

**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*



**ALFRISKA TEJA KUSUMA
NPM 146311401**

**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
MAY 2018**

THESIS APPROVAL

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

Name : Alfriska Teja Kusuma

Student Number : 146311401

Study Program : English Language Education

Head Advisor

Vice Advisor

Dr. Rugaiyah., M.Pd

NIDN.1002066804

NPK. 13DK0402528

Arimuliani Ahmad., S. Pd., M. Pd

NIDN. 1023078901

NPK. 14DK0502550

Head of English Language Education

Miranti Eka Putri., S. Pd., M. Ed

NIDN. 1005068201

NPK. 0911002367

Thesis submitted in partial fulfilment of the requirements for the Degree of
Sarjana of Education in Universitas Islam Riau

Pekanbaru, 10th December 2018

Vice Dean of Academic

Dr. Sri Amnah, S. Pd., M.Si

NIP. 197010071998032002

NIDN. 0007107005



LETTER OF NOTICE

We, the Head Advisor and Vice-Advisor hereby notice that:

Name : Alfriska Teja Kusuma
Student Number : 146311401
Department : English
Study Program : Language Education
Faculty : Faculty of Teacher Training and Education

Has completely written a thesis which entitled:

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

It has been ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, 10th December 2018

Head Advisor

Vice Advisor



Dr. Rugaiyah., M.Pd
NIDN.1002066804
NPK. 13DK0402528




Arimuliani Ahmad., S. Pd., M. Pd
NIDN. 1023078901
NPK. 14DK0502550

THESIS GUIDANCE AGENDA

Thesis guidance has been implemented to:

Name : Alfriska Teja Kusuma
 Student Number : 146311401
 Study Program : English Language Education
 Faculty : Teacher Training and Education
 Head Advisor : Dr. Rugaiyah., M.Pd
 Title : **Students' Grammatical Errors Analysis in Paragraph Writing Second Semester of English Student FKIP UIR**

No	Date	Guidance Agenda	Signature
1	February, 06 th 2018	Revised Chapter I	
2	March, 10 th 2018	Revised Chapter II	
3	April, 05 th 2018	Revised Chapter II	
4	April, 07 th 2018	Revised Chapter III	
5	May, 12 nd 2018	Checked All Chapters	
6	May, 27 th 2018	ACC for Seminar Proposal	
7	June, 4 th 2018	Joined Seminar Proposal	
8	August, 27 th 2018	Took the Data	
9	Okt, 03 rd 2018	Revised Chapter IV	
10	Okt, 24 th 2018	Revised Chapter IV	
11	Nov, 5 th 2018	Revised Chapter IV	
12	Nov, 13 th 2018	Revised Chapter IV	
13	Nov, 22 th 2018	Checked All Chapters	
14	Dec, 10 th 2018	Joined Seminar Comprehension	

Pekanbaru, 10th December 2018

Vice Dean of Academic



Dr. Sri Amnah, S. Pd., M.Si

NIP. 197010071998032002

NIDN. 0007107005

THESIS

STUDENTS' GRAMMATICAL ERRORS ANALYSIS IN PARAGRAPH
WRITING SECOND SEMESTER OF ENGLISH STUDENT FKIP UTR

Name : Alfriska Teja Kusuma
Student Number : 146311401
Study Program : English Language Education
Faculty : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED
THURSDAY, 10th DECEMBER 2018
THE EXAMINERS COMMITTEE

Head Advisor

(Dr. Rugaiyah., M.Pd)
NIDN. 1002066804

Examiners

(Dra. Betty Sailun., M.Ed)
NIDN. 0027046002

Vice Advisor

(Arimuliani Ahmad., S.Pd., M.Pd)
NIDN. 1023078901

(Miranti Eka Putri., S.Pd., M.Ed)
NIDN. 1005068201

Witness

(Sri Wahyuni, S.Pd., M.Pd)
NIDN. 1022098901

(Shalawati, S.Pd., M.A. TESOL)
NIDN. 1023027904

The thesis is submitted in partial fulfillment of the requirements for the Degree of
Sarjana of Education in Universitas Islam Riau.

Pekanbaru, 10th December 2018
Vice Dean of Academic

Dr. Sri Amnah, S.Pd., M.Si
NIP. 197010071998032002
NIDN. 0007107005

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

ALFRISKA TEJA KUSUMA

146311401

Head Advisor

Vice Advisor

(Dr. Rugaivah., M.Pd)

NIDN. 1002066804

NPK. 13DK0402528

Arimuliani Ahmad., S. Pd., M. Pd

NIDN. 1023078901

NPK. 14DK0502550

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%

Key Words: Writing, Grammar, Error



UNIVERSITAS ISLAM RIAU
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat: Jln. Kaharudin Nasution No.113 Perhentian Marpoyan Pekanbaru – Provinsi Riau, Kode Pos: 28284

Nomor :

Registrasi Pendaftaran Proposal/Skripsi di Prodi
066 / 17 05 2019

Perihal : Penunjukan Dosen Pembimbing Utama/Pembimbing Pendamping Proposal/Skripsi Mahasiswa.

Kepada Yth.
Bapak/Ibu Pembimbing Utama/Pembimbing Pendamping
Di Tempat

Assalamualaikum wr. wb.

