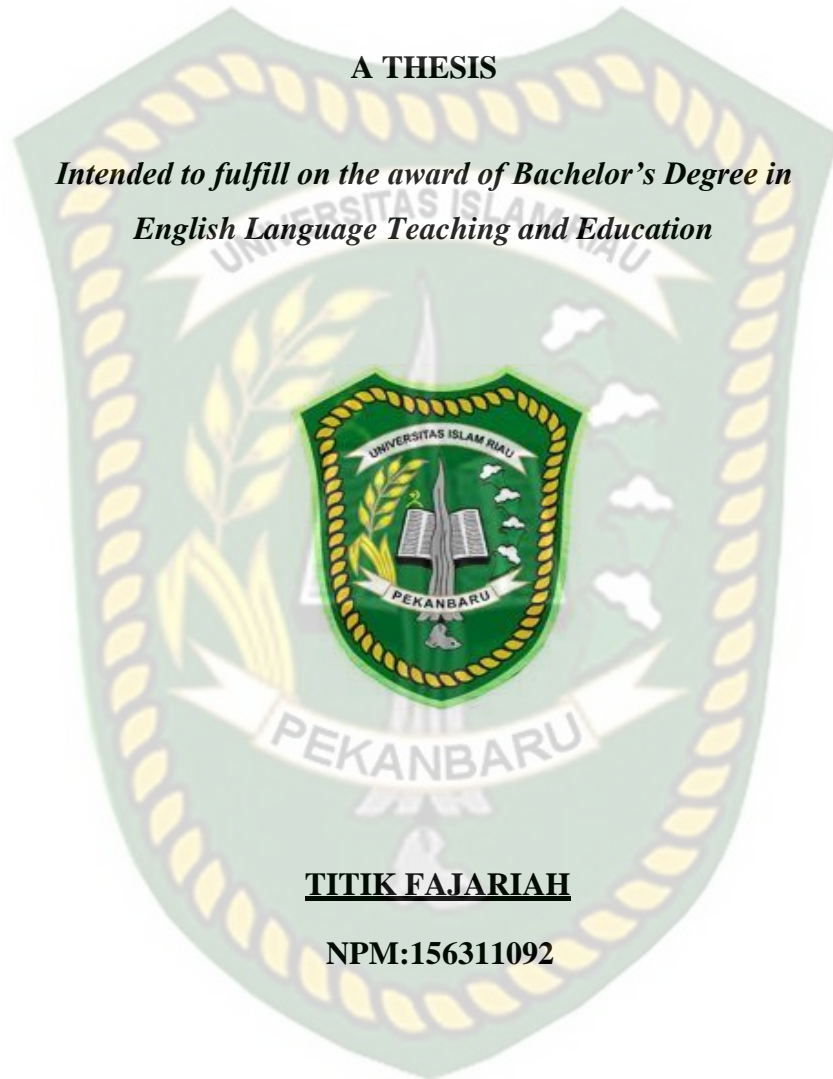


**AN ANALYSIS ON GRAMMATICAL ERROR IN NEWS AND REPORT
WRITING OF FOURTH SEMESTER STUDENTS ENGLISH LANGUAGE
EDUCATION ISLAMIC UNIVERSITY OF RIAU**

A THESIS

*Intended to fulfill on the award of Bachelor's Degree in
English Language Teaching and Education*



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Finally, I hope this thesis will be useful for readers in increasing English learning.

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The researcher

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ABSTRACT

Titik Fajariah. 2019. *AN ANALYSIS ON GRAMMATICAL ERROR IN NEWS AND REPORT WRITING OF FOURTH SEMESTER STUDENTS ENGLISH LANGUAGE EDUCATION ISLAMIC UNIVERSITY OF RIAU.*

Thesis. Pekanbaru: English Study Program, Education and Teacher Training Faculty, Universitas Islam Riau.

Keywords: Analysis, Grammatical Error, News and Report Writing.

News and report writing is one of subjects in English department FKIP-UIR. This subject more difficult rather than the other subject. Because it used writing skills which needs well knowledge and hard thinking. When produce words, sentences and paragraphs with a good grammatical. The purpose of this research is to find grammatical error students in news and report writing.

This study is a qualitative research. Based on the variable of the study, it is classified as a descriptive research because it only deals with one variable and the researcher focused on the student's grammatical errors. The population of this research was the fourth semester students of English language education Islamic university of Riau. Total the four semester were 148 students and four classes. The research used a class which are 33 students as the sample of this research.

The result of this research showed that fourth semester students at English language education Islamic university of Riau still made some errors from students news and report writing. There are fourth types of error that made by students: omission, addition, misformation, misordering. The dominant type errors made by students are addition that is 26 errors followed misformation that is 16 errors, omission that is 15 errors and misordering that is 3 errors.

ABSTRACT

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Kata kunci: Analysis, Grammatical Error, News and Report Writing.

Berita dan penulisan laporan adalah salah satu mata pelajaran di jurusan Bahasa Inggris FKIP-UIR. Subjek ini lebih sulit daripada subjek lainnya. Karena itu digunakan keterampilan menulis yang membutuhkan pengetahuan yang baik dan pemikiran yang tajam. Saat menghasilkan kata, kalimat dan paragraf dengan tata bahasa yang baik. Tujuan dari penelitian ini adalah untuk menemukan kesalahan tata bahasa siswa dalam berita dan penulisan laporan.

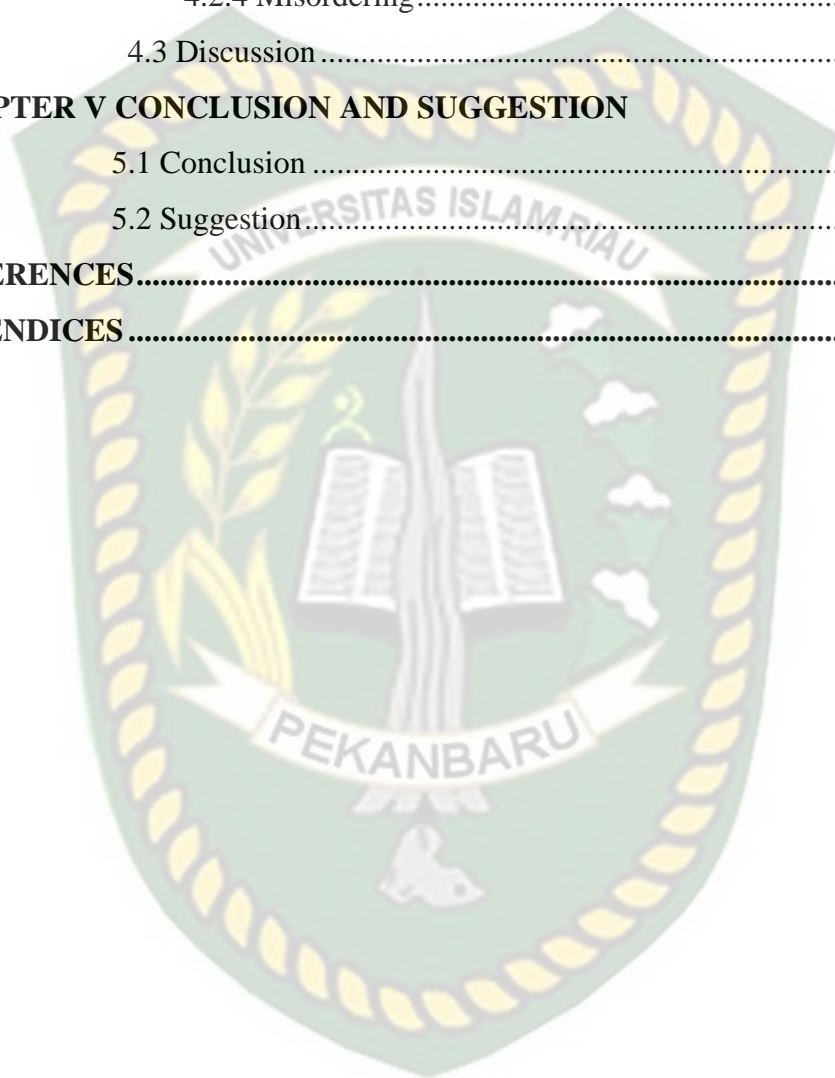
Penelitian ini adalah penelitian kualitatif. Berdasarkan variabel penelitian, penelitian ini diklasifikasikan sebagai penelitian deskriptif karena hanya berurusan dengan satu variabel dan peneliti berfokus pada kesalahan tata bahasa siswa. Populasi penelitian ini adalah mahasiswa semester empat pendidikan bahasa Inggris Universitas Islam Riau. Total semester empat adalah 148 siswa dan empat kelas. Penelitian ini menggunakan kelas A yang berjumlah 33 siswa sebagai sampel penelitian ini.

