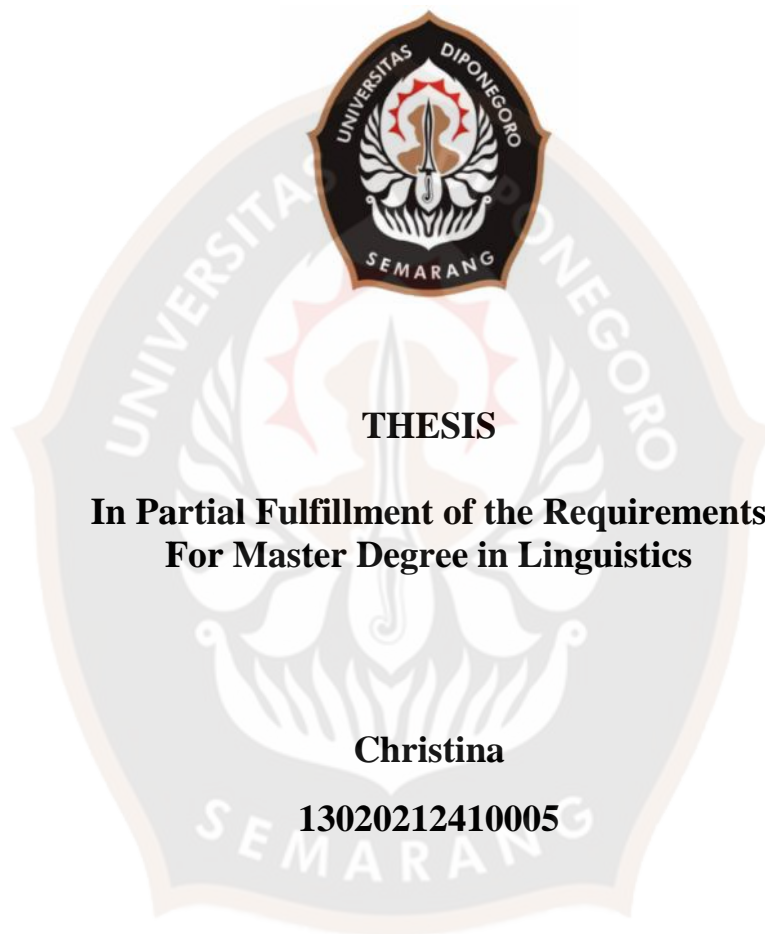# GRAMMATICAL ERROR ANALYSIS
# OF STUDENTS' WRITING IN THE ENGLISH
# DEPARTMENT AT FACULTY OF LANGUAGE AND
# LITERATURE, UNSIQ WONOSOBO

**THESIS**

**In Partial Fulfillment of the Requirements
For Master Degree in Linguistics**

**Christina**

**13020212410005**

**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
SEMARANG
2016**

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Semarang, April 2016

Christina

# A THESIS

## GRAMMATICAL ERROR ANALYSIS
## OF STUDENTS' WRITING IN THE ENGLISH DEPARTMENT AT
## FACULTY OF LANGUAGE AND LITERATURE, UNSIQ WONOSOBO

Submitted by

**Christina**
**13020212410005**

Approved on April   , 2016 by

Advisor,

**Dr. Suharno, M. Ed**
**NIP. 195205081983031001**

**Master's Program in Linguistics**
Head,

**Dr. Deli Nirmala, M.Hum**
NIP. 196111091987032001

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# A THESIS

## GRAMMATICAL ERROR ANALYSIS
## OF STUDENTS' WRITING IN THE ENGLISH DEPARTMENT AT
## FACULTY OF LANGUAGE AND LITERATURE, UNSIQ WONOSOBO

Submitted by:

Christina

13020212410005

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Strata II Thesis Examination Committee

Master Degree in Linguistics

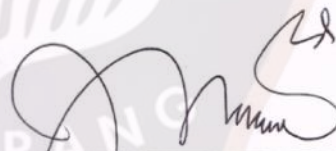on June 7th, 2016

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**Dr. Suharno, M.Ed.**

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First member

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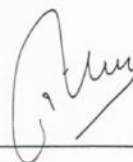NIP. 196111091987032001

Second member

**Dr. Agus Subiyanto, M.A.**

NIP. 196408141990011001

Third member

**Dr. Nurhayati, M.Hum.**

NIP. 196610041990012001

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# ACKNOWLEDGMENT

Praise and adore Allah the Almighty for His unending bless to the writer. It is merely because of His mercy that she can eventually finish writing this thesis. The writer realizes that the writing of this thesis would never be complete without the help and support from many people around her. Therefore in this occasion she would like to express her gratitude to the people who have given contributions to her.

First of all, she is deeply indebted to Dr. Suharno, M.Ed, her academic supervisor who has given her valuable insight, guidance, moral support and continuos suggestion and advice during the writing of this thesis. Without those the writer believes she would not be able to finish her thesis. She also would like to extend her gratitude to Dr. Deli Nirmala, M.Hum, who is also the head of Linguistic Master Program, for helpful correction and knowledge. The writer conveys her thankfulness to all of the lecturers for sharing their valuable knowledge during her study here. Their contributions to the writer's life can never be repaid. She is sincerely thankful for that.

Next, the writer wishes to thank her colleagues and students at Faculty of Language and Literature for their cooperation in this research. Her friends' moral supports have aided her in enduring her days between here and there, and their cheering relationship never fails to brighten her days. For that she is especially thankful to Atinia Hidayah, M.Hum. and Ana Widiyanti, M.Hum.

The writer also thanks her friends in Linguistic Master Program year 2012 for the joy and fun in every classes they joined together, especially to Dian Swastika and Yozar Amrullah. Studying here has been a dear memory to the writer.

Last but not least, a warm gratitude should be handed for the writer's husband and children for their unconditional love and support. She has been and will never stop devoting her life for them. She is also thankful to her parents for their affection and support to their grandchildren during her study here.

The writer believes that this thesis is far from perfect. Yet she hopes this report will be useful for anyone who reads it.

Semarang, April 2016

The writer

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# ABSTRACT

Being able to write a good composition in English is one of the ultimate goals of English learning. In a place where English is a foreign language, realizing ideas in English can be very challenging for students. It is due to the fact that students must always be aware of the grammatical and rhetorical components of the language they are learning. In this process, errors commonly appear. This study aims to describe the grammatical errors as well the cause. There were 42 students involved in this study who were asked to answer several questions and write a composition. They range from the second to sixth semester in English Department of Faculty of Language and Literature, Unsiq Wonosobo. The research result shows that the grammatical errors students made are those in subject-verb agreement, diction, articles, sentence fragment and tense. Students are still unable to identify the correct grammatical form in buidling sentences. The causes of errors are both interlingual and intralingual. However, more errors are caused by intralingual which are related to the learning strategy of the target language. Students are still unable to make a good composition in this language. It is suggested that more exercises are given to students to practice their skills and that more research can be conducted to determine better syllabus for the teaching-learning process.

Key words: error analysis, writing, errors, interlingual, intralingual

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# CHAPTER I

# INTRODUCTION

## 1.1. Background of the Study

Writing is obviously one of the skills to present ideas as well as to mention that someone is literate, apart from reading skill. Being able to write good compositions is generally one of the goals set by educational institution for their students, especially the students of language programs. Being able to write is a vital skill for 'speakers' of a foreign language as much as for everyone using their own first language. This means that writing is an essential tool to measure one's competence in a language. It is a craft requiring good knowledge of a language, whether its vocabularies or its grammatical rules. When compared to other skills taught in language learning, writing is a productive skill together with speaking, whereas reading and listening are the receptive ones. Productive skills give learners opportunity to build their competence well. They can practise to deliver their ideas in the language being learned in the nearest appropriate way to be understood clearly. Thus, in writing, they must be able to combine their other knowledges in order to achieve a well-formed composition. (Harmer, 2004:3)

In Indonesia, a country where English is not a language used for everyday communication, learning this language can be very challenging. Learners are required to understand and apply set of rules which are different from those of Indonesian or their vernaculars, both in spoken or written form. Written form is the one largely learned in schools in Indonesia. Students are taught the grammar,

vocabularies, reading, and not usually encouraged to speak the language. Students then tend to passively learn the language – they answer the questions given in reading for example, or choose the correct answer provided, etceteras. Communicating or producing a composition in English is hardly a skill taught during their English learning years in high schools. Thus generally students consider it as difficult when asked to present their ideas in English. And when they do, it is not rare that the expressions they produce sound Indonesia as they seem to merely translate word by word their ideas in English. Here is one example, *"In Islam explained if a women wearing clothes, do not let that tight or not forming part of the body."*

Building a composition in English, therefore, is still the biggest challenge faced by the students. This is not a thing they can produce in five or ten minutes. In fact, due to its complexity, it sometimes takes all of the efforts needed to make a composition. Students are demanded to employ their grammatical as well as rhetorical devices. They are also asked to pay attention to several components. Heaton mentioned that there are five main areas in writing including language use, mechanical skills such as punctuation, treatment of content, stylistic skills, and judgment skills (Heaton,1988:35). Therefore, writing is often a device to measure one's ability in a language. That device is also employed in Faculty of Language and Literature, UNSIQ, as in order to graduate, the students must write a research report in English.

The researcher notes that she often encounters complicated yet ungrammatical or even opaque sentences in her students' writing, such as in the

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following sample "*UNSIQ take a new campus regulation that is wearing skirt for women college students, hope UNSIQ will be a real university which can integrate the pearl of Islamic boarding school and modern education in dynamics of culture, social and politic.*" It is necessary to highlight the fact that the students have had English before.They graduated from high schools carrying the standard competence covering fluent communicative one. They had been exposed to English for at least six years before they began their college years, though obviously for most students, not actively. They have passed the national examination in which the questions given for English are those challenging their understanding in the meaning of interpersonal as well as transactional texts, whether in formal or informal context, in the daily life context (bsnp-indonesia.org). This covers several genres including among other descriptive, recount, report, descriptive, narrative, exposition, and argumentative – each of which has its own style.

This study describes the errors students make in writing composition and the possible reasons why those errors appear. There have been many similar studies such as one conducted by Megaiab (2013) entitled *"The English Writing Competence of the Students of Indonesian Senior High School."* He investigated the writing competence of two senior high school students in their first year by analysing their sentences. He focused his study in SMA 1 and SMA 3 Semarang and had 140 students as the participants of the study. He performed a two-part test, multiple choice questions to examine eight categories and paragraph writing. He found that the weakest area in writing is the grammatical aspect.This study is

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different from the before-mentioned one in term of the population, which is university students who have been taught English previously, and who are highly expected to be able to write good English composition – as it is one of the requirements to graduate. This research also has direct impact to the site where the research is conducted, in which the result can be used to guide the following terms material.

It is quite often that the researcher gains information from the students that they are not sure how to produce the correct forms of English because they feel that they both do not have adequate knowledge and lack of practice. This even happens up to their final year when they are required to write a research composition. Therefore, the writer thinks that a kind of research to describe and map the errors in their writing should be carried out in order to reveal what the real problems are, so that a better teaching in the field can be arranged in relation to the area where the errors appear. At the moment, the faculty's sole program is English Literature, but many of its students or graduates work as either part-time English instructor or full-time English teachers at various tutoring institutions or formal schools in Wonosobo and its surrounding area. Thus, the researcher considers it as something unfavorable to let the students make mistakes even if only, say, in the choice of the right word in the right context, if there are things that can be done to help overcome it. They will teach their students similar incorrect form and therefore lengthen the chain of errors. Hopefully this study can give a kind of guidance in order to reach a betterment in the quality of the graduates.

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## 1.2. Problem Statements

The problem statements of this research are:

1) What grammatical errors are there in the writing of English Department students at Faculty of Language and Literature UNSIQ Wonosobo?

2) How are the distribution of the grammatical errors?

3) What are the causes of the grammatical errors in the writing of English Department students at Faculty of Language and Literature UNSIQ Wonosobo?

## 1.3. Objectives of the Study

This research has several aims that hopefully are reached namely:

1) To describe the grammatical errors appear in the writing of the English Department students at Faculty of Language and Literature UNSIQ Wonosobo.

2) To describe the distribution of the grammatical errors appear in the writing of the English Department students at Faculty of Language and Literature UNSIQ Wonosobo.

3) To explore the causes of the grammatica; errors in English Department students at Faculty of Language and Literature UNSIQ Wonosobo.

### 1.4. Significances of the Study

The significances of this research can be stated as the followings:

1) This research gives description about the English Department students' writing grammatical error at Faculty of Language and Literature Unsiq Wonosobo

2) This research comes in handy to give review of the potential grammatical error in writing in the faculty where the research is conducted.

3) This research is useful as a reference for other researchers conducting similar study.

### 1.5. Thesis Organization

To give brief review about what this thesis is about as well as to ease the readers to follow the discussion, here is the organization of this writing.

Chapter one is an Introduction. It consists of background of the study, statements of the problem, objectives of the study, significances of the study, and writing organization.

The next chapter is Review of the Literature. This chapter reviews the previous studies conducted in writing competence analysis. It also elaborates the literature related to the topic, which is writing competence theories as well as error analysis.

Chapter three is Research Methods. This chapter is about the methods of data collection and methods of data analysis used by the writer in conducting her research and composing her thesis. This part contains the description of research

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especially the descriptive research, methods of data collection used in gathering the data needed, and methods of data analysis used to perform the obtained result.

Chapter four is the Findings and Discussion. This chapter presents the finding of the research and the discusses the grammatical error in writing of the students of English Departmentat Faculty of Language and Literature,UNSIQ Central Java in Wonosobo.

Chapter five is Conclusion. This chapter contains summary of the main points as well as the suggestion.
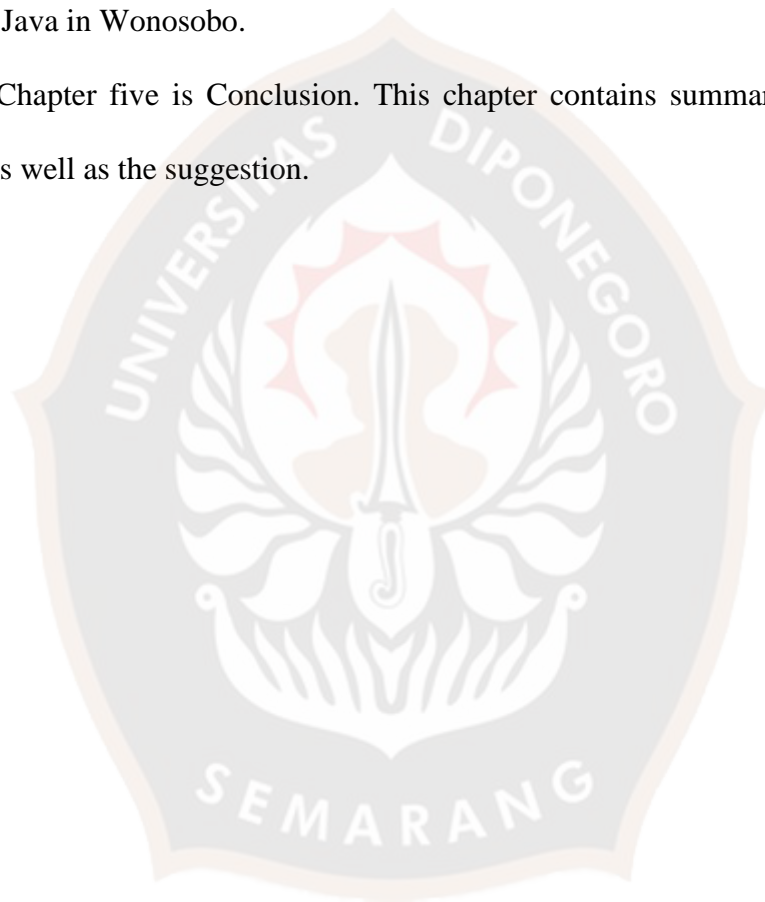
# CHAPTER II

# REVIEW OF THE LITERATURE

## 2.1. Previous Studies

There have been many studies conducted in writing as well as in error analysis. Usually the general aim of those studies is to identify the errors in order to recognize the difficulties faced by learners in a certain area. By doing so, the researcher will be able to anticipate such difficulties and give suggestion in order to build a better teaching method or material. The following will elaborate four of such studies.

