. Prep and miso. Clause)                       |
| 11 | C.04 | In these system, student progress through series of schools.                | Di sistem-sitem tersebut, para murid berkembang selama serangkaian tinngkat-tingkat sekolah     | In these systems, students make progress through series of schools.            | Ommision (omsof verb)                                                      |
| 12 | C.05 | The names for those vary by country,..                                      | Nama-nama dari sistem tersebut bervariasi di setiap negara.                                     | The names for those are various each country country,..                        | Omission and Misorderin g                                                  |
| 13 | C.05 | ...but generally include primary school for young children and              | ... tetapi pada umumnya termasuk Sekolah Dasar untuk anak-anak                                  | <i>...but it generally include primary school for young children and</i>       | Omission (oms of pronoun))                                                 |

|    |      |                                                                                               |                                                                                                                                   |                                                                                                           |                                                   |
|----|------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|    |      | secondary school for teenager who have completed primary education                            | muda, Sekolah Menengah Pertama untuk para remaja yang telah menyelesaikan Sekolah Menengah Pertama                                | <i>secondary school for teenager who have completed primary education.</i>                                |                                                   |
| 14 | D.02 | It has a function for peoples (especially students) for the knowladges                        | Ini (sekolah) mempunyai beberapa fungsi bagi orang-orang (jhususnya bagi para pelajar) untuk halpengetahuan                       | It has some function for peoples (especially students) knowledges                                         | Miformatio<br>n of<br>determiner                  |
| 15 | D.03 | ...and also the facilitations of school (classroom, laborate, library, teacher's room, etc)   | ... dan juga fasilitas-fafsilitas sekolah (ruangan-ruangan kelas, laboratorium, perpustakaan, ruangan guru, dll)                  | <i>...and also some facilitations of school (classroom, laborate, library, teacher's room, etc)</i>       | Miformatio<br>n of<br>determiner                  |
| 16 | D.03 | ...the teaches will teach the students about the lesson...                                    | ... guru akan mengajar para murid tentang mata pelajaran.                                                                         | <i>“...the teacher will teach the students about the lesson...”</i>                                       | Omission                                          |
| 17 | D.04 | ... and the students must try to understand what the teacher say.                             | ... dan paramurid harus berusaha memahami apa yang guru katakan.                                                                  | ... and the students must try to understand what the teacher says.                                        | Misformati<br>on of verb                          |
| 18 | D.05 | And there are the other fasilitations of school...                                            | Dan beberapa fasilitas sekolah lainnya digunakan oleh beberapa penghuni sekolah.                                                  | <i>and there are other fasilitations of school...</i>                                                     | Addition of<br>article                            |
| 19 | E.03 | First is theacher room                                                                        | Pertama adalah ruangan guru.                                                                                                      | The first is theacher room                                                                                | Omisssion                                         |
| 20 | E.04 | In this room teacher can prepare material for lessons conveyed to students and place to break | Di ruang ini guru dapat mempersiapkan materi pelajaran yang akan disampaikan kepada siswa dan sebuah tempat untuk m elepas lelah. | <i>in this room teacher can prepare material for lessons conveyed to students and is a place to break</i> | Omission<br>of verb and<br>omission of<br>article |
| 21 | E.05 | Second is administration room                                                                 | Yeng kedua adalah ruang adminstrasi                                                                                               | The econd is administration room                                                                          | Omission<br>of Article                            |
| 22 | E.06 | In this room is place to manage all administrative activity                                   | Ini merupakan tempat untuk mengatur semua urusan administrasi di                                                                  | <i>it is place to manage all of administration activity in the school...</i>                              | Missformati<br>on of<br>Pronoun                   |

