

GRAMMATICAL ERRORS IN STUDENTS' WRITING: DESCRIPTIVE STUDY ON GRADE 7 STUDENTS

Indri Ayu Lestari¹, Juliansyah^{2*}, & Yoga Pratama³

¹⁾Department of English Language and Culture, Darma Persada University, Jakarta

²⁾Department of English Language and Culture, Darma Persada University, Jakarta

³⁾Department of English Language and Culture, Darma Persada University, Jakarta

Received on 19 October 2020 / Approved 30 October 2020

ABSTRACT

Grammatical error is difficult to be avoided by every learner. Grade 7 students in class observed are smart enough. Yet, they frequently make grammatical errors in the sentences when they write essay. Because of that, analyzing the errors in writing is one of appropriate ways to know student's ability. In this research, the researchers ask the students to make descriptive text or essay. There are 7 titles of essay that each student can choose. There are only 7 texts that the researchers analyze in which each text represents different title of text. To analyze the texts, the researchers use Corder's theory which focuses on 4 types of error, namely: (1) Error of Omission, (2) Error of Selection, (3) Error of Addition, and (4) Error of Ordering. The highest percentage of error is Error of omission that takes 45.28%. Error of Selection, Error of Addition, and Error or Ordering follow with 33.96%, 18.87%, and 1.88%. Based on the analysis, the reasons of why the students make errors are: (1) the students do not master grammar in detail, (2) the students forget the grammar rules though they have learnt it, and (3) the students have limited vocabularies. Further studies need to be conducted for more detail findings.

Keywords: grammar, writing, error, students, English, analyze

ABSTRAK

Kesalahan tata bahasa sulit dihindari oleh setiap pelajar. Siswa kelas 7 di kelas yang diamati cukup pintar. Namun, mereka sering membuat kesalahan tata bahasa dalam kalimat ketika mereka menulis esai. Karena itu, menganalisis kesalahan secara tertulis adalah salah satu cara yang tepat untuk mengetahui kemampuan siswa. Dalam penelitian ini, para peneliti meminta siswa untuk membuat teks deskriptif atau esai. Ada 7 judul esai yang setiap siswa dapat memilih. Hanya ada 7 teks yang dianalisis oleh para peneliti di mana setiap teks mewakili judul teks yang berbeda. Untuk menganalisis teks, para peneliti menggunakan teori Corder yang berfokus pada 4 jenis kesalahan, yaitu: (1) Salah Melengkapi, (2) Salah Memilih, (3) Salah Menambah, dan (4) Salah Menyusun. Persentase kesalahan tertinggi adalah Salah Melengkapi yang dibuat oleh 45.28%. Dari seluruh siswa. Tiga jenis kesalahan yang mengikutinya adalah Salah Memilih sejumlah 33.96%, Salah Menambah sebesar 18.87%, dan Salah Menyusun sebesar 1.88%. Berdasarkan analisis, alasan mengapa siswa membuat kesalahan adalah: (1) siswa tidak menguasai tata bahasa secara rinci, (2) siswa lupa aturan tata bahasa meskipun mereka telah mempelajarinya, dan (3) siswa memiliki kosakata yang terbatas. Studi lebih lanjut perlu dilakukan untuk temuan lebih rinci.

Kata Kunci: tata bahasa, tulisan, kesalahan, para siswa, bahasa Inggris, analisa

INTRODUCTION

English is a foreign language in Indonesia. English becomes the most important part in community. Starting from children, parents have already taught their

children to learn English. English also becomes an important subject in school which starts from Elementary School even kindergarten. From this subject, the students learn about speaking, reading, listening, and also writing. Beside these, the students have to

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

learn linguistic competence. Based on the 2004 English Curriculum; “*Students have to be equipped with the linguistics competence in order they master the four language skills*”. It is also said by Jack and Rodgers that “*one of dimensions of communicative competence is grammatical competence refers to what Chomsky call linguistic competence*”. From that statement, it is clear that the students have to learn linguistic competence to be proficient in English and one of the linguistic competences is Grammar.

The understanding of grammar is very important when we make a good writing. Errors in writing happen when the learners do not have enough knowledge for their grammar. Mistakes and errors often happen when the students learn foreign language. It is difficult to see the differences between errors and mistakes, especially in written form. The researchers agrees with Corder (1981) who states that “*Problem of determining what learners' mistakes and what learners' errors is one of same difficulties*”. Because of that reason, in this research the presence of mistakes is omitted.

Corder (1981), again, says that “*Human learning is fundamentally a process that involves the making of mistakes*”. The learners have already acquired his or her mother tongue. The mastery of mother tongue, in fact, has great influence on the process of learning a second or foreign language. The learners still weak in their native language form and meaning in learning a foreign language. It influences the process of mastering foreign language. Because of that reason, the researchers considers that the errors in the research are the problems in writing for the learners.

Every student likes to make writing, even an elementary school student. They like to improve their English by writing. Moreover, teachers realize that there are so many errors that the students make. The researchers are interested in investigating about finding the grammatical errors in the students’ writing. This research is limited to the students’ writing. The researchers chooses Grade 7 students due to the fact that they are still in the

early phase of learning. To make the research more directional, focused, and not too large, the researchers limit the problems into errors on Tenses. The tenses are Simple Present Tense, Perfect Tense, Simple Past Tense, Future Tense, and Present Progressive (Continuous) Tense. Besides that, the researchers also discusses Modal verbs “*can-could*”, *to infinitives*, and *Singular Plural noun*. Finally, based on the background previously stated, the researchers formulate the problems as: (1) What are grammatical errors found in students’ writing of Grade 7 students?, and (2) Why do the students make the errors discussed?

