STUDENTS’ GRAMMATICAL ERRORS ANALYSIS IN PARAGRAPH WRITING SECOND SEMESTER OF ENGLISH STUDENT FKIP UIR

A THESIS

Intended to Fulfil One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education Faculty

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ANALISIS KESALAHAN GRAMMAR MAHASISWA DI PENULISAN PARAGRAF SEMESTER KEDUA SISWA BAHASA INGGRIS FKIP UIR

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ABSTRAK


Penelitian ini dilakukan dengan Metode Kualitatif untuk mendeskripsikan Kesalahan Gramatikal dalam Penulisan Paragraf. Sampel adalah 30 siswa dari semester 2 siswa di Pendidikan Bahasa Inggris di FKIP UIR. Instrumen yang digunakan dalam penelitian ini adalah dokumentasi hasil tes menulis.

Singkatnya hasil singkat dari temuan penelitian ini, siswa menghasilkan kesalahan adalah semua13 jenis kesalahan. Data ini diurutkan berdasarkan persentase tinggi, yang ditemukan dalam kesalahan menghilangkan kata-kata, mengeja, huruf besar dan jamak tunggal pada 31,%, 23%, 10% dan 9% berturuturut. Sementara itu, yang lebih rendah tentang persentase ditemukan di kata pilihan 6%, tanda baca 6%, artikel, bentuk kata 3%, tambahkan kata 2%, kalimat tidak lengkap, 2% tenses dan urutan kata 1%

Kata Kunci: Menulis, Tata Bahasa, Kesalahan
ABSTRACT

Considering the importance of grammatical knowledge in the writing process, this research aims at describing the grammatical errors that happen in the final examination of second semester students of Islamic University of Riau. One research question is formulated in this study. That is classification type of grammatical errors in writing made by second semester students of English Department of Riau State University in the academic year of 2017/2018, based on the indicators of Betty S. Azar’s (1989).

This research was conducted with a Qualitative Method in order to describe Grammatical Error in Paragraph Writing. The samples were 30 students of 2 second semester students in English Language Education at FKIP UIR. The instrument used in this research was documentation of writing test result.

In short brief result of this research finding, the student produced errors is all 13 types of errors. This data was sorted by high percentage, which was found in the error of omit words, spelling, capitalization and singular-plural at 31%, 23%, 10% and 9% consecutively. Meanwhile, the lower about the percentages were found in word choice 6%, punctuation 6%, article, word form 3%, add word 2%, incomplete sentence, 2% tenses and word order 1%.

KeyWords: Grammatical Error, Paragraph Writing
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Pekanbaru, 10th December 2018
The Researcher

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CHAPTER I
INTRODUCTION

1.1 Background of The Problem

In the world of education writing is one of the most important pieces of science in language learning. Writing differently from other activities should have the maximum level of concentration that students must learn. In writing, there are five general components that must be applied by learners in the process of writing, They are content, form, grammar, style and mechanics. The author thinks that composition is important for learners to develop their imagination in English writing.

Writing is essentially how we think regularly, pouring ideas, thoughts and ideas by using good and correct grammar so that what is written can be understood by the reader. For the reasons that writing is considered as the most difficult language skills among other types of language skills even in almost every student at every level of education. In general, writing is divided into the following types: narration, exposition, description, argumentation, and persuasion. Here the author uses only text description to be analyzed.

In fact, students can produce words, sentences, paragraphs along with good English grammar if the students have good knowledge and idea in stable circumstances. English as one of the languages studied in Indonesia and has a complex grammar from the Indonesian grammar makes the students difficult to learn.
There are some obstacles experienced by the students that errors and mistakes of the two sentences sound almost have the same. Sometimes confused to tell the difference. If the learner is able to correct a fault in his or her output, it is in declared that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, in declared that it is an error.

Many students are usually having grammatical errors in learning on speaking, reading, listening especially in writing. But, sometimes teachers are not aware of student mistakes. Then the students make their mistakes over and over because they have no corrections to mistakes they generally do not know as to what they are making.

Learning English for many years does not mean that students can speak correctly. Every student has its own problem. Several factors affect students, one of them is less build good grammar. To be an effective language user, learner must study grammar because grammar skills will help to organize words and messages, and make them meaningful. Indirectly grammar is one of the biggest keys in learning English and has a strong influence in writing skills.

Most of English learning often finds it difficult to write this in because their language of purpose is different from the language. Likewise, students who often express their ideas using the mother language method into English. Learners need to master the grammar allows the learner to minimize errors in writing. This makes it easier for learners to incorporate ideas into writing. Having advanced grammar
knowledge is something everyone should have, not only in writing skills but also in other skills such as speaking, reading and listening. Although learners still make mistakes in the grammar so the idea of writing is not delivered properly.

There are quite a few students who learn foreign language making mistakes often facing interference, where the learner applied their first language structure or their mother tongue to a foreign language structure different from their mother tongue. One of the first foreign languages studied in Indonesia is English. Therefore, English is a new language so they need a lot of time to learn and get some difficulties.

Errors in language learning are natural and occur because of some things such as interference and intralingual. Interference errors as a result of errors occurring as a result of the engagement of mother tongue or dialect language habits into the second language. The Intralingual Error is an error in transferring the mother language to the second language. For example, the mother language directly intervenes or interferes with the language of the purpose being studied.

Most every English learner will experience a natural error. To better understand the problem of writing learner, Error Analysis becomes necessary. As stated by Al-Khasawneh (2014) Error analysis is one of the best tools for linguistic studies that concentrate on the mistakes of learners. Even the college also makes the mistakes. Based on the explanation, the authors are interested to do research on the grammar errors of students in writing the second year students in the Department of English Islamic University of Riau, finally the researchers decided on research
entitled: STUDENTS` GRAMMATICAL ERRORS ANALYSIS IN PARAGRAPH WRITING (A CASE STUDY SECOND SEMESTER OF ENGLISH STUDENT FKIP UIR)

1.2 Identification of Problem

There are some problems that students do in their writing, especially students who have many ideas but do not have enough language knowledge to express what they want to write. This is also caused by foreign languages that they are not mastered, especially in writing. They find it difficult to make correct English language writing grammatically and acceptable. The main cause is that foreign language writing has some linguistic differences from the original language. In addition, the ability to write also takes a long time. This requires students to understand the spelling and punctuation, sentence structure, vocabulary, and paragraph development in the process of putting their ideas into writing. Therefore, they still make the mistakes of having to express or describe something in English into writing, especially about the construction of its structure.