Dengan Hormat, bersama ini Ketua Program Studi Pendidikan Bahasa Inggris menetapkan pembimbing utama dan pembimbing pendamping mahasiswa atas nama:

Nama	: Afriska Teja Kusuma
NPM	: 146311401
Fakultas	: Keguruan dan Ilmu Pendidikan
Program Studi	: Pendidikan Bahasa Inggris
No.HP	: 082283969200

Dengan pembimbing Proposal/Skripsi sebagai berikut:

Dosen Pembimbing Utama	Dr. Pugatyah, M.Pd
Dosen Pembimbing Pendamping	Aumutani Ahmad, S.Pd., M.Pd

Dengan Judul:

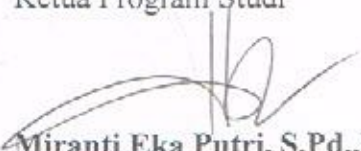
Students' Grammatical Errors Analysis in Paragraph Writing (A case study second semester Of English student FKIP UIR)
--

Demikian surat ini disampaikan, atas perhatian diucapkan terima kasih.

Mengetahui,
Wakil Dekan Bidang Akademik


Dr. Sri Amnah, M.Si
NIP. 197010071998032002
Penata I/ IIIc/ Lektor
NIDN. 0007107005

Pekanbaru, 17/5/2019
Wassalam,
Ketua Program Studi


Miranti Eka Putri, S.Pd., M.Ed
NPK. 091102367
Penata Muda Tk I/IIIb/Asisten Ahli
NIDN. 1005068201



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

الْجَامِعَةُ الْإِسْلَامِيَّةُ الرَّيَوُتِيَّةُ

Alamat : Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau Indonesia - 28284
Telp. +62 761 674674 Fax. +62 761 674834 Email: info@uir.ac.id Website: www.uir.ac.id

Nomor : 3181 /E-UIR/27-2018
Lamp. : -
Hal : IZIN PENELITIAN

Pekanbaru, 18 Agustus 2018 M
06 Dzul Hijjah 1439 H

Kepada : Yth. Sdr. ALFRISKA TEJA KUSUMA,
MAHASISWA PRODI. PEND. BAHASA INGGRIS.
FKIP – UNIVERSITAS ISLAM RIAU
Di
Pekanbaru

Assalamu'alaikum Wr.Wb.

Dengan hormat, teriring salam dan do'a semoga Saudara berada dalam keadaan sehat dan sukses selalu, aamiin.

Memperhatikan surat Saudara tanggal 15 Agustus 2018, tentang Permohonan Izin Penelitian di Universitas Islam Riau, maka bersama ini disampaikan pada prinsipnya dapat kami setujui dan izinkan, dengan ketentuan Saudara dapat mematuhi peraturan dan ketentuan yang berlaku di Universitas Islam Riau.

Demikian surat ini kami sampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalam
Rektor,

Prof. Dr. H. Syafrinaldi, S.H., M.C.L.
NIP. 19631128 199403 1 001

Tembusan :
1. Sdr. Dekan FKIP UIR.
2. Peringgal

Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/12535
TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU**, Nomor : 2415/E-UIR/27/Fk/2018 Tanggal 1 Agustus 2018, dengan ini memberikan rekomendasi kepada:

1. Nama : **ALERISKA TEJA KUSUMA**
2. NIM / KTP : **146311401**
3. Program Studi : **BAHASA INGGRIS**
4. Jenjang : **S1**
5. Alamat : **JL.PURNAMA PASIR PUTIH**
6. Judul Penelitian : **STUDENTS' GRAMMATICAL ERRORS ANALYSIS IN PARAGRAPH WRITING SECOND SEMESTER OF ENGLISH STUDENT FKIP UIR**
7. Lokasi Penelitian : **UNIVERSITAS ISLAM RIAU**

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 1 Agustus 2018



Ditandatangani Secara Elektronik Oleh:
**KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU**

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor Universitas Islam Riau di Pekanbaru
3. DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS ISLAM RIAU di Pekanbaru
4. Yang Bersangkutan



UNIVERSITAS ISLAM RIAU

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

الجامعة الإسلامية الريوية

Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

Pekanbaru, 30 Juli 2018

Nomor : 24/5 /E-UIR/27-Fk/2018

Hal : *Izin Research*

Kepada Yth. Bapak Kepala Dinas Penanaman Modal
Dan Pelayanan Terpadu Satu Pintu (PTSP) Provinsi Riau
Di –

Pekanbaru

Assalamu' alaikum Wr, Wbr.

Bersama ini datang menghadap Bapak/Ibu Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau:

Nama : **ALFRISKA TEJA KUSUMA**
Nomor Pokok Mhs : 14 631 1401
Fakultas : Keguruan Dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S.1)

Untuk meminta izin melakukan penelitian dengan judul **"Students Grammatical Errors Analysis In Paragraph Writing Second Semester Of English Student FKIP UIR."**

Untuk kepentingan itu, kami berharap agar Bapak/Ibu berkenan memberikan Rekomendasi izin kepada mahasiswa yang bersangkutan.

Atas perhatian Bapak/Ibu kami mengucapkan terima kasih.

Wassalam
Dekan

Drs. Alzaber, M.Si.