LITERATURE REVIEW

Definition of Grammar

All languages have their own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Thornbury (2004) states that “*Grammar is partly the study of what forms (or structures) are possible in a language*”. Grammar is concerned with analysis of the sentence which describes the rules how language sentences are formed.

Harmer (2002) states that “*Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language*”. It is the structure and meaning system of language. In addition, Ur (1998) defines “*Grammar as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning*”. He writes that grammar tells how the rules of language actually work, they arrange and shape words.

Grammar is the most important aspects in writing. In order to make a well-structured writing, one should master in grammar. Grammar consists of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure, the classification of part of speech (noun, verb, etc), and issues regarding cohesion and

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Swan (as cited in Harmer 2002, p. 15) states that “*Good rule include simplicity (it may cause problems), truth (because clearly some rules are more true than others), clarity (because rules that are unclear help nobody) and relevance (because there are some things which a teacher or student probably does not really need to know). Knowledge of good grammar will influence the coherence of the piece of writing*”. By using correct grammatical rule, the learners will have good writing.

Lyons (as cited in Soetikno 1995, p. 267-269) classifies grammatical aspects into three types:

1. The primary categories, which consist of the word classes such as the Noun, Verb, Adjective, Adverb.
2. The secondary categories, which include the notions of Number, Gender, Case, Person, Tense, Mode, Voice.
3. Functional categories, which discuss the notion of Subject, Predicate, Object, etc.

English Grammatical Aspects

Tenses indicate two main types of information; time relations, and aspectual differences whether an action, activity, or state in present, past, or future. Due to the limitation of research, the researchers focuses only on: 1) Simple Present Tense, 2) Perfect Tense, 3) Simple Past Tense, 4) Future Tense, and 5) Present Progressive (Continuous) Tense. The followings are the descriptions of each sentences focused.

1. Simple Present Tense; This tense has six functions, namely: (a) Expressing general time (Ex.: *The sun rises in the east and sets in the west.*), (b) Expressing present time (Ex.: *She seems to be tired today.*), (c) It is used with verbs of saying and telling (Ex.: *He says that he cannot come tonight.*), (d) Expressing future time (Ex.: *The plane leaves tomorrow morning.*), (e) Summaries of a story plot or historic present (Ex.: *The king addresses the soldiers and asks them to fight bravely for*

their country), (f) Stage direction (Ex.: *Mary walks to the window and waves goodbye to her guests.*)

2. Present Progressive (Continuous) Tense; This tense is used for a single temporary event that has a beginning and an end. It suggests that an event began and is continuing, but it does not necessarily include the end of the action. (Example: *The play is beginning now*).
3. Simple Past Tense; This tense indicates definite time terminating in the past whether a time word is given or not. This tense has three functions, namely: (a). It is used to refer to one event completed in the past (Ex.: *I saw him last night.*), (b) It is used to refer to repeated events completed in the past and no longer happening (Ex.: *She studied music while she was in Paris*), and (c) It is used to refer duration of an event completed in the past (Ex.: *He lived in New York for thirty years and then he decided to return to France*).
4. Future Tense; It is used to express future time or indicates future activities and states are formed by using the words will and shall (Example: *Tomorrow will be Sunday*).
5. Present Perfect Tense; It expresses indefinite time that begins in the past and extends to the present. This tense is used to represent duration of a single act that ends with the moment of speaking or shortly before it (Example: *He has worked in the same company for ten years*).

Modal Verbs

Modals (also called modal verbs, modal auxiliary verbs, modal auxiliaries) are special verbs which behave irregularly in English (Modals, n. d.). They are different from normal verbs, like *work, play, visit, and many more*. They give additional information about the *function* of the main verb that follows it. They have a great variety of *communicative functions*. The characteristics of modal verbs can be seen as follow:

1. They never change their form. You can't add *-s, -ed, -ing, and many more*.

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

2. They are always followed by an infinitive without *to* (the bare infinitive).

Modal verbs are used to express functions such as permission, ability, obligation, prohibition, lack of necessity, advice, possibility and probability. The

examples of each function can be seen as follow but, in this research, the researchers will only focus on the Modal Verbs *can* and *could*.

Table 1. Functions of Modal

Expressing	Modal Verb	Example
Strong obligation	must	You must stop when the traffic lights turn red.
logical conclusion / Certainty		He must be very tired. He's been working all day long.
Prohibition	must not	You must not smoke in the hospital.
Ability	can	I can swim.
Permission		Can I use your phone please?
Possibility		Smoking can cause cancer.
ability in the past	could	When I was younger I could run fast.
polite permission		Excuse me, could I just say something?
Possibility		It could rain tomorrow!
Permission	may	May I use your phone please?
possibility, probability		It may rain tomorrow!
polite permission	might	Might I suggest an idea?
possibility, probability		I might go on holiday to Australia next year.
lack of necessity/absence of Obligation	need not	I need not buy tomatoes. There are plenty of tomatoes in the fridge.
50 % obligation	should/ought to	I should / ought to see a doctor. I have a terrible headache.
Advice		You should / ought to revise your lessons
logical conclusion		He should / ought to be very tired. He's been working all day long.
Advice	had better	You 'd better revise your lessons

The Infinitive

The **to-infinitive** is used in many sentence constructions, often expressing the purpose of something or someone's opinion about something. The to-infinitive is used following a large collection of different verbs as well. There are 7 functions of to-infinitive. The functions can be seen below:

1. The to-infinitive to indicate the purpose or intention of an action; in this case *to* has the same meaning as *in order to* or *so as to* (Ex.: She **came to collect** her pay cheque).
2. The to-infinitive as the subject of the sentence; this is a formal usage and is far

more common in written English than spoken (Ex.: **To visit** the Grand Canyon is my life-long dream).