The first study is entitled "*A Linguistics Analysis on Errors Committed in English by Undergraduates*". This was conducted by Jayasundara J.M.P.V.K and Premarathna C.D.H.M.(2011). Both researchers examined errors which were made in writing and speaking performances by first year undergraduates of Uva Wellassa University. They did this because they thought that most of the undergraduates had not mastered proficient English although the language has been incorporated as a compulsory subject in Sri Lanka. Their major aim in the research is to evaluate errors most commonly made by undergraduates in writing and speaking during their first year in Uva Wellassa University (UWU) as well as to uncover difficulties in learning English faced by the students.

There were 55 students participating in this research, all of whom had had English lesson beforehand. The data were collected by means of questionnaire, written compositions, oral tests and interviews. The participants were asked to

write a composition under "The life in my university" topic in adequate time. The same topic was also employed in a recorded formal interview to obtain the oral data. Interview with an expert in the field, Professor Rajiva Wijensiha, was also performed to obtain expert's point of view in the errors found. The result showed that students did make errors. In both written compositions and oral presentations, it was found that 80% of the errors were those under grammar. Their interview conducted with Professor Wijesinha revealed the fact that grammar had apparently not been taught effectively. This was due to the failure in integrating it with all aspects of teaching and learning. Thus, the research recommend proper training of English teachers in Sri Lanka education to have adequate knowledge on all aspect of the language. Students should also need more practice to read and to think in English.

Although the above-elaborated research is very well organized, it only studied the errors appear in the first year's students compositions. This study examines errors commited by students in three levels, from those who were in their first year to those who have studied in their third year.

Another study was conducted by Sawalmeh (2013). This study is also the main reference for the writer's research. Its title is "*Error Analysis of Written English Essays: The Case of the Students of the Preparatory Year Program in Saudi Arabia.*" The lecturer at University of Ha'il, Saudi Arabia, studied the errors in 32 English essays written by male students who were joining preparatory year program. The participants were Arabic speaking English learners, who were asked to write a 150-300 word essay in one hour period on several topics. His

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study revealed the fact that students' errors were found in verb tense, word order, singular/plural form, subject-verb agreements, double negatives, spelling, capitalization, articles, sentence fragments, and prepositions. This finding is almost similar to that of the previously described. However, the writer's study is different because it has both male and female students as the participants. It also elaborates the possible reasons behind those errors.

Another study is the one conducted by Al-Shareef (2011). He examined the writing abilities of Arabic speaking Libyan students who studied in various majors of post-graduate program Diponegoro University. His study involved 32 male students, as all Libyan students who were studying in this university were of male gender only. However, only 20 students responded. The participants were asked to write a test individually to measure their competence in writing skill. His analysis showed that there were 345 grammatical errors made by the students, putting errors in prepositions at the highest percentage, followed by morphological aspects, tenses, and verb errors. The difference of the number as well as the usage of prepositions between Arabic and English were the sole cause. He also found that students' mother tongue affects negatively to English. While his research involved male undergraduate students, this study involves both male and female students. The background education of the population in this study is also more steady, as the students are those who are specifically studying English, than those involved in Al-Shareef's who major in many different fields.

The last is a study carried out by Megaiab (2013) who examined the English writing competence of students of Indonesian senior high schools. He

investigated the students of two state senior high schools in Semarang and identified errors the students made. His study revealed that students' errors are in the grammar aspect which are in the area of spelling, pluralization, tenses, prepositions, articles, verbs, capitalization and punctuation. His research focused on high school students meanwhile this study analyzes those who have graduated from high schools carrying competence standard established by the curriculum.

## 2.2. Writing

### 2.2.1 The Writing Skill

Writing is a tool to call that someone is literate, apart from reading. Writing is also one of the four skills (reading, writing, speaking, listening) that is always present as part of syllabus in the teaching of English. In this English learning, there are three categories that should be noted. The first is English as a Second Language (ESL), in which learners are living in a community where the language is spoken and used in daily basis. Therefore writing skill is needed to make learners able to write certain letters, or fill in a form, etceteras. The second is English for Specific Purposes (ESP), which learners study for a particular purpose. For example, learners who attempt to get a job as medical staff in England will study how to write simulated patient's medical record in English, while those who want to be a businessman will be given exercises to compose a business letter. The third is English as a Foreign Language (EFL). In this case, the writing tasks concentrate on those falling between real purpose versus invented purpose. Real purpose tasks are the ones which learners will likely cope with at

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some stage, such as writing formal letters. Meanwhile invented purpose tasks are the ones which will unlikely be met by learners in real life, such as writing letters to imaginary magazine problem page and then reply it. (Harmer, 2004)

Writing skill is the skill required by students of English program to be able to compose research reports during their study. This is a complex as well as difficult-to-teach skill because the requirements needed are not only grammatical and rhetorical devices, but it also requires conceptual and judgemental elements (Heaton, 1988:135). There are five main areas to analyze and classify the skills required for good writing, and they are as the following:

1. Language use. This point refers to the ability of composing sentences appropriately.

2. Mechanical skills. They deal with the capability to put special writing things such as punctuation and spelling in the correct forms

3. Treatment of content. This content points the ability to have creative thought and to elaborate ideas while separating inapplicable thoughts.

4. Stylistic skills. Things included in this skill are sentence or paragraph's manipulation as well as effective language use.

5. Judgement skills. This is the ability to write properly in accordance with the purpose and the target readers. It also includes selection, organisation, and ordering coherent ideas.

It is necessary to point our that students should master puncuation and spelling well since these are important convention writing. These two elements are of basic requirements for writing. Although incorrect spelling sometimes does

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not prevent the understanding of a written message, bad spelling is often seen as a lack of education or care. For learners of English, the difficulties are due to the fact that the sound of a word is not always the way it is ortographically represented. One single sound may have some different spellings and vice versa.

Nevertheless, skills involving the use of judgement are considered more essential in writing. It is due to the fact that when writing to a particular audience in a certain area requires certain kind of language. This applies to both native-speaking students and foreign students, especially in advanced writing levels. Students should produce a composition containing the correct registers, otherwise the result would often lead to funny or unnatural writing. This skill needs to be practised because foreign language learners do not usually have the intuitive of native speakers. Native speakers' choice of certain words to be used in a particular situation is learned intuitively. Language learners, on the other hand, often find that the mastery of this skill is very challenging. Registers include colloquialisms, slang, jargon, archaic words, legal language, standard English, business English, the language used by educated writers of English, etceteras (Heaton, 1985:135). In teaching writing, the purpose of writing determines the establishment of registers used, whether to inform, entertain, or explain.

Meanwhile, there are three approaches to writing as proposed by Hyland (2002:5). The first approach focuses on the products of writing by examining texts in various ways, whether through their formal surface elements or their discourse structure. The second approach focuses on the writer and describes writing in terms of the processes used to create texts. The third approach emphasizes the role

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that readers play in writing, adding a social dimension to writing research by elaborating how writers are engaged with an audience in creating coherence texts.

Several different genres of written language need to be acquired by second language learners should be elaborated. They include academic writing, job-related writing, and personal writing. In academic writing, learners should be able to write papers and general subject reports, essays, compositions, theses, dissertation, and so forth. Whereas job-related writing will require learners to write messages, letters, memos, reports, schedules, announcements, and manuals. Personal writing consists of letters, greeting cards, notes, reminders, personal journals, etceteras.

When the students have been prepared to make a free composition, Heaton (1988:137) stated that their writing on a certain realistic given topic can be used as functional test device. This kind of composition enables the students to show and communicate their ideas in a composition using their own words. They also have to organize their language material there. Thus, the free writing task gives them more motivation compared to objective-type task.

The criteria of students' performance in writing can be based on the following:

1. Basic level. In this level, students show no confusing errors of grammar or vocabulary. They are also able to produce simple unsophisticated sentences. The writing is legible and readily intelligible.

2. Intermediate level. This level requires students to perform accurate grammar, vocabulary and spelling. Generally students' handwritings are legible, have

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clear and appropriate expressions, and coherently linked themes and points. However, probable occurred mistakes are allowed so long as they do not destroy communication.

3. Advanced level. In this level, the demands are high. Students are expected to produce extremely high standards of grammar, vocabulary and spelling, as well as easily legible handwriting. They should also be able to use accurately and appropriately language candidates, and produce organized, coherent writing. Considerable sophistication is also displayed. (Heaton, 1988:136)

### 2.2.2 Approaches to Students' Writing

There are several approaches to writing skills, whether inside or outside a classroom environment. In this respect, the objective of writing course is decided, whether to focus on the process of writing rather than the product, or to give students different writing genres, or to foster them to make creative writing, or to show how computer can be a useful writing tool.

When the writing process is the one being emphasized, various stages that any writing goes through is examined thoroughly. A process approach enables teachers to recognize various skills actually engaged in writing. This can be done by discussing the concept of first and final drafts with the students – checking language use, punctuation, spelling, unnecessary repetition of words, etceteras.On the other hand, when the product is the focus of writing course, the aim of the task and the end product are the only things given attention to.

In a genre approach to writing, which is also as important to general English students as to English for Specific Purpose students, several different

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factors should be considered. Some of those include the knowledge of the topic, the convention and style of the genre, the context in which the writing will be read, and the readers.Therefore, a typical model of such genre, business letter for example, should be given to students in order to make them familiar with the vocabularies and/or grammar construction in the genre prior to their writing. (Harmer, 2001:257-259)

### 2.2.3 Key Issues in Writing

The first issue here is the difference between writing and speech. It is quite clear that these two are different, as one is written and the other is spoken. Teachers in classrooms usually devote themselves in one course either writing or speaking. One characteristic of writing is that it has more subordination and passives, as it is assumed that in writing the writer does not have a face-to-face interaction with the audience. On the contrary, speech has more hesitations, interruptions and self-corrections. Writing is also usually carried out in longer sentences, with certain conventions on spelling and punctuation. These are not found in speech,which relies on gesture and paralanguage. Speech is seen as concrete, fragmented, informal and context-dependent action. Thus, turn-taking characterizes speech.In writing, the writer uses more explicit coding of logical relations, less modal modifications, and produce a structurally elaborate, complex, abstract and formal output. Itis then characterized by monologue (Hyland, 2002:50).

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The next issue in writing is genres differentiation. There are basically four genres or university students proposed by Lock and Lockhart (1999) in Hyland (2002:62). They are:

1. Analysis. Its purpose is to elaborate reasons for a problem. The schematic structure is *problem – reasons – (conclusion)*.

2. Discussion. Its purpose is to give arguments for and against something. The schematic structure is *issue – point of view – conclusion*.

3. Argument. Its purpose is to persuade for a position. The schematic structure is *thesis – arguments – conclusion*

4. Report. Its purpose is to persuade for solution. The schematic structure is *problem – reason – (remedies) – (conclusion) – recommendations*.

The third issue is writing pedagogy. Writing requires more efforts from the students rather than the teachers becausethis is one of the productive skills. Teachers support and encourage students with material needed. They also make sure that students are able to signal organization, conceptual relationships, topical cohesion and reader involvement in expected ways. Elements of a writing pedagogy include the writer, the text, and the reader (Hyland, 2002:78-93).

1. The writer element, involves issues of proficiency, first language background, and prior experience; cognitive and motivational factors; knowledge of topic and the role of composing processes.

   The role of the writer brings out two important points: the need to regard writing as cultural activity and to engage students in the writing process. Writing occurs in different contexts. Students have their own prescribed

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criteria of a good writing based on their previous knowledge and cultural social experience, which can be internalised in different wiritng patterns. These patterns might be transferred into new situation and audience inappropriately that result in infelicities. This is important in L2 context where the options chosen by a writer are those not common to native English speakers. The engagement of students in writing process should be carried out in a way that provide them with relevant topics, clear goal and strategies to make writing tasks manageable.

2. The text elements, includes authenticity of purposes and writing tasks, number and variety of writing assignments, genre modelling and exploration, rhetorical and lexico-grammatical consciousness raising

This second element involves familiarity with a range of text types. Writing should be done in accordance to the genres targeted and the context in which it occurs. It means that the teaching should focus on the formal constraints of texts so that unfamiliar patterns as well as rhetorical conventions probably needed by learners can be conveyed.

3. The reader element, involves orientation to specific target discourse communities, need for real and multiple audiences, awareness of appropriate levels of involvement and interactional strategies, and the importance of feedback and audience response

The role of audience, as the last element of writing pedagogy, put emphasis on building students' awareness of who will read their writing. It also includes

interactional strategies, background understandings and rhetorical conventions which are probably hoped to meet by  these readers.

### 2.2.4   Assessing Writing

Brown (2004:220) states four categories of written text. They are imitative, intensive, responsive, and extensive. Imitative is the level at which learners make efforts to master writing mechanism, and form is the sole focus. Imitative writing is where learners produce appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Responsive category requires learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. The last category, extensive, writers focus on achieving a purpose, organizing and developing ideas logically using details to support ideas.

It is supposed to be easier to define a criterion of an assessment procedure if we turn to the taxonomy of micro- and macroskills (Brown, 2004:221). The microskills apply more appropriately to imitative and intensive types of writing task, and they are as follows: produce graphemes and orthographic patterns of English; produce writing at an efficient rate of speed to suit the purpose; produce an acceptable core of words and use appropriate word order patterns; use acceptable grammatical systems; express a particular meaning in different grammatical forms; and use cohesive devices in written discourse. The macroskills of writing are use the rhetorical forms and conventions of written

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discourse; appropriately accomplish the communicative functions of written texts according to form and purpose; convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification; distinguish between literal and implied meaning when writing; correctly convey culturally specific references in the context of the written text; and develop and use a battery of writing strategies.

Designing assessment tasks in imitative writing can be done by using the following:

1. Tasks in [hand] writing letters, words, and punctuation. This task is commonly used to assess a person's ability to produce written letters and symbols. It can be carried out by copying tasks, listening cloze selection tasks, picture-cued tasks, form completion tasks, and converting numbers and abbreviation to words tasks.

2. Spelling taks and detecting phoneme-grapheme correspondences. This is popular in assessing the ability to spell words correctly. It is possible to be conducted by spelling tests, picture-cued tests, multiple-choice techniques, and matching phonetic symbols. (Brown, 2004:221-224)

Meanwhile to design assessment tasks in intensive (controlled) writing, the following six tests can be applied.

1. Dictation and dicto-comp. This type of test centers on correct spelling in which the test-takers must listen to stretches of discourse and in the process insert punctuations.

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2. Grammatical transformation tasks. This task is easy to administer and practical – thus quite popular to measure grammatical competence. It can be done in almost endless version of tasks, starting from changing the tense paragraph to combining sentences using relative pronouns.

3. Picture-cued tasks. This tasks are advantageous in term that it detaches the almost ubiquitous reading and writing connection. This can be performed in short sentences, picture description, and picture sequence description.

4. Vocabulary assessment tasks. In this task, learners' basic knowledge of the meaning of a word, collocational possibilities, and derived morphological forms are assessed.

3. Ordering tasks. This task includes ordering or reordering a scrambled set of words into a correct sentence. (Brown, 2004:225-231)

Responsive and extensive writing tasks are regarded as a continuum of possibilities ranging from lower-end tasks through more open-ended tasks. It is possible to assess those by employing:

1. Paraphrasing. This is an important point to be understood by second language learners, to avoid plagiarism.

2. Guided question and answer. This type of test has pedagogical benefit of guiding learners without dictating the form of the output. In this test, the test administrator poses a series of questions that essentially serve as an outline of the emergent written text.