In learning foreign languages mistakes play an important role. Students can determine the level of mastery of their language system and find what they still need to correct from their mistakes. Foreign language teachers should be aware of mistakes made by students in order for students to evaluate. There must be at least two stages of activity to be performed in the error analysis. The first is the identify and the second is to explain the error based on the type of error done by the student.
1.3 Focus of The Problem

As has been stated, there are many problems faced by students in the writing of English paragraphs. To avoid misunderstandings and clarify issues it is important to create problem restrictions. Thus, in this study, the authors focus on the analysis of students' grammar in the second semester on the writing of descriptive paragraphs at the Islamic University of Riau. To be more focused, the problem she classified the errors based on Betty S. Azzar’s classification of errors.

1.4 Research Questions

Research problems can be formulated as follows:

1. What types of grammatical errors are made by second semester students in their written text of the Department of English at the Islamic University of Riau in the academic year 2017/2018?

1.5 Objectives of the Research

Related to the problems formulated, there is one objective in this research. That is classification type of grammatical errors in writing made by second semester students of English Department of Riau State University in the academic year of 2017/2018.

1.6 Significant of The Research

The results of this study are expected to be useful for students and teachers of English.
1. For the students

The author hopes this research can help students to realize the mistakes they make the cause of their mistakes and know the limits of their ability to write. It is also expected that they will find the correct construction in grammar and they use the language properly especially in writing. In order to be a guide for them not to make the same mistakes in the future.

2. For the teachers

The results of this study provide feedback for teachers English Department of Education to recognize students' difficulties in writing so that they will pay more attention to errors made by students and the cause of their mistakes. Teachers can also improve teaching techniques and encourage students to be more careful in using every grammatical aspect in paragraph writing.

1.7 Definition of Key Terms

1. Error

Giri (2010) states that errors are the defective forms of utterances which appear regularly in the learners’ language. Student are considered incorrect because they interrupt the rules of the writing.

2. Grammatical Errors

Hsin (2013) indicates that grammatical errors mean inaccurate forms, semantics meanings, and use. L2 learners will use L2 accurately, meaningfully and appropriately after mastering these three dimensions.
3. Writing Paragraph

According to Zemakh (2005) paragraph is group of sentences about a single topic. Together, the sentence of the paragraph explains the writer main idea (most important main idea in the topic. Writing form, English is dividing into paragraph to differentiate one main idea. Each paragraph is separate unit marked by insert the first word from the left-hand margin, or by living extra space above and below the paragraph.

Writing is one of the most difficult skills to master in both a first language and a second language. Writing is one way of expressing ideas and communicating non-verbally. In the world of writing and mastering mastery is considered quite difficult. In writing form, English is dividing into paragraph to differentiate one main idea.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are several topics related to the new study will be provided in this chapter. It is aimed to offer some theoretical concepts which could support this investigation. The discussion presented under the following sub headings.

Relevance Theories, Relevance Studies, Conceptual Framework and Assumption

2.1 Relevance Theories

The researcher present some theories in this subchapter related to the research topic. Which consists of error analysis, writing and grammar. Error analysis consists of the definition of error analysis, differences between error and mistake, type of error, kind of error. Writing discusses about the definition of writing, and the process of writing, the types of writing, and the purposes of writing. Then grammar consists of the definition of grammar, the place of grammar in teaching, the grammatical errors in writing.

2.1.1 Error analysis

2.1.1.1 Definition of Error Analysis

In many languages learning students had a lot of errors found. To get clear understanding about the errors, the writers consider several opinions given by some linguists. According to Alkhansir, et al (2013) Errors are an important source of
information to decide the learners’ strategy in learning and are found in the learners’ output. Error analysis always plays an important role in language teaching.

Relates to Jabeen (2015) Error analysis is a very important area of applied linguistics as well as of second and foreign language learning. It is also a systematic method to analyze learners' errors. Errors are not always bad, rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition.

Another concept of error analysis is given by Dullay, et al (1982, p. 138), error is the flawed side of learner speech or writing, those are part of conversation or composition that deviates from some selected norm of nature language performance. Brown has different opinion. He gives more attention on the Interlingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the Interlingual competence of the learner.

Based on Saad (2014) Error analysis is assumed to be an alternative approach to contrastive analysis that differentiates learners’ first and second language in error prediction. According Haque, et al (2018) Error analysis is defined as the technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by a learner of a foreign language.
From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics’ system of the target language; it will lead the students to make errors consistently.

2.1.1.2 Differences Between Error And Mistakes

The different system of language could make learners to make errors and mistakes. In order to analyze learners’ errors in learning a foreign language, it is too crucial to make a distinction between mistake and errors. It is general to distinguish between errors and mistakes.

According Bartram and Walton (1991, p. 20) Mistakes are caused by the learners do not putting into practice something they have learned while errors are caused by the learner trying out something completely new and getting it wrong. Related to Ellis (1997, p. 17) that errors reflect gaps in a learner’s knowledge; they occur because the learner does not know what is correct. Mistakes, on the other hand, reflect occasional lapses in performance because the learner is unable to perform what she knows.

Based on Botley (2005) Errors are usually defined as systematic deviations from the rules of a target language. They may occur because a learner does not know a rule, such as Subject-Verb Agreement in English. Mistakes, on the other hand, are
seen as unintentional, accidental slips resulting from simple laziness or forgetting. Distinguishing between errors and mistakes has always been fraught with problems.

As stated by James (2013, p. 78) If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that it is an error. According Clarkson, et al (2008) A mistake is something natural, something that the teacher may identify, treat or ignore. It is their decision. Error analysis is closely related to the study of error treatment in language teaching. Today, the study of errors is particularly relevant to the methodologies of teaching. From explanation above, it can be concluded that error is systematic and the students cannot be self-corrected, because it reflects the student’s competence in the target language. On the contrary, a mistake is an error that students can be self-corrected, because it is only the result of the students’ performance.