3. The to-infinitive to indicate what something can or will be used for; in this pattern, the to-infinitive follows a noun or pronoun (Ex.: The children need a garden **to play in**).
4. The to-infinitive after adjective; there is a common pattern using the to-infinitive with an adjective. (Examples: It is good to talk/It is important for Jake to be patient with his little brother).

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

5. The to-infinitive to make a comment or judgment; to use the to-infinitive when making a comment or judgment about a noun. (Examples: It was a stupid place to park/What you said was a rude thing to say).
6. The to-infinitive with adverb; the to-infinitive is used frequently with the adverbs *too* and *enough* to express the reasoning behind our satisfaction or in satisfaction (Example: There's **too much sugar to put** in this bowl/I've had **enough food to eat**).
7. The to-infinitive with question words; the verbs *ask*, *decide*, *explain*, *forget*, *know*, *show*, *tell*, & *understand* can be followed by a question word such as *where*, *how*, *what*, *who*, & *when* + the to-infinitive (Examples: She **asked me how to use** the washing machine/Do you **understand what to do**?)

Beside the functions of to-infinitive, there is a function of the zero infinitives also. There are 5 functions of zero infinitives. The functions can be seen below:

1. The zero infinitive-es after auxiliaries. (Examples: She **can't speak to** you/He **should give** her some money)
2. The zero infinitives after verbs of perception; with verbs of perception, the pattern is **verb + object + zero infinitive** (Examples: He **saw her fall** from the cliff/We **heard them close** the door).
3. The zero infinitives after the verbs *make* and *let*. (Examples: Her parents **let her stay out late**/Let's **go** to the cinema tonight).
4. The zero infinitives after the expression *had better* (Examples: We **had better take** some warm clothing/She **had better ask** him not to come).
5. The zero infinitives with *why*; the question word *why* is followed by the zero infinitive when making suggestions (Examples: **Why wait until tomorrow?**/**Why not ask him now?**).

Singular and Plural Noun

A plural noun is a word that indicates that there is more than one person, animal

place, thing, or idea. When you talk about more than one of anything, you're using plural nouns. When you write about more than one of anything, you usually use the same word, simply adding suffix *-s*, *-es*, or *-ies* at the end. There are a few exceptions for this rule, but not many – one of the best is that a single moose is a moose, and a group of moose are still moose. That kind of plural noun is irregular plural. There are many sources of information about singular and plural (regular and irregular). The following table gives the examples of nouns in their form.

Table 2. Singular and Plural Nouns

Singular	Plural (Regular)	Plural (Irregular)
Baseball	Baseballs	-
Idea	Ideas	-
Mouse	-	Mice

Definition of Error

To get clear understanding about the error, it is better for the researchers to consider several opinions given by some linguists. According to Harmer (2002), “*Error is a part of the students' in inter-lingual that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery*”.

Brown (1994) has different opinion. He gives more attention on the inter-lingual competence of the speaker. He defines an error as noticeable deviation from the adult grammar of a native speaker reflecting the inter-lingual competence of the learner.

From all definitions above, the researchers 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.

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

Types of Error

Corder (1981) states four types of (sentence) error, namely: error of omission, error of addition, error of selection, and error of ordering.

- a. Error of Omission; Error of omission is the absence of an item or several items that should be used. The learner omits the item that should appear in the good utterance. Error of Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning, like nouns, verbs, adjectives, and adverbs. Grammatical morphemes are little words that have minor play in sentences, like noun and verb inflections, articles, auxiliaries, and preposition. For example, in the sentence: *Angelina is an actress*. The word *Angelina* and *actress* are content morphemes because *Angelina* and *actress* is noun and has a major meaning.
- b. Error of Addition; Error of Addition is the opposite of Error of Omission. Error of Addition is the presence of an item that must not appear in complete and correct utterances. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example, in the sentence: *She didn't studied yesterday*. The learner wants to tell that *she didn't study yesterday*. She knows that to tell the past event, she has to use the past verb, but she puts two items for the same features; *didn't* and *studied*.
- c. Error of Selection; This error is made by the learner where the learner chooses the wrong items in the right place. Different from Error of Omission where the items are not supplied at all, in Error of Selection, the learner supplies something even though that is incorrect. For example, in the sentence: *I buyed a novel two days ago*. A past tense maker (-ed in *buyed*) is put by the learner, but it is incorrect.
- d. Error of Ordering; Error of Ordering is the error where the items presented, even

though are correct but wrong in sequences. For example, in the sentence *I have pen blue*. From this example, the items are correct, but the researchers does not put the items in the appropriate order.

Definition of Error Analysis

Taylor (1997) states that "*Error analysis is the study and evaluation of uncertainty in measurement*". It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively. Meanwhile, Erdogan (2005) emphasizes that error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition. According to Brown (1994) errors analysis is a type of linguistic analysis that focuses on the errors learners make as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

From the three definitions above, it can be clarified that error analysis is an activity to identify, classify and describe the errors made by learners in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences.