3. Paragraph construction tasks. The assessment of paragraph development takes a number of different forms, namely topic sentence writing, topic development

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within a paragraph, and development of main and supporting ideas across paragraphs. (Brown, 2004:233-235)

## 2.3. Contrastive Analysis

Contrastive Analysis has great impact on second language classroom teaching and is viewed as integral part of a general linguitic theory (Johnson, 2004:18). Lennon (2008) citing Lado stated that contrastive analysis is possible to identify the areas of difficulty in a particular foreign language that will present for native speakers of another language. This is carried out by comparing the two languages and cultures. It is stated that when there is not much different between the two language, difficulties are less found. On the other hand, when there are many differents in the two languages, more difficulties are to be expected. Constrastive analysis is closely related to behaviorist psychology, and thus behaviorism. It viewed learning as habit formation brought about by repeated pattern of stimulus, response and reinforcement. It goes well with the saying "practice makes perfect." This means that learners should be provided with a linguistic stimulus (a question to answer, a sentence to put into negative form, a word put into negative plural form, etceteras) and be told whether their answer was right (positive reinforcement) or wrong (negative reinforcement). They should be encouraged to repeat correct form and to minimize mistakes. Mistakes should be corrected promptly to avoid bad habit. (Lennon, 2008).

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Contrastive analysis was in practice used to predict errors, although it as initially sought to identify areas of language learning difficulty. This assumes that error and difficulty can be equated (Lennon, 2008).

Related to the difference between English and Indonesian language, Sagala (2014) mentioned that there are several items in which the differences might cause difficulty. They will be elaborated in the following paragraphs.

The first is pluralization. Indonesian language does not have definite rules how to create plural form of a word except by reduplicating it, such as '*rumah-rumah*' (houses), '*mobil-mobil*' (cars). It can also be done by adding words indicating that the number is more than one, like '*para tamu*' (the guests), '*banyak rumah*' (many houses). On the other hand, English has very clear and strict rules in which suffix *–s* or *–es* should be attached into the pluralized noun, or change the form of the noun to indicate the pluralization such as '*man*' into '*men*'.

The next part is in the sentence structure. The basic order for sentences in Indonesian language is Subject, Verb, Object or Adjective or Adverb. In syntactical term, it can be defined S = NP.VP. This means that a sentence consists of Noun Phrase and Verb Phrase. This, however, is not a strict form because the order can be put in many various ways, such as NP.VP or NP.NP or NP.PP. Whereas in English, the order of the sentence lies strictly on S = NP.VP. Sometimes it occurs where VP comes with to be or linking verb. It can be seen in the following examples.

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| Indonesian | English |
|---|---|
| **NP.VP** | **NP.VP** |
| Paman pergi ke Surabaya tadi malam | Uncle went to Surabaya last night |
| **NP.AdvP** | **NP.VP** |
| Bibi di kebun | Aunty is in the garden |
| **NP.AP** | **NP.VP** |
| Brudin sakit semalam | Brudin was sick last night |
| **NP.NP** | **NP.VP** |
| Kebanyakan warga desa ini nelayan | Most citizen of this village are sailors |

*(NP: Noun Phrase, Adv P: Adverbial Phrase, AP: Adjective Phrase,VP: Verb Phrase)*

Another part is passive voice. Although passive is rare in speech, it occurs quite often in acedemic writing. The grammatical rule to form passive in English is by following pattern 'to be + past participle' that can vary according to the subject as well as the tense, such as 'be eaten,' 'is being eaten,' 'has been eaten' etceteras. In Indonesian language, passive is constructed by adding prefix *di-* in the verb, like *dimakan, diminum, dibaca*. In passive sentence the focus goes to Subject, a term known as Canonical passive. A case of point is *'Buku itu sudah dibaca oleh Andy'* which is equivalent to '*The book has been read by Andy.*' However, in Indonesian language, the focus of passive sentence may go to the Object, a term called non canonical passive. This phenomenon does not occur in English. The following examples shall elaborate this.

| Indonesian | English |
|---|---|
| **Active:** | **Active:** |
| Erni menulis makalah ini. | Erni writes this paper |
| | |
| **Passive**: | **Passive**: |
| Makalah ini ditulis oleh Erni | This paper is written by Erni |
| Makalah ini ditulis Erni | |
| Makalah ini Erni tulis* *( NonCanonical Passive/Object focus)* | |

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In English, construction where the focus is on the object happen in relative clauses. However, in Indonesian language, relative clauses of object pattern type change the voice of the verb while in English they do not. It means that the antecedent referred to by the relative pronoun becomes an object focus in Indonesian. Compare the following English sentences with their Indonesian counterparts.

Another aspect is subject prominiscence. English is a subject prominent language. It means every sentence in English always requires a subject. The subject can be a proper name, pronoun or something else. Yet in Indonesian, the subject may be omitted. This phenomenon can be mentioned as Zero subject sentence.

Another part where English is different from Indonesian language is in gender and kinship orientation. The idea of gender orientation in English is commonly used in the form of pronoun, both subject and object. It may appear as he, she, him or her. More than that, the gender orientation is also used to differentiate subjects in a sentence. There are many terms to differentiate subject. One is used to differentiate siblings. We find the words "brother" and "sister" is aimed to differentiate male and female siblings, or son or daughter to differentiate male and female child. In Indonesian the term of gender orientation is not well known. When talking about a child, Indonesian commonly say '*anak*' without referring what sex the child has. English will say a boy or a girl instead of a child.

Besides the differences mentioned in above paragraphs, English and Indonesian also have similiarities. The similarities can be seen in the following:

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1) Both English and Indonesian language use the same 26 letter alphabet, divided similarly between vowels and consonants.

2) The ways of arranging sentences and paragraphs are similar.

3) Both languages use similar methods of classifying word types into nouns, verbs, adverbs, adjectives, pronouns, etceteras.

4) Both languages form words in the same way by attaching prefixes and suffixes to root words

5) Both languages have transitive and intransitive structures

6) Both languages have passive and active voice.

7) Both languages use similar numbering systems except that Indonesian uses a decimal (dot) instead of a comma as 3 digit separator

8) Both languages use similar punctuation marks such as commas, periods, parenthesis, question marks, quotation marks, and hyphens.

9) Symbols are nearly the same for both languages

10) Capitalization is nearly the same for both languages

## 2.4. Error Analysis

Writing composition, even in one's native language, needs not only vocabulary mastery but also effective organization of information. This obviously requires students to put in all their effort to achieve the set goal, moreover when making a composition in a foreign language being learned. It often cannot be avoided that in writing a composition in a foreign language being learned,

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students make errors. Some even say that making errors or mistakes is part of language learning. This is stated by Corder (1975:11) that making errors is a process experienced in learning language whether the mother tongue or the second language learning. These errors are indicated by the presence of deviations of the target language. An error can become a problem since the learner of a language does not realize the error and makes no effort to overcome it.

It is taken for granted that in native language communication people sometimes make errors, and these are due to memory lapses, physical states, or psychological conditions. However, errors commited in native language cannot be said to reflect the lack of knowledge of the speakers because they usually realize when errors do occur and can make self-correction. Such errors are called as *mistakes*. The term *error* is used to refer to the systematic errors of a learner from which the knowledge of his language can be reconstructed. Therefore,errors committed by a learner of a language give evidence of the system of the language that he has learned (Corder, 1967:25). Learner's errors are importat for teacher, researcher, and the learner. For the teacher, the errors provide him/her with information how well his/her students can cope with the material given toward a certain goal and, hence what material remains. For researchers, they supply proof about how language is learned or acquired as well as strategies or procedures employed in the process. For the learner, a point which is considered as the most important aspect, errors are seen as an integral part, as a device used by the learner in order to learn the language.

Thus, as stated by James (1998:78-79) errors can be defined as an instance of language that is unintentionally deviant and is not self-corrigible by its author. On the other hand, mistake is then considered as either intentionally or unintentionally deviant and self-corrigible. This research is not making differentiation of the two terms in order to embrace all of incorrect forms found.

James (1998:100) quoting Fitikides' *Common Mistakes in English* mentioned the five sections of errors as follows:

1. Misused forms: wrong preposition, misuse of tense, and miscellaneous 'un-English expressions' (*a poem to learn <u>from out</u>* instead *of a poem to learn <u>by heart</u>*)

2. Incorrect omission: of preposition, etceteras. (*He ran lest he miss the train* instead of *He ran lest he <u>should</u> miss the train*)

3. Unnecessary words: prepositions, artiles, to, etceteras. (*Please answer <u>to</u> my letter* instead of *Please answer my letter*)

4. Misplaced words: adverbs, etceteras. (*He worked <u>yesterday at home</u>* instead of *He worked <u>at home yesterday</u>*)

5. Confused words: *to/at, *to/till, *lie/lay, *borrow/lend

### 2.3.1 Interlingual Errors

Errors might appear due to the influence of the first language that a learner has. These largely happen when there is a great difference between the language being learned and the first language. It is believed that when the degree of similarity between the first language and the language being learned is high, the

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first language will help the learning process. On the other hand, if it is low, the first language might interfere or give negative transfer in the learning. As it is stated by James quoting Lado (1998:179) that the greater the difference between the first language and language being learned, the greater the difficulty faced by the learners. He mentioned that there is solid evidence in this case when the first language nonstandard dialect features get transferred to the language being learned.

Related to this, James (1998:182) stated that there are two options here. The first is that learners refer back to some universal grammar. The second is when learners assume that the foreign language structure has the same setting as their first language.

Meanwhile in written misencodings, he (1998:137-138) mentioned three substypes. They are the use of an L1 phonographic rule which does not exist in L2, the use of L1 grapheme which does exist in the L2 but with a different sound value, and use of an L1 grapheme that also exists in L2 but has different distributional constraints in each language.

### 2.3.2 Intralingual Errors

Error analysis emphasizes that not all of the errors made by the second language learners come from the interference of the first language. Brook in Ellis (1993:159) described causes of errors made by the learners of a language in the following:

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1) The learners do not know the structural pattern and so make random responds

2) The correct model has been insufficiently practiced

3) Distortion may be induced by the first language

4) The students may follow a general rule which is not applicable in particular instance.

Richards (1971:174-179) mentioned that intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

It is believed that when a learner has started to acquire parts of the new language being learned, there will be more intralanguage transfer within the target language (Brown, 2007:264). It means that errors appear in this stage are those related to the system of the language being learned.

Overgeneralization is defined by Jakobovits as:

'the use of previously available strategies in new situations. … In second language learning… some of these strategies will prove helpful in organising the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable' (Richards, 1971:174)

This involves examples in which learners make new yet unnatural structure based on their experience of other structure in the target language. It is also connected with redundancy reduction, especially with items which are contrasted in the grammar of the language but do not carry significant and

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obvious contrast for the learner. Examples given are *he can sings, we are hope, it is occurs* (Richards, 1974:174).

Selinker (1972:37-39) also mentioned that there five processes central to second language learning, which are:

1. Language transfer. It is a condition where linguistic items, rules, and subsystems occuring are the results of the native language (NL)

2. Transfer of training. It is when linguistic items, rules, and subsystems are the result of identifiable items in training procedures.

3. Strategies of second language learning. It is if the linguistic items, rules and subsystems are affected by an identifiable approach by the learner to the material being learned.

4. Strategies of second language communication. It is if the linguistic items, rules and subsystems are affected by an identifiable approach by the learner to communication with native speakers of the target language (TL).

5. Overgeneralization of target language (TL) linguistic material. It happens as a result of a clear overgeneralization of target language (TL) rules and semantic features.

Meanwhile James (1998:185-189) said that errors deal with the target language can be traced back in the learning strategy and communication strategy. Learning strategy based-errors are those explained below:

1. False analogy. This happens when the learner wrongly assumes that the the new item B behaves like A, such as when s/he knows that the plural form of

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'*boy*' is '*boys*' and assumes that the word '*child*' behaves in the same way, and finally produces '*childs*' as its plural form.

2. Misanalysis. Misanalysis is when learners have formed a hypothesis concerning an L2 item. However, their hypothesis is unfounded although it does not derive from the first language knowledge. Incomplete rule application is the converse of overgeneralization.

3. Exploiting redundancy. It manifests throughout the system in the form of unnecessary morphology and double signalling.

4. Overlooking cooccurence restrictions. This happens when learners incorrectly used a certain word. An example of this case is '*I would enjoy to learn about America*' in which learners ignore the fact that the verb '*enjoy*' selects a gerundial complement.

5. Hypercorrection is the results from learners over-montioring their L2 output and attempting to be consistent, so it is akin to system simplification.

The second type of intralingual errors is communication strategy-based errors, which consist of holistic strategies and analytic strategies. The first strategies refer to the learners' assumption that if you can say X in the language being learned, then you must be able to say Y. This can take forms such as a near synonym (*credibility* for the intended *truth*), a superordinate term (*fruits* for *blackberries*), an antonym or opposite (*not happy* for *sad*) and a word coinage (*sensities* for *sense*). The latter strategies express the concept of indirectly. In this

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way the learners identify one or more criterial attributes of the referent and mention these in an attempt to refer to the entity in question.

# CHAPTER III

# RESEARCH METHODS

## 3.1.Research Design

In order to achieve a certain set goal, it is considered important to have the research well-arranged. Thus the research runs in the right path and gives the researcher clear and good results. Hence, in conducting a research, methods are needed. Methods of research are means, procedures and techniques chosen to conduct a research (Djajasudarma, 1993:3).

This research is descriptive qualitative one. Creswell (1994:93) mentioned that in a qualitative study, one does not begin with a theory to test but consistent with inductive model of thinking. Merriam in Creswell (1994:145) stated several assumptions related to qualitative design. In a qualitative design, the researcher is engaged in a process, and is more interested in the meaning. This kind of research also involves fieldwork, in which the researcher physically attends a certain place to observe or record behavior in its natural setting. Apart from that, a qualitative research is descriptive since the researcher is interested in process, meaning, and understanding gained through words or pictures. The population is represented by samples collected according to a certain method.

### 3.2.Population and Sample

#### 1. Population

The population of this research is all students of English Department at Faculty of Language and Literature, Unsiq Wonosobo in 2013/2014 academic year. They are in their even semester and they have all been taught grammar, reading, and writing, apart from the English skills they have learned in high schools. The number of the students is 119.

#### 2. Sample

The sampling method applied by the researcher in this research is random sampling method. In this method every individual in the population has the same opportunity to be taken as the sample. In defining the sample, the researcher followed the below steps:

a. The researcher looked for the list of the students of English Department from Academic Service at Faculty of Language and Literature, Qoranic Science University Central Java in Wonosobo.

b. Then the researcher wrote down the names of every student in small pieces of paper.

c. The paper then be rolled and put into a bowl, then mixed.

d. The researcher took one roll randomly and open it.

e. The name that came out of the roll was written down in another paper, and therefore it was one of the samples.

f. The process then was repeated until all of the number is fulfilled.

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### 3.3. Methods of Data Collection

In this research the researcher uses two methods of data collection namely test and questionnaires.

a.  Questionnaires.

    The researcher asked the respondents to fill a form containing questions about knowledge, habits, obstacles they have in writing. The questionnaires are taken and modified from the ones of O'Malley's (1996:1540-157) surveys of interest and awareness.

b.  Writing test

    Writing is not the object of the study here. It is merely a device employed to analyze the grammar. Writing test was carried out in two forms. The first is the form in which students were asked to choose one of the options given or to fill in the blanks with appropriate choice. The second form is the one in which the students demonstrated their writing through a free text. This test is based on the one designed by Heaton (1988:135-157)

These were carried out in the times convenient to students as to obtain as best result as possible. The data were collected during students' writing sessions outside formal classroom, where the students should feel free from burden of perhaps rather stressing environment.

### 3.4. Methods of Data Analysis

The data obtained will analyzed according to the defined ways that resulting the more readable data. In analyzing the data from questionnaires, the

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researcher follows the following steps. The first thing is checking the questionnaires to see if there is anything improper there. Then the results are counted to see the percentage of each question category. The results are then described in sentences as this is a descriptive one.