Based on some of the above opinions it’s seen that have the mistakes and errors are very different. Attach mistakes when the learner is able to correct his mistakes. It is said to be an error when the learner does not understand or is unable to correct the error. It is important for learners to know the difference between mistakes and error because they are almost very similar but different. This serves to understand the process of acquisition in foreign language learning to achieve the goal.
2.1.1.3 Kind of Error

According to Dulay, Burt, Krashen (1982: 154-163), there are four types or errors based on the surface strategy taxonomy, omission, addition, misformation and misordering.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well – formed phrases or sentence. Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners.

Examples:

1) She sitting
   She is sitting.

2) English use as second language
   English is used as second language.

b. Addition

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance.

Examples:

3) He is eats apple
   Apple eats He.

4) It is on a picture of cat
   It is a picture of cat
c. **Misformation**

Misformation errors are characterized by the use of the wrong form or morpheme of structure. While in omission error, the item is not supplied at all. In the misformation errors the learner supplies something, although it is incorrect.

Examples:

5) Rika eat a watermelon
   Rika eats a Watermelon

6) It is the chicken
   It is a chicken.

d. **Misrodering**

It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The errors may be made by L1 and L2 learners when they have acquired certain simple patterns.

Examples:

7) Giraffe has neck long Giraffe has long neck.

8) Zebra the colors is black and white
   Zebra’s colors is black and white.

Ellis (1997:23) points out that "classifying errors in these ways can help us to diagnose learners’ learning problems at any stage of their development and to plot how changes in error patterns occur over time". Erdogan (2005, p. 264) makes the aforementioned categories very clear by providing some examples:
Omission:

Morphological omission : A strange thing happen to me yesterday.
Syntactical omission : Must say also the names?

Addition:

In morphology : The books is here.
In syntax : The London
In lexicon : I stayed there during five years ago.

Selection:

In morphology : My friend is oldest than me.
In syntax : I want that he comes here.

Ordering:

In pronunciation : significant for ‘significant’; plural for ‘plural’
In morphology : get uping for ‘getting up’
In syntax : He is a dear to me friend.
In lexicon : key car for ‘car key’

In terms of intralingual or developmental errors. These errors are caused by interference within the target language itself. Relates by Richard (1974: 74), there are four types of intralingual or developmental errors, they are:

1. Overgeneralization

Overgeneralization is defined as the use of the previously available strategies in a new situation. Learners make a new deviant structure on the basis on their experience of their structures in target language. They make errors, as the want to
reduce their linguistic burden in using the language. The kinds of errors occur when
the learners are given different kind of sentence patterns and rules but sometimes
she or he uses them in different situation, in which particular generalization doesn’t
apply.

2. Ignorance of the rule restriction

   Ignorance of rule restriction related to generalization. Learners make errors
because they fail to observe the restriction of existing structures. They apply the
rules in a new situation where if should not be applied.

3. Incomplete application of rules

   Learners make errors because they are more interested in communication, so
they think that there is no need for mastering the rules of the language.

4. False hypothesized concepts

   The errors are caused by the poor gradation of the teaching items. It is derived
from a faulty comprehension or distinction in the target language.

   Basen on Badea (2013) The two types of errors connected with foreign
language acquisition, inter and intralingual, formed the basis of the present
approach to error production. Besides these categories of errors, we have discovered
other perspectives of classifying them in recent works that are also beneficial for
the purpose of our research.
2.1.2 Writing

2.1.2.1 Definition of Writing

Writing is the most difficult skill to master among other language skills, Richards stated (1990, p. 100) that “Learning to write in either the first or second language is one of the most difficult tasks, a student encounters and one that few people can be said to fully master. That the reason, to make a good writing, the students need hard study and they must have an extent knowledge to get correct writing.

There are several ideas about the definition of writing that have been given by the experts Frydenberg (2008, p. xiii) Writing is a process because it goes through many stages. It starts with understanding what is expected of you in a writing assignment. Next, it involves thinking about what you are going to write and planning how you are going to organize it. The final steps involve writing, checking your work, and rewriting.

According Lesgold, et.al (2012, p. 45) Writing is the creation of texts for others (and sometimes for the writer) to read. People use many types of writing for a variety of purposes that include recording and tabulating, persuading, learning, communicating, entertaining, self-expression, and reflection. That means that writing should be easy to understand by the reader. Morley (2007, p. 8) said that Writing is an extreme act of attention and memory; it pleads with your brain cells
to make new connections. As neuroscientists put it, neurons that fire together wire
together, and inspiration could be more natural to and more nurtured in a writer
because they simply read the world (and the world of literature) a little closer when
they were children.

Amaokohene (2017) Writing is considered as a daunting task in second
language learning. It is argued by most scholars that this challenge is not only
limited to second language speakers of English but even to those who speak English
as their first language. Thus, the ability to communicate effectively in English by
both native and non-native speakers requires intensive and specialized instruction.
Due to the integral role that writing plays in students’ academic life, academic
literacy has garnered considerable attention in several English-medium universities
in which Ghanaian universities are no exception.

2.1.2.2 Purposes of Writing

In general in general the author has a purpose in their writing. They all have
the basic purpose of getting ideas from one mind into another. Base on Grenville

1. Writing to entertain

Entertain doesn’t necessarily make the readers laugh, but it at least engages
their feelings in some way. Think what it’s like to be a reader, you can be entertained
by something very serious, even sad, as well as by something funny. Writing to
entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity).

Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.

2. Writing to inform

Inform tells the reader about something. These kinds of writing can also be ‘entertaining’ in the sense that they’re a good read. But entertaining the reader isn’t their main purpose. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and University.

3. Writing to persuade

Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings.

According to Ur (1991, p. 163) in her book, “A Course in Language Teaching, she explained that the purpose of writing, in principle is the expression of ideas, the conveying of a message to the reader, so the ideas themselves should arguably be seen as the most aspect of the writing.

Base on Briyan (2014) 1. We may write to inform others of new ideas, so they may benefit from our insight and understanding. Such writing may be used to
summarize findings, to posit hypotheses or theories, to confirm speculations, to reject previous approaches, to describe important information, to explain findings, to warn of dangers or inaccuracies, or a variety of other tasks. 2. One goal of writing may be to preserve a place in the precedence of ideas. That is, the goal is to document and confirm achievements so they will be recognized by others. 3. Another important goal of writing for a scientific journal may be to benefit from the review process itself. Our submission of a paper enables other researchers (e.g., reviewers and editors of journals) to formulate a critical opinion of our work and to suggest improvements or corrections. This procedure can produce a good discourse within the research community and be a particular benefit for young researchers at the start of their careers. 4. Finally, the challenge of producing clear writing can also be of great personal benefit—that is, the writer herself can benefit from the task of presenting.