NIP. : 19591204 198910 1001

No. Sertifikasi Pendd. 11110100600810

NIND.0004125903

Perpustakaan Universitas Islam Riau
Dokumen ini adalah Arsip Milik :

**SURAT KEPUTUSAN
DEKAN FKIP UNIVERSITAS ISLAM RIAU**

NOMOR: 1393 /FKIP-UIR/Kpts/2018

**TENTANG: PENUNJUKAN PEMBIMBING UTAMA DAN PEMBIMBING PENDAMPING
PENULISAN SKRIPSI MAHASISWA FKIP UNIVERSITAS ISLAM RIAU**

Menimbang :

1. Bahwa untuk membantu mahasiswa dalam menyusun skripsi, maka perlu ditunjuk Pembimbing I dan Pembimbing II yang akan memberikan bimbingan sepenuhnya terhadap mahasiswa tersebut
2. Bahwa Saudara-saudara yang tersebut namanya tercantum dalam Surat Keputusan ini dipandang mampu dan memenuhi syarat untuk membimbing skripsi mahasiswa, maka untuk itu perlu ditetapkan dengan Surat Keputusan Dekan.

Mengingat :

1. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional
2. Undang-Undang Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi
3. Peraturan Pemerintah Nomor 19 Tahun 2005 Tentang Standar Nasional Pendidikan
4. Surat Keputusan Menteri Pendidikan Nasional;
 - a. Nomor 339/U/1994 Tentang Ketentuan Pokok Penyelenggaraan Perguruan Tinggi
 - b. Nomor 224/U/1995 Tentang Badan Akreditasi Nasional Perguruan Tinggi
 - c. Nomor 232/U/2000 Tentang Pedoman Kurikulum Pendidikan Tinggi dan Penilaian Hasil Belajar Mahasiswa
 - d. Nomor 124/U/2001 Tentang Pedoman Pengawasan, Pengendalian dan Pembinaan Program Studi di Perguruan Tinggi
 - e. Nomor 045/U/2002 Tentang Kurikulum Inti Pendidikan Tinggi
5. Surat Keputusan Pimpinan YLPI Daerah Riau Nomor 66/Kep/YLPI-II/1976 Tentang Peraturan Dasar Universitas Islam Riau
6. Surat Keputusan Rektor Universitas Islam Riau Nomor Tentang Pengangkatan Dekan FKIP Universitas Islam Riau

MEMUTUSKAN

Menetapkan :

1. Menunjuk nama-nama tersebut di bawah ini sebagai Pembimbing skripsi

No	Nama	Pangkat dan Golongan	Pembimbing
1	Dr. Rugaiyah, M.Pd	Lektor / Penata. III/c -	Pembimbing Utama
2	Arimuliani Ahmad, SPd., M.Pd	Asisten Ahli / Penata Muda-III.b	Pembimbing Pendamping

Nama Mahasiswa	:	ALFRISKA TEJA KUSUMA
N I M	:	14 631 1401
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	"Students Grammatical Errors Analysis In Paragraph Writing Second Semester Of English Student FKIP UIR."

2. Tugas-tugas Pembimbing berpedoman pada ketentuan yang berlaku
3. Dalam melaksanakan bimbingan, pembimbing supaya memperhatikan usul dan saran seminar proposal
4. Kepada Saudara yang namanya tercantum dalam lampiran Surat Keputusan ini diberi honorarium sesuai dengan ketentuan yang berlaku di Universitas Islam Riau.
5. Surat Keputusan ini mulai berlaku sejak surat keputusan ini diterbitkan, dengan ketentuan apabila terdapat kekeliruan akan diadakan perbaikan kembali.

Kutipan: Disampaikan pada yang bersangkutan untuk dapat dilaksanakan sebaik-baiknya.

Ditetapkan : di Pekanbaru

Pada Tanggal : 30 Juli 2018

Dekan,



Drs. Alzaber, M.Si.

NIP. : 19591204 198910 1001

No.Sertifikasi Pendd.11110100600810

NIDN.0004125903

Tembusan : Disampaikan Kepada Yth:

1. Rektor Universitas Islam Riau di Pekanbaru
2. Kepala Biro Keuangan Universitas Islam Riau di Pekanbaru
3. Ketua Program Studi Bahasa Inggris FKIP Universitas Islam Riau di Pekanbaru
4. Pertinggal / Wulan



Alamat: Jalan Kaharuddin Nasution No. 113, Marpoyan, Pekanbaru, Riau, Indonesia - 28284
Telp. +62 761 674674 Fax. +62761 674834 Email: edufac.fkip@uir.ac.id Website: www.uir.ac.id

BERITA ACARA MEJA HIJAU / SKRIPSI DAN YUDICIUM

Berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Riau Tanggal 10 bulan Desember Tahun 2018 Nomor : 2133 /Kpts/2018, maka pada hari Senin Tanggal 10 bulan Desember tahun 2018 telah diselenggarakan Ujian Skripsi dan Yudicium atas nama mahasiswa berikut ini:

- | | |
|------------------------|---|
| 1. Nama | : Alfriska Teja Kusuma |
| 2. Nomor Pokok Mhs | : 14 631 1401 |
| 3. Program Study | : Pendidikan Bahasa Inggris |
| 4. Judul Skripsi | : Students' Grammatical errors Analysis in Paragraph Writing
Second Semester of English Student FKIP UIR |
| 5. Tanggal Ujian | : 10 Desember 2018 |
| 6. Tempat Ujian | : Ruang Sidang FKIP – UIR |
| 7. Nilai Ujian Skripsi | : 90,26 (A) |
| 8. Prediket Kelulusan | : _____ |
| Keterangan Lain | : Ujian berjalan aman dan tertib |

Ketua

Sekretaris

(Dr. Rugaiyah, M.Pd.)