Procedures in Error Analysis

In analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors. One of them is Corder. He suggests five steps in analyzing students' errors, namely: (1) collecting sample of learner language, (2) identifying errors, (3) describing errors, (4) explaining errors, and (5) evaluating errors.

1. Collecting Sample of Learner Language; in this step, the researchers must decide a

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

- number of students which is being sample for the research. Then, they will be given regular examination in order to get data.
2. Identifying Errors; in this step the researchers must identify error from data collection. For identifying error, the researchers must compare the sentence that was produced by students to the correct sentence in the target language. By comparing the two sentences, it can be seen that the student produced an error.
 3. Describing Errors; after identifying errors, the next step is description of errors. In this step, all errors would be classified into the types of errors.
 4. Explaining Errors; this step will explain why errors occur. This explanation concerns on the sources of errors.
 5. Evaluating Errors; in this step, the researchers must decide the criteria of errors which will be corrected because some errors can be considered more serious than others.

Definition of Writing

Writing plays an important role in language learning. It takes a long time to master since it takes study and practice to develop this skill. According to Celce-Murcia (2001), “*Writing is the ability to express one’s idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement*”. It means that in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form to develop his writing skill. He should arrange his idea in the form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

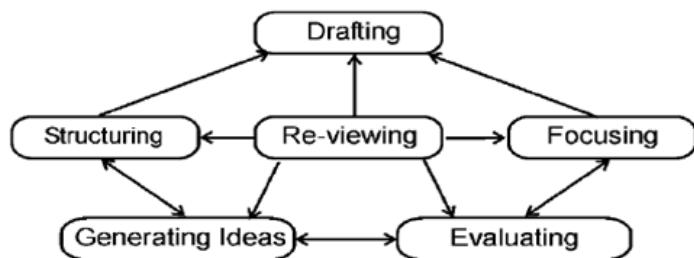
Writer uses his ideas and knowledge to inform the reader about what the topic is. Writing can begin from a simple piece to a more advanced level of writing. It includes the organization of words, phrases, clauses and sentences into coherent (clearly articulates its point) and cohesive paragraph (introduces new topic in a predictable location: at the end of the sentences that introduce the paragraph). The forms of coherent and cohesive paragraphs include stories, poem, essays, journal, notes, letters, reports, and script for plays which can be incorporated into exposition, narration, argumentation, and fiction, Klein (as stated in Palmer, Hafiner & Sharp, 1994. p. 9).

Writing Skills

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He can correct his error’s utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out, thus writer should arrange his words accurately to create an understandable message.

Writing is a complex process which converts the words into written form. Writer should arrange his/her idea into words, clauses, phrases and sentences in order that his writing can be read and the content can be understood. White and Arndt (as cited in Harmer, 2002, p. 258) stress that writing is re-writing; that revision - seeing with new eyes – has a central role to play in the act of creating text. In their model, process of writing is represented diagrammatically like in Figure 1 below.

Figure 1. The Writing Process (White and Arndt, 1991)



*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

RESEARCH METHODOLOGY

Methods

The type of the research is descriptive qualitative research. The researchers applies this type in her paper because it is the appropriate approach to describe the result of research. According to Selinger and Shohamy (1989), “*The descriptive qualitative research is a type or category of research refers to investigation, which utilizes already exciting data or on experimental research*”. Based on this view, this type of the study is used to describe the errors made by the students in writing. In line with the description above, the descriptive qualitative research is used in this research because the researchers wants to describe the errors in the students’ writing, especially the types of error and causes of errors. Those errors will be described in details in this research based on the result of the students’ writing. It is the application of descriptive qualitative research. Moreover, Selinger and Shohamy (1989) stress that “*Gathering data is essential in descriptive research*”. This includes describing events, organizing, ordering, and describing data collection. Moreover, it employs visual assistance such as graphs and charts with a purpose to assist readers in comprehending data distribution.

To collect the data, the researchers use a bulletin as the technique of data collection. Bulletin means a writing that students do every month. The researchers ask the students to write a story about the title that has been given from the researchers. The students can choose one of 7 titles which have been given. The titles are: 1) *My Village*, 2) *My Favorite Mall*, 3) *I Love Music*, 4) *The Best Vacation I've Ever Had*, 5) *What I Remember Most in My Childhood*, 6) *Trapped in A Lift*, 7) *My Bad Habits*. The researchers use these bulletins because it will be used to know the students ability in writing English and the errors which they make in their writing.

For the procedure of the research, the first step is preparing the research instrument. The second step is implementing the bulletin.

In this step, the researchers ask the students to make descriptive text or essay. In this case, the researchers give 7 titles and describe about each of these title. For example, explaining essay entitled ‘*The Best Vacation I've Ever Had*’, the researchers explain about where the researchers go, with whom, by what, and so on, to help and make them easier in writing texts.

In this research, the researchers analyses 7 data of descriptive text which is related to the formulation of the problem. The data itself consist of 7 titles also. The titles are: 1) *My Villages*, 2) *My Favorite Mall*, 3) *I Love Music*, 4) *The Best Vacation I've Ever Had*, 5) *What I Remember Most in My Childhood*, 6) *Trapped in A Lift*, 7) *My Bad Habits*. In this research, the researchers analyse the data by using Corder’s theory which focuses on 4 types of error. In addition, the researchers gives name for each data to explain the identity of the student.