Whitaker (2009, p. 2) has different opinion, Clear Purpose. The goal of your paper is to answer the question you posed as your topic. Your question gives you a purpose. The most common purposes in academic writing are to persuade, analyze/synthesize, and inform.

1. Persuasive purpose – In persuasive academic writing, the purpose is to get your readers to adopt your answer to the question. So you will choose one answer to your question, support your answer using reason and evidence, and try to change the readers’ point of view about the topic. Persuasive writing assignments include argumentative and position papers.
2. Analytical purpose – In analytical academic writing, the purpose is to explain and evaluate possible answers to your question, choosing the best answer(s) based on your own criteria. Analytical assignments often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyze other people’s arguments. The “synthesis” part of the purpose comes in when you put together all the parts and come up with your own answer to the question. Examples of these assignments include analysis papers and critical analyses.

3. Informative purpose – In informative academic writing, the purpose is to explain possible answers to your question, giving the readers new information about your topic. This differs from an analytical topic in that you do not push your viewpoint on the readers, but rather try to enlarge the readers’ view.

Krashen (1993) Have two points:

1. Writing style does not come from writing or from direct instruction, but from reading.

2. Actual writing can help us solve problems and can make us smarter.

From all expert above explain writing have different purposes base on needs of writing and needs learner. Before the writer begin to write, writer must think about the idea and purpose.
2.1.2.3 Type of Writing

There are a number of types of writing task that most of us will be familiar with, both as teacher and from our own language learning experienced simplifying for the moment, they can be listed under four broad headings according Hyland (2003, p. 3):

1. Familiarization: Learners are taught certain grammar and vocabulary, usually through a text.
2. Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
3. Guided writing: Learners imitate model texts.
4. Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth.

Heaton (1988, p. 163) said One large public examining body explicitly states the kinds of writing tasks its examinations test and the standards of writing expected in the performance of those tasks:

A successful candidate will have passed an examination designed to test ability to produce a selection of the following types of writing:

Basic Level: Letter; Postcard; Diary entry; Forms
Intermediate Level: As Basic Level, plus Guide; Set of instructions
Advanced Level: As Intermediate Level, plus Newspaper report; Notes
The candidate's performance will have met the following minimum criteria:

**Basic Level**: No confusing errors of grammar or vocabulary: a piece of writing legible and readily intelligible; able to produce simple unsophisticated sentences.

**Intermediate Level**: Accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication; handwriting generally legible; expression clear and appropriate, using a fair range of language; able to link themes and points coherently.

**Advanced Level**: Extremely high standards of grammar, vocabulary and spelling: easily legible handwriting; no obvious limitations on range of language candidate is able to use accurately and appropriately; ability to produce organised, coherent writing, displaying considerable sophistication.

Base on Langan (1989, p. 113) Traditionally, all writing has been divided into four major forms or modes. They are as follows:

- **Exposition**
  - Examples
  - Cause-effect
  - Process
  - Description

- **Narration**

- **Persuasion or argumentation**

In exposition, the writer provides information about a particular subject. The methods of development in exposition include (1) giving examples, (2) presenting causes or effects, (3) explaining a process, (4) comparing or contrasting, (5)
defining, and (6) dividing and classifying. A description is a verbal picture of a
person, place, or object. In a narration, a writer tells the story of something that
happened. Persuasion or argumentation is an attempt to prove a point or defend an
opinion. Similar to Beck et al. (2009) writing in genres other than conventional
Analytic exposition, for example, narrative, descriptive, and imaginative writing.

Based on Creme and Lea (2008, p. 18) The following list indicates different
class approaches of different disciplines:

Sociology: how the family functions as a group or fits into the large
structure of society. How the concept of the family is used
to explain social issues

Psychology: the impact of family relationships on the individual

Literary studies: how fiction depicts a particular family and how this relates
to the language and form of a novel

History: how family patterns and behaviour have changed over time

Social anthropology: families in different cultures, with different cultural
interpretations of the meanings of the family

Biology: 'family' used as a category or a means of classification - a group of objects
distinguished by common features.

2.1.3 Paragraph Writing

According Zemach (2005, p. 9) A paragraph is a group of about 6-12
sentences about one topic. Every sentence in an idea (most important idea) about
that topic. When the writer wants to write about a new main idea, she begins a new paragraph. Similarly Langan (2011, p. 6) A paragraph is a short paper of around 150 to 200 words. It usually consists of an opening point, called a topic sentence, followed by a series of sentences that support that point.

LaPlount (2002, p. 2) said a paragraph should have a single topic. The topic is what the paragraph mainly about. Anker (2010, p. 60) Although a topic sentence or thesis statement states a single main point or position, this main point or position may include more than one idea; however, the ideas should be closely related. For example:

<table>
<thead>
<tr>
<th>Narrowed topic</th>
<th>Main point / position</th>
<th>Topic sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>(idea 1)</td>
<td>(idea 2)</td>
<td>Thesis statement</td>
</tr>
</tbody>
</table>

Health-care costs are out of control and must be lowered.

Savage (2007, p. 3) explain about Formatting a Paragraph

1. Margins

A paragraph must have a margin on the right and a margin on the left. This means that the paragraph begins 1 inch or 1 1/4 inches from the edge of the paper.

2. Spacing

A paragraph should be double-spaced
3. Indenting

The first sentence of a paragraph must be indented this means that it that a new paragraph is beginning. On a computer, you can indent with the Tab key

4. Connected Sentences

The sentences in a paragraph should follow each other. It is not paragraph if every sentence basins on a new line A well supported Paragraph has at least 5 sentences and often more

5. Title

A paragraph by its self usually has a tile this is one word or a group of words that tells what the topic is.