To analyze the written test data, the researcher applied the below-mentioned stages as stated by Corder (1974).

a.  The collection of errors samples. The samples of errors made by the learners are collected.

b.  The identification of errors. The error data collected are then identified according to the category.

c.  The ranking of errors. The errors that had been identified are put in order according to the frequency.

d.  The explanation of errors. Then the errors that had been ranked are described according to the source.

e.  The prediction of error area. After the errors are described, the areas in which they often occur are predicted.

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter elaborates the findings that the researcher found. It describes the errors made by the students of English Department Unsiq in their writings. It also gives details on the students' writing habit.

## 4.1. Findings

There were 42 students involved in this study. The eighth semester students could not participate due to the fact that some of them have already graduated while those who have not were busy writing their final research. Therefore, this research only studies the actively attending lecture students. All of the students were asked to fill a form containing questions related to pluralization (10 questions), punctuations (10), spellings (10), tense (10), and prepositions (20 questions). The questions were adapted from Heaton's book and from grammar.yourdictionary.com/spelling-and-words-lists/misspelled.html. Questions in punctuation and capitalization were taken from Pinca et.al.'s *Writing in English book 2*. Meanwhile questions for the preposition and tense were taken from Sargeant's *Basic English Grammar for English Language Learners. Book 2*.

The result of the research shows that students made errors in their writing. It is found from the first instrument, in which the students have to complete several questions related to the mechanics of writing, that they made errors in pluralizations, puncuations, spellings, tenses and prepositions. Out of those five

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items, preposition is the item in which the number of errors exceeds the other items.

It can be seen from Table 4.1. that the most common errors appear are those in prepositions, spellings, pluralization, tenses, and punctuations respectively. Apparently preposition is one of the areas in which careful attention should be given. The errors appear might be caused by the fact that students have not mastered prepositions in English  well – which have numerous forms and function – although they have studied English for several semesters.

*Table 4.1. Frequency of Errors Made by Students from Written Test*

| No. | Item | Frequency of errors |
|---|---|---|
| 1. | Pluralizations | 3% |
| 2. | Punctuations | 7% |
| 3. | Spellings | 27% |
| 4. | Tenses | 13% |
| 5. | Prepositions | 40% |
| | Total | 100% |

Meanwhile from the second instrument, in which students were asked to write a composition, it is found that errors appear related to misused forms such as subject-verb agreement, capitalization, spelling, tense, preposition, article, singular-plural form, pronoun, passive voice, diction, and sentence fragments. The most common errors made by the students are those related to the subject-verb agreements. In this type of errors, the verbs do not agree with the subjects. It should be noted as important because verbs indicate the number of the subject and vice versa. The next two types are diction and articles. The fourth commonest

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error made by the students are sentence fragments, in which the sentences may neither have a subject nor a complete verb but are thought to be complete sentences. Those sentences can also begin with a subordinating word. Come at the fifth largest errors are errors in tense. Tense marks the time of the action described in the sentence.

*Table 4.2. Frequency of Errors Made by Students in Free Writing*

| No. | Error category | Number of errors |
|-----|----------------|------------------|
| 1. | Punctuation and capitalization | 6% |
| 2. | Spelling | 5% |
| 3. | Subject-verb agreement | 22% |
| 4. | Tenses | 10% |
| 5. | Prepositions | 4% |
| 6. | Pronouns | 6% |
| 7. | Articles | 12% |
| 8. | Singular-plural form | 6% |
| 9. | Passive voice | 5% |
| 10. | Sentence fragments | 11% |
| 11. | Wrong diction | 13% |
| | Total | 100% |

Table 4.3. describes the errors in each category. The descriptions are given to explain the errors students made. In this respect, errors in subject-verb agreement and in articles have five kinds of descriptions. They exceed the others.

*Table 4.3. Descriptions of Errors Made by the Students*

| No. | Error category | Error description |
|-----|----------------|-------------------|
| 1. | Punctuations and capitalizations | a. Incorrect use of capital letters for unnecessary capitalized words<br>b. Incorrect use of small letters for supposed-to-be-capitalized words |
| 2. | Spellings | a. Missing letter in a word<br>b. Additional of incorrect letter in a word<br>c. Incorrect spelling for certain words |
| 3. | Subject–verb agreements | a. Missing verbs to indicate the subject |

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| | | |
|---|---|---|
| | | b. Double verbs for one subject without proper conjunction |
| | | c. Missing suffix –s for third person singular agreeement |
| | | d. Additional suffix –s in the verbs for second or first person |
| | | e. Usage of other than infinitive forms after modal verbs |
| 4. | Tenses | a. Usage of past tense instead of present simple to describe present fact |
| | | b. Usage of present tense instead of past tense to describe past fact |
| | | c. Incorrect switch from present into past tense in one sentence or vice versa |
| 5. | Prepositions | a. Missing preposition |
| | | b. Usage of incorrect prepositions |
| | | c. Usage of unnecessart prepositions |
| 6. | Pronouns | a. Unclear pronoun reference |
| | | b. Missing pronoun |
| | | c. Incorrect usage of possessive pronoun |
| | | d. Incorrect usage of personal pronoun |
| 7. | Articles | a. Missing article |
| | | b. Usage of article 'the' for indefinite noun |
| | | c. Usage of article 'a' for noun beginning with vowel |
| | | d. Usage of article 'a' for plural noun |
| | | e. Usage of article 'a' for common thing |
| 8. | Singular-plural form | a. Incorrect form of noun after plural expression |
| | | b. Incorrect form of plural nouns |
| 9. | Passive voice | a. Missing 'to be' before past participle |
| | | b. Additional 'to be' before expression 'be' |
| | | c. Usage of infinitive instead of past participle after expression 'be' |
| 10. | Sentence fragments | a. Missing verb in a sentence |
| | | b. Usage of subordinate word in the beginning of a sentence |
| | | c. Unclear subject of a sentence |
| 11. | Wrong diction | a. Usage of noun instead of intended verb |
| | | b. Usage of verb instead of intended noun |
| | | c. Usage of noun instead of intended adjective |
| | | d. Incorrect choice of diction for certain word |

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Meanwhile the errors made by the students are mostly due to intralingual cause – the ones related to the target language. Other causes are the intralingual which mostly can be categorized as overgeneralization and transfer of training. The following table shows the number of the cause of errors in students' writing.

*Table 4.4 Frequency of Cause of Errors Made by the Students*

| Causes of Errors | Frequency |
|---|---|
| Interlingual | 29% |
| Intralingual | 71% |
| Total | 100% |

It is important to once again highlight the differences between English and Indonesian language. These are crucial in predicting the difficulties that the learners might find in the learning process.

The following items are the difference between English and Indonesia:

1) English has tenses for verb while Indonesian language does not have similar concept,

2) English differenciate their pronouns according to gender (male/female/neuter) while Indonesian does not do that

3) Indonesian pluralized their noun by reduplication or addition of other words to express that the number of the noun is more than one. On the other hand, English has very strict rule to pluralize noun that is by adding suffix –s or –es to the noun (book – books), or by changing the form of the noun (woman – women),

4) Indonesian words are pronounced the way their letters are, English has different rule to pronounce their words. Thus the pronunciation is different, although sometimes not much.

5) Modifying adjectives are usually placed before the noun in English, but they are placed after noun in Indonesian language.

6) Indonesian language does not have article (a, an, the) to denote definte or indefinite noun the way English does. The prefix *se-* (*secarik, sebuah*) can act in similar manner to indicate that the number is one, but it does not differenciate the definite or indefinite nouns/

7) English has subject-verb agreement to indicate the relationship between the subject and the verb as well the time the action takes place. A case of point here is in present tense English verb '*go'* can go in '*I go*,' '*He goes*'

8) Indonesian language does not have linking verbs corresponding to the English words '*be, am, is, are, was, were*'

## 4.2. Discussion

### 4.2.1. Description of Errors

#### 4.2.1.1. Capitalization

Capitalization means writing certain words by using capital form in the first letter. It is used in the first word of a sentence, names of people and places, first word in direct speech, the word 'I' in English, names of days and months, name initials, names of special days and celebration, and titles of books, movies, plays. Words other than those before-mentioned should be written in small letters.

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However, students involved in this study made errors in this seems-trivial thing, as seen in the samples.

When students were tested to write and recognize capitalization, they still wrote incorrect form of capital letter. Even though they have learned that name of places or religion should be capitalized, they did not capitalize the letter. On the other hand, the words that are not included in names or titles are capitalized. Students also capitalized things that refer to general items.

The errors in this area are:

a. Usage of capital letters for unnecessary capitalized words

b. Usage of small letters for supposed-to-be-capitalized words

Samples of error:

c. Recently, UNSIQ one of private university in central java has made new regulations for Women College. (SW 4.3)
d. As you all know, that every Muslim women must cover their body except arms and face also not show their body shape. (SW 4.2)
e. So the problem of dressed in campus is also suitable with the law of islam. (SW 4.14)

Those above-mentioned samples show that capitalization is one of the areas in which students pay less attention. As previously explained, certain names and names of religion as well as names of place are among those that should be capitalized. '*Central Java*' in a name of one of the provinces in Indonesia, and '*Islam*' is a name of religion. Therefore they should be written in capital letters. However, other words, in this case are '*women*,' '*college*' and '*muslim*,' are not necessarily capitalized because they refer to things in general, and capitalizing

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those words leads to the appearance of error. The erroneous sentences above can be corrected as:

a. Recently, UNSIQ one of private university in <u>Central Java</u> has made new regulations for <u>women college</u>.
b. As you all know, that every <u>muslim</u> women must cover their body except arms and face also not show their body shape.
c. So the problem of dressed in campus is also suitable with the law of <u>Islam</u>.

### 4.2.1.2. Spelling

Spelling means the act of forming words from letters according to accepted usage. English words are sometimes tricky as they spell differently from their pronunciation. Errors appear in this item when students failed to construct the correct orthographic form of the intended words.

Students missed the correct spelling of thirty five words when given a task to write a free composition. They missed necessary letter in a word, such as letter 's' in 'trousers.' They also added letter in a word which made it incorrect, for example they added 't' in 'forbiddent.' Another thing that the students failed in composing the correct spelling of a word is when they falsely structured the letters. A case of point is in the word 'expecialy.'

To sum up, the errors in this area can be classified as the following:

a. Missing letter in a word

b. Additional of incorrect letter in a word

c. Incorrect spelling for certain words

Samples of error:

a. For every male student is <u>forbiddent</u> to wear t-shirt with no <u>colar</u>. (SW 6.2)
b. A very good <u>programe</u>, but do not as an <u>apreciation</u> level only. (SW 6.3)

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c. We can choose the one which appropriate with us that make us comfort and <u>confidance</u>. (SW 4.2)

The samples of error show that students missed one letter, gave unnecessary additional letter, or use the incorrect letter to represent the words they intended. The words *apreciation* and *colar* should be written with double letter for *p* and *l* respectively, meanwhile the word *forbiddent* is not written with additional suffix *–t*, and the word *confidance* should be written as *confidence*. Sample *b* also contains word '*program'* which is falsely written in as *programe*. It might be intended as 'programme,' a British version of the word 'program.' Nevertheless error appeared as the student did not double letter 'm.' Therefore, the sentences above can be rewritten as:

a. For every male student is <u>forbidden</u> to weart-shirt with no colar.
b. A very good <u>program/programme</u>, but do not as an <u>appreciation</u> level only.
c. We can choose the one which appropriate with us that make us *comfortable* and <u>confidence</u>.

### 4.2.1.3. Subject-Verb agreements

Errors in subject-verb agreement appear when learners make sentences in which the verb does not agree with the subject. Verbs – the most complex part of speech in English – indicate the person and the number of the subject as well as the tense and voice of the action. And they have to agree with the subjects. Students committed errors when they failed to put the correct form of verb in those areas.

The compositions that the students have made contain many errors in agreement. In fact, they composed 22% of the whole errors appearing, which is

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the largest number. Students often missed verbs when their sentences include adjective such as in sentence '*My lecture always in the morning.*' While some students missed the verbs, others did know that their sentences requires verbs, yet they are unable to distinguish the verbs and eventually use two verbs for one subject. A case of point is in sentence '*At least I am realize...*' Another thing in which students involved in this study made incorrect form of agreement is the use of suffix *–s* in a verb. Some students failed to identify that only third person singular subject requires this suffix in present tense. One example is the sentence '*They comes to campus to study and then left.*' Those obviosly lead to incorrect composition, which require correct grammatical forms. The appearance of this can be a result of the difference system between English and Indonesian language, in which English's subject and verb agreements are indicated clearly with marker while Indoensian's do not have such thing.

In short, the grammatical errors for subject-verb agreements can be grouped into five as the following:

a. Missing verbs to indicate the subject

b. Double verbs for one subject without proper conjunction

c. Missing suffix *–s* for third person singular agreeement

d. Additional suffix *–s* in the verbs for second or first person

e. Usage of other than infinitive forms after modal verbs

Samples of error:

a. We have to choose ***color*** that <u>match</u> with us. (SW6**.7**)
b. ***They*** <u>comes</u> to campus to study and then left. (SW4.9)
c. ***That*** all <u>are</u> the reason why ***this*** regulations <u>are</u> make. (SW6.1)

Three sentences above are made by students of the fourth and sixth semester. In the samples, the subjects are written in italic and bold, while the verb is written with underline. Students constructed sentences in which the verbs do not agree with the subject. Third person singular subject requires singular verb in present tense and it is marked by additional suffix –s in the verb. In the samples, the subject 'color' and 'that' are singular and require singular verbs. There is also double error in sample c when word 'this' is followed by plural 'regulations.' On the contrary, other subjects do not require the same rule for their verbs. That means subject 'they' shoud be followed by base form of the verb, without additional suffix –s. Therefore, the erroneous sentences above can be rewritten as follows:

a. We have to choose color that matches with us.
b. They come to campus to study and then leave.
c. That is all the reason why this regulation is made.

### 4.2.1.4. Tense

In English, tense indicates the time of the action, whether at present or past time, and affects the form of the verbs. Errors in tense are committed when students use incorrect tense for certain sentence. It can also happen when there is shift from one tense to another without clear reasons. Such thing will lead to confusion for the readers.

There are incorrect forms of tense in the free writings made by students involved in this study. They occurred when students falsely apply the rule for certain tense in certain sentence. This again can be traced back to the fact that Indonesian language does not have tense in which the verbs as well as time

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markers change subsequenlty according to the timeline. Indonesian language verbs does not change form in different times, meaning that whether the action happens in present or past time, the verbs stay the same. The only thing indicating when the actions take place is the adverbs of time.

The errors in this area are:

a. Usage of past tense instead of present simple to describe present fact

b. Usage of present tense instead of past tense to describe past fact

c. Incorrect switch from present into past tense in one sentence or vice versa

Samples of error:

a. They <u>did</u> not know that what they <u>use is</u> very bad. (SW4.7)
b. Therefore, we <u>have to</u> know the circumstances in which we <u>had to</u> smoke. (SW 6.4)
c. He <u>was</u> a son of carpentry, or his father <u>was</u> a carpentry. (SW4.1)

Shifting from one form of tense into another, in this sample from past simple to present simple or from present to past tense, might lead to readers' confusion. It is due to the fact that tense shows the time when an action takes place, therefore having two types of tense in the same sentence will surely confuse the readers. In sample sentence *a*, the word 'did' bears meaning that the action happens in the past, however the presence of verb 'use' and auxiliary verb 'is' show that the action happens in present time. Thus understanding this sentence might require a bit effort, by observing the context in which the sentence appears, to decide the time when the action takes place. Meanwhile, sample sentence *c* seems to be alright except that the sentence is placed in the middle of a descriptive writing in which the tense applied is in present. So the auxiliary verb 'was' that bears past meaning is considered as an error.

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Those sentences can be rewritten as follows:

a. They <u>do</u> not know that what they <u>use is</u> very bad.
b. Therefore, we <u>have to</u> know the circumstances in which we <u>have to</u> smoke.
c. He <u>is</u> a son of *carpenter*, or his father <u>is</u> a *carpenter*.