Hasil penelitian ini menunjukkan bahwa mahasiswa semester empat di pendidikan Bahasa Inggris Universitas Islam Riau masih melakukan beberapa kesalahan dari berita dan penulisan laporan siswa. Ada empat jenis kesalahan yang dilakukan oleh siswa: kelalaian, penambahan, kesalahan informasi, kesalahpahaman. Jenis kesalahan dominan yang dilakukan oleh siswa adalah penambahan yaitu 26 kesalahan diikuti salah informasi yaitu 16 kesalahan, kelalaian yang 15 kesalahan dan salah urutan yaitu 3 kesalahan.

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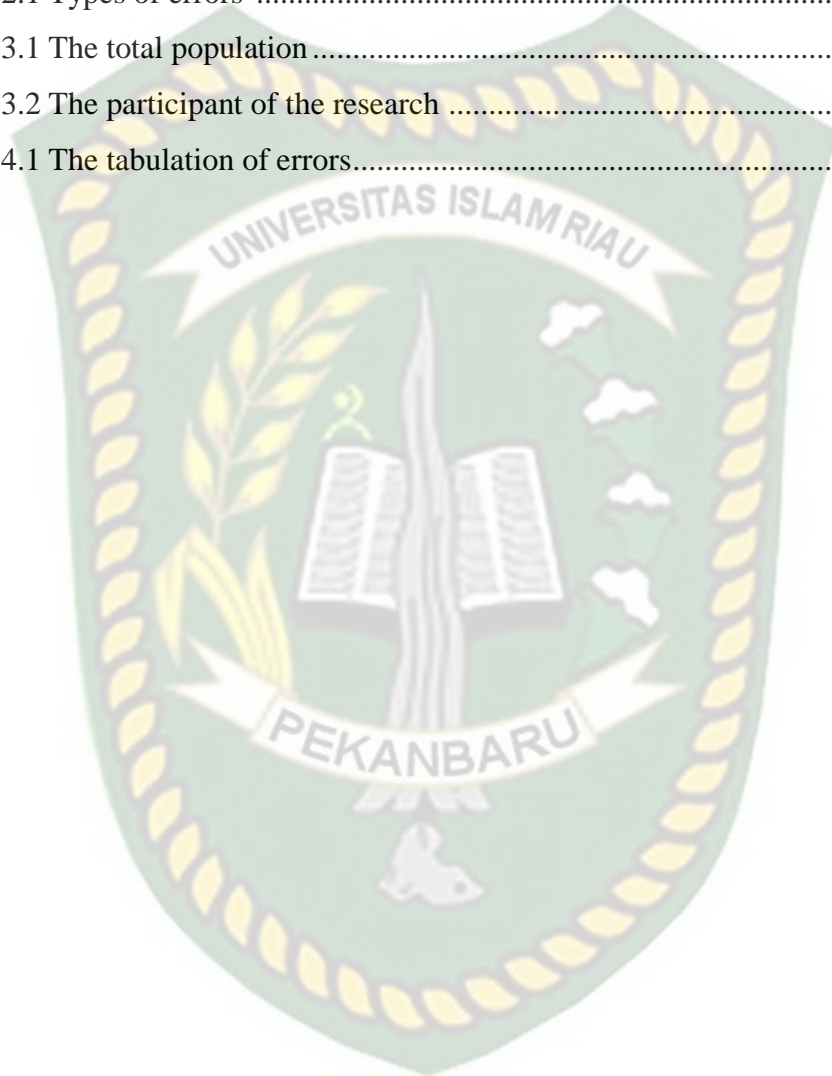
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CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing is one of productive skills that are expressed in written mode. People enjoy reading the writing product every day in form of article in newspaper, magazines, novels, and others. It is shown that the product of writing is an important thing in human life. Nowadays, writing becomes other form of communication. Therefore, it is also important to learn writing so that the students master the written communication as well as spoken communication. Meanwhile, in university, writing is one of difficult subject in English, because when someone wants to write something must know the steps in writing process and aspect of writing, moreover, writing can help students to make thesis after the students graduate from university and apply for a job. As a students of English department must be able to make a good writing because can correct the task of students in school.

There are many aspect should be considered in writing, such as developing ideas, grammar, and vocabulary. Grammar is most part important of writing. Because grammar is the ways that words can be put together in order to make sentences. In writing students, they always make an error in grammar, because they cannot determine or misunderstanding of grammar.

As stated by Marva A. Barnett (1992) writing is a documenting that includes suggestions or ideas that are rewritten into a good sentence. It means there are processes of thinking into good writing and express ideas are very significant in

writing. Because in writing students need to understand the structure, grammar, and vocabulary to express their ideas or concept that will be conveyed. If the students are going to write something, students always make error in writing, so the teacher need ideas manage their writing so it can be easy to read.

Furthermore, in English department FKIP-UIR there are many subjects about writing such as news and report writing. News and report writing is one part of journalism which is journalism has been around since people recognized a need to share information about themselves with others. However, the study of journalism is more recent phenomenon. There are several reasons why the study of journalism is a worthwhile endeavor for scholar. One of them is news shapes the way we see the world, ourselves and each other. It is the stories of journalists that construct and maintain our shared realities'. Because of this, news can become a singularly important form of social glue our consumption of stories about current event large and small binds us together in an imagined community of co reader.

News reports are found in newspapers and the purpose is to inform readers what is happening around in the world. A report is written for a clear purpose and to particular readers. Specific information and evidence are presented, analyzed and applied to a particular problem or issue. The information is presented in a clearly structured format making use of sections and headings so that the information is easy to locate and follow. When lecture are asked students to write a news and report, they will usually be given a report brief which provides

instructions and guidelines. The report brief may outline the purpose, audience and problem or issue which must be handled by the students report.

In fact, writing developing and arranging ideas into a good paragraph is more difficult for Indonesian students. English as a new language that often causes trouble when students learn it. Since the researcher study in English language education at FKIP-UIR she found problem in writing especially identified of grammatical error in news and report writing.