2.1.4 Grammar

2.1.4.1 Definition of Grammar

Each language has its own grammar. People who speak the same language can communicate because they know the grammar system language. Because the use of language to communicate using grammar, then all speakers and writers of a language must have knowledge of its grammar. Base on Lenard, et.al (2017) Grammar has always been regarded as the necessity in establishing successful formal communication. However, students generally perceive grammar instruction as a necessary evil at best. They usually believe their messages will be understood
even if a sentence is incorrect. On the other hand, vocabulary learning is the fundamental step in any language learning.

James E. Purpura stated in his book Assessing Grammar (2004, p. 6): “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. Ahmad (2017) said Grammar is one of important components of English language, especially for EFL students. In university level, the students of English major will get three semesters to learn about Grammar which is Basic English Grammar, Intermediate Grammar and Advanced Grammar. It means that Grammar becomes important aspect that should be mastered by students to help them learn others subjects easily such as writing.

According Estupinan (2017) Grammar is one of the most important linguistic components to include in the English language teaching learning process because of the fact that without grammar the language cannot be developed very well, and there could be some misunderstanding in the communication between people. Certainly, grammar is the spinal cord and the most important element to speak good English and be able to communicate correctly.

Rokni, et.al (2013) stated grammar is considered as one of the features of a competent user of a language but the ability of using it in a correct way is more important. It is important for students to recognize the importance of using their knowledge of grammar and vocabulary in a meaningful way to
transfer them from memorized stage to internalized one or from passive stage to the active one.

Definition of grammar explain above with some expert have some meaning is to make the learner understand what is grammar and the function of grammar. Without grammar conversation of human will be disconnected.

2.1.4.2 Grammatical Errors In Writing

Levenston in James (1998, p. 255) proposes that students’ erroneous output their composition errors in particular are not one remove, but two removes from the NS’s version. We are not only correcting the errors into what learners want to say but also correcting the errors into what the native speakers would have said or write. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object. Based on Betty (1989) she classifies error in 13 error categories, they are as bellow:

1. Singular- Plural

Number is the form of word to show whether it is singular or plural. According Murphy, (1991, p. 44) A singular subject must have a singular verb. A plural subject must have a plural verb. In addition, singular can be identified by putting *a* or *an* before noun e.g. I has a bird. Generally, plural nouns can be added by *–s* (as in friends) or *–es* (as in classes) after noun. This rule for agreement in number of subject and its verb is easy to learn
Example:

9) Incorrect: He have been here for six month.
   Correct: He has been here for six months.

2. Word form

According Hlavacova (2017) word form is every string of letters that forms a normal word of a language. English examples: get, gets, sisters, where. Word form is the phonological or orthographic sound or appearance of word that can be used to describe or identify something; the inflected forms of a word can be represented by a stem and a list of inflections to be attached. It means that word form is the change form of word based on the grammatical rules, for example, beautiful (adjective), beautifully (adverb). The error word form in a sentence e.g. I saw a beauty picture.

Example:

10) Incorrect: I saw a beauty picture
   Correct: I saw a beautiful picture

3. Word Choice

Based on Leech (1994) the second-language learner's word choice errors in academic writing can seriously impact the students overall academic success, often resulting in misinterpretation or incomprehensibility. Word choice Diction will be effective only when the words you choose are appropriate for the audience and
purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable. Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence; I am looking at you.

Example:

11) Incorrect: She got on the taxi
    Correct: She got into the taxi

4. Verb Tense

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. According George, et.al (1980, p. 192) in addition to denoting time relationship, the verbs tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress. It means that verb tense is the changing form of verb as symbol which expresses or tells about activity or condition and statement happened in the past, present and future.

Example:

12) Incorrect: He is here since June
    Correct: He has been here since June.
5. Add a Word

Add a word has slight similar example with the term of *Omission* in Dulay, *et al.* According to Dulay *et al., Omission* is the absence of an item of morphemes that must appear in a sentence or utterance, e.g. *They want go to the museum.* The absence preposition is *to*, the sentence called Omission Error of preposition *to* according to Dulay *et al.*, while according to Betty S. Azzar e.g. *They want go to the museum* is categorized as error *Add a word*, because the preposition *to* must be added in the sentence.

Example:

13) Incorrect: I want go to the zoo  
Correct: I want to go to the zoo.

6. Omit a Word

Omit a word is same as *Addition* in Dulay *et al* theory in the term of example. Betty S. Azzar gives example the error of Omit a word e.g. *She entered to the university.* The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word.

While according to Dulay *et al* e.g. *She entered to the university* is categorized as Addition Error which the preposition *to* considered as a morpheme that mustn't be added in the sentence.
7. Word Order

According Driyer (2006) When people refer to the word order of a language, they often are referring specifically to the order of subject, object, and verb with respect to each other, but word order refers more generally to the order of any set of elements, either at the clause level, or within phrases, such as the order of elements within a noun phrase.

Example:

14) Incorrect: I saw five times that movie
   Correct: I saw that movie five times.

8. Incomplete Sentence

Based on Spitkovsky, et.al (2012) three types of input: (a) fragments lacking sentence-final punctuation are always considered incomplete; (b) sentences with trailing but no internal punctuation are considered complete though unsplittable; and (c) text that can be split on punctuation yields several smaller incomplete fragments. It mean has a big influence on the perfection of sentences.

Example:

15) Incorrect: I went to bed. Because I was tired.
   Correct: I went to bed because I was tired.

9. Spelling

Peck said (1999, p. 49) Correct spelling is an area that is easy to overlook, and underestimate, in terms of its effect on the reader or marker of your writing. Spelling is tricky because English is such a hybrid language, but getting spelling
right is something that impresses; getting it wrong can cost in examinations and more generally in life. Spelling correctly is part of studying a subject, but there are also danger areas you should watch out for:

16) Key words to distinguish, especially there and their.
17) Sound-alike words that have very different meanings - were and where, to and too.
18) Avoidable errors - it's and its.
19) Common errors - definite, separate, argument.

10. Capitalization

Base on McCaskill (1998, p. 76) Actually, what is capitalized is mostly a matter of editorial style and preference rather than a matter of generally accepted rules. In addition, although there is a clearly recognized rule requiring capitalization of proper nouns and adjectives, opinions differ concerning what a proper noun is.