(Arimuliani Ahmad, S.Pd., M.Pd.)

Dosen Penguji :

1. Dr. Rugaiyah, M.Pd.
2. Arimuliani Ahmad, S.Pd., M.Pd.
3. Dra. Betty Sailun, M.Ed.
4. Miranti Eka Putri, S.Pd., M.Ed.
5. Shalawati, S.Pd.I., MA.TESOL.
6. Sri Wahyuni, S.Pd., M.Pd.

Pekanbaru, 10 Desember 2018

Dekan

Drs. Alzaber, M.Si

NIP. 19591204.1989101001

NIDN : 0004125903

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Kaharuddin Nasution No. 113 Perhentian Marpoyan Pekanbaru 28284 Provinsi Riau

BERITA ACARA SEMINAR PROPOSAL

Nama Mahasiswa	: Alfriska Teja Kusuma
NIM	: 14 631 1401
Hari Tanggal Seminar	: Senin/ 4 Juni 2018
Pembimbing Utama	: Dr. Rugaiyah, M.Pd.
Pembimbing Pendamping	: Arimuliani Hamad, S.Pd., M.Pd.

Judul Proposal Penelitian

Students Grammatical Errors Analysis in Paragraph Writing Second Semester of English Student
FKIP UIR

REKOMENDASI HASIL SEMINAR

1. Judul yang diterima : Disetujui/Diragukan/ ~~dirubah judul baru~~

2. Identifikasi Masalah	: Jelas/ Kurang Jelas/ Dirubah
3. Perumusan Masalah	: Jelas/ Kurang Jelas/ Dirubah
4. Tujuan Penelitian	: Jelas/ Kurang Jelas/ Dirubah
5. Teori Utama dan Teori Pendukung	: Jelas/ Kurang Jelas/ Dirubah
6. Hipotesis Penelitian (jika ada)	: Jelas/ Kurang Jelas/ Dirubah
7. Populasi dan Sampel/ Subjek Penelitian	: Jelas/ Kurang Jelas/ Dirubah
8. Metode dan Disain Penelitian	: Jelas/ Kurang Jelas/ Dirubah
9. Variabel Penelitian	: Jelas/ Kurang Jelas/ Dirubah
10. Instrumen Penelitian	: Jelas/ Kurang Jelas/ Dirubah
11. Prosedur Penelitian	: Jelas/ Kurang Jelas/ Dirubah
12. Teknik Pengambilan Data	: Jelas/ Kurang Jelas/ Dirubah
13. Teknik Pengolahan Data	: Jelas/ Kurang Jelas/ Dirubah
14. Teknik Analisis Data	: Jelas/ Kurang Jelas/ Dirubah
15. Daftar Rujukan / Pustaka	: Relevan/ Kurang Relevan/ Perlu Ditambah

Tim Dosen Pemrasaran Seminar Proposal

Dosen Pemrasaran	Jabatan Dalam Seminar	Tanda Tangan
Dr. Rugaiyah, M.Pd.	Ketua/ Pembimbing Utama	1.
Arimuliani Hamad, S.Pd., M.Pd.	Sekretaris/ Pembimbing Pendamping	2.
Dra. Betty Sailun, M.Ed.	Anggota	3.
Miranti Eka Putri, S.Pd., M.Ed.	Anggota	4.
Andi Idayani, S.Pd., M.Pd.	Anggota	5.

Ketua Program Studi

Miranti Eka Putri, S.Pd., M.Ed.

NPK. 091102367

NIDN. 1005068201

Penata / III C/ Lektor

Pekanbaru, 2018

Diketahui Oleh Wakil Dekan Bidang Akademik

Dr. Sri Amrah, S.Pd., M.Si

NPK 1970 10071 998 0320

NIDN. 0007 107 005

Sertifikat Pendidik : 13110100601134

Penata. IIIc / Lektor

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

ALFRISKA TEJA KUSUMA
146311401

Kepala Penasihat

Wakil Penasihat

Dr. Rugaiyah., M.Pd
NIDN. 1002066804
NPK. 13DK0402528

Arimuliani Ahmad., S. Pd., M. Pd
NIDN. 1023078901
NPK. 14DK0502550

ABSTRAK

Mengingat pentingnya pengetahuan tata bahasa dalam proses penulisan, penelitian ini bertujuan untuk menggambarkan kesalahan tata bahasa yang terjadi dalam ujian akhir mahasiswa semester dua Universitas Islam Riau. Satu pertanyaan penelitian dirumuskan dalam penelitian ini. Itu adalah jenis klasifikasi kesalahan tata bahasa secara tertulis yang dibuat oleh mahasiswa semester dua Jurusan Bahasa Inggris Universitas Negeri Riau pada tahun akademik 2017/2018, berdasarkan indikator dari Betty S. Azar (1989).