The whole data are taken from writing assignments of Grade 7 students. The analysis focuses on the errors, namely: Error of Omission, Error of Addition, Error of Ordering, and Error of Selection. Besides those errors, the researchers also focus the problems on Tenses. The tenses are Simple Present Tense, Perfect Tense, Simple Past Tense, Future Tense, and Present Progressive (Continuous) Tense. Except Tenses, the researchers also focuses on Modal auxiliaries *can-could*, *to-infinitives*, and *Singular Plural noun*.

The technique of analyzing data which is used in this research is descriptive analysis. Descriptive analysis functions as a technique use to describe something in details. It means that the data are analyzed and described in details to know the grammatical errors made by the students in their writing English. In this research, the researchers tries to list, identify, and describe them. It is descriptive since the errors are identified and described in the form of category; in this case the type of errors and the causes of errors.

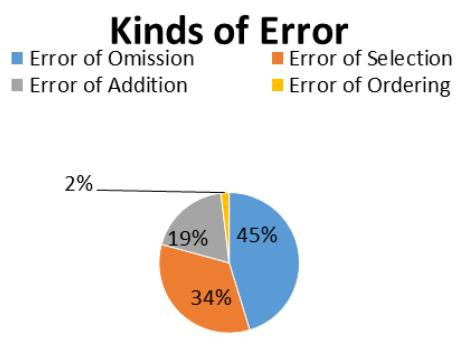
*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

FINDINGS

Kinds of Errors

From the chart in Figure 2 below, we can see that there are 4 kinds of error. The kinds of error are Error of Omission, Error of Selection, Error of Addition, and Error of Ordering. The researchers can conclude that the most error which is found in student writing is Error of Omission with 45%. The next is Error of Selection with 34%. After that, Error of Addition occurs with 19%. Finally, the last kind of error is Error of Ordering which is only 2% from the total errors that students make.

Figure 2. Kinds of Errors Made by Students



Meanwhile, in term of total number of students in their relation to kinds of errors they make, we can refer to Table 3 below. We can see that Student number 1 has 3 errors of Error of Omission, 5 of Errors of Selection and no error of Error of Addition and Error of Ordering. Student number 2 has 2 errors of Error of Addition, 1 of Error of Ordering, and no error of Error of Omission and Error of Selection. Different to Students 1 and 2, Student number 3 and number 4 also have errors in their writing. Student number 3 has 3 errors of Error of Omission, 2 of Error of Addition, 3 of Error of Selection, and no error of Error of Ordering. Then, Student number 4 has 6 errors of Error of Omission, 1 of Error of Addition, 2 of Error of Selection, and no error of Error of Ordering. Student number 5, 6, and 7 has errors also in their writing. Student number 5 has 5 errors of Errors of Omission, 2 of Error of Addition, 3 of Errors of Selection, and no error of Error of Ordering, while Student number 6 has 3 errors of Error of Omission, 3 of Errors of Addition, 4 of Error of Selection, and no error of Error of Ordering. And, the last is Student number 7 who has 4 Errors of Omission, 1 of Error of Selection, and no error of Error of Addition and Error of Ordering.

Table 3. Number of Errors Made by Each Student

No.	Students' Number	Types of Error			
		Error of Omission	Error of Addition	Error of Selection	Error of Ordering
1.	Student 1	3	-	5	-
2.	Student 2	-	2	-	1
3.	Student 3	3	2	3	-
4.	Student 4	6	1	2	-
5.	Student 5	5	2	3	-
6.	Student 6	3	3	4	-
7.	Student 7	4	-	1	-
TOTAL		24	10	18	1

We can see that the total errors from Error of Omission are 24, Error of Addition is 10, Error of Selection is 18, and Error of

Ordering is 1. So, the total from all errors that the students make is 53. From the table above,

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

we can see the calculation that has been calculated below:

$$\text{Error of Omission} = \frac{24}{53} \times 100\% = 45.28\%$$

$$\text{Error of Addition} = \frac{10}{53} \times 100\% = 18.87\%$$

$$\text{Error of Selection} = \frac{18}{53} \times 100\% = 33.96\%$$

$$\text{Error of Ordering} = \frac{1}{53} \times 100\% = 1.88\%$$

It can be seen that Error of Omission is the most number of error that the students make in their writing. The second is Error of Selection. And, after that is Error of Addition. Then, the last is Error of Ordering. From Error of Omission, we can see that the result is 45.28%. It comes from the total of Error of Omission that the students have. The total is 24. Then, it is divided by 53 because it is the whole total from the error. So, the total of Error of Omission is divided by the total of all errors. After that, it is multiplied by 100%. The next is Error of Addition. It is same as Error of Omission that 10 come from the total of Error of Addition that the students have. After that, it is divided by 53 and multiplied by 100%. And, the result of this error is 18.87%. The third calculation is Error of Selection. We can see from Error of Selection, the total of error is 18. The total of Error of Selection is more than the total of Error of Addition. Then,

18 is divided by 53 and multiplied by 100%. And, the result of this error is 33.96%. The last calculation is Error of Ordering. The total of this error is only 1. It is because of only 1 student makes this error. And, it is divided by 53 and multiplied by 100%. So, the percentage of this error is 1.88%.

The conclusion from the description about calculation of all types of Error is the most number of errors that the students make is Error of Omission. Then, the second is Error of Selection. The third is Error of Addition and, the last is Error of Ordering.