First we should define terms used when discussing capitalization:

a) Full caps means that every letter in an expression is capital, LIKE THIS.

b) Caps & lc means that the principal words of an expression are capitalized, Like This.

c) Caps and small caps refers to a particular font of type containing small capital letters instead of lowercase letters

Elements in a document such as headings, titles, and captions may be capitalized in either
a) sentence style or headline style: Sentence style calls for capitalization of the first letter, and proper nouns of course.

b) Headline style calls for capitalization of all principal words (also called caps & lc).

11. Punctuation

According to McCaskill (1998, p. 44) Punctuation is placed in text to make meaning clear and to make reading easier. The various punctuation marks perform four functions: they (1) separate (a period separates sentences), (2) group or enclose (parentheses enclose extraneous information), (3) connect (a hyphen connects a unit modifier), and (4) impart meaning (a question mark may make an otherwise declarative sentence interrogative). The function of a punctuation mark is the basis for the rules governing its use and should be the basis for determining whether or not it is needed. The modern tendency is to punctuate to prevent misreading (open style) rather than to use all punctuation that the grammatical structure will allow (close style). Although the open style results in a more inviting product, it does allow subjectivity, perhaps arbitrariness, in the use of some marks, for example, the comma and hyphen. Consistency in the author's or editor's subjective decisions is vital to a well-punctuated report.

Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc
a. Full Stops/Periods.

The period is a mark of separation. Its primary purpose is to separate complete thoughts, to mark the end of declarative and imperative sentences. (Interrogative sentences end with a question mark; exclamatory, with an exclamation point.) The key word here is complete; a period should be used only after a sentence complete with subject and predicate. The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

b. Commas

Of all the marks of punctuation, the comma requires the most judgment. To punctuate with commas requires not only compliance with a set of rules but also thorough understanding of the material being punctuated. Commas can change meaning! The primary functions of the comma are to separate and to enclose elements of a sentence. The function of a particular comma is important: when it separates, it stands alone, but when it encloses, it needs a partner. The instances when commas separate sentence elements are discussed first in this section, and then the instances when commas enclose.

12. Article

Articles in English are one of the key indicators of native speaker competence, and the ease with which native speakers use articles can lead them to ignore the complexities of the system and often be unaware of their importance to English syntax (Lipski, 2007) Example:
20) Incorrect: I had a accident.

Correct: I had an accident.

13. Meaning Not Clear

Meaning not clear happens when a sentence or utterance is not Interpretable. Usually occurs when the author does not complete all parts of the sentence structure that causes the purpose of the sentence not delivered.

Example:

21) He borrowed some smoke (???)

14. Run-On Sentence

Based on Langan (2011, p. 604) A run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as fused sentences: they are fused, or joined together, as if they were only one thought. It means that run-on sentence is two simple sentence joined together without a comma and without a connecting word.

Example:

22) Incorrect: My roommate was sleeping, we didn’t want to wake her up.
Correct: My roommate was sleeping. We didn’t want to wake her up.
2.2 Relevance Studies

1. Study done by Fajariani Emmaryana

Fajariani Emmaryana (2010) wrote a research about An Analysis on the Grammatical Errors in the Students' Writing. Her found In the written test, The error was done in Tense for the highest errors by 24 students or 95%

2. Study done by Toni Hartono

Toni Hartono (2007) wrote a research about Grammatical Error Analysis in Students' Recount Text at The Case of the Twelfth Year Students of Slaw, Tegal in the Academic Year of 2006/2007. He found conclude that the students made 235 grammatical errors which were classified into 153 errors in producing verbal groups, 3 errors in subject-verb agreement, 10 errors in the use of article30, errors in the use of preposition, 12 errors in pluralization, 23 errors in the use of pronoun, 4 errors in the use of conjunction.

3. Study done by Enggar Eidiastuti

Enggar Widiastuti (2014) wrote concludes that the grammar errors made by the second year students of SMP N 18 Pekanbaru in or students or 100%, the second i? errors in Tense by 27 student? ?r 90%, the third is errors in Sentence Pattern by 25 student or 84%, the forth is errors in Preposition by 13 students or 43%, and the last errors in Pronoun with 8 errors or 27%. 

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2.3 Conceptual Framework

The conceptual framework is an effective functioning of learning second language in term of students error.


2.4 Assumption

Writing is one of the language skills and the most difficult to master, the author assumes that the second semester student of English Department FKIP UIR PEKANBARU has many problems in grammatical errors
CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The type of this research is qualitative. According to Bogdan et al. (2007, p. 5) the data collected take the form of words or pictures rather than numbers. The written results of the research contain quotations from the data to illustrate and substantiate the presentation. This research only one variable, namely Students’ Grammatical Errors Analysis in Paragraph Writing Second Semester of English Student FKIP UIR. This research gives description of grammatical errors on paragraph writing written by second semester at English Department in UIR.

3.2 Source of Data

In this research, the researcher uses documentation. The document is used as the collecting data technique to get data which is studied about the error grammatical errors on paragraph writing the writer classified the students’ errors in paragraph writing by using Betty S. Azar’s classification of errors. After she calculated the data to get the result of total errors and then she interpreted the data descriptively. Finally, the writer could have a conclusion based on the result of students’ total errors. The document in this study is the writing task by the second semester students of English Department of FKIP UIR in academic year 2017.
### Table 3.1 Indicators of Grammatical Error

<table>
<thead>
<tr>
<th>No</th>
<th>Category</th>
<th>Example</th>
<th>Correction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Singular- Plural</td>
<td>He have been for six month</td>
<td>He has been for six month</td>
</tr>
<tr>
<td>2</td>
<td>Word Form</td>
<td>I saw beauty picture</td>
<td>I saw a beautiful picture</td>
</tr>
<tr>
<td>3</td>
<td>Word choice</td>
<td>She got on the taxi</td>
<td>She got into the taxi</td>
</tr>
<tr>
<td>4</td>
<td>Verb Tense</td>
<td>He is here since June</td>
<td>He has been since June</td>
</tr>
<tr>
<td>5+</td>
<td>Add a Word</td>
<td>I want go to the zoo</td>
<td>I want to go to the zoo</td>
</tr>
<tr>
<td>5-</td>
<td>Omit a Word</td>
<td>She entered do the university</td>
<td>She entered the university</td>
</tr>
<tr>
<td>6</td>
<td>Word Order</td>
<td>I saw five times that movie</td>
<td>I saw that movie five times</td>
</tr>
<tr>
<td>7</td>
<td>Incomplete Sentence</td>
<td>I went to bed. Because I was tired</td>
<td>I went to bed because I was tired</td>
</tr>
<tr>
<td>8</td>
<td>Spelling</td>
<td>An accident occurred</td>
<td>An accident occurred</td>
</tr>
<tr>
<td>9</td>
<td>Punctuation</td>
<td>What did he say</td>
<td>What did he say ?</td>
</tr>
<tr>
<td>10</td>
<td>Capitalization</td>
<td>I am Indonesian</td>
<td>I am Indonesian</td>
</tr>
<tr>
<td>11</td>
<td>Article</td>
<td>I had a accident</td>
<td>I had an accident</td>
</tr>
<tr>
<td>12</td>
<td>Meaning Not Clear</td>
<td>He borrowed some</td>
<td>He borrowed some books</td>
</tr>
<tr>
<td>13</td>
<td>Run-On Sentence</td>
<td>My roommate was sleeping, we didn’t want to wake her up</td>
<td>My roommate was sleeping, we didn’t want to wake her up</td>
</tr>
</tbody>
</table>