### 4.2.1.5. Prepositions

Prepositions are words that show a connection between other words. They are used with a noun, pronoun, or noun phrase to show direction, location, or time, or to introduce an object. Errors appear in this area when students incorrectly use the prepositions.

Both English and Indonesian language – the language of the students – have preposition. The prepositions bear similar function that indicates connection between words. Nevertheless, the difference in the usage influenced by the structure of the sentence may lead to the appearance of errors. An example is when students involved in this study mistakenly use preposition 'with' instead of 'on' to go with verb 'focus' simply because Indonesian language use preposition 'dengan' which can be translated as 'with' in English to go with verb 'fokus' (*focus*).

Errors appear in this grammatical area can be grouped as:

a. Missing prepositions

b. Usage of incorrect preposition

c. Usage of unnecessary preoposition

Samples of error:

a. On top of that, jokowi always ignores his haters and focus <u>with</u> his job. (SW 2.2)

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b. It means that, UNSIQ students should have good behavior and polite performance <u>as like</u> in the explanation of Al Qur'an. (SW 4.5)
c. For example is when you go to campus <u>with</u> motorcycle. (SW 4.6)

The above-mentioned sentences contain inaccurately used prepositions. The veb 'focus' in sentence *a* should go with preposition '*on*' instead of '*with*'. Meanwhile in sentence *b*, both preposition 'as' and 'like' bear meaning that indicate how something/someone appears. Therefore the sentence should have only one either '*as*' or '*like*,' but not both at the same time. In the final sample, preposition '*by*' is more appropriate to show how something is done through a medium, instead of '*with*.' '*With*' is used to say that people or things are together in one place, or involved in something together. Therefore those sentences can be rewritten as:

a. On top of that, Jokowi always ignores his haters and focus <u>on</u> his job.
b. It means that, UNSIQ students should have good behavior and polite performance <u>as</u> in the explanation of Al Qur'an.
c. For example is when you go to campus <u>by</u> motorcycle.

### 4.2.1.6. Pronouns

A pronoun is a word that takes place of a noun. It has several different kinds, such as personal pronouns to replace subject or object of a verb, possessive pronouns to talk about things that belong to people, reflexive pronouns that refer to the noun or pronoun that is the subject of a verb. Errors in this area appear when students failed to use the correct form of pronoun.

Students in this study have incorrectly used pronouns in their composition. This is because Indonesian language does not have male/female/neuter personal

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pronouns in a way that English does. English differentiates form when referring to a different gender while Indonesian language does not have such rule. Pronouns in English change form according to their function in a sentence. A case of point is pronouns 'who,' 'whom,' 'which,' 'whose,' that are used differently in English yet have only one equivalent in Indonesian, that is 'yang.' Students then failed to used the correct form of pronouns as they failed to identify the reference, such as when they chose 'who' instead of 'which' for 'school.'

The grammatical errors in this area can be classified as:

a. Unclear pronoun reference

b. Missing pronoun

c. Incorrect usage of possessive pronoun

d. Incorrect usage of personal pronoun

Samples of error:

a. The reason why student was wearing jeans, my assumption is because we come from school who were not required to wear a skirt. (SW 4.1)
b. If the college student offend that rules, the security or the lecturers don't give you permission to join their class. (SW 6.6)
c. To the women students which disagree with this regulation, they have some reason why they like that. (SW 4.12)

In those three samples, wrong prepositions are used by students in their writing. In sample *a*, the preposition '*who*' is used instead of '*which*' or '*that*' while it is used to describe '*school*' – a thing. On the other hand, sample *c* used '*which*' to explain the word '*student*' – a person. The word '*student*' should use preposition '*who.*' In sample *b*, student used '*you*' to replace the word '*student*'. As a third person singular object in English, the word '*student*' should be replaced by '*him/her.*' Therefore, the sentences above can be corrected as:

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a. The reason why student was wearing jeans, my assumption is because we come from <u>school</u> <u>which</u> were not required to wear a skirt.
b. If the college <u>student</u> offend that rules, the security or the lecturers don't give <u>her</u> permission to join their class.
c. To the women <u>students</u> <u>who</u> disagree with this regulation, they have some reason why they like that.

### 4.2.1.7. Articles

Articles are the words '*a*', '*an*', and '*the*' in English used with singular nouns. '*a*' and '*an*' are used to indicate an indefinite noun. The first is used when the noun begins with a consonant sound while the latter is used when the word starts with a vowel sound. Meanwhile article '*the*' is used for definite noun. Students made errors in articles as they wrote by using incorrect articles in the noun words.

This is another area of grammar where English and Indonesian language differ. In English, articles are required in every noun except when it refers to something in general. On the other hand, there is no similar obligation for Indonesian language. Although prefix *se-* can function the same, it can be used to denote one definite or indefinite noun. This is unlike English rule where definite and indefinite nouns have different articles.

It can concluded that the grammatical errors in this area are:

a. Usage of article 'the' for indefinite noun

b. Usage of article 'a' for noun beginning with vowel

c. Usage of article 'a' for plural noun

d. Usage of article 'a' for common thing

e. Missing article

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Samples of error:

a. We as <u>a women</u> must want to look feminine. (SW 4.2)
b. He is <u>a active</u> president. (SW 2.2)
c. The head of UNSIQ university Mr. Mukhotob Hamzah has announced <u>the new regulation</u>… (SW 4.3)

In sample *a*, error appears when plural noun '*women'* is preceded with article '*a.'* Plural noun cannot have singular article. If what is meant in this sentence is the noun '*women*,' the article should be eliminated. The same article is also incorrectly used to precede adjective '*active*.' When a noun word begins with vowel, article '*an'* should be used. In third sentence, article '*the'* is used whereas it is the first sentence in which noun phrase '*new regulation*' appear. Thus the usage of article '*the'* is considered as faulty as readers are not introduced first with the object. Article '*a*' is more appropriate in this case.

The correction of the incorrectly used article can be seen as follow:

a. We as <u>women</u> must want to look feminine.
b. He is <u>an active</u> president.
c. The head of university Mr. Mukhotob Hamzah has announced <u>a new regulation</u>.

#### 4.2.1.8. Singular-Plural form

English has its rules to form plural form of nouns. Most nouns are pluralized by adding suffix *–s* or *–es* accompanied by certain changes in some nouns. There are nouns that usually take plural form such as 'shoes' and 'chopstikcs,' nouns that are always plural like 'scissors' and 'pants,' and nouns that have similar singular and plural form such as 'sheep' and 'dear.' Whether noun is singular or plural can also be defined by words preceeding their existence.

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Indonesian language, on the other hand, has no rule for pluralization. Pluralization are marked mostly with reduplication or words indicating that the number of the noun is more than one. There are almost no changes in the form of the nouns.

Incorrectly recognizing this singular and plural form may lead to the appearance of errors, especially due to the above-mentioned differences. Thus it is found that in their composition, students failed to use the correct plural form. For example, they simply added 'many' or 'some' to express that there are more than one noun, but did not add the plural suffix –s afterwards. Students as learners also failed to recognize the always-plural and never-plural nouns.

To summarize, the grammatical errors in this area are:

a. Incorrect form of noun after plural expression

b. Incorrect form of plural nouns

Samples of error:

a. Although <u>many</u> <u>reason</u> why they oppose wearing skirt for women college students of UNSIQ's regulation, but as a muslim who obligated to use close fashion they should be aware to use skirt. (SW 6.10)
b. But many of women in Language and Literature Department still use <u>a trouser</u> and not using a skirt. (SW 4.6)
c. <u>One of </u>its <u>regulation</u> is especially for women student must wear skirt. (SW 4.7)

Pronoun 'many' is plural in construction. It means noun following this pronoun should be in plural form, and as '*reason*' is a countable noun, plural suffix –s should be attached to it. As mentioned earlier, there are some nouns which are always plural in form. Noun word '*trousers*' are among those words. Therefore '*a trouser*' is not acceptable in English, but 'a pair of trousers' is. The

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last sample has expression '*one of*.' This expression should be followed by plural

noun. The sentences containing incorrect form of plural nouns can be rewritten as:

a.  Although <u>many reasons</u> why they oppose wearing skirt for women college students of UNSIQ's regulation, but as a muslim who obligated to use close fashion they should be aware to use skirt.
b.  But many of women in Language and Literature Department still use <u>a pair of trousers</u> and not using a skirt.
c.  <u>One of</u> its <u>regulations</u> is especially for women student must wear skirt.

### 4.2.1.9. Passive Voice

Passive construction is any construction in which the subject is the

receiver of the action of the verb. The actor may or may not be expressed by a

'by' plus actor expression. In this area errors are found as students failed to

construct the correct passive form, such as incorrectly applied the *be* or the past

participle.

Passives voice is found both in English and Indonesian language although

one is more complicated than the other. English forms passive construction by

applying rule 'to be + past participle' which can vary in form according to the

subject as well as the tense of the sentence. On the other hand, Indonesian

language has simpler rule that is by adding prefix *di-* in front of the verb. There

are no difference in the form of the verb whatever the subject is or whenever the

action takes place. This complicated rule sometimes lead to the appearance of

grammatical errors in the compositions. Some students often failed to apply the

rule correctly. They missed one part of the rules or another, as what can be seen in

the example '*In UNSIQ all girl students forbidden to wear pants.*' This can be

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traced back to Indonesian passive construction where the only thing to do is adding prefix *di-* in the verb.

The grammatical errors in this area can be grouped into the following:

a. Missing 'to be' before past participle

b. Additional 'to be' before expression 'be'

c. Incorrect usage of expression 'be'

d. Usage of infinitive instead of past participle after expression 'be'

Samples of error:

a. If this concept also <u>can applied</u> in UNSIQ, so the vision of UNSIQ as the transformation university <u>will be reach</u>. (SW 4.4)
b. This <u>reason</u> often <u>be said</u> by woman college who have habit like a man (tomboy). (SW 6.10)
c. Many <u>rules</u> that <u>are must be followed</u> by students, for example: wear shoes, wear veil for women college students, and so on. (SW 4.5)

In sample *a*, the verb 'be' – which is a compulsory part of a complete passive sentence – is missing after the word '*can*.' This sample also has incorrect form of passive when the verb '*reach'* stays in its infinitive form instead of in past participle. Meanwhile in sampe *b*, the verb '*be'* should take form as '*is'* to agree with subject '*reason*.' In the last sample, there are two unnecessary verbs *be*, namely 'are' and 'be.' After modal verb 'must', verb 'be' is enough to construct a passive sentence, i.e. there is no need use 'are' to agree with subject 'rules.' Therefore, when rewritten, those sentences should become:

a. If this concept <u>can</u> also <u>be applied</u> in UNSIQ, the vision of UNSIQ as the transformation university <u>will be reached</u>.
b. This <u>reason is</u> often <u>said</u> by woman college student who have habit like a man (tomboy).
c. Many <u>rules</u> that <u>must be followed</u> by students, for example: wear shoes, wear veil for women college students, and so on.

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**4.2.1.10.Sentence Fragment**

Sentence fragment is a part of a sentence that is written as if it were a complete sentence. It may not have a subject nor a complete verb. It can also begin with a subordinating word.

Sentence fragment is unacceptable in both English and Indonesian language. Nevertheless, grammatical errors which involve sentence fragments constitute 11% of the whole errors found in this research. Students did not pay careful attention to their sentences. It is common in Indonesian language to begin a sentence with adverb of place, yet it is less common in English. This has led to erronous form when students structuring their sentence, as in this example '*In university different with when study in high school.*'

The sentence fragments found in this research can be grouped into three, namely:

a. Missing verb of a sentence

b. Usage of subordinate word in the beginning of a sentence

c. Unclear subject of a sentence

Samples of error:

a. Although many students are wearing clothing that is far from the existing regulations. (SW 4.1)
b. The government who has a wisdom, Indonesia will be rich and prosperous country. (SW 2.3)
c. In order to not resemble infidel women. (SW 4.8)

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The samples above are among those classified as sentence fragments. Sample *a* and *c* are both started with subordinating words.Those words indicate that the sentences are incomplete and therefore should act as subordinate clauses in complex sentences.Sample *b* does not have a complete verb. It also does not have clear subject in a compound sentence. If those three sample sentences are corrected, they will be:

a. Although many students are wearing clothing that is far from the existing regulations, they in fact are not punished.
b. With the government that has a wisdom, Indonesia will be rich and prosperous.
c. In order not to resemble infidel women, moslem women are obliged to cover their body.

### 4.2.1.11.Wrong Dictions

English and Indonesian language have similar classification of words types such as noun, verb, adjective, adverb, etceteras. However, the many different forms of words in English led to students' confusion or failure to recognize the correct forms.

Wrong words refer to words which are incorrectly used by students in their compositions. The words are English words, but are used inaccurately. The words may have wrong intended meaning. The most common errors found in this research is the incorrect usage of noun for intended verb and vice versa. In fact, inaccurately used words make up 13% errors in this research.

It can be concluded that grammatical errors related to diction can be classified as the following:

a. Usage of noun instead of intended verb

b. Usage of verb instead of intended noun

c. Usage of noun instead of intended adjective

d. Incorrect choice of diction for certain word

Samples of error:

a. For the students who previously never wear skirts in their daily lives, for they are difficult and <u>foreign</u> to be done. (SW 4.1)
b. But, many of women in Language and Literature Department still <u>use</u> a trouser and not <u>using</u> skirt. (SW 4.6)
c. People need a <u>prove</u>, not a sweet promise. (SW 1.8)

The words '*foreign*,' '*use*' and '*prove*' are used inaccurately in the samples. The word '*foreign*' refers to something dealing with other nations, meanwhile sentence *a* has nothing to do with country or nation whatsoever. Instead it describes the cause why something is not done. Therefore the word '*foreign*' should be replaced by '*unusal*' or '*strange*.' '*use*' means to do something with (an object, machine, person, etc) in order to accomplish a task, whereas the sample sentence *b*'s intention is to describe clothing. Thus the word '*wear*' is more appropriate. The last sentence uses '*prove*' which is a verb as the object of the sentence. Verbs cannot act as objects of sentences. Word '*proof*' is more precise in this regard. Thus, when corrected the sentences should become:

a. For students who previously never wear skirts in their daily lives, this will be difficult and <u>feel strange</u> to be done.
b. But, many women in Language and Literature Department still <u>wear</u> trousers and not <u>wear</u> skirts.
c. People need a <u>proof</u>, not a sweet promise.

### 4.2.2. Cause of Errors

### 4.2.2.1. Interlingual

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Interlingual errors are errors which are influenced by the learners' first language (James, 1988:179). Interlingual errors are those that appear as a result of the linguistic system that is owned by the learners is different from the language being studied. Brown stated that there is only one system of linguistics in the mind of the learners before the system of the second language is familiar. It is believed that the learners can draw solution to linguistic-related problems from that system.

Samples and explanations of error

a. In this era, much people will modis appearance, but much from them never think about properness of their clothes like happen in UNSIQ (SW 6.1)
b. To the woman students which disagree with this regulation, they have some reason why they like that. (SW 4.12)
c. After he succed as a mayor, he continued follow election party to select governor of DKI Jakarta. (SW 1.2)

In those samples, students made sentences which are not acceptable in English. The first sample most likely would sound like "*Di era sekarang, banyak mahasiswi yang ingin tampil modis, tetapi banyak dari mereka yang tidak memikirkan kepantasan pakaian mereka, seperti yang terjadi di Unsiq*" in Indonesian language. Student translated it literally, s/he did not pay attention to the diction appropriateness or to the correct form of the sentence. The usage of '*much*' instead of '*many*' in sample *a* shows that s/he clearly was not aware of their difference. This word is repeated in '*much from them*' for the intended '*many of them*'. There is incorrectly used preposition too in this sample – '*from*' for '*of*' – since both prepositions are often translated as '*dari*' in Indonesian. Word '*modis*' which is an Indonesian word for '*fashionable* or *stylish*' applied here

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shows that student regarded it as an English word and wasted no time in checking

its appropriateness. Sample *b* and *c* sentences are similar to the first. Students'

usage of the English words in a sentence and the way they constructed their

sentences indicate that they used their first language system, which is Indonesian

language. It seems that the sentences are merely word-by-word translation of

sentences in Indonesia. When put into the more acceptable forms of English, those

samples would most likely become:

a. In this era, there are a lot of female college students who want to appear
   stylish. Unfortunately, these students do not pay attention to the rules of how
   UNSIQ's female students should dress.
b. The female students who do not agree with this rule have their own judgment.
c. After succeeded being a mayor, he followed governor election for DKI.