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 semua 13 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% berturut-turut. 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

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

ALFRISKA TEJA KUSUMA
146311401

Head Advisor

Vice Advisor

(Dr. Rugaiyah., M.Pd)
NIDN. 1002066804
NPK. 13DK0402528

Arimuliani Ahmad., S. Pd., M. Pd
NIDN. 1023078901
NPK. 14DK0502550

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%

Key Words: Grammatical Error, Paragraph Writing

ACKNOWLEDGEMENT

First of all, from the sincere of heart, researcher praises to Allah SWT, the Lord of the universe, Who has blessed and given me an ability, healthy, and mercy to finish this thesis entitled “**Students` Grammatical Errors Analysis in Paragraph Writing Second Semester of English Student Fkip Uir**”. Then, the researcher also likes to send *shalawat* and *salam* to Prophet Muhammad SAW who showed us the best way to live.

This paper is intended to fulfil one of the requirements for the Sarjana degree in English Language Education at Faculty of Teacher Training and Education, Universitas Islam Riau. The researcher puts the high appreciation of correction, revision, suggestion, and realizes that the accomplishment of this thesis has been contributed by many people whom I would like to express my deepest appreciation which were continually given by the following individuals:

1. **Prof. Dr. Syafrinaldi SH., MCL** as the Rector of Univeritas Islam Riau, and allowed the researcher to do the research in this University.
2. **Drs. Alzaber, M. Si** as the Dean of Faculty of Teacher Training and Education, Univeritas Islam Riau.
3. **Miranti Eka Putri., S. Pd., M. Ed** as the Head of English Language Education at FKIP UIR, and also as the head advisor who contributed a lot of her times, continuous guidance, and precious advice for to the completion of this thesis.

4. **Arimuliani Ahmad., S. Pd., M. Pd** as the vice advisor who has given me her times, knowledge, help, suggestion, and motivation to the completion of this thesis.
5. Special thanks for my beloved parents, **Joko Suwarto** and **Isa Khodijah**, also my brothers **Albertka Septiadi** and **Satria Yuda Manggala**, for the bless, participation, love, and support both in psychologically and financially in this research.
6. The gratitude also goes to the **all students** in English Language Education at FKIP UIR **who become the participants of this research.**

Finally, the researcher hopes that this thesis will be useful for the readers in improving their English skills.

Pekanbaru, 10th December 2018
The Researcher

Alfriska Teja Kusuma
NPM. 146311401

**Dokumen ini adalah Arsip Milik :
Perpustakaan Universitas Islam Riau**

DECLARATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iv
TABLE OF CONTENT	v
CHAPTER I INTRODUCTION	1
1.1 Background of the Problem	1
1.2 Identification of the Problem	4
1.3 Focus of the Problem	5
1.4 Research Questions	5
1.5 Objective of the Research	5
1.6 Significance of the Research	5
1.7 Definition of Key Terms	6
CHAPTER II REVIEW OF RELATED LITERATURE	8
2.1 Relevance Theories	8
2.1.1 Error analysis	8
2.1.1.1 Definition of Error analysis	8
2.1.1.2 Differences between error and mistakes	10
2.1.1.3 kind of error	11
2.1.2 Writing	15
2.1.2.1 Definition of writing	15

2.1.2.2	Porposes of writing	17
2.1.2.3	Type of writing	20
2.1.2.4	Paragraph Writing	23
2.1.3	Grammartical	24
2.1.3.1	Definition of grammar.....	24
2.1.3.2	Gramatical errors in writing	26
2.2	Relevance Studies	34
2.3	Conceptual Framework	35
2.4	Assumption	36
CHAPTER III RESEARCH METHODOLOGY		37
3.1	Research Design	37
3.2	Source of Data	37
3.3	Data Collection Technique	38
3.4	Data Analysis Technique	39
CHAPTER IV FINDINDS RESEARCH		41
4.1	Data Analysis	41
CHAPTER V CONCLUSION AND SUGGESTION		50
5.1	Conclusion	50
5.2	Suggestion	50
5.2.1	To English Teacher	51

5.2.2 To Further Research	51
---------------------------------	----

REFERENCES	52
------------------	----

APPENDICES	56
------------------	----



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 collegers 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 upping 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 it 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 (2001, p. 1):

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 Comparison-contrast

Cause-effect Definition

Process Division and classification

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 kinds of 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

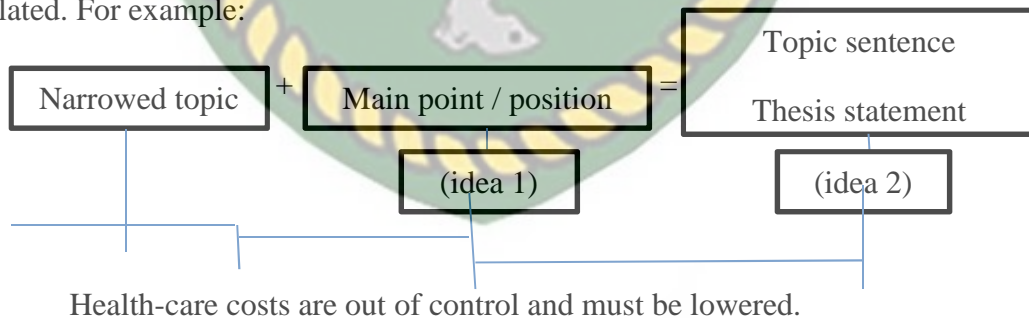
Social anthropology : families in different cultures, with different cultural interpretations of the meanings of the family

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, 1 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:



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 utterance⁵⁶, 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 unsplitable; 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.