### 3.3 Data collection technique

Data collection techniques are techniques or ways that can be used to collect data by researchers. According Wiranto (2013, p. 96) in the research activities requires tools to collect data, the tool is said to be an instrument. The weight or quality of a study is often judged by the quality of the instrument used. This is not surprising, because the instrument of research is the tools used to obtain or collect data in order to solve the problem of research or achieve research objectives. If the data obtained is not accurate (valid), then the decision will be taken is not appropriate. Research instruments are very important to get results because it is an asset method, which is used to collect data.
Data collecting in this research, researcher uses documentation technique. Rugaiyah said (2016, p. 23) Documentation, from the origin of the said document, which means written goods. In carrying out the method of documentation, researchers investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, etc. Winarno (2018, p. 206) Therefore, in this case, document used to analyze in this study is the student's writing, which means the researcher seeks understanding by collect data through document analysis, which is a form written paragraph of students written by students second semester of English Department FKIP UIR.

Documents have been obtained from where teacher assignments are given to students. First, the researchers met and asked for permission with the teacher writing the teaching of English in the second semester of the English Language Faculty FKIP UIR. Here, the researcher asks for the task of writing student paragraphs. Then, after getting permission, the researcher copied or duplicated it.

3.4 Data analysis technique

The data needed in this research were the grammatical errors made by the second semester students in their writing test. The researcher collected the students’ writing test paper to be documented and read carefully. After collecting the data, the next step was data classification and analysis. The following are steps for classifying and analyzing grammatical errors in writing:

1. Identify the errors which are found on every words, phrase or sentences.
2. Classify the data into the grammatical error.
3. Interpret and describe the data which have been classified systematically.
4. Analyze the data to infer the causes and sources they commit error

The writer used qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. To get the qualitative result, the data will be calculated and drew up in the table of percentage which the formula as follows:

\[
P = \frac{F}{N} \times 100\%
\]

P= Percentage

F= Frequency of error occurred

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

RESEARCH FINDINGS

4.1 Data Analysis

This chapter discusses and explains the data obtained from the secondsemester writing paragraph based on the research indicators. The purpose of this chapter is to answer the research questions, namely: "What types of grammatical errors are made by second-semester students in their academic year 2017/2018?" "In order to answer the questions, the researcher used the documentation of the results of the second semesters final assignments as instruments. This instrument has 14 indicators adopted from the grammatical error theory by Betty (1989), there are Singular-Plural, Word Form, Word Choice, Verb Tense, Add a Word, Omit a Word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization, Article, Meaning Not Clear and Run-On Sentence.

The percentages of the recapitulation of students’ errors are converted into a table. The table covers the based on indicators.

<table>
<thead>
<tr>
<th>No</th>
<th>Classification of error</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Singular-Plural</td>
<td>9.95%</td>
</tr>
<tr>
<td>2</td>
<td>Word Form</td>
<td>2.60%</td>
</tr>
<tr>
<td>3</td>
<td>Word Choice</td>
<td>6.0%</td>
</tr>
<tr>
<td>4</td>
<td>Verb Tense</td>
<td>1.30%</td>
</tr>
<tr>
<td>5</td>
<td>Add a Word</td>
<td>2.60%</td>
</tr>
<tr>
<td>6</td>
<td>Omit a Word</td>
<td>31.60%</td>
</tr>
<tr>
<td>7</td>
<td>Word Order</td>
<td>0.43%</td>
</tr>
</tbody>
</table>
After getting and collecting data, researcher presents data based on indicators such as the following:

1) **Singular-Plural**

Example:

Error : Even the winner *have* a bad day

Correct : Even the winner *has* a bad day

The example above explains the error was made by students on the singular plural. In grammar singular and plural nouns are differently divided into uncountable and countable plural noun and regular and irregular plural noun a singular subject requires a singular verb that means the verb “*have*” does not agree with word "*the winner*" it should be used "*has*".*See appendix table 4.17*. From 30 students who became the sample, the students made 23 or 9.95% of singular-plural error.
2) Word Form Example:

Error : I have to study hard in order to graduation with a satisfactory final value
Correct : I have to study hard in order to graduate with a satisfactory final value

The example above explains the error was made by students on the Word Form. The word “graduation” does not fit in this context, because after “to” should be followed by verb and never followed by noun (See appendix table 4.30). There are 6 or 2.60% word form errors. The students generalized the rule that it's not correct to apply to other word class. It occurred because the students haven’t mastered the rule yet.

3) Word Choice Example:

Error : The student is studying in the university or academy.
Correct : The student is studying at the university or academy.

The example above explains the error was made by students on the word (preposition of function word). The students have been an error in choosing the word in the preposition where the word preposition is right in the upper sentence to match the place is "at"(See appendix table 4.2). The students made 14 word choice errors or 6.06%.
4) Verb

TenseExample:

Error : Expect the printer to **drew** up a vital piece of your work just before a deadline.

Correct: Expect the printer to **draw** up a vital piece of your work just before a deadline.

The example above explains the error was made by students on the verb tense. The example appears that the form of word “Drew” has incorrect verb form in this sentence because after word of “to” should be followed by verb 1. (See appendix table 4.17). In Indonesia, the verb doesn’t have to change from the present to past or future but in English verb needs to change from the present to past or future to express the tense. Especially for the past verb which is divided into regular and irregular verb. Verb tense has 3 errors or 1,30%.