### 4.2.2.2. Intralingual

4.2.2.2.1. False analogy.

This happens when the learner wrongly assumes that the the new item B

behaves like A, such as when s/he knows that the plural form of '*boy'* is '*boys'*

and assumes that the word '*child*' behaves in the same way, and finally produces

'*childs*' as its plural form.

Samples of error:

a. The new rules for wearing <u>a</u> skirt. (SW 4.1)
b. The head of university Mr. Muchotob Hamzah has announced <u>the</u> new
   regulation. (SW 4.3)
c. He is <u>a</u> active president. (SW 2.2)

Students used article in those sentences because English has

articles before definite or indefinite nouns. However, not all nouns should have

article before them, as in sample *a*. Since students have learned the article usage in English, they tend to put article before nouns, although that is not necessary. They also tend to use the incorrect form of article '*the*' since they think it is the most common article in English. Indefinite article *a* is also applied incorrectly when preceding a noun begins with a vowel. Thus it is clear that students have wrongly assumed that all nouns should begin with article *a* or *the* without paying attention the appropriateness of when to use those articles. If corrected, those sentences would become:

a. There is a new rules that is female students wear skirt. (SW 4.1)
b. The head of university Mr. Muchotob Hamzah has announced a new regulation. (SW 4.3)
c. He is an active president. (SW 2.2)

4.2.2.2.2. Misanalysis.

Misanalysis is when learners have formed a hypothesis concerning an L2 item. However, their hypothesis is not good although it does not derive from the first language knowledge.

a. The new rules for wearing a skirt is already applies, but it tightened since Abah Khotob as rector 1. (SW 4.1)
b. When they were outside, they really often opened up their skirt and their veil. (SW 4.9)
c. Women must using skirt when studied in campus. (SW 4.6)

Sample *a* shows that student used the word '*applies*' after '*is*' indicating that s/he considered the verb needed suffix –s as indicator for third person singular subject. However this is incorrect since the subject of the sentence is '*the new rules*' – plural subject. Moreover, the sentence should be read in passive voice. In sample *b*, past tense is used instead of present while the text is describing a

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circumstance, which makes it incorrect. The student chose 'were' and 'opened.' In sample c, 'using' is used instead of 'use' because the student tend to have habit applying verbs in English that should end in –*ing*. If corrected, the errors in the samples should be replaced by the following.

a. The new rules for wearing a skirt is applied, but it (has been) tightened since Abah Khotob (became) the rector 1.
b. When they are outside, they really often open up their skirt and their veil.
c. Women must use skirt when study in campus.

4.2.2.2.3. Overlooking cooccurence restrictions.

This happens when learners incorrectly use a certain word. An example of this case is '*I would enjoy to learn about America*' in which learners ignore the fact that the verb '*enjoy*' selects a gerundial complement. Thus, instead of '*enjoy to learn,*' they should say *'enjoy learning.'*

Samples of error:

a. For the students who previously never wear skirts in their daily lives, for they are difficult and foreign to be done. (SW 4.1)
b. But, many of women in Language and Literature Department still use a trouser and not using skirt. (SW 4.6)
c. People need a prove, not a sweet promise. (SW 1.8)

The words '*foreign*,' '*use*' and '*prove*' are used inaccurately in the samples. The word '*foreign*' refers to something dealing with other nations, meanwhile sentence *a* has nothing to do with country or nation whatsoever. Instead it describes the cause why something is not done. Therefore the word '*foreign*' should be replaced by '*unusal*' or '*strange.*' '*use*' means to do something with (an object, machine, person, etc) in order to accomplish a task,

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whereas the sample sentence *b*'s intention is to describe clothing. Thus the word '*wear*' is more appropriate. The last sentence uses '*prove*' which is a verb as the object of the sentence. Verbs cannot act as objects of sentences. Word '*proof*' is more precise in this regard. These show how students made effort to make correct sentences in English but failed to determine the right word. Thus, when corrected the sentences should become:

a. For students who previously never wear skirts in their daily lives, for they *feel* difficult and <u>feel strange</u> to be done.
b. But, many of women in Language and Literature Department still <u>wear</u> a trouser and not <u>wear</u> skirt.
c. People need a <u>proof</u>, not a sweet promise.

4.2.2.2.4. Hypercorrection

It is the results from learners over-montioring their L2 output and attempting to be consistent, so it is akin to system simplification.

Samples of error:

a. Therefore, we have to know the circumstances in which we had to smoke. (SW 6.4)
b. That all are the reason why this regulations are make. (SW 6.11)
c. I am very like to go to kanteen in Unsiq because so many food there. (SW 4.15)

Those samples show that student do not pay attention to the correct form of tense or verb in the sentences. They simply made sentences that they think represent what is in their mind. Sample *a* and *b* are understood although they incorrectly applied the rules, either on the tense or the passive construction. Sample *c* shows that student attempted to complete the verb, but incorrectly

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executed it as *like* does not require auxiliary verb *am.* The corrections of the errors

are:

a. Therefore, we have to know the circumstances in which we have to smoke.
b. Those all are the reason why this regulation is made.
c. I like to go to canteen in Unsiq very much because there are so many food there.


4.2.2.2.5. Overgeneralization

It happens as a result of a clear overgeneralization of rules and semantic

features of the target language.

Samples of error:

a. The students assume that they will wears the clothing worn if not strict rules and regulations in accordance religion of Islam. (SW 4.1)
b. Because they feels that the rules are the rules but it is also a classic sudden thing for student. (SW 4.10)
c. Healthy people, healthy students and healthy people in the college is important to reach good education and for more better Indonesia. (SW 6.2)


In the first two samples, students overgeneralised the rule that

verbs for third person should be added by suffix–*s* to agree with the subject,

whereas the rule of adding affix –*s* only valid when the subject is a third person

singular. There is no need to add the –*s* in sentences in the sample since the

subjects are third person plural. Meanwhile, in the last sample student use the

word 'more' before 'better' although 'better' has already bear the meaning of

something more. Thus those sentences can be replaced by:

a. The students assume that they will wear the clothing worn if not strict rules and regulations in accordance religion of Islam. (SW 4.1)
b. Because they feel that the rules are the rules but it is also a classic sudden thing for student. (SW 4.10)

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c. Healthy people, healthy students and healthy people in the college is important to reach good education and for better Indonesia. (SW 6.2)

### 4.2.3. Students' Writing Habit

To collect information about what factors probably forming the students' ability in writing, questionnaires are given. The questions include their writing habit in and out of classroom. They are elaborated in the following.

*Table 4.5. Result of the pre-writing habit survey*

| Pre-writing: | Yes | No | Total |
|---|---|---|---|
| 1. I discuss the topic given (with my lecturer or friends) | 74% | 26% | 100% |
| 2. I make a list of ideas related to the topic given | 48% | 52% | 100% |
| 3. I make writing draft | 48% | 52% | 100% |

It is seen from the table that more than 50% students discuss the topic given, but more than 50% also do not put their ideas into written form. It means that they basically just talk about the topic, thus do not exercise their writing. By doing this, not only that they miss the writing exercise but they also tend to have the conversation larger than what is intended at the first place. In the end, they might get nothing. However, more than half of the students make writing draft to guide them during the writing process. This draft is supposed to guide them in the writing process.

*Table 4.6. Result of during-writing survey*

| During-writing: | Yes | No | Total |
|---|---|---|---|
| 1. I write in Indonesia, then I translate it into English | 74% | 26% | 100% |

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| 2. I write in English by consulting a dictionary for words I am not familiar with. | 26% | 74% | 100% |
|---|---|---|---|

The result shows that apparently most students still write in Indonesian and translate their writing. This is a matter of concern as that kind of habit does not help improve their writing skill since English and Indonesian are quite different. By doing this, they tend to produce English sentences that sound like sentences in Indonesian. Apart from producing un-English sentences, their habit tends to make them spend more time in writing because they then think twice, in Indonesian and in English.

*Table 4.7. Result of after-writing survey*

| After-writing: | Yes | No | Total |
|---|---|---|---|
| 1. I check my writing to make sure that I have made the writing correctly | 29% | 71% | 100% |
| 2. I add more information or take out unnecessary information | 17% | 83% | 100% |
| 3. I check the spelling, punctuation, capital letters, and grammar in my writing | 29% | 71% | 100% |

It is shocking to know that most students do not check their work after they finish, or to make sure that their spelling, punctuation, capitalization and grammar are at least acceptable in English. It can be said then that after they have finished writing their composition, they submit it at once to get away from it. Only 16% actually make revisions to their work to ensure that they meet the intended purpose. Thus it becomes obvious why many writings produced by students do not get better. Most of the students are apparently unaware of the

importance of checking their writing, and that writing requires constant exercise to be better.

*Table 4.8. Result of writing interest and awarenes survey*

| Writing interest and awareness: | Yes | No | Total |
|---|---|---|---|
| 1. I enjoy my time in writing course. | 64% | 36% | 100% |
| 2. In my opinion, it is not difficult to write in English. | 50% | 50% | 100% |
| 3. My writing skill is getting better. | 57% | 43% | 100% |
| 4. I communicate in written English (via SMS, Whatsapp, Line, etc) with friends. | 64% | 36% | 100% |
| 5. I write personal journal (diary) in English. | 17% | 83% | 100% |
| 6. I often access English written sites in the internet. | 57% | 43% | 100% |
| 7. I watch movies with English subtitle. | 24% | 76% | 100% |
| 8. Writing activities that I do outside claassroom help me in my writing course. | 57% | 18 | 100% |
| 9. I often use *google translate* to do my writing assignment (I write in Indonesia, put it in the translation engine, and print it out) | 7% | 93% | 100% |

The writing habit and interest questionnaires reveal the fact that more than half of the students regard writing activity as something bearable, fun even. They enjoy the course, communicate in written English with friends, access internet sites written in English, and find that their ability gets better. There is only 16% of the students who are dilligent enough to write journal in English, and 24% to watch English-subtitled movies. On the other hand, 7% (3 students) admit the usage of translating engine. This is releaving because it means most students write

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by themselves, although there is no guarantee that the other students do the same thing. There is possibility that other students who did not participate in this study actually use translating engine. This also explains why many sentences produced by the students are un-English. Their sentences are in Indonesian, and even worse, their Indonesian might also in incomplete forms. Thus, the translating program translates them in word by word.

Students' habit in writing has apparently influenced their achievement in writing. The many errors they made when writing a composition can be traced back to their lack of attention in the process. Most of the respondents involved in this study did not make a review on their writing after they finished. They also tend to write in Indonesian first, and then translate their work into English. This alone has great influence in the appearance of errors as Indonesian structure of a sentence is different from that of English. This also forced them to think twice, in Indonesian and in English, and thus may lead to errors because they might get tired in the process. Their lack of practice also contributes in the appearance of errors. It is said that practice makes perfect. By practising their writing, students should be able to recognize the difference of the acceptable and unacceptable sentences in writing. They should be able to identify the correct form of the grammar applied in their writing.

# CHAPTER V

# CONCLUSION AND SUGGESTION

## 1.6. Conclusion

The students of English Department, Faculty of Language and Literature, Unsiq Wonosobo made many errors in their writing. The errors appearing with the largest percentage are those of subject-verb agreements, diction, articles and sentence fragments. These four types of errors can be called as major errors since they deal with the grammar.

There are some difference in the grammatical system of Indonesian language and English which led to the appearance of errors. The differences that stand out are for example the system of pluralization in which English has rules to add suffix –s/–es in the pluralized nouns, the sentence structure, the passive voice, and gender and kinship orientation. Unlike English, Indonesian language is not a gender oriented language. Therefore, it is common that difficulties arise.

The findings in this study confirm what has been found by the previous researchers that the most common grammatical errors appearing in students' compositions are those in the areas that are different from the first language. In this study, the most common grammatical errors made by the students fall under the area of subjec-verb agreements, dictions, articles and sentence fragments. It is revealed that even the sixth semester students, who have learned English and done composition for three consecutive years, cannot escape from making errors in the

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grammar. They all had learned English grammar even before they started their academic year in college.

It can be seen that students are still unable to structure complete sentences in English. Many of their sentences are incomplete as they do not have clear subjects or verbs and many are also begun with subordinating words. Students involved in this study also showed their lack of understanding in agreements of subject and verb. They made errors in recognizing the correct forms of verb related to the subject who does the action.

The errors made by the students in this study can mostly be traced back to intralingual ones, i.e. errors due to the target language cause. Students either misanalysed or incompletely applied the rules of English as the target language. Thus the sentences they produced are often odd and sound un-English. Nevertheless, the appearances of so many grammatical errors in students' writing should become a concern to the department.

## 1.7. Suggestions

This study has elaborated the grammatical errors that the students of English Department made. While English is a language they deal with almost everyday, they are still unable to make a good composition with well-arranged grammar in this language. It is suggested that the lecturers give more attention to grammar and encourage the students to have more willingness to practice their writing and to comprehend English grammar better. By having constant practice

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and drilling in writing, which is closely related to grammatical rules, it is expected that the outcome of the students' will improve significantly.
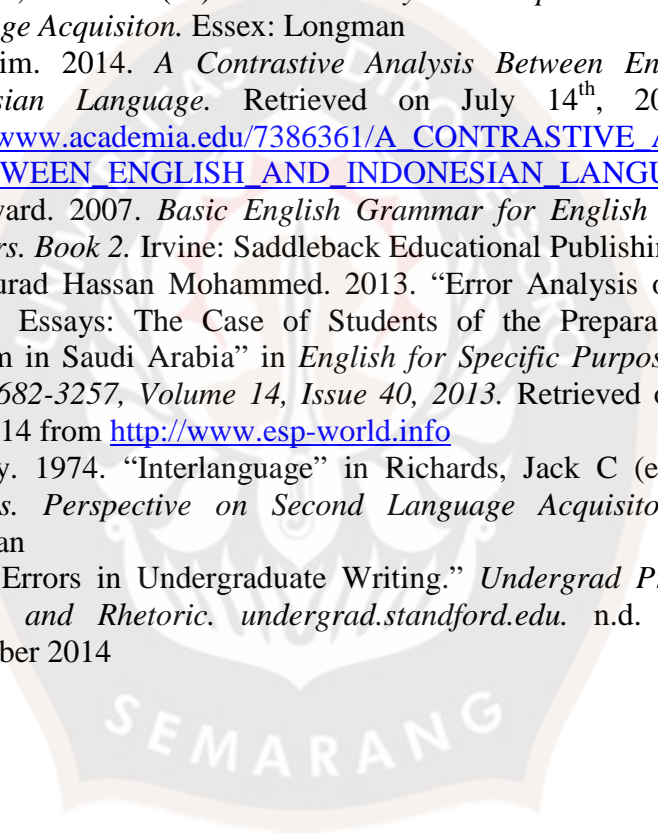
Recognizing the patterns as well as rules of English grammar is obviously something that has been acknowledged well by lecturers of English Department. However, since this is a complex matter it is suggested that a more elaborate material in teaching grammar through writing can be made. It should aimed to push students' willingness to improve their ability in the field.

Although studies in error analysis have been carried out many times, it is possible to do another research in this field in order to identify errors students or learners make in learning process. The outcome of the studies can be used to make a better teaching learning process as well as to build a better syllabus in the area where errors often appear.