DISCUSSION

Error Analysis on Student 1

The student number 1 writes an essay which consists of 3 paragraphs with the title *My Villages*. There are 357 words in this writing and this student writes sentences by sentences by using Present Perfect tense form and Present Tense form. This student writes this writing with good sentence which contains subject and predicate. Yet, the researchers still find some errors from this writing. The researchers find that this student makes Error of Omission and Error of Selection.

Table 4. Type of Errors (Student 1)

Types of Error	No	Sentence Error Found
Error of Omission	1	For more than 3 time I think.
	2	She always tell me about her adolescence there.
	3	There were so many palm tree too.
Error of Selection	1	Actually I have never go to my village.
	2	I have never go to both of that place but my younger sister has go there.
	3	I cannot go at that time.
	4	I cannot go at that time because I were busy with my school's things.
	5	Then after they passed away my mother never go there again.

From the table above, we can see that there are 3 errors from Error of Omission and 5 errors from Error of Selection. The first error

from Error of Omission is that the student forgets to add suffix **-s** after the word **3 time**. It is the same with the next error. The student

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

also forgets to add *s/es* after the word *so many palm trees*. It is necessary because those words are indicated as a plural noun. Then, the second is the student forgets to add *s/es* after the verb *tell*. This error uses Present Tense form and the verb should be added with *s/es* for the subject *she*.

The next error is Error of Selection. The student actually uses Present Perfect Tense form in her sentences but, she forgets to change the verb become *verb 3*. The sentence is also incorrect because it describes completed visits. If we have visited a place and then returned, so we have to use *been*. Then, the student also forgets to change the word *cannot* into *could* not. It should be changed because the sentence contains Past Tense form. And, the last is *were*. The student uses *were* because she thinks that for the subject *I*, she has to use *were* after it. Yet,

actually this is wrong because in Past Tense form we have to use *was* for subject *I*.

Error Analysis on Student 2

For the student number 2, the researchers find that he writes an essay which consists of 4 paragraphs with the title *My Favorite Mall*. There are 212 words in this writing and this student writes sentences by sentences by using Past Tense form, Future Tense form and Present Tense form. This student writes this writing with good sentence which contains subject and predicate. Yet, the researchers still find some errors from this writing. The researchers find that this student makes 1 error of Error of Ordering and 2 errors of Error of Addition.

Table 5. Type of Errors (Student 2)

Types of Error	No	Sentence Error Found
Error of Ordering	1	Then, I will see the new movie and I interest with the movie.
Error of Addition	1	Giant is my favorite mall to spending my time on the weekend because it is not only near to my house but the cost it is not really expensive too.
	2	And my favorite mall is Giant because I like shopping there and I also looking for food that I like there.

In the Error of Ordering, we can see that the student uses a wrong sentence. The translation between the English and the Bahasa translation is different meaning. The next error is Error of Addition. The student forgets to omit *-ing* after the word *to*. Finally, the student still forgets to omit *-ing* because the sentence contains Present Tense form.

using Past Tense form, Future Tense form and Present Tense form. This student writes this writing with good sentence which contains subject and predicate. Yet, the researchers still find some errors from this writing.

Error Analysis on Student 3

For the student number 3, the researchers find that he writes an essay which consists of 5 paragraphs with the title *I Love Music*. There are 304 words in this writing and this student writes sentences by sentences by

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

Table 6. Type of Errors (Student 3)

Types of Error	No	Sentence Error Found
Error of Selection	1	I like music very much and of course all people has the same idea with me.
	2	Our favorite food are the same.
	3	He would eat a slice a day, if he could .
Error of Omission	1	I like music that can touch my heart and also can make me awake when I sleepy .
	2	I like his performance too because he sing with his heart and he is handsome also.
	3	He has worked also with so many great charity event to make a better place in the world.
Error of Addition	1	He can plays piano and guitar.
	2	There are so many things that I like from him for example his favorite food, drink and etc .

From the table above, we can see that there are 3 errors from Error of Selection, 3 Error of Omission, and 1 error from Error of Addition. The first error is the student uses a wrong word. The student uses *has* with the word *people*. It is grammatically wrong and it supposes to be *have*. Then, the next is *food*. *Food* is an uncountable noun so, this should use to be *is*, not *are*. The last is a conditional sentence. Because the sentence is repeated action, it should use conditional sentence type 1 (Present). The second error is Error of Omission. The student forgets to add *s* after the verb *sing*. Then, the student also forgets to put to be *am* after the subject *I* and before the adjective. The last, the student forgets to add *s* for the word *event*. It is necessary because *event* is plural noun. The next error is Error of Addition. The student forgets to omit *s* after the modal *can*. The last, the student adds the word *and* before the word *etc*. It is

unnecessary because *etc*. has already mention the other things, so it does not need to put *and* before *etc*.

Error Analysis on Student 4

Next, the student number 4 writes an essay which consists of 3 paragraphs with the title *The Best Vacation I've Ever Had*. There are 185 words in this writing and this student writes sentences by sentences by using Past Tense form and Present Tense form. This student writes this writing with good sentence which contains subject and predicate. Yet, the researchers still find some errors from this writing. The researchers find that this student makes Error of Omission and Error of Selection. The analysis of errors can be seen in the table below.