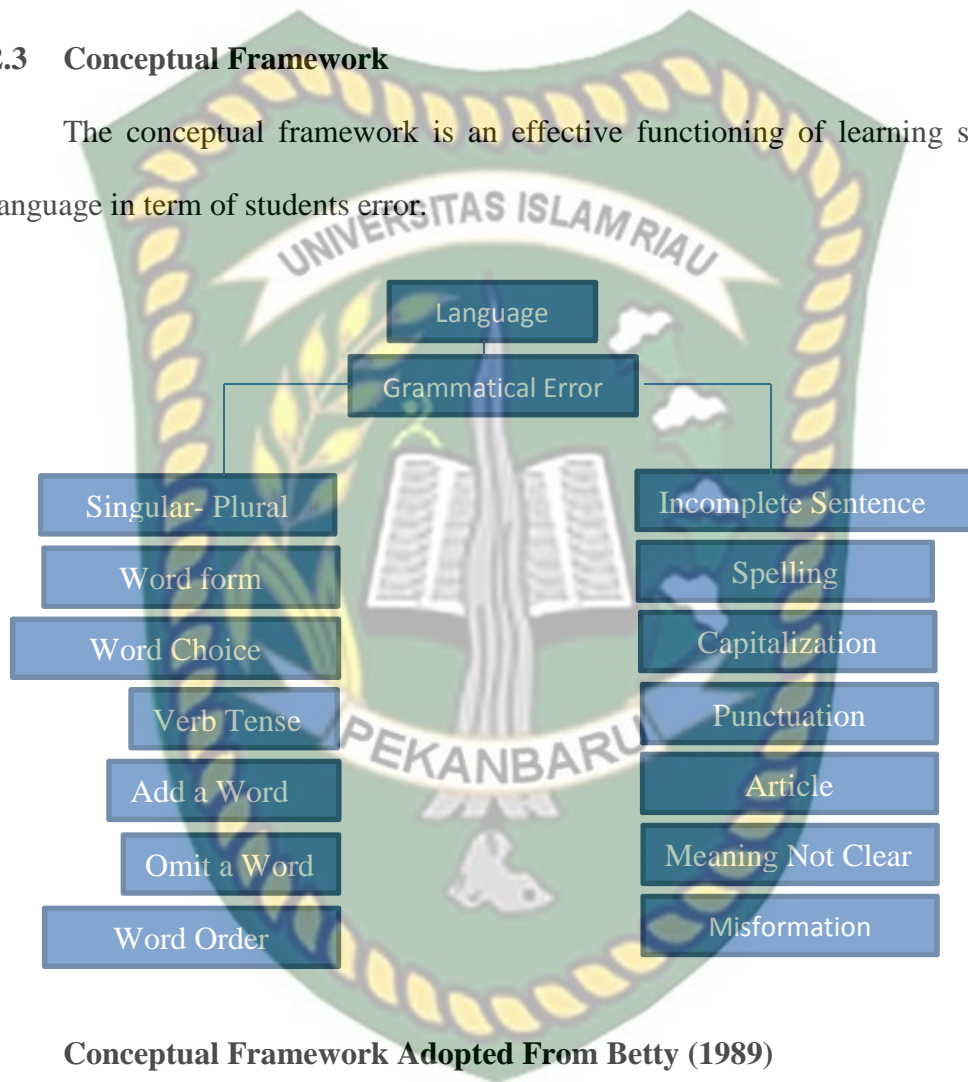
3. Study done by Enggar Eidiastuti

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%o, 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%.

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

RESEACH METHODOLOGY

3.1 Research Design

The type of this research is qualitative. According 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

No	Category	Example	Correction
1	Singular- Plural	He have been for six month	He has been for six month
2	Word Form	I saw beauty picture	I saw a beautiful picture

3	Word choice	She got on the taxi	She got into the taxi
4	Verb Tense	He is here since June	He has been since June
5+	Add a Word	I want go to the zoo	I want to go to the zoo
5-	Omit a Word	She entered do the university	She entered the university
6	Word Order	I saw five times that movie	I saw that movie five times
7	Incomplete Sentence	I went to bed. Because I was tired	I went to bed because I was tired
8	Spelling	An accident occurred	An accident occurred
9	Punctuation	What did he say	What did he say ?
10	Capitalization	I am Indonesian	I am Indonesian
11	Article	I had a accident	I had an accident
12	Meaning Not Clear	He borrowed some	He borrowed some books
13	Run-On Sentence	My roommate was sleeping , we did`nt want to wake her up	My roommate was sleeping , we didn`t want to wake her up

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= Percentage

F= Frequency of error occurred

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

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



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Analysis

This chapter discusses and explains the data obtained from the second-semester 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.

No	Classification of error	Percentages
1	Singular-Plural	9.95%
2	Word Form	2,60%
3	Word Choice	6,0%
4	Verb Tense	1,30%
5	Add a Word	2,60%
6	Omit a Word	31,60%
7	Word Order	0,43%
8	Incomplete Sentence	2,16%
9	Spelling	23,40%

10	Punctuation	6,06%
11	Capitalization	10,38%
12	Article	3,46%
13	Meaning Not Clear	-
14	Run-On Sentence	-

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 Tense

Example:

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 Word

Example:

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 Sentence

Example:

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%.