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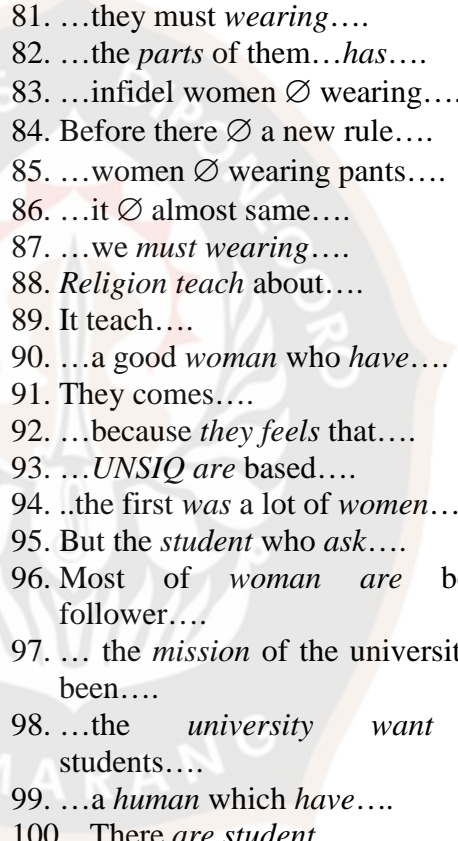
| Error category | Error description |
|---|---|
| Capitalization | 1. unsiq (recured 2x) |
| | 2. jawa tengah |
| | 3. wonosobo |
| | 4. lecture |
| | 5. facilities |
| | 6. Senior |
| | 7. english |
| | 8. University (as common N) (recured 7x) |
| | 9. Batik (as common N) |
| | 10. thursday |
| | 11. Women (recured 3x) |
| | 12. College (recured 3x) |
| | 13. Muslim (recured 4x) |
| | 14. islam |
| | 15. the (initial letter in a sentence) |
| | 16. this (initial letter in a sentence) |
| | 17. coming (initial letter in a sentence) |
| | 18. it (initial letter in a sentence) |
| | 19. holy qoran |
| | 20. islamic |
| | 21. An nur |
| | 22. qur'ani |
| | 23. qur'anic |

| Error category | Errors |
|---|---|
| Spelling | 1. confidance |
| | 2. trouser |
| | 3. fallowed |
| | 4. unconfort |
| | 5. wheter |
| | 6. modis |
| | 7. definete |
| | 8. cleaness |
| | 9. esthetics |
| | 10. pant |
| | 11. sometime |
| | 12. transparant |
| | 13. decese |
| | 14. forbiddent |
| | 15. colar |
| | 16. concep |
| | 17. programe |
| | 18. apreciation |
| | 19. unpoluted |
| | 20. peple |
| | 21. obidient |
| | 22. kanteen |
| | 23. cofee |
| | 24. expecialy |
| | 25. literatur |
| | 26. departement |
| | 27. collage |
| | 28. succesful |
| | 29. easly |
| | 30. insident |
| | 31. increas |
| | 32. pronountiation |
| | 33. altough |
| | 34. arround |
| | 35. tought |

| Error category | Errors |
|---|---|
| Subject-verb agreement | 1. Lecture in unsiq ∅ also very detailed…. |
| | 2. *Facilities is* good enough…. |
| | 3. Parking *area are* good because large. |
| | 4. I *am* very like go to…. |
| | 5. There *is* some drink. |
| | 6. There *is soto, nasi goreng, sate,….* |
| | 7. There *is* coffee, *pop ice*, some juice. |
| | 8. …but sometime *student don't* obey…. |
| | 9. There *is Pancasila, dasar-dasar filsafah,* religion,…. |
| | 10. …because I *am* very enjoy…. |
| | 11. …because the lecture ∅ absence or have…. |
| | 12. …because the class begin at 07.30… |
| | 13. My lesson ∅ always in the morning. |
| | 14. …that ∅ the reason why I must…. |
| | 15. *It* always *end* at 11 o'clock. |
| | 16. All you will get *is depends* by all you do. |
| | 17. …because *it's* not *disturb*…. |
| | 18. At least, I *am realize* and…. |
| | 19. …I ∅ very shock because usually…. |
| | 20. …I *must wearing* skirt. |
| | 21. It ∅ difference when I…. |
| | 22. …I ∅ very difficult to interact with…. |
| | 23. I ∅ studying in…. |
| | 24. *I'm feel* happy to…. |
| | 25. …in here I ∅ very shock…. |
| | 26. …and *it make* me can't believe myself. |
| | 27. If listening *dictation are* begin…. |
| | 28. I *am study* in there…. |
| | 29. I ∅ happy can study in this university. |
| | 30. ...Science Quranic *University have* special thing. |
| | 31. Science Quranic *University have* nice and good manners…. |
| | 32. And I ∅ proud to be student in this university. |
| | 33. *I'm* not only *can* study english |

| | |
|---|---|
| | well….<br>34. …*student don't* obey…<br>35. …*study* in university *make*….<br>36. …*lecture* just *give*….<br>37. *I* still *not* know….<br>38. There ∅ many boarding school…<br>39. So, *UNSIQ have*….<br>40. …the *lecturer don't* come to the class.<br>41. I ∅ often disappointed….<br>42. Because many *lecturer* who *make*….<br>43. …that English ∅ not always difficult.<br>44. …I ∅ entering the class….<br>45. …collage ∅ very different with….<br>46. …UNSIQ ∅ different with….<br>47. My *college have* a rule….<br>48. …university have….<br>49. There *are* some different *rule*….<br>50. …the *lecturer wear*….<br>51. In this college there *are 7 faculty*…<br>52. *That are* women are not allowed to show….<br>53. And here the education *system are* mixing between….<br>54. The *benefits* of this program *is* creating….<br>55. *It* makes…and *support*….<br>56. *Healthy people, healthy students and healthy people in the college is* important….<br>57. Not all students and lecturer ∅ comfortable….<br>58. Islam *religion prohibit* wearing….<br>59. ...turn on device in the class have….<br>60. …*student* who previosuly never *wear*….<br>61. The new *rules*…*is*….<br>62. …*they* will *wears*….<br>63. …there *are* many good *reason*…<br>64. *Wearing skirt* also *make* us look….<br>65. …there *are* so many skirt *mode*.<br>66. …the *one*…that *make* us….<br>67. It ∅ because the background….<br>68. …Islamic *rule* also *forbid*….<br>69. The *head* of UNSIQ not only *explain*…. |

70. UNSIQ *need* to….
71. UNSIQ *take*….
72. …this new *regulations is*….
73. …*clothing* also *have*….
74. UNSIQ *take*….
75. …mini *dress show*….
76. …I *am agree*….
77. …the *campus want*….
78. …it ∅ an irrelevant reason.
79. …*color* that *match* ….
80. …*clothes* that *makes* us….
81. …they must *wearing*….
82. …the *parts* of them…*has*….
83. …infidel women ∅ wearing….
84. Before there ∅ a new rule….
85. …women ∅ wearing pants….
86. …it ∅ almost same….
87. …we *must wearing*….
88. *Religion teach* about….
89. It teach….
90. …a good *woman* who *have*….
91. They comes….
92. …because *they feels* that….
93. …*UNSIQ are* based….
94. ..the first *was* a lot of *women*….
95. But the *student* who *ask*….
96. Most of *woman are* be the follower….
97. … the *mission* of the university *have* been….
98. …the *university want* their students….
99. …a *human* which *have*….
100. There *are student*….
101. …but also there *are student*….
102. …it ∅ also for goodness….
103. The university *is wants*….
104. Skirt, veil, scarf and the others is updated….
105. …the university in your place *is has* an Islamic branding….
106. *Unsiq have* the latest regulations….
107. ….*regulations* which *requires* women college student to wear skirt.
108. …if a women ∅ wearing a skirt….
109. …for woman *student have* good

|  | morals…. |
|---|---|
|  | 110. …but *he* never *give* up…. |
|  | 111. …*he work* in company…. |
|  | 112. His leadership ∅ very successful…. |
|  | 113. …many peoples ∅ talking about…. |
|  | 114. …there is some people…. |
|  | 115. …some *people doesn't* like…. |
|  | 116. The doer insult…. |
|  | 117. M. Arsyad violate some…. |
|  | 118. There *is people* who…. |
|  | 119. …*people* who *likes* and *doesn't* like…. |
|  | 120. …*people* who *doesn't* like…. |
|  | 121. Although Jokowi *was forgive* him…. |
|  | 122. The *citizen give* to…. |
|  | 123. …because *he try* to give what people want. |
|  | 124. …*Jokowi* who *become* famous? |
|  | 125. …Jokowi ∅ also popular all over the world. |
|  | 126. *Jokowi rule* over.... |
|  | 127. His *action*…always *arise*…. |
|  | 128. The *news…make*…. |
|  | 129. *"Times"* magazine think…. |
|  | 130. He always do…. |
|  | 131. Mr. Jokowi still become…. |
|  | 132. …he always visit…. |
|  | 133. Jokowi always wear…. |
|  | 134. Jokowi use…. |
|  | 135. …he always use…. |
|  | 136. …he love Indonesian product…. |
|  | 137. And Mr. Jokowi have haters…. |
|  | 138. …he talk about…. |
|  | 139. …because he always smile…. |
|  | 140. …he always talk about my country…. |
|  | 141. …he always make a good face….. |
|  | 142. …everything always have…. |
|  | 143. But haters is not…. |

| Error category | Errors |
|---|---|
| Tense | 1. Facilities in unsiq *is* good enough but only the bathroom *were* not perfect…<br>2. …because it *was* very dirty…<br>3. …and often there *was* a cockroach.<br>4. Sometimes I feel so dissapointed when I *heard* and I *know*…<br>5. Although the first time I apply myself in this university I'm not really sure about that. (past fact description)<br>6. Because actually I want to go to other because I don't get my parents permission. (past fact description)<br>7. I took English Literature class. (present fact description)<br>8. ...so we enjoyed so much studying here. (present fact description)<br>9. My friends usually called me Desta… (present fact description)<br>10. …because the rectory could change important schedule easily.. (present fact description)<br>11. Actually, Unsiq used saint Al Qur'an as the name of university. (present fact description)<br>12. In order to the students college of Unsiq could receive the new regulation. (present fact description)<br>13. Especially for women who didn't like wear skirt. (persent fact description)<br>14. Something that we didn't like is not always not good for us. (present fact description)<br>15. There are some reason why they opposed with this regulation. (present fact description)<br>16. Women must using skirt when studied in campus.<br>17. When the did not using skirt, they did not have to take attendance. (present fact description)<br>18. Many of them did not using skirt because they did not confident to using skirt. (present fact description)<br>19. They did not need many clothes to make them beautiful. (present fact description) |

| | |
|---|---|
| | 20. They did not know that what they use is very bad. |
| | 21. In the beginning, all of women college students wearing skirt… (past fact description) |
| | 22. In holy Qur'an QS. An nur 31 explained … (present fact description) |
| | 23. They thought as long as their body was closed and good, it is not abig deal. |
| | 24. When they were outside, they really often opened up their skirt and their veil as their pleasure. (present fact description) |
| | 25. They comes to campus to study and then left. |
| | 26. It was initially invited cons of the women students who customarily wear trousers, because they feels that the rules are the rules but it is also a classic sudden thing for students. |
| | 27. For that there is no harm rule was made, because it would invite a good view for UNSIQ as the Islamic university in Wonosobo. (present fact description) |
| | 28. Quite recently, UNSIQ was applying a new regulation. (present fact description) |
| | 29. Actually, UNSIQ was applying that new regulation because has have some reason. (present fact description) |
| | 30. Moreover, they will look more beauty and they won't get a sin because didn't show their gentals. |
| | 31. Secondly, women student wearing a skirt would look more courteous and graceful. (present fact description) |
| | 32. Besides, unsiq respected the value of Islam. (present fact description) |
| | 33. When there is someone smoking in the study room, the other students would feel less focus on learning especially with the smell of cigarette smoke. |
| | 34. Therefore we have to know the circumstances in which we had to smoke. |
| | 35. Although every students probably knew what they should wear when they're at |

| | |
|---|---|
| | education area... (present fact description) |
| | 36. His father is carpenter, but he never give up to become a success man. (past fact description) |
| | 37. After he graduate from senior high school, Jokowi took the faculty of forest tree in UGM. |
| | 38. Jokowi graduate from UGM in 1985. (past fact description) |
| | 39. And then he work in BUMN company. (past fact description) |
| | 40. Then he become a success eksportir furniture. (past fact description) |
| | 41. On 2005 Jokowi join with PDI-P party. (past fact description) |
| | 42. After that he become a mayor in Solo. (past fact description) |
| | 43. After Jokowi lead in Solo he became a governor in Jakarta. |
| | 44. The number one people in Indonesia who had been installed as president of Republic Indonesia. (present fact description) |
| | 45. Before he became a president, he is a governor capital city of Indonesia, Jakarta. |
| | 46. Nowadays, many people talking about why Jokowi retire from governor of Jakarta and became a presidential candidate... |
| | 47. He discredited Jokowi and upload improper picture in is account. |
| | 48. He edited and crop Jokowi and Megawati's face then he stick it to naked picture. |
| | 49. Henry Yosodiningrat as advocate of Jokowi inform to the police at July 27, 2014 and then the police search who had upload the naked picture (past fact description) |
| | 50. The sevent President Republic of Indonesia is Joko Widodo, or people usually called him Jokowi. |
| | 51. Before Mr. Jokowi being the sevent President Republic of Indonesia, he |

| | become a governor of Jakarta. |
|---|---|
| | 52. The TIME magazine called "The man in the Mandras Shirth", because Jokowi wear the mandras shirt when he campaign. |
| | 53. Many people fell that Mr. Jokowi will bring Indonesia to be a better country. |
| | 54. Mr. Jokowi can be a president because he is the leader who can make many people trusted to his work. |
| | 55. People trust him because he try to give what people wanted. |
| | 56. He didn't shy when he go to traditional market to saw the real life in trader traditional market. |
| | 57. This campaign form made Jokowi becomes the new hope for poor people to change their life. |
| | 58. Like when Jokowi becomes governor of DKI Jakarta, Jokowi enter into the society and willing to listen the complaints of Jakarta residents. (past fact description) |
| | 59. …now after the election takes place and the Constitutional Court decided Joko Widodo as president of the republic of Indonesia. |
| | 60. Jokowi use expensive suit of clothes rarely, just if he would take a formal picture or maybe he will attend a political companionship. |
| | 61. He was a son of carpentry or his father was a carpentry. (present fact description) |
| | 62. Although he lived in bad condition but he has a good dream in his life, he wants to be a leader. |
| | 63. After he succeed as a mayor, he continued follow Election Party to select governor of DKI Jakarta (Capital City). |
| | 64. And after he has elected as a governor, he has many program in his government, mainly for Jakarta. (past fact description) |
| | 65. But, when the Democratic Party for President selected will be held, Mr. |