From the researcher observation, the problem come out because, students are less interested in writing news and report, because the problem happened of always making mistake. The students are not able to classify word. So the students also do not know the function and when the students want to use of word. Then, the students have problem in vocabulary, the problems here are seen on vocabulary mastery which can influence students in news and report writing skill. And last, the students do not practicing their ability every day in news and report writing. This problem made students cannot develop their idea in news and report writing.

Based on the explanation above there are some problems that should be solved by the fourth semester students in FKIP-UIR. So the researcher is interesting to conduct this research. The title of this research is: ***An Analysis of grammatical error in news and report writing of fourth semester students English language education Islamic university of Riau.***

1.2 Identification of the Research

Based on background above, there are several problems in writing process, such as some students are less interested in writing news and report. It's making students incorrect in using grammar. And then their task often trouble in the college because they want to learn more about grammar and apply in news and report writing, sometimes they just copy paste some paragraph from the internet or their friends work.

Some students have problem in vocabulary mastery. which are the students cannot choose proper words in their paragraph; they just transfer their ideas from mother tongue into English without to arrange in a good sentence.

Besides that, the students do not practice their writing ability. So students feel challenged when the lecturer give the written task, because the students cannot develop their idea and their do not have capability to write in English even though they have to learned how to write.

There are some problems that happen to the students the quality of their writing is low because some factors above such as confuse to decide the topic sentence, lack vocabulary, language use, etc.

1.3 Limitation of the Research

Based on identification above, it's clear that there are many problems involved in this research, so the researcher only focuses on grammatical error in omission, addition, misformation, misordering in news and report writing students of fourth semester in English FKIP-UIR.

1.4 Research Question

The writer formulates the problem as follows:

1. What types of error in news and report writing of fourth semester in English FKIP-UIR?
2. What are common error in news and report writing of fourth semester in English FKIP-UIR?

1.5 Objective of the Research

The objectives of this research are:

1. To find out types of error in writing by fourth semester students of English Department FKIP-UIR.
2. To find out the common error in writing by the fourth semester students of English Department FKIP-UIR.

1.6 Need of the Research

The researcher hopes this research give some contributions, especially for the following people.

1. For the English teachers, it give a review of problem in teaching writing because writing is important that has to be taught in school.
2. For students, this research is expected for giving a more understanding about the importance of writing, and also it can be assist them to solve their problem in writing activity, and it can help them to improve their writing.

3. For other researcher this finding also expected as a references for another researcher with a similar field research.

1.7 Definition of the Key Terms

This research has several words to be used and needed to be defined in order to avoid misinterpretation and ambiguity in the tile. This research briefly clarifies and special each terms as follow :

1. Analysis : is the detailed study or examination of something in order to understand more about it. (Oxford advanced learner's dictionary: 2010).
2. Students : is a person who is studying at a university or college (Collins:1854)
3. News and report: is a noun clearly linked with journalism and therefore a good starting point for analyzing the whole concept of journalism (Richard Rudin dkk : 2002).
4. Writing : is to improve language learning and encourage creativity in language communication and language acquisition (Brown 2001).
5. Grammatical error :is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense (Richard (1974).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

In this chapter contains about the all of the theories related about the research. Furthermore, the theories can support the research about the writing and grammatical errors. Thus, the researcher will explain the related theories in this chapter.

2.1.1 Nature of Writing

According Bacha (2002) writing is one of important skills to express our language or idea in teaching English. It means that the writing lectures should give the opportunities for students to practice writing regularly because the experience in writing practice was not only a very highly motivating basis for developing students writing skills but also a valuable one for students in acquiring necessary academic research know – how.

As stated by Ramli (2013) writing is a way to express feeling, ideas, arguments, willingness and thought in the form of words in sentence. It means that students should be able to express their idea in written form as the result of their understanding of the text that they read. Because of that, writing is important skill to be taught to the students. Another of writing is proposed by national (2009) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. It means that writing can make students to easy for write the task or ideas and can make students improve their vocabulary.

Besides that, Raimes (1983) state that successful writing depends on more than the ability to produce correct sentences; in fact, he argues that writing tasks should help students write pieces of communication, think, and develop information, ideas, or arguments for a particular reader or readers. Based on explanation above the researcher conclude writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with other people.

As stated by Hedge (2005) writing is need to organize the development of ideas or information ambiguity in meaning must be avoided through accuracy; the students must choose from complex grammatical devices for emphasis or focus; and they must pay attention to the choice of vocabulary, grammatical pattern and sentence structures to create a feasible meaning and an appropriate style to the subject matter and reader. From explanation above, the students must learn basic writing in English, because, the students always find kinds of text and try to make summary from the subject. That's why, English students department have to really understand before they want to share this skill to students.

Meanwhile, according to Coulmas (2003) there are three kind definition of writing. *First* writing is a system of recording language by means of visible or tactile marks. Visible or tactile marks mean the writer can see the product of their writing by using their eyes. *Second* writing is an activity of putting the ideas. The ideas are very needed in writing. Good ideas can add knowledge or information for students. *Third* the result of writing activity is text. It means that the writing is not only communicative skill but also productive skill that can produce a text such

as descriptive text, procedure text, report text and narrative text. It means that the students in English department can produce some text that can deliver the information to others. In writing the students also can reflect their understanding about the new information, knowledge or ideas that they have. Then the students can type it on computer or write it in piece of paper as media in writing.

English writing is very important skill which is widely used as a device to facilitate and presents the students educational knowledge and occupational opportunities (Chen cited in preyanuch, 2017:1). After graduate from English department the students try to looking for another job not only being as a teacher but also work in other company. More companies require their job candidates to have good command of English writing because workers have to use this skill in many types of organization communication such as e-mails, report, presentations, etc.

Furthermore, the researcher concluded that writing is complex skill because the students need a good content, organization, vocabulary, grammar, and mechanic when the students writing. Vocabulary is the main part to make kinds of text. Many students have no interest in writing because they have lack of vocabulary, so the students difficult to make a sentences in writing task. So the students must update their vocabulary every day, even thought, the students also have knowledge about the other component of writing. So English writing subject in the college become the most difficult material to students.

2.1.2 Types of Error

In writing subject, most of students make an error in some sentence. That is why; in error analysis the teacher become knows the grammatical error from it. It not easy, arrange the good paragraph with combine many vocabulary, the students also have known about the rules what the students to share their ideas into paragraph. There are many types of error writing students such as:

1. Grammatical error

According to Richard (1974) grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense. Also called a usage error. Compare grammatical error with correctness. Grammatical errors are usually distinguished from (though sometimes confused with) factual errors, logical fallacies, misspellings, typographical errors, and faulty punctuation.

For example:

Incorrect: Rachel is very smart; she began reading when she was three years old.

Correct: Rachel is very smart; as a result, she began reading when she was three years old.

Incorrect: You have a choose to make.

Correct: You have a choice to make.

According to Dulay, burn, and krashen's surface structure taxonomy (1982 in Ellis and barkhuizen, 2005, p.15) four categories were proposed to explain how sentences derivate from the correct form because the learners change the surface structure. Those categories are:

a. Omission

Omission is any deletion of certain necessary items in the sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example: my sisters very pretty (incorrect)

My sister is very pretty (correct)

b. Addition

Addition is any usage of unnecessary items in the sentence. Addition is indicated by the presence of an "unwanted" item in the sentences. The unwanted items do not appear in a well formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

For example: he does not to come (incorrect)

He does not come (correct)

c. Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structures.