Table 7. Type of Errors (Student 4)

Types of Error	No	Sentence Error Found
Error of Omission	1	I have so many vacation in my holiday.
	2	We also told about our dream in the future.
	3	Our camp near to the sea.
	4	In the night, the weather so hot and the water lessened because of gravity of the moon at night.

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

Error of Selection	5	We walk around the sea and we taste the water because we were curious about the taste.
	6	So we want to cook the fish.
	1	But the best one is when I were Junior High School.
	2	In the morning we see the people who caught fish and one of them offered the fish to us.
	3	We were interested to trying it.

Related to Error of Omission, sentence 1 contains error because of "*many vacation*". It is already understood that the function of *many* is used for saying the thing that we can count or we can say countable noun. Because of this, we have to use suffix *-s* or *-es* after the noun so we can find out that it matches with '*many*'. In sentence 2, the students writes 'dream'. Since there is 'our' which refers to plurality, 'dream' should be 'dreams. Next, sentence 3 is grammatically wrong because this sentence uses Past Tense form and the subject is singular. So, it should have *was*. Next, sentence 4 is grammatically wrong because the subject is singular, but it does not have 'to be'. The sentence needs 'is' after 'the weather'. For sentence 5, the students writes 'walk' and 'taste' which are present form of verbs meanwhile the sentence is contextually 'simple past'. So, instead of 'walk' and 'taste', the student should use 'walked' and 'tasted'. Finally, in sentence 6, the verb *want* should be changed into *wanted* because this sentence uses Past Tense form.

The next error is Error of Selection. From the first error, the student does not change the word *were* become *was* for the subject *I*. Then, the student also forgets to change the verb *see* to *saw*. Finally, the student forgets to omit *-ing* after the word *to*.

Error Analysis on Student 4

The student number 5 writes an essay which consists of 4 paragraphs with the title *What I Remember Most in My Childhood*. There are 188 words in this writing and this student writes sentences by sentences by using Past Tense form, Future Tense form and Present Tense form. This student writes this writing in good sentence which contains subject and predicate. Yet, the researchers still find some errors from this writing. The researchers find that this student makes Error of Addition, Error of Omission and Error of Selection.

Table 8. Type of Errors (Student 5)

Types of Error	No	Sentence Error Found
Error of Selection	1	I remember when I were a child.
	2	If I remember it, it will made me happy.
	3	The places that we invited such as a river or lake.
Error of Omission	1	We like to play a doll.
	2	I remember when I was a child, I like to go outside with my friends on holiday.
	3	We like to go to some places by bicycle.
	4	In the lake we like to see people fishing and we like to play water.
	5	I like playing with my neighbors.
Error of Addition	1	We made the doll as a real baby and we were pretending to give some food to that doll or if that doll was sick so the doctor would <u>checked</u> it.

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

	2	We need steps to grow up to understand about something like how to speaking or how to doing something.
--	---	--

Referring to Error of Selection, we can see that sentence 1 is wrong because it has already understood that we cannot use *were* for subject *I*. We have to use *was* for subject *I* in Past Tense form. Meanwhile, sentence 2 is wrong because *will made*. *Will* is modal auxiliaries and cannot add *s/es*, *verb-ing*, or *change the verb into verb 2 or 3*. Lastly, the word *invited* in sentence 3 should be changed into *visited* because she visits the lake and river. The meaning between *invited* and *visited* is different and if the student uses *invited*, it is not the same between the meaning in Bahasa and English translation.

Referring to Error of Omission, sentence 1-5 contains mistake because the story has already happened in the past. So, it has to use *verb-2* after the subject. The word *like* in all sentences 1-5 should be changed into *liked*.

Referring to Error of Addition, sentence 1 is wrong on ‘would checked’. As

we know, *will* and *would* is a modal auxiliary. We can only use verb in present after ‘will’ or ‘would’. The word *would checked* should change into *would check*. Sentence 2 is grammatically wrong because after the word *to*, it supposes to be followed with *verb 1*. So, the word *speaking* should be turned into *speak*.

Error Analysis on Student 6

Student number 6 writes an essay which consists of 3 paragraphs with the title *Trapped in a Lift*. There are 406 words in this writing and this student writes sentences by sentences by using Past Tense form and Present Tense form. This student writes this writing with good sentence which contains subject and predicate. This student makes Error of Addition, Error of Omission and Error of Selection.

Table 9. Type of Errors (Student 6)

Types of Error	No	Sentence Error Found
Error of Addition	1	You can refreshing your mind by watching movie or else.
	2	I yelled and banged the door, hoped that someone would helping me but not.
	3	I didn't want to spending much time there so I pressed all the button until the door opened.
Error of Omission	1	As we know, there are so many floor in the mall and we can take a lift, escalator or stairs.
	2	But before you take a lift, have you ever imagine that the lift would jolt and halt?
	3	Because the escalator was broke down, we took a lift then.
Error of Selection	1	I run before my parents so I could be the first person who entered the lift.
	2	I heard my mom shouted at me but I couldn't did anything.
	3	Directly, I run to find my mother and finally I saw my parents has already been in front of Texas.
	4	In that time, this mall is still crowded enough.

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

From the table above, we can see that there are 3 errors from Error of Addition, 3 Error of Omission, and 4 errors from Error of Selection.

In term of Error of Addition, sentence 1 is grammatically incorrect because we have to use verb 1 after *can* and the word *refreshing* should be changed into *refresh*. For sentence 2, we can find that this sentence is wrong because ‘verb + ing (helping)’ cannot follow modal ‘would’, so it should be turned into *help*. Finally, sentence 3 has error because *spending* should be changed into *spend*. It should be changed because after *to* we just have to use verb 1.