5) Add a WordExample:

Error : We must study hard and fight **for** to be a good university student

Correct : We must study hard and fight to be a good university student

The example above explains the error was made by students on add a word. The preposition “**for**” in this sentence because preposition “**for**” is never followed by word “**to**” (See appendix table 4.4). It is possible that students can be influenced by their mother's tongue and also that students create an easy strategy for writing their stories but instead, the strategy is not appropriate and it becomes a mistake. The students made 6 add a word error or 2,60%.
6) Omit a Word

Example:

Error: Moreover, we’re happy enough in our condition because, we
don’t have to sit in the same room for hours and we
have enough times for break

Correct: Moreover, we’re happy enough in our condition because
we don’t have to sit in the same room for hours and we have enough
times for a break

The example above explains the error was made by students on omit a word.
In the above sentence, it is inappropriate because before the noun phrase “break”
must use the article (See appendix table 4.6). The student most often
forgets to use determiner or article. Omit a word has 73 or 31.60% errors.

7) Word Order

Example:

Error: I was join happy to join in this program, and want to
quickly graduation and worked as a teacher like what I
aspire

Correct: I was happy to join in this program, and want to
graduated and worked quickly as a teacher like what I aspire

The example above explains the errors were made by students in word order.
In that sample student make two errors, in the first is “I was join happy to join this program” the form of the verb "join" does not work with was in this sentence in this sentence there are also 2 words "join" this makes it difficult for readers to understand, it should be “I was happy to join in this program”. Second is in the sentence “want to quickly graduation and worked…” it should be “want to graduated and worked quickly…” because “to” should be followed by verb (See appendix table 4.30)

8) Incomplete SentenceExample:

Error : In first semester, student really wants to go to college. But when entering the third semester, we will know about the true nature of each student

Correct : In the first semester, the student really want to go to college but when entering the third semester, we will know about the true nature of each student

The example above explains the mistake was made by students in add a words. In that sample, between the first sentence and the second sentence can still be combined because the word "but" doesn't fit right before the word uses a full stop (See appendix table 4.25). Possibility Students don't know how to write the right words to look at them and then they write everything in their minds Their version and this strategy go wrong. The students made 5 incomplete sentence error or 2,16%. This error is caused by communication strategy. For example is.
9) Spelling

Example:

Error : A student also has a good etitut

Correct : A student also has a good attitude

The example above explains the error was made by students in spelling. The word of “etitut” is of available in dictionary *(See appendix table 4.3)*. The right word for attaching a sentence with the context of the student's writing theme is "attitude" the possibility of students experiencing errors in writing due to limited knowledge because the pronunciation of English differs from the writing. They don't think of spelling but when they have to write a paragraph, they estimate spelling and unfortunately, their strategy isn't right. The students made 54 or 23.40% spelling error.

10) Punctuation

Example:

Error : Yeah that’s right, I’m a student of the university in the
Islamic University of Riau, Pekanbaru

Correct : It should be Yeah, that’s right, I’m a student of the university in
the Islamic University of Riau, Pekanbaru

Most of students didn’t pay attention to use the correct punctuation because perhaps the students didn’t realize yet the importance punctuation in writing. Therefore, they sometimes missed and misused punctuation or even ignored to use it. The example above explains the mistake made by student. The word of “yeah” is kind of interjection and should be use comma after that word.
(See appendix table 4.5). The students made 14 or 6.06% punctuation error.

11) Capitalization

Example:

Error : Steven schwartz of the Guardian explains some of the skill that needs to be possessed by the student to adjust to university life

Correct : Steven Schwartz of the Guardian explains some of the skill that needs to be possessed by the student to adjust to university life

The example above explains about error was made by the student in capitalization. The student ignored capitalization when write word of “Schwartz” which one is part of proper noun. (See appendix table 4.26). When speaking the students don’t pay attention to the capital letter and in writing the students have to pay attention in capital letter. Therefore, capitalization error occurred because the students didn’t capitalize the letter properly. Capitalization has 24 errors or 10.38%. 12) Article Example:

Error : Basically, someone entering an university life in 18 years old after graduating from high school

Correct : Basically, someone entering a university life in 18 years old after graduating from high school

The example above explains the error was made by students in article he use of the article has the difference between "a" and "an" is determined based on the beginning sound of the following the word. Use "an" for words beginning with vowels and "a" for words beginning with consonants. In the example above
students use the article "a" for words starting with "university" vowels which should be the article used is "an" (See appendix table 4.4). Article has 8 or 3.46% errors.
CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data in the previous chapter, the writer would like to draw a conclusion that the second semester students of Islamic university of Riau still made many errors in paragraph writing. The types of errors made by the students are omit a word with the number of errors is 23 or 9.95% of singular-plural error, 6 or 2.60% of word form error, 14 or 6.06% of word choice errors, 3 or 1.30% of Verb tense errors, 6 or 2.60% of add a word error, 73 or 31.60% of Omit a word errors, 1 or 0.43% of Word Order, 5 or 2.16% of incomplete sentence error, 54 or 23.40% of spelling error, 14 or 6.06% of punctuation error, 24 or 10.38% of Capitalization errors and 8 or 3.46% of Article errors.

The result shows that the three most common grammatical errors made by the students in recount text writing. The first is omit a word which has 73 or 31.60% errors. Furthermore, the three lowest students’ grammatical errors in paragraph writing are run on sentence and meaning not clear. Which the writer not found in that error.

5.2 Suggestion

Error is something unavoidable in teaching and learning process of foreign language. Therefore, it can be improved by learn more about both enhance vocabularies and grammatical function. Here are some suggestions that hopefully can be applied in teaching and learning process.
5.2.1 To English Teacher

Based on this study, it can be suggested that the teachers should be aware of grammatical errors in writing, thus they can recognize their students’ difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing. Knowing the problem will make it easier for teachers to solve the problem. The result of the study will evaluate themselves whether they are successful or not in teaching English. It is expected that the teacher should enhance the method in teaching grammar so that the students are motivated to improve their writing.

5.2.2 To Further Researcher

It is expected that the result of the study can give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to grammatical errors analysis to enrich the existing study.
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