|    |      |                                                                                                                |                                                                                                                                               |                                                                                                                                   |                                                                       |
|----|------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
|    |      | in the school...                                                                                               | sekolah ini dan menyediakan berbagai fasilitas yang para murid butuhkan.                                                                      |                                                                                                                                   | and Omission of Article                                               |
| 23 | E.07 | ...because in this room place teching and studying                                                             | ... karena ini merupakan ruangan untuk belajar dan mengajar.                                                                                  | <i>because thisa place for teching and learning.</i>                                                                              | Misorderin g of clause,and omission of preposition                    |
| 24 | F.01 | As we know Senior High School is the next education that we must be done after we pass from Junior High School | Seperti yang kita ketahui Sekolah Menengah Atas adalah sekoah lanjutan yang harus ditempuh setelah menyelesaikan Sekolah Menengah Pertama     | <i>as we know Senior High Schoolis the next education tht must be done by us after passing education from Junior High School.</i> | Misformati on of verb, addition of pronoun and misorderin g of clause |
| 25 | F.02 | Senior High School is a place when its transform teenager to mature                                            | Sekolah menengah ke atas adala tempat dimana merupakan pergantian dari remaja menuju dewasa.                                                  | <i>Senior High School is a place where transform teenager to mature.</i>                                                          | Misformati on of Relative Adverb and Addition Pronoun                 |
| 26 | F.03 | In this step, student beginning to learn science knowladge and social knowladge...                             | Di tahap ini , siswa mulai untuk pelajar ilmu pengetahuan alam dan ilmu pengetahuan sosial yang lebih sulit daripada kita belajar di sekolah. | <i>In this step ,the student begin to learn science knowladge and social knowladge...</i>                                         | Omissi on of Article and Misformati on of Verb                        |
| 27 | F.03 | ...that more difficult than you are in Junior High School                                                      | ...yang lebih sulit dibandingkan belajar di Sekolah Menengah pertama                                                                          | <i>...that are more difficult than learn in Junior High School</i>                                                                | Omission of Tobe and Misformati on of Verb                            |
| 28 | G.03 | This is facility to students                                                                                   | Ini merupakan fasilitas untuk para murid.                                                                                                     | <i>This is a facility to students</i>                                                                                             | Omission of Article                                                   |
| 29 | G.04 | The room very important is a teacher room                                                                      | Ruangan yang paling penting adalah ruangan guru.                                                                                              | <i>the most important room is a teacher room</i>                                                                                  | Misorderin g of Quantifier                                            |
| 30 | G.04 | ...because this room teachers can standing material study will be delivered                                    | ... karena di ruangan ini guru membuat materi ajar yang akan disampaikan.                                                                     | <i>...because in this room teachers can stand material study that will be delivered</i>                                           | Omission of Preposition, Misorderin g of Verb and                     |

|    |      |                                                                                                                          |                                                                                                                                                         |                                                                                                                               |                                                   |
|----|------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|    |      |                                                                                                                          |                                                                                                                                                         |                                                                                                                               | Omission of Relatif Pronoun                       |
| 31 | G.05 | ...because in this room the entire administration is managed and providing facilities in need of student                 | Karena di ruangan ini semua data masuk pada administrasi dikelola dan menyediakan apa yang dibutuhkan para murid                                        | <i>...because in this room the entire administration is managed and providing what the student need</i>                       | Omission of Preposition and Misordering of Clause |
| 32 | G.06 | Other room which in the school is class room                                                                             | Ruangan lain yang ada di sekolah adalah ruangan sekolah                                                                                                 | <i>the other room which is in the school is class room</i>                                                                    | Omission of Article and Omission of Tobe          |
| 33 | G.07 | ...because if there is no room teaching and learning,...                                                                 | Olahraga senam dapat memperkuat kesehatan fisik kita.                                                                                                   | <i>...because if there is no room for teaching and learning,...</i>                                                           | Omission of Preposition                           |
| 34 | H.05 | School have many rooms such as library, canteen, mosque, some classes, teacher rooms, headmaster rooms, laboratory, etc. | Sekolah mempunyai banyak ruangan seperti perpustakaan, kantin, masjid, beberapa kelas, ruangan-ruangan guru, ruangan kepala sekolah, laboratorium, dll. | <i>School has many rooms such as library, canteen, mosque, some classes, teacher rooms, headmaster room, laboratory, etc</i>  | Missformat ion of Verb                            |
| 35 | H.06 | The favorite places is canteen, because many students likes going to them                                                | Tempat favorit adalah kantin, karena banyak murid suka pergi kesana.                                                                                    | <i>The favorite place is canteen, because many students like going to there</i>                                               | Missformat ion of Verb                            |
| 36 | H.07 | In the school also can have several friends                                                                              | Di sekolahan, kita juga dapat memiliki banyak teman.                                                                                                    | <i>In the school we can also have several</i>                                                                                 | Omission of Pronoun and Misordering of clause     |
| 37 | H.08 | Level of school start from Kindergarden, Elementary School, Junior High School, Senior High School and University        | Tingkatan sekolah bermula dari Taman Anak-Anak, Sekolah Dasar, Sekolah Menengah Pertama, Sekolah Menengah Atas dan Universitas.                         | <i>The level of school starts from Kindergarden, Elementary School, Junior High School, Senior High School and University</i> | Omission of Article and Misformat ion of Verb     |