Related to Error of Omission, sentence 1 in this category is wrong because *floor* should be added with suffix *-s*, so it becomes *floors*. In sentence 2, we can find that this sentence uses Present Perfect Tense form which needs Verb-3 after ‘have’. So, the word *imagine* should be changed into *imagined*. Finally, sentence 3 is grammatically incorrect because this sentence should use Present Perfect Tense form. So, the word *was broke* should be turned into *has broken*.

In the scope of Error of Selection, we can find that sentence 1 is error because this

writing uses Past Tense form. The word *run* should be changed into *ran*. Sentence 2 is grammatically incorrect because after *could*, it should be verb 1. The word *did* should be written *do*. Next, in sentence 3, we find the error because this sentence uses Past Tense form. The word *run* should be changed into *ran*. In addition, *has* should be changed into *have* because *parents* is plural. Finally, sentence 4 is grammatically incorrect because this sentence happens in the past. It can be said like this because of the word *in that time*. So, the word *is* should be changed into *was*.

Error Analysis on Student 7

Finally, the student number 7 writes an essay which consists of 3 paragraphs with the title *My Villages*. There are 222 words in this writing and this student writes sentences by sentences by using Past Tense form, Present Perfect tense form and Present Tense form. This student writes this writing in good sentence which contains subject and predicate. Yet, the researchers still find some errors from this writing.

Table 10. Type of Errors (Student 7)

Types of Error	No	Sentence Error Found
Error of Omission	1	I have many bad habit for example I always forget to put something or sometimes I feel confused when I'm in the crowded place.
	2	I've ever gone to the market alone and then I bought many thing such as vegetable, fish and etc.
	3	Suddenly I said to the seller " where my papayas? "
	4	A few week ago I bought glasses in the market and I said to the seller I'll put the glasses in his store because I wanted to buy another things.
Error of Selection	1	Everyone has bad habit, either young or old people .

Referring to Error of Omission, sentence 1 is incorrect because *habit* should be changed into *habits*. *Habit* is a countable noun. So, it should have addition of suffix *-s*. Next, sentence 2 is incorrect because *thing* should be changed into *things*. *Thing* is a countable

noun. So, it should be added with suffix *-s*. For sentence 3, we can find that this sentence is grammatically incorrect because there is no *to be* in this sentence. Before the word *papayas*, to be ‘are’ should be added. Finally, sentence 4 is incorrect because *week* should be

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com

changed into *weeks*. *Week* is a countable noun. So, it should be added with suffix *-s*. Meanwhile, in term of Error of Selection, the sentence is grammatically incorrect because the word ‘*people*’ which is plural does not match with the word ‘*everyone*’ which is a singular. So, *people* should be changed into *person*.

CONCLUSION

Based on the explanation in the previous chapter, the researchers can conclude that grammatical errors found in students’ writing of Grade 7 students are related to 4 types of error, namely: Error of Selection, Error of Addition, Error of Omission, and Error of Ordering. The total errors from Error of Omission is 24, Error of Addition is 10, Error of Selection is 18, and Error of Ordering is 1. So, the total from all errors that the students make is 53.

Then, the students make the errors because of several reasons, such as: (1) the students forget about the grammatical rules, (2) the students omit the important thing in the sentence, (3) the students add unnecessary item which should not appear in the sentence, (4) the students do not pay attention of grammatical rules, and (5) the students misplaced the word in the wrong place.

Based on the result, this research suggests the teacher to spare special time to teach the students grammatical aspects related to the mistakes the students have made. The teacher also needs to remind the students that grammar is important and it is good to keep writing in perfect grammar.

- Celce-Murcia, M. (Ed.). (2001). *Teaching English as a second or foreign language* (3rd ed.). Boston, MA: Heinle & Heinle.
- Corder, S.P (1981). *Error analysis and interlanguage*. Oxford: Oxford University Press.
- Erdogan, V. (2005). Contribution of error analysis to foreign language teaching. *Mersin University Journal of the Faculty of Education*, 1(2), 261-270.
- Harmer, J. (2002). *The practice of English language teaching* (3rd ed.). London: Longman.
- Lyons, J. (Terjemahan I Sutikno). (1995). *Pengantar teori linguistik*. Jakarta: Gramedia Pustaka Utama.
- Modals. (n.d.). Retrieved from http://www.myenglishpages.com/site_php_files/grammar-lesson-modals.php
- Palmer, C. B., Hafner, L. M., and Sharp, F. M. (1994). *Developing cultural literacy through the writing process*. Massachusetts: Allyn and Bacon.
- Selinger, H. W., & Shohamy, E. (1989). *Second language research methods*. Oxford: Oxford University Press.
- Taylor, J., R. (1997). *An introduction to error analysis: The study of uncertainties in physical measurements* (2nd ed.). Colorado: University Science Book.
- Thornbury, S. (2004). *Natural grammar: The keywords of English and how they work*. Oxford: Oxford University Press.
- Ur, P. (1998). *Grammar practice activities: A practical guide for teachers*. Cambridge: Cambridge University Press.

REFERENCES

- Brown, H. D. (1994). *Principles of language learning and teaching*. (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall Inc.

*Author(s) Correspondence:
 E-mail: ian.juliansyah@gmail.com