For example: me don't like (incorrect)

I don't like (correct)

d. Misordering

Misordering is any incorrect placement of certain morphemes in the sentences.

For example: she fights all the time her brother (incorrect)

She fights her brother all the time

2. Vocabulary

According to Richard (2002) vocabulary is the core component of language proficiency and provides much of the basis for how learners speak, listen, read and write. When writing technical document, but you want to give more specific professional tone to your writing. Typical standard is to use the term "around" rather than "on" when describing the estimate.

For example:

Table 2.1
Types of error

Vocabulary Error	Sentence
Data	"Data" is the plural datum.
As to whether, Whether	"Whether" will often work just as well as, and be preferred over, "as to whether", helping an author reduce

	wordiness.
Currently, Presently	If something is happening right now, it is “currently” happening, if it will happen in the near future, it will happen “presently”.
Where, which	“where” reference a physical location. “which” reference a circumstance.

3. Spelling Error

According to James (1998) Spelling is occur when the rules that determine how a given phoneme is to be represented in writing are broken. Such faulty grapheme to phoneme conversion occurs when second language learners apply their L1 rules to the second language or when they misapply the phonological rules of the second language.

For example:

”The student very beautiful and handsome.

In this case, the students was using a letter to represent a sound which identical to the sound of the name of that letter. It occurs caused the students apply Indonesian language into English language and/or the students do not understand about what they heard. The correct sentence is beautiful.

2.1.3 Error Analysis

As stated by Tuanhua Lu (2010) Error analysis is the identification, description and explanation of error either in its spoken or written form. Five stages are involved in EA. First, one has to identify the errors. To do this, one has to differentiate lapses from genuine errors of competence. Second, an initial analysis and descriptions of errors is made based on a grammatical model. Third, the error classified according to categories or sub – categories like the following: substance error, text level error, discourse level error. Fourth, an explanation may be provided as to way the errors have been made. Lastly, the errors are evaluated to determine how much they deviate from the target language norm, to what extent they affect communication and which method of correction can be most effectively meted out. With the treatment of errors in the written form, however, accuracy should be a strict criterion to adhere to due to the demands of written examination.

Stated by Sunardi (2002) error in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. These aspects are interference, overgeneralization, markers of traditional competence, strategies of communication and assimilation and teacher - inducted errors. As candidate a teacher of English as a foreign language, we should improve the way we teach to reduce the errors which are always made by learners.

Meanwhile, Henny irawati (2014/2015) as quoted by Tarigan and tarigan declares error analysis is a kind of process to observe, analyze and classify the errors made by the students in the learning foreign language. It means that error analysis is a procedure of work, which is usually used by researchers and teachers, including collecting samples, explaining those errors, classifying those based on their cause and evaluating or correcting the crucial stage of the errors. In addition, S.K. Sharman mentions on his paper, Error analysis is process based on analysis of learners' Error with clear objective involving a suitable effective teaching learning strategy and remedial measures necessary in learning clearly marked in areas of the foreign language.

After the students make kinds of paragraph, the teacher try to analyze and evaluate student's task. This activity to have benefit to the teacher because from that the teacher knows the grammatical error in students writing. Error analysis is a natural part of the learning process, whether they are intralingual such as (for instance, applying regular pattern to irregular constructions) or interlingual (for instance applying first language pattern to the foreign language both are similar) (Corder 1981).

As stated by Brown (2000) who has explained the sources which influence second language learner in making error such as:

1. Interlingual transfer

In this stage, the system of the second language is familiar and the native language is only previous linguistic system upon which the learner

can draw. In the other word, the error is the result of transfer from the native language. The second language learners try to combine their information from their native language and second language they are learning.

2. Intralingual transfer

In this stage, the second language learners have learned target language. They overgeneralized the information from target language in every structure of language to find.

3. Context of learning

It refers to the situation in the case of untutored second language learning. The learners find different information from what they learn in class and the situation outside in class. It also made them use the preposition of place randomly without knowing the correct rule for each preposition.

2.1.4 News and Report Writing

News and report is one another subject in English department FKIP-UIR. Especially, in 4th semester students. This subject aims to increase 4th semester students writing ability in field journalism. And also make 4th semester students have an interest in the field of journalism, because after students finish at university, they can not only to be teachers. But can also to be journalists. According to (Royal commission on the Press : 1949) in order for event to be news it needed to meet the following condition, it must be new and interesting to the public, that is be about people and their various strange or funny experiences,

tragedies, accidents, crime or sport events. So if students write the news and report, the students can search for material that actually happens in life. Such as events, accidents, etc. then the students collect the materials to be included in newspapers, news services, radio, television, or various types of magazine, and other media that spread the news.

As stated Shaju (2014), there are definitions of news such as: first, news may be defined as an accurate, unbiased account of the significant fact of timely happening that is of interest to people. Second, news is any event, idea or opinion that is timely, that interest or affects a large number of people in a community and that is capable of being understood by them. Third, news is what the newspaper prints, electronic media broadcast and new media publisher. Fourth, news may be defined as any fact or idea that will interest a large number of readers. If students make a news and report the data should be accurate, fact, and can be seen and then the news and report not turn of fact and writing in news and report be able understand to the reader in newspaper, magazine, television etc.

Furthermore, Jack Fuller (1988) stated, News is a report of what organization has recently learned about matters of some significance or interest to the specific community that news organization serves. Fuller's definition greatly narrows the terms, limiting it to key events for a select group of recipients.

Moreover, Richard Rudin and Trevor ibbotson (2002) stated that news is something that is new, interesting, and true. New in meaning the least difficult;

there is unlikely to be an argument over whether something has just or recently happened. Interesting in meaning a little bit more difficult because the obvious question arises interesting to whom our interest in a story is likely to be determined partly by we live and by economic and social position. And then what is true, true in meaning as anyone who has been involved either as a participant or professional in a road traffic accident knows, almost everyone involved in has a different perspective and account of what happened.

2.2 Relevance Studies

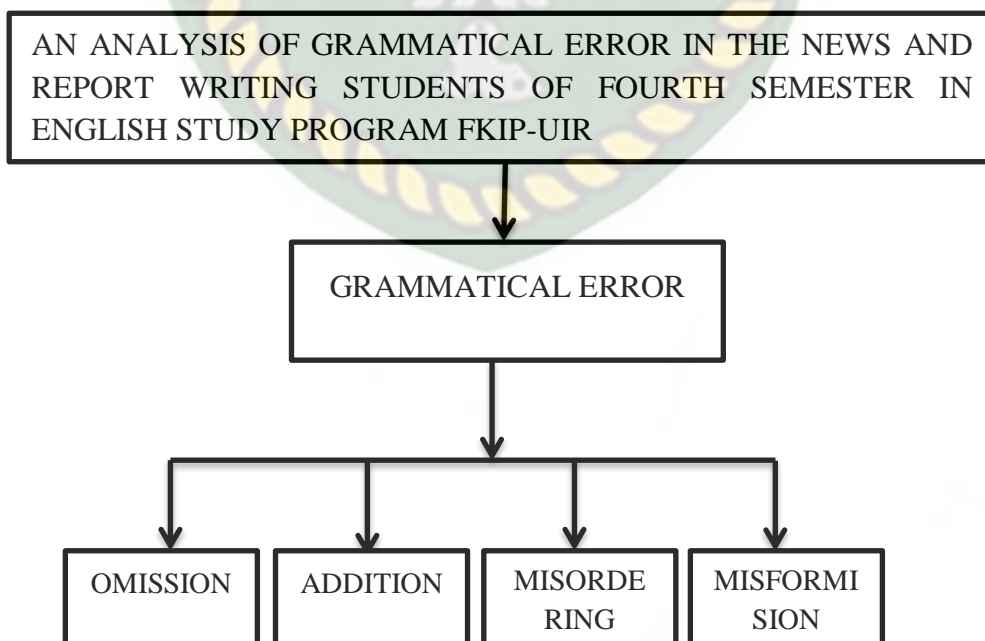
A thesis written by Ahmad Bustomi (2009) entitles An Error Analysis on student's descriptive writing in senior high school of Harapan Jaya Cipondoh Tangerang. In this research is the researcher writing test result. Harimurti Kridalaksana (1982) theory becomes in the data analysis. As the supplementary tools of the instruments, some form of the data sheets were used during the research analysis. There are two kinds of the data quantitative and qualitative. The quantitative data were presented number, chart in the form for each category of surface strategy taxonomy and comparative. Meanwhile, the qualitative research described word or sentences that occurred in students writing. The researcher describes the research about the occurrence of the errors in the students writing.