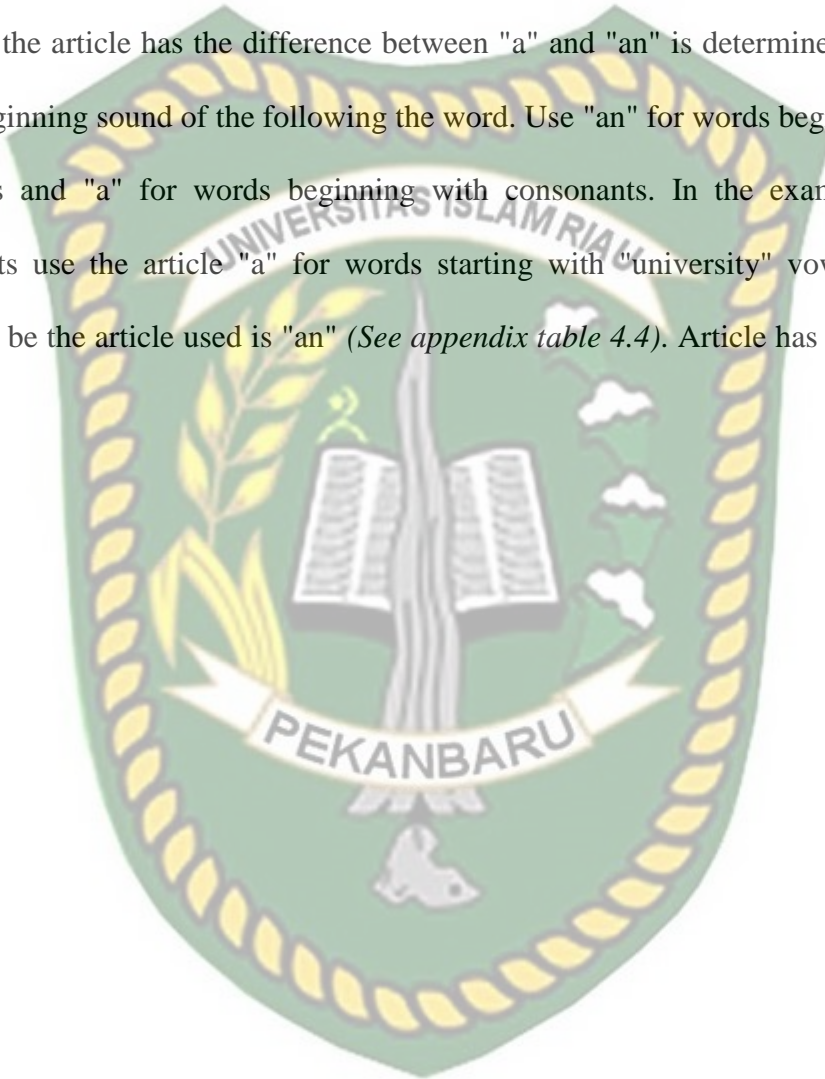
12) Article

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 on 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.

REFERENCES

- Abdul Karim¹, Abdul R. Mohamed¹, Shaik A. M. M. Ismail, Faheem H. Shahed, Mohammad Mosiur Rahman & Md. Hamidul Haque⁴. (2018). International Journal of English Linguistics. *Error Analysis in EFL Writing Classroom*.
- Ahmad, A. (2017). International Seminar Proceeding International Seminar on Education, Language, Literature, and Art (ISELLA). *GRAMMATICAL ERRORS IN WRITING PARAGRAPH BY THE SECOND SEMESTER STUDENTS AT ENGLISH STUDY PROGRAM OF FKIP-UNIVERSITAS ISLAM RIAU*.
- Ali Akbar Khansir, Masomeh Ahrami and Abdollah Hajivandi. (2013). Middle-East Journal of Scientific Research. *The Study of Errors in Paragraph Writing on Iranian EFL Students*, 221.
- Alice Savage and Masoud Shafiei. (2007). *Effective Academic Writing*. Oxford University Press.
- AMANDO LÓPEZ VALERO, EDUARDO ENCABO FERNÁNDEZ, ARBURIM ISENI and CHRISTOPHER PAUL CLARKSON. (2008). *Teachers' attitudes towards correcting students'*.
- Amoakohene, B. (2017). International Journal of Higher Education. *Error Analysis of Students' Essays: A Case of First Year Students of the*.
- Anker, S. (2010). *Real Writing With Readings Paragraphs and Essays for College, Work and Everyday Life*. Bedford/St. Martin's.
- Azar, B. S. (1989). *Understanding and Using English Grammar*. Eaglewood Prentice Hall second edition.
- Azar, B. S. (1989). *Understanding and Using, English Grammar*. Eaglewood p.
- Badea, D. P. (2013). *The Effectiveness of Error Analysis in Translation*.
- Bogdan, Robert Biklen, Sari Knopp. (2007). *Qualitative research for education an introduction to theories and methods*.
- BOTLEY, S. P. (2005). *Errors Versus Mistakes: A False Dichotomy?*
- Brown, H. D. (2007). *Principles of language learning and teaching*. San Francisco state: Pearson Longman .