A thesis written by Evlin Yunanda Salim (2013) entitles An Analysis of error in writing students' essay of past narration. In analyzing the data used step proposed by Corder (1974) in Ellis and Barkhuizen (2005) with identify the grammatical error in the students writing essay. Based on identification of errors each category of errors was counted to find the type of grammatical errors using

formula, percentage, total of the error, total of the whole error. Each categories of error was explained and discussed. Based on analysis of the grammatical errors followed by errors in word choice 125 errors, punctuation 118 errors, subject – verb agreement 73 errors, preposition 66 errors, articles 54 errors, singular/plural 48 errors, pronoun 35 errors, spellings 27 errors. This research concluded by discussing the pedagogical implication.

So, the researcher concluded that this research found by calculating error in student’s news and report writing papers as an analysis grammatical error in news and report writing task. The instrument use qualitative research which is form task to be data analysis. Here the researcher analysis grammatical errors. Most common errors made in student’s written work involve in correcting word formation.

2.3 Conceptual Framework



2.4 Assumption

In this research, the researcher assumed that when the students write the task or paragraph, the students only focus in their idea that they write. They did not attend about important components that include writing process, such as grammar, vocabulary. So the researcher will be explained to finding of grammatical error in writing such as omission, addition, misformation, misordering in news and report writing students of fourth semester in English FKIP-UIR.

CHAPTER III

RESEACH METHODOLOGY

3.1 Research Methodology

In this research method, the researcher was discussing about the process how collecting data and steps are as follow:

3.1.1 Research Design

In this research, the researcher design used is qualitative research which is qualitative research involves an interpretive and naturalistic approach. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. (Denzin and Lincoln (2000) : p.3) which describes grammatical error and qualitative approach in determining the percentage of criteria grammatical errors in students writing of fourth semester students of English department at FKIP UIR Pekanbaru in term omission, addition, misformation, misordering. This research had one variable. It was writing task in fourth semester at English department of FKIP UIR.

3.1.2 Source of Data

This research was conducted on the fourth semester students in English language education of FKIP UIR Pekanbaru. The location at Jl.Kaharuddin Nasution No.113 Marpoyan Pekanbaru. The population of this research is the fourth semester English students of FKIP UIR Pekanbaru which is consisted in 4 classes (A-D). Each classes consist of 38 students. The entire fourth semester

students is about 148 students. The population in this research showed in the following table:

Table 3.1
The total population

No.	Class	Number of Students
1.	4A	33
2.	4B	38
3.	4C	39
4.	4D	38
	TOTAL	148

The total number of students of the fourth semester in English department of FKIP-UIR is more than 100 persons, the researcher only take one class as a sample. The class that the researchers take sample is class 4A which are 33 students that is named purposes sampling. Because the researcher only analyzed the students task not compared with other class.

Table 3.2
The Participant in this Research

No.	Class	Sample
1.	4A	33
	Total	33

3.1.3 Instrument of the Research

The instrument of this research is students' news and report writing task. The researcher was collect the fourth semester of English department at FKIP UIR Pekanbaru in academic year 2018/2019 while news and report writing in the classroom.

3.1.4 Data Collection Technique

To complete this research, the researcher collects the students writing task in the news and report writing class. Which is taught by Fauzul Etfita, S.pd, M.pd. The lecture gave some task about writing, and then the students write the sentences based on their material from the subject. Then, the researcher checked the students task one by one. After that, the data was be analyzed.

3.1.5 Data Analysis Technique

In analyzing the data, the writer analyzed common error made by student's news and report writing. The researcher try to identify the errors after that make a conclusion idea based on the students errors. The produce approached is in the following step:

1. The researcher collected the student's paper in the classroom.
2. After that, the researchers tried to analyze the error in news and report writing.
3. The last, the researcher did analyze based on the students error in news and report writing.



CHAPTER IV

RESEARCH FINDINGS

4.1 Data Description

This chapter shows research finding dealing with the data that was analyzed before. This research finding shown grammatical error in news and report writing of students papers English language education Islamic university of Riau. Equipped with documentation as the instrument, content analysis is applied to analyze the data.

The researcher only focused on grammatical errors based on Dulay, Burn and krashen's classification. Those are omission, addition, misformation, misordering.

4.2 Data Analysis

In this research, the finding is found by calculating error in students' news and report writing papers. It shown that there are many word from errors found in students news and report writing. The data is analyzed and detected through references that have been applied.

From 33 students there are eight students did not collect task, three students did not write news and report writing but, students only write one paragraph. And the other students, twenty two students able to make a news and report writing in class.

Here was the data analysis which shows the identification of errors, types of errors and the correct of sentence.

4.2.1 Omission

Student 3:

This event be going on swift and peaceful. The participant very enthusiasm and they are give some **question** to informant. The ends event with giving gifts to Prof.Jufrizal and taking photos together.

In this case, the student 3 had problem in mistake misspelling. For example “The participant very enthusiasm and they are give some **question** to informant” it should be “The participant very enthusiasm and they are give some **question** to informant”

Student 4:

The informant telling us about the **deffinition** of them. The scientific study of language and its structure, including the study of morphology, syntax, phonetics, and semantics.

Same with student 3, the student 4 had problem in mistake misspelling. For example “The informant telling us about the **deffinition** of them. It should be “The informant telling us about the **definition** of them”

Student 5:

With the addition of this facility it is **expected** to increase students comfort in learning in the classroom.

The sentence showed that there is a mistake in verb inflection, the sentence used v1, for example: “With the addition of this facility it is **expected** to increase students comfort in learning in the classroom. It should be “With the

addition of this facility it is **expect** to increase students comfort in learning in the classroom.”

Student 7:

Putri Laila Hasibuan who is 4th semester student majoring English Language in FKIP Islamic University of Riau, where she made Islamic University of Riau the firts private collage that she wants to be **attended** after senior high school graduation.

Besides that, student 7 had problem in mistake verb inflection, the sentence used v1, for example: “Putri Laila Hasibuan who is 4th semester student majoring English Language in FKIP Islamic University of Riau, where she made Islamic University of Riau the firts private collage that she wants to be **attended** after senior high school graduation. It should be “Putri Laila Hasibuan who is 4th semester student majoring English Language in FKIP Islamic University of Riau, where she made Islamic University of Riau the firts private collage that she wants to be **attend** after senior high school graduation.”

Student 8:

Entrepreneurship Award is to accommodate business ideas from student to **applied** in real business. This award will be given to student who already have a business (Business Innovation Award) and for student who have a business plan (Business Plan Award).

Same with student 5, student 8 had problem in mistake verb inflection, the sentence used v1, for example: “Entrepreneurship Award is to accommodate business ideas from student to **applied** in real business”. It should be

“Entrepreneurship Award is to accommodate business ideas from student to **apply** in real business.

Students 11:

Whitin the context of this framework, in societies characterised by unequal power relations among groups, pedagogy is neverneutral; in varying degrees the interactions between educators and pupils always either reinforce ceorcive relations of power or promote.

Based on the data above, the student 11 had problem in mistake misspelling. For example: “**Whitin** the context of this framework, in societies characterised by unequal power relations among groups, pedagogy is neverneutral. It should be “**within** the context of this framework, in societies characterised by unequal power relations among groups, pedagogy is neverneutral.

Student 14:

Linguistic scope of study can be **categoryez** into micro linguistic and macro linguistic. “Human must learn language, but is not enough without education **bacause** without education learn not many language we know” said Prof.Jufrizal today.

In this indicator, student 14 had problem in errors misspelling. For example in sentence It should be “Linguistic scope of study can be **categories** into micro linguistic and macro linguistic. “Human must learn language, but is not enough without education **because** without education learns not many languages we know” said Prof.Jufrizal today.

Student 15:

The biggest events carried out under the responsibility of HIMA civil (HMDS) and **included** all students from civil engineering. The first and only event at the Islamic university of Riau held in Archery Gor.

Besides that, student 15 had problem in mistake verb inflection, the sentence used v1, for example: The biggest events carried out under the responsibility of HIMA civil (HMDS) and **included** all students from civil engineering. It should be “The biggest events carried out under the responsibility of HIMA civil (HMDS) and **include** all students from civil engineering.”

Student 17:

Because it can improve **teacing** in all of faculties in the **niversity** which has improved from the previous years. **As a students**, he said “Was very supportive of this vision and mission by continuing to study hard, be active in lectures so that got a very good and satisfying IP score”.

Based on the data above, student 17 had error in misspelling and noun inflection. For example in “**teacing**” it should be “**teaching**” and “**niversity**” it should be “**university**” and second error is “**as a student’s**” it should be “**as a student**”, because he is third person singular.

Student 18:

Furthermore the **sudy** about why the **languange** can be understand through the writing, because have the study of transcription. It is the study about moving the **languange** through spoken into symbol of alphabet. And the last relate between **languange** and education in order to get a way how to explain the **languange** for **th next** generation

through the relation culture. the **profesor** say if you wanna do the research on **laguange** can be to relate with culture.

Meanwhile, the student 18 had many errors in misspelling. For example:” in the sentence “It should be “Furthermore the **study** about why the **language** can be understood through the writing, because has the study of transcription. It is the study about moving the **language** through spoken into symbol of alphabet. And the last relate between language and education in order to get a way how to explain the **language** for **the next** generation through the relation culture. The **professor** say if you **want** do the research on **language** can be to relate with culture.

Student 19

The professor began the general college with a story to **motivated** the participants. The professor said that the man who will be coming first to heaven is a teacher.

In this case, student 19 had problem in mistake verb inflection. In the sentence above “motivated” it should be “motivate” because motivated is adjective, and doesn’t match in the sentence.

Student 21

University building the most expensive in Indonesia is this building costs Rp 18,9 **bilion** was inaugurated since 2018. the building is **onlu** used for semester practice, especially for penjas and sendratarsik.

This sentence indicated a problem in omission error, student 21 had problem in misspelling, for example in this sentence above. It should be

University building the most expensive in Indonesia is this building costs Rp 18,9 **billion** was inaugurated since 2018. The building is **only** used for semester practice, especially for penjas and sendratarsik.

Student 22

Prof. Jufrizal also explained about **the** many language in the world and in Indonesia.

In this indicator, student 22 had problem in mistake article. The sentence above it should be Prof. Jufrizal also explained about many languages in the world and in Indonesia.

4.2.2 Addition

Student 1:

We create something different. If it's done on the PKM it's normal. So **we chose** this place”. Said Fauzan Nur Rahman as chief executive.

Fauzan Nur Rahman as chief executive said that **they also** experienced obstacles in the Milad program. Then to look for sponsors **we also** submitted proposals and waited for funds from the sponsors. But **we still** run the show, it's just the problem”. Said him again. Because we did not **want** competition in the competition and our theme for this year is our creativity civil only raises creative civilian children and shows it to the UIR.

This sentence showed that there are a problem in addition error, students 1 had problem in auxiliary verb. Because, there are many errors that occur. First “so, we chose this place” in this sentence needs to added auxiliary verb and used v-1. So this sentence should be “so, we are choosing this place”. Next error is the

addition of auxiliary verbs in the sentence. For example “they also” it should be “they are also”. “We also” it should be “we are also” and last “we still” it should be “we are still”. And then student 1 have problem in determine past tense verb for example “Because we did not **want** competition in the competition and our theme for this year is our creativity civil only raises creative civilian children and shows it to the UIR. It should be: Because we did not **wanted** competition in the competition and our theme for this year is our creativity civil only raises creative civilian children and shows it to the UIR.

Student 2:

The psychology faculty held a psychologist assistant selection which began with the first test is psychological test, **in the** second is FGD test, and the last is interview. Because **there student** who are selected as assistant psychologist will be faced with various kinds of psychological testing equipment and faced with clients **who experience** mental disorders”

Besides that, the student 2 had problem in preposition, auxiliary verb and regular plural noun. For example in this sentence” **in the** second is FGD test, and the last is interview. It should be “**the** second is FGD test. And then there student” it should be added auxiliary verb like “there are student” and then student 2 have problem in regular plural noun. For example in word “student” it should be added “s” such as “students”. And then “who experience” it should be “who are experience”.

Student 6:

It used to be called ponomatopoya, that is, humans mimic language from natural languages. "Languages in this world have 6000 to 7000 languages and this does not include dialects, in Asia there are 600 to 700 languages. Regarding how the ancestors gave language by showing where the use of language is correct if the ancestors did not **admonish** how the language was used, language would always be wrong until now.

In this problem , student 6 had some problem with student 2 that is auxiliary verb and past tense marker for example: "it used" it should be added auxiliary verb like "it's used". Then "admonish" it should be added "ed" behind the word like "admonished".

Student 7:

He revealed that she receives information about Islamic University of Riau from people around her like seniors, friends and brother who is a **student** active in Islamic University of Riau.

Meanwhile, student 7 had problem in mistake regular plural noun. For example "student" in the sentence it should be added "s" like "students".

Student: 8

This award will be given to student **who already** have a business (Business Innovation Award) and for student who have a business plan (Business Plan Award). "We get the information from official instagram of UIR to consult about our business plan to the career center, from there we can get guidance to make a great proposal, If we can qualify and win it **will get** a prize from directorate of higher education" Vadella Zumarlin said, she is student of English Study Program **who follow** Career Center.

Based on the data above, student 8 had problem auxiliary verb. For example “who already” it should be added “are” like “who are already”. Then “will get” it should be “it will be get” and last “who follow” it should be “who are follow”.