- Bryan W. Karney and Yves Fillion. (2014). *Journal of Hydraulic Engineering. Technical writing purpose and principles.*
- Cinthya A. Boardman and Jia Frydenberg. (2008). *writing to communicate . In Paragraphs and essays (p. xiii). Pearson Education .Inc.*
- Dorothy E. Zemach and Lisa A. Ruimsek. (2005). *Academic Writing. In from paragraph to essay (p. 11). Macmillan Publishers Limited.*
- Dr. Agus Salim Mansyur, M.Pd and Nurcholis, S.S. (2008). *Learning English Grammar.* CV Pustaka Setia.
- Dr. Rugaiyah, M. (2016). *Pengantar Penelitian Kualitatif dan Analisis Bahasa.* Forum Kerakyatan.
- Dragana Boži Lenard, Ivanka Fer ec, Yvonne Liermann-Zeljok. (2017). *THE JOURNAL OF TEACHING ENGLISH FOR SPECIFIC AND ACADEMIC PURPOSES. GRAMMAR OR VOCABULARY – STUDENTS’ FRIENDS OR FOES?*
- Ebrahim Shekhzadeh and Majid Gheichi. (2011). *International Conference on Languages, Literature and Linguistics. An Account of Sources of Errors in Language Learners’ Interlanguage.*
- Ellis, R. (1997). *Second Language Acquisition.* USA: Oxford University Press.
- Estupiñán, B. P. (2017). *Common Written English Grammatical Mistakes. Common Written English Grammatical Mistakes in the Students from the Applied Linguistics School at.*
- George E. Wishon and Julia M. Burks. (1980). *Let`s Write English.*
- Giri, A. (2010). *Errors in the Use of English Grammar. Journal of NELTA, 54.*
- Grenville, K. (2001). *Writing From Start To Finish.* South Australia: Griffin Press
- Heaton, J. B. (1988). *Writing English Language Test.* Longman Group U.K. Limited.
- Heidy Dulay, Marina Burt and Stephen Karashen. (1982). *Language Two.* New York: Oxford University Press.
- Hsu, C. H. (2013). *Revisiting causes of grammatical errors for. International Research Journals, 513.*

- Hyland, K. (2003). *Second Language Writing*. Cambridge University Press.
- Islam, D. E. (2005). *Academic Writing from Sentence to Paragraph*. Macmillan Publishers Limited.
- Jabeen, A. (2015). Education and Linguistics Research. *The Role of Error Analysis in Teaching and Learning of*, 53.
- Jack C. Richards and Richard Schmidt With Heidi Kendrick and Youngkyu Kim. (2002). *Longman Dictionary of Dictionary of Language Teaching and Applied Linguistics, Third Edition*. Pearson Education Limited.
- James, C. (2013). Errors in Language Learning and Use . In *Exploring Error Analysis*. Routledge.
- Khasawneh, F. M. (2014). Error Analysis of Written English Paragraphs by Jordanian Undergraduate Students: A Case Study. *International Journal of English Language, literature and Humanities*, 86.
- Krashen, S. (1993). *We Learn To Write by Reading, But Writing Can Make You Smarter*.
- Langan, J. (1989). *College Writing Skill*.
- Langan, J. (2011). *College Writing Skills*. McGraw-Hill, an imprint of The McGraw-Hill Companies.
- Mark Bartram and Richard Walton. (1991). *Coerrection A Positive Approach to language mistakes*.
- McCaskill, M. K. (1998). *Grammar, Punctuation, and Capitalization*. Hampton, Virginia: Langley Research Center.
- Mohammad Azannee Haji Saad and Murad Hassan Mohammed Sawalmeh. (2014). International Journal of English and Education. *Error Analysis in Role-play Presentations among Less Proficient*.
- Morley, D. (2007). *The Cambridge introduction to Crative writing*. Cambridge University press.
- Phyllis Creme and Marry, R. Lea. (2008). *Writing At University A Guide For Student*.
- Prof. Dr. M.E Winarno, M. (2013). *Metode Penelitian Dalam Pendidikan Jasmani*

- Purpura, J. E. (2004). *Assesing Grammar*. Cambridge University Press.
- Randolph Quirck and Sidney Greenbhaum. (1973). *A University Gramatical of English*. Longman Group Limited.
- Richards, J. C. (1974). Applied Linguistics and Language Study. In *Error Analysis Perspectives on Second Language Acquisition* (p. 173). Longman Pub Group.
- Richards, J. C. (1990). *The Language Teaching Matrix*. Cambridge University Press.
- Ross, A. M. (2012). *Improving Adult Literacy Instruction*. THE NATIONAL ACADEMIES PRESS.
- Sarah W. Beck and Jill V. Jeffery. (2009). Journal of Literacy Research. *Genre and Thinking in Academic*.
- Seyed Jalal Abdolmanafi Rokni and Asieh Seifi. (2013). Journal of Language and Linguistic Studies. *The effect of dialog journal writing on EFL learners' grammar knowledge*.
- Tucker-LaPlount, D. (2002). *The Paragraph Book*. Educators Publishing Service.
- Ur, P. (1991). *A Course In Language Teaching*. Cambridge University Press.
- Whitaker, A. (2009). *Academic Writing Guide*. Bratislava, Slovakia.