Student 10:

Furthermore this guest lecturer very interesting because the delivery is very clear and make the collect **student** very enthusiast for learning and ask with **theme** linguistic, culture and education to speaker.

Besides that, student 10 had problem in noun inflection. In sentence above. Word of “student” and theme should be added “s” behind the word. Because regular plural. So, the correct word “students” and “themes”.

Student 11:

Collaborative relations of power. Educational reform efforts that ignore the intersections of power and pedagogy inevitably will **tend** to reinforce coercive relations of power.

In this indicator, Student 11 had problem in mistake past tense marker. For example in word “tend” it should be added “ed” behind the word like “tended”.

Student 13:

English Study Program of FKIP UIR held the Public **Lecture** that invite a Professor from Padang state university at zaini kunin hell and also attended by wadek 1 of FKIP UIR, all of the lecturer English Study Program and **student** from 4th and 6th semester.

Meanwhile, student 13 had problem in regular plural noun. For example in word “lecturer” it should be ”s” behind the word likes “lecturers” and “student” it should be “students”.

Student 14

This public **lecturer** appoint **theme** “Linguistic, Culture and Education”. “Human must learn language, but is not enough without education because without educations learn not **many language** we know” said Prof.Jufrizal today.

Based on the data above, student 14 had problem in regular plural verb. For example in sentence it should be added “s” behind the verb like “This public lecturer **appoints themes** “Linguistic, Culture and Education”. “Human must learn language, but is not enough without education because without educations learn not **many languages** we know” said Prof.Jufrizal today.

Student 16:

He also explained about some theory about world, like theory of bing-bang, earth, until living-creature. People worldwide are increasingly faced with a force that drives international communication and globalization. This paper looks at ways the Czech Republic has reacted to the encroaching effects of English. It compares both languages and **it also** more specifically looks at some examples of English words and phrases that have become loanwords in Czech, and at issues of cultural relativity.

Besides that, student 16 had problem in auxiliary verb. For example in sentence “he also” it should be added “is” like “he is also” and then “it also” it should be “it’s also”.

Student 17:

it mst involve all elements of the educational institution (Chancellor, Deans, Study Programs, Lecturers, Students, and other Staff) so, that good cooperation is always needed with optimism if this vision and mission can be achieved in 2020.

In this case, student 17 had problem in mistake auxiliary verb and misspelling, for example “it mst” it should be added auxiliary verb “is” and “mst” should be “must” So, the correct is “it’s must”.

Student 18:

And also the language **it self** come from the culture in human being life area. from the question one of the audience say which one comes first language and culture,the Professor answer “ Culture come first from language.

Same problem with student 16, student 18 had problem in mistake auxiliary verb for example “it self” it should be added “is” like “itself”.

Student 20:

The public lecture presented by Prof.DR.Jufrizal.,M.Hum from UNP (Universitas Negeri Padang). The event was attended by **student** in semester 4 and 6 was held on Saturday (02/16) at Zaini Kunin Hall, Faculty of Teacher Training and Education in building C. “Language is evolve, another creature before human **has use** language for their communication, but it more simple than our languages” He said while give his explanation.

In this indicator, student 20 had problem in regular plural noun. For example “student” it should be “students” and then “has use” it should be “has used”.

Student 22

The event was attended by **student** in semester 4 and 6 was held on Saturday (02/16) at Zaini Kunin Hall, Faculty of Teacher Training and Education in building C. Prof. Jufrizal also explained about the many **language** in the world and in Indonesia.

In this case, student 22 had problem in regular plural in verb. For example in the sentence, it should be The event was attended by **students** in semester 4 and 6 was held on Saturday (02/16) at Zaini Kunin Hall, Faculty of Teacher Training and Education in building C. Prof. Jufrizal also explained about the many **languages** in the world and in Indonesia.

4.2.3 Misformation

Student 1:

That the first time festival **which are** held at GOR PANAHAN. Fauzan Nur Rahman as chief executive of Civil Engineering from generation 15. The festival is to commemorate milad 55th of civil engineering that held once a year. which was held from Thursday, February 28 to Saturday, March 2. Actually the milad of civil engineering commemorated on 1st may but **them** speed up that milad. But **them** speed up the festival on 1st march. different from last year, the festival of civil engineering was held on mid February.

The sentence showed that there are a problem in misformation errors student 1 had problem in auxiliary verb and pronoun. For example in sentence “which are” it should be “which is” and then “them” is object pronoun, while it the beginning of sentence. So it should be “they”.

Student 3:

This **event be going** on swift and peaceful. The participant very enthusiasm and they are give some question to informant. The ends event with giving gifts to Prof.Jufrizal and taking photos together.

Besides that, student 3 had problem in mistake auxiliary verb. In sentence “this event be going” it should be “this event is going”.

Student 4:

The informant is Mr.Prof.Dr.Jufrizal.M.Hum he is **an lecturer** in State University of padang, so many knowledge we got from him. The agenda has hold in Aula Zaini Kunin in 16 Saturday 2019, then the audience are students from 4th and 6th smester.

In this indicator, Student 4 had problem in mistake article. An is article vowel. While, Lecturer is consonant. So, “an lecturer” it should be “a lecturer”.

Student 7:

He revealed that she receives information about Islamic University of Riau from people around her like seniors, friends and brother who is a student active in Islamic University of Riau. After running a few semester in this collage in english study program **there have** some things that should be improved in the future, , especially in the building FKIP-C Islamic University of Riau such as in less the comfortable parking area and the lack of existing language laboratory facilities, **he said**.

Based on the data above, student 7 had problem in pronoun, auxiliary verb. For example “he” is pronoun for third person for male; while in data student

7 tell about female friend. So, “he” it should be “she”. And “there have” it should be “there are” and “he said” it should be “her said”.

Student 9:

He also said that, this event was attended by only planology students. With a registration fee of 200 thousand per group. Anita also added that the venue for the race will take place, namely at the futsal Tifosi field. Regarding the preparations **that have** been discussed, still waiting for the race date.

Student 9 same had problem with student 7 in pronoun, auxiliary verb. For example “he” is pronoun for third person for male; while in data student 9 tell about female friend. So, “he” it should be “she”. And “that have” it should be “that has”.

Student 10:

English department of uir hold an **even** general stadium on Saturday february 16, 2019 at 09:40 pm in FKIP C building zaini kunin auditorium who the chief commitetee is Shalawati.,SPd.,M.A.TESOL said this **even** doing for deepen knowledge about Linguistic, culture and education. **Him** also says about the difference Melayu cultural and west cultural, **him** explain that west people have a culture or philosophy is “Time is money” that mean we must always appreciate time because that very important to our life. So that why west people always have a big target and **them** succeeded. Then,Melayu people have a philophy “ always slow as long as you are safe” that mean melayu people very slow and the important about them save for they succeeded, **him says** that must be improve for our life.

Besides that, Student 10 had problem in word choice and pronoun. For example “even” it should be “event” and “him” it should “he”, “them” it should be “they” and last, “him says” it should be “he says”.

Student 12:

“I think everything will be broken, but that can’t be used as **an excuse**. With this problem, our learning activities has been disturbed, we have to move to another class to find a good projector. I think it must be fixed immediately, so that a conducive learning can be created,” Shafa said.

In this indicator, student 12 had problem in mistake word choice. For example “an excuse” it should be “a reason”.

Student 13:

English Study Program of FKIP UIR held the Public Lecture that invite a Professor from Padang state university at zaini kunin **hell** and also attended by wadek 1 of FKIP UIR, all of the lecturer english Study Program and student from 4th and 6th semester.

Same with student 12, student 13 had problem in mistake word choice. For example “hell” it should be “hall”.

Student 15:

The event starts on February 28 and February 1 starting at 07.00 a.m. to 05.00 p.m. and the final on Saturday from 07.00 a.m. to 10:00 p.m.

“The event created with different concepts and theme carried out in the outdoor archery gor, because if in indorvolley or **even** the PKM is commonplace and the only one event in UIR”. Said Fauzan Nurahman as the leader of committee in this event.

In this case, the student 15 had problem in article and word choice. For example “the event” it should be “this event” and then “even” it should be “event”.

Student 19

After the general college end, the professor **took** photos with participants, lecturers, and ESA's member.

Meanwhile, Student 19 had problem in mistake word choice. For example in sentence above. It should be ”After the general college end, the professor **taking** photos with participants, lecturers, and ESA's member.

Student 21

Within three years the building e fkip uir can be completed in it there are some rooms that are some ac and there is a place to exercise there is also **an** lift but it cannot be used because the power has not been fulfilled and the funds are not sufficient”

In this indicator, student 21 had problem in mistake article, for example in sentence above “an” is article use for vowel, meanwhile in sentence is consonant. So, the correct sentence is “a lift”.

Student 22

“There are at least 6000-7000 languages in the world and 600-700 of them are in Indonesia, especially there are approximately 300 languages in Papua” **He Said.**

Besides that, student 22 had problem in mistake pronoun. In the sentence above it should be “There are at least 6000-7000 languages in the world and 600-

700 of them are in Indonesia, especially there are approximately 300 languages in Papua” His said.

4.2.4 Misordering

Student 1:

Apparently not only that, Fauzan Nur Rahman as chief executive said that they also experienced obstacles in the milad program. **“if the problem is the first obstacle is the place,** tent borrowing, loan lending, installation of tents, all of these become certain obstacles.

Based on the data above, student 1 had problem in misordering for a morpheme or a group of morphemes in the sentence. For example: **“if the problem is the first obstacle is the place,** tent borrowing, loan lending, installation of tents, all of these become certain obstacles. It should be “: **“if the first problem is obstacle in place,** tent borrowing, loan lending, installation of tents, all of these become certain obstacles.

Student 5:

“In my opinion it is good with the addition of AC facilities like this, because weather in Pekanbaru is very hot lately. With the presence of AC, it makes the weather cooler so that it creates a conducive atmosphere in the class” **said Izen one of the english department students.**

Same with problem student 1 that is misordering for a morpheme or a group of morphemes in the sentence. For example: “With the presence of AC, it makes the weather cooler so that it creates a conducive atmosphere in the class” **said Izen one of the English department students.** It should be “With the

presence of AC, it makes the weather cooler so that it creates a conducive atmosphere in the class” said Izen the one of students English department.

Student 12:

The projectors of Department of English Education of Islamic University of Riau is broken. The broken projectors are in several classes in the English department. This has happened for the past month. This greatly affects the learning and teaching process in the classroom.

Besides that, student 12 had problem in misordering in group morphemes in sentence. For example: “**The projectors of Department of English Education of Islamic University of Riau is broken.** It should be “**The projectors of English department of education Islamic University of Riau is broken.**

According to the description above, the researcher can count the students errors into their type of errors. And here is the tabulation of errors:

Table 4.1
The tabulation of errors

Students	Types of errors			
	Omission	Addition	misformation	Misordering
1		5	3	1
2	1	2		
3	1		1	
4	1		1	
5	1			1
6		2		
7	1	1	3	
8	1	3		
9			2	
10		2	6	
11	1	1		
12			1	1
13		2	1	
14	2	3		
15	1		2	
16		2		
17	3	1		
18	8	1		
19	1		1	
20		2		
21	2		1	
22	1	2	1	

Table above illustrated the most frequent errors made by students in grammatical error in news and report writing. The common errors made by the fourth semester students in grammar were addition: 26 errors, followed by omission: 15 errors, misinformation: 16 errors, and misordering: 3 errors. Meanwhile the common mistakes made by the fourth semester students were Omission: 9 mistakes, followed by addition: 4 mistakes, misinformation: 7 mistakes and misordering: -.

4.3 Discussion

These parts present the discussion of the research findings. There are two research question proposed this study. The researcher focuses on the finding of the two proposed research questions. This research used Dulay, burn, and krashen's surface structure taxonomy (1982 in Ellis and barkhuizen, 2005, p.15) theory. The first question" what types of error in news and report writing of fourth semester in English FKIP-UIR? The researcher find out the answer based on the analysis of data those types of error in writing were omission, addition, misinformation, misordering.

Second, "what are common error in news and report writing of fourth semester in English FKIP-UIR? Based on analysis of data that common error in writing is addition: 26 errors, followed by omission: 15 errors, misinformation : 16 errors, and misordering : 3 errors. Which are students who make a lot of errors in addition was student 1 who made 5 errors. Followed student 2, 8 and student 14 has 3 errors in addition. Meanwhile students who made a lot of errors in omission

are student 18 that is 8 errors. Then students 10 made errors in misinformation that is 6 errors. And last, students 1, 5, 12 have made errors in misordering.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter shown two parts conclusion and suggestion. This conclusion was concerned with summary the result. Meanwhile suggestion was presented to offer some suggestions for the English teachers, the students, and future researchers to enlarge reader knowledge about grammatical errors.

5.1 Conclusion

After checking, calculating, in percentage, describing, and analyzing the result of the research, this chapter presented the researcher's conclusion about an analysis of grammatical error in news and report writing of fourth semester students English language education Islamic university of Riau. There are the answers of researcher's questions.

First," what types of error in news and report writing of fourth semester in English FKIP-UIR? The researcher find out the answer based on the analysis of data those types of error in writing were omission, addition, misinformation, misordering. Second, "what are common error in news and report writing of fourth semester in English FKIP-UIR? Based on analysis of data that common error in writing is addition: 26 errors, followed by omission: 15 errors, misinformation: 16 errors, and misordering : 3 errors. Which are students who make a lot of errors in addition was student 1 who made 5 errors. Followed student 2, 8 and student 14 has 3 errors in addition. Meanwhile students who made a lot of errors in omission are student 18 that is 8 errors. Then students 10 made errors in

misformation that is 6 errors. And last, students 1, 5, 12 have made errors in misordering.

5.2 Suggestion

Considering the conclusions above researcher would like to offer some suggestion as follows:

5.2.1 Suggestion for lecturers of English department FKIP-UIR

The English lecturer should give clearer explanations about grammatical rules in English, particularly in the verb area, because based on the result of this research error in verb is the common error made by students in grammatical error, because part of the students made error in this area.

5.2.2 Suggestion for students of English department FKIP-UIR

The researcher hope the students of English department can improve their grammar in writing and do more practice in writing especially in news and report writing.

5.2.3 Suggestion for next researcher

The researcher knows there are many problems find out in writing skill, especially in English grammar. in addition, this thesis writing was the researchers' first experience in carrying out research activities. However, the researcher expected that the next researcher give explanation about why the

students did many errors in writing and gives the specific information about the research analysis, and the result of the research.



Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

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