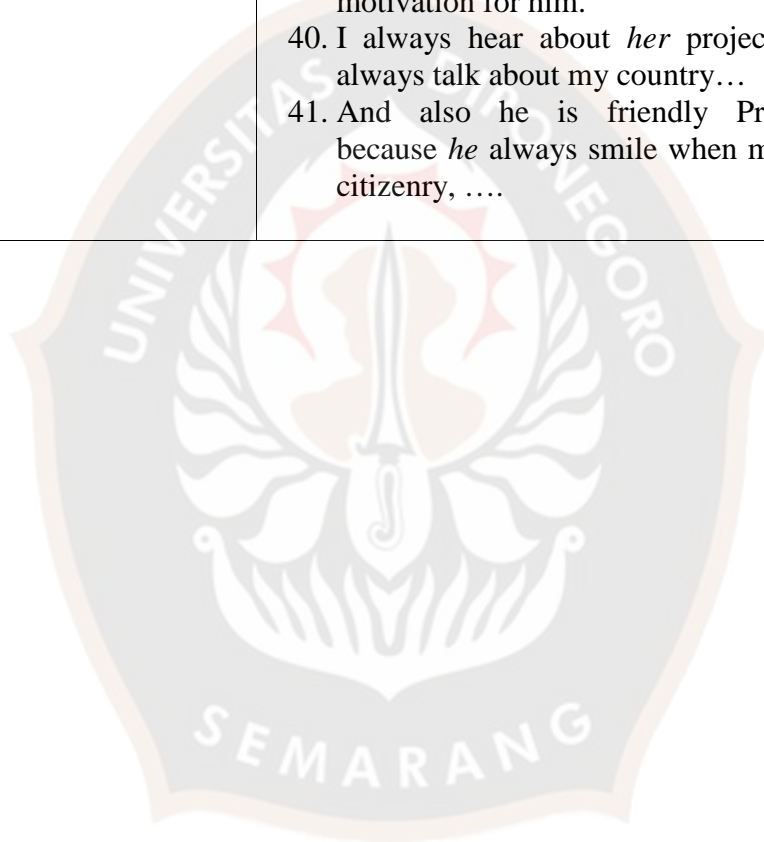|  | Jokowi join to the election and be one of president candidate… (past fact description)<br>66. When Jokowi and Yusuf Kalla decided to join in president election, there are many public opinion about them.<br>67. Before that, Joko Widodo has a position as a Governor for DKI Jakarta in 2014 with his Deputy Governor Basuki Tjahaya Purnama. (past fact description)<br>68. |

| Error category | Errors |
|---|---|
| Prepositions | 1. I am very like ∅ go to kanteen…. |
| | 2. …so *by* all the reason that I have said…. |
| | 3. …to enter *in* this university…. (recured 2x) |
| | 4. …Qur'anic Science University is the right university *at* Wonosobo for who will get…. |
| | 5. I fill the wasted time *with* join….. |
| | 6. …join *in* the activities in campus….(recured 3x) |
| | 7. …and culture ∅ other coutry. |
| | 8. …my life after entering *in* UNSIQ. (recured 2x) |
| | 9. I'm very happy to studying *in* here. (recured 3x) |
| | 10. *During* when I was in…. |
| | 11. …make me can't believe ∅ myself. |
| | 12. …*with* wearing….(recured 4x) |
| | 13. …students should have good behavior and polite performance *as like* in the explanation…. |
| | 14. …some of them still go to campus *with* pants. |
| | 15. …so they are included *of* infidel women's groups. |
| | 16. Religion teach *about* cleanness, neatness…. |
| | 17. As a student *at* UNSIQ we must obey…. |

| Error category | Errors |
|---|---|
| Pronouns | 1. *Lecture* in unsiq also very detailed in teaching and I very like the way *they* teach. |
| | 2. …only the bathroom *facilities* were not perfect because *it* was very dirty…. |
| | 3. Especially Thursday we have to use English language for speaking with anyone else, but if we break this rule there's no fine. And this rule has to be legitimated and if *they* break the rule *they* have to be fined. |
| | 4. There are so many *activities and facilities* that you have. So, as the college student, you have to using all of *it*…. |
| | 5. …Qur'anic Science University is the right university at Wonosobo for *who* will get the Qur'anic science and common science. |
| | 6. To *someone* that unusual wearing skirt certain *they* feel…. |
| | 7. *It name* is "Science Qur'anic University"… |
| | 8. …is because we come from *school who* were not required to wear a skirt. |
| | 9. …in the Islamic rule also forbid *women* use the tight clothe, *it* must keep the genitals.. |
| | 10. …our university has many *regulations*, one of *it* is about clothing. |
| | 11. …if *we* keep ourselves, of course *they* will also respect us. |
| | 12. They have varieties reasons…one of *it* is…wearing skirt is hectic. |
| | 13. However, the regulation wearing skirt for women college student is just a formality. *They* comes to campus to study…. |
| | 14. As *a student we* must obey all the rules…. |
| | 15. …school in UNSIQ with *faculty who* are the majority of these scholars. |
| | 16. Actually, UNSIQ was applying that new regulation because ∅ has some reason. |
| | 17. Actually, *UNSIQ* was applying that new |

regulation because has some reason. And ofcourse *they* have been thought about it before *they* are applying that new regulation.

18. To the women *students which* disgaree with this regulation, they have some reason why they like that.

19. But, it is just a little woman *student which* has that reason.

20. The women *students which* agree with this also have some reasons.

21. Wearing skirt will make look ∅ beautiful.

22. Moreover, as an Islamic *student* it will be proper if *they* are wearing a skirt.

23. *They* are not only beautiful but so beautiful appropriate to Islamic rule.

24. The *university* also has some reasons why *they* are applying that regulation.

25. …the *university* want to *their* students to be a human which have a good atitude….

26. the university want to their students to be a *human which* have a good atitude….

27. The *university* is also wanted to show that the *they* are a university that has a foundation the Qur'an.

28. The conclusion is, the *university* has been applying a rule which the best for *their* student.

29. There are *student which* obey the rules happily…

30. …but also there are *student which* perforce obey the rule….

31. But, as a good *student they* should obey the rules which decided by the university.

32. Because, it also for *them* goodness.

33. Presence the new regulation in unsiq that all female university *students* are obligated wear skirt. There are many reasons, *we* may not wear tight pants.

34. Thirdly, in order for woman *student* have good morals and to fortify *itself* from outside….

|  | 35. And as *a obidient student*, *we* have to obey anything rules in our university. |
|  | 36. While hailing the name Jokowi, *residents* also capture the moment with *his* cell phone camera. |
|  | 37. Because of his popularity, news agency from BBC called Jokowi "Jakarta's Obama" in *they* article. |
|  | 38. BBC praising Jokowi in *they* article, …. |
|  | 39. In conclusion, people must support Jokowi because *it* could be the motivation for him. |
|  | 40. I always hear about *her* project or *he* always talk about my country… |
|  | 41. And also he is friendly President, because *he* always smile when meet *her* citizenry, …. |

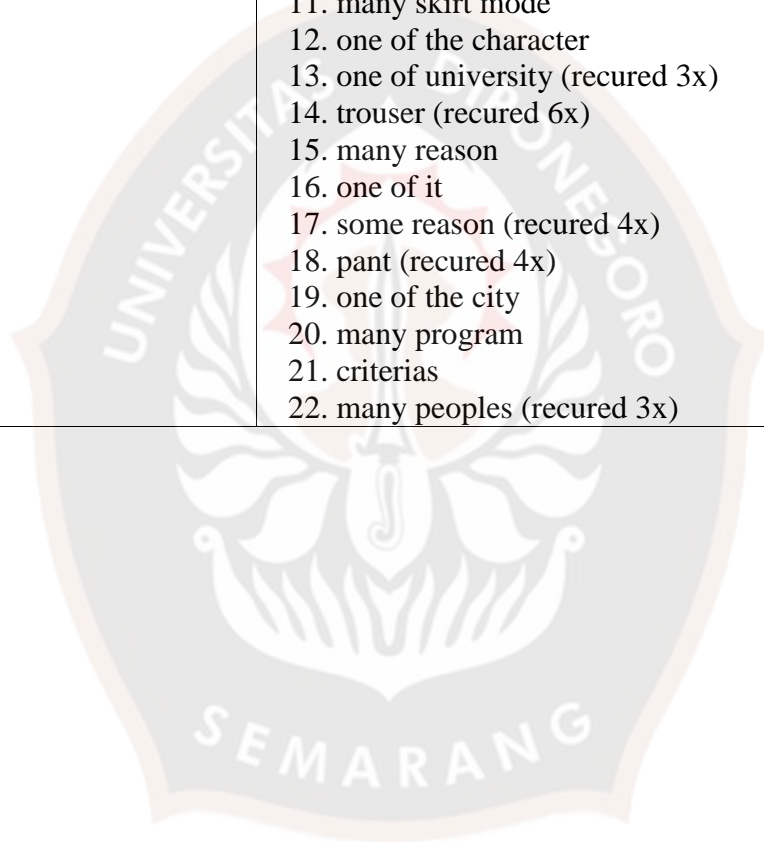| Error category | Errors |
|---|---|
| Article | 1. …because the lecture absence or have *the* other duty in other place…. |
| | 2. They have *a* good ability in in their each field. |
| | 3. Because actually, I want to go to *the* other University…. |
| | 4. … we can to be a success person. |
| | 5. I'm very confused to learn a lesson…. |
| | 6. And I proud to be ∅ student in this university… |
| | 7. …especially ∅ student in language and literature. |
| | 8. *The* new socialite is probably an accurate description of the rules…. |
| | 9. For *the* student who previously never wear…. |
| | 10. The new rules for wearing *a* skirt is already applies… |
| | 11. We as *a* women must want to look feminine. |
| | 12. Study in campus is ∅ fomal activity…. |
| | 13. University is a place which used to learn and do *the* social activity. |
| | 14. The head of university Mr. Mukhotob Hamzah has announced *the* new regulation…. |
| | 15. It because *the* tight jeans less the quality of…. |
| | 16. Recently, UNSIQ take a new regulations that is for *the* women college students…. |
| | 17. Skirt is *the* specific clothes for women…. |
| | 18. It is *the* loose and not tight clothes,…. |
| | 19. Most of them are also students of *the* Boarding House…. |
| | 20. Second, they have problem in *a* walk. |
| | 21. But, many of women in Language and Literature Department still use *a* trouser and not using *a* skirt. |
| | 22. When we want to use skirt that matches with us, we have to choose *a* skirt carefully. |
| | 23. But in *the* fact, there are many women students that still wear trouser. |
| | 24. …or distance of their house is far from |

∅ university.

25. They do not receive *a* punishment in order to feel be cured.
26. Whereas, sometimes that give warning to them is ∅ head of university.
27. UNSIQ is ∅ islamic university….
28. Properly, the parts of them (students, lecturers, and employee) has *the* one of requirement become muslimah women.
29. It teach the student especially women to being *a* good women….
30. …to build the women college student being *a* moslem women in *a* days.
31. Some students accept and take *a* part for those regulation.
32. They agree for the reason *a* moslem women must have *a* good ability….
33. …and not all of women feel comfortable to wearing *a* skirt.
34. According to *the* observation….
35. …is not effective to make them for being *a* good women who have *a* good abilty.
36. They have to be *a* good women in Unsiq.
37. There are many factors that cause the rule to wearing *a* skirt….
38. …and to avoid *a* bad thing because the clothes are too tight.
39. …it is only logical to wear *a* skirt for female students….
40. Wearing skirts can avoid *a* bad thing for every woman….
41. Finally, it is clear that ∅ new regulations enacted in UNSIQ….
42. In addition, it is also useful to avid *a* bad thing for all women students themselves.
43. The most reason is they are uncomfortable if they wearing *a* skirt.
44. Because they are not usually wear *a* skirt.
45. They will be more comfort if they wear *a* pant than *a* skirt.
46. Because they have been usually wear *a* skirt in their day activity.
47. …Islamic students it will be proper if

|  | they are wearing *a* skirt. |
|  | 48. …the university want to their students to be *a* human which have *a* good attitude,…. |
|  | 49. …because they are afraid if they get *a* punishment. |
|  | 50. The university is wants to make them to be *a* good person with good attitude…. |
|  | 51. …and they won't get *a* sin because didn't show their genitals. |
|  | 52. We as *a* muslim have to know the rule…. |
|  | 53. Actually, in study islam, *the* women must wear skirt than pants. |
|  | 54. Almost everyday *the* new mode is released. |
|  | 55. Smoking is the right for everyone, especially to *the* men. |
|  | 56. And as *a* obedient student, we have to obey…. |
|  | 57. …, ∅ country that admit the existence of human right…. |
|  | 58. Many news program braodcast *the* information about Jokowi. |
|  | 59. …then he has to expand his career in politic to be ∅ governor of Jakarta. |
|  | 60. …because he has success to regulated Solo become ∅ great city in Java. |
|  | 61. Nowadays, Indonesia has ∅ new president. |
|  | 62. Before become a president of Indonesia, Mr. Jokowi was ∅ mayor of Jakarta. |
|  | 63. Jokowi is ∅ kind, great full, and also very wisdom person. |
|  | 64. Jokowi is *a* active president. |
|  | 65. Jokowi always wear *a* 'batik' and…. |
|  | 66. So very possible if Mr. Jokowi would have *a* haters also. |
|  | 67. And Mr. Jokowi have *a* haters also. |
|  | 68. He is ∅ friendly person…. |
|  | 69. I think Jokowi is ∅ good friend. |
|  | 70. …even everything always have *a* haters. |
|  | 71. As ∅ president of Indonesia, Jokowi has different methods…. |
|  | 72. Jokowi as ∅ president of Republic |

|  | Indonesia…. |
|  | 73. Hendri Yosodinigrat as ∅ advocate of Jokowi…. |
|  | 74. His father is ∅ carpenter. |
|  | 75. Indonesia is *the* development country which has some potention. |
|  | 76. After Susilo Bambang Yudhoyono and Boediono finished their position as *a* President and Vice President. |

| Error category | Errors |
|---|---|
| Singular-plural form | 1. other duty |
| | 2. other faculty's building |
| | 3. hairs |
| | 4. much friend |
| | 5. those activity |
| | 6. many lecturer |
| | 7. many boarding school |
| | 8. some lesson |
| | 9. many student |
| | 10. many good reason |
| | 11. many skirt mode |
| | 12. one of the character |
| | 13. one of university (recured 3x) |
| | 14. trouser (recured 6x) |
| | 15. many reason |
| | 16. one of it |
| | 17. some reason (recured 4x) |
| | 18. pant (recured 4x) |
| | 19. one of the city |
| | 20. many program |
| | 21. criterias |
| | 22. many peoples (recured 3x) |

| Error category | Errors |
|---|---|
| Passive voice | 1. In UNSIQ all girl *students ∅ forbidden* to wear pants. |
| | 2. They must wear skirt and also *forbidden* to wear tight clothes. |
| | 3. This is the only one university in my city, which ∅ *established* in 1988 by the honorable Kyai Muntaha the late. |
| | 4. University is a place which ∅ *used* to learn and do the social activity. |
| | 5. UNSIQ is a university transformation of Islamic Boarding School model that ∅ *built* in 1988. |
| | 6. …,furthermore KH. Muntaha *be trusted* as the first head of this university. |
| | 7. If this concept also *can ∅ applied* in UNSIQ,…. |
| | 8. …,so the vision of UNSIQ as the transformation university will *be reach*. |
| | 9. Many rules that *are* must *be followed* by students,…. |
| | 10. …but as a muslim *who ∅ obligated* to use close fashion, they should be aware to use skirt…. |
| | 11. Seen from the name, we have known that automatically all activities in university *must ∅ based* on Qoranic. |
| | 12. First, *it ∅ based* on our holy qoran that women must wear clothes that agree with islam law. |
| | 13. …that it is a reasonable rule for all female students, given our university is a university that *be based* Islamic. |
| | 14. …why they are disagreeing about the new regulation is they are afraid if *they ∅ called* not followed trends. |
| | 15. Because they *have been* usually *wear* a skirt in their daily activity. |
| | 16. But, as a good student they should obey the rules *which ∅ decided* by the university. |
| | 17. Unsiq is one of the Islamic university in Indonesia ∅ *based* on science and Al-Qur'an. |
| | 18. So, the girl *is not allowing* in using skirt |

when they go to campus.
19. Unsiq is the one university *based* Islamic in Wonosobo, Jawa Tengah.
20. Firstly, as a university *based* Islamic, Unsiq has the goal of upholding order islamic religion.
21. In islam ∅ *explained* if a women wearing clothes,….
22. For the girls ∅ *required* wearing long shirt and….
23. …for the boys ∅ *required* wearing shirt and don't forget also use shoes.
24. UNISQ can follow many changes and progress…but not leave Islam law which ∅ written in Al Qur'an.
25. Jokowi well known by people and ∅ *loved* by people.
26. This car ∅ *made* by students of SMK.
27. His duty as governor not finished yet, but he ∅ *selected* by Megawati Soekarnoputri became a president candidate.
28. He ∅ *grabbed* by the police at his house in Ciracas….
29. …and he ∅ *sent* to prison.
30. And he ∅ *choosen* as a president of Indonesia for 2014/2019.
31. He ∅ *talked* about because it has a different way of leadership,….
32. Joko Widodo ∅ *elected* as a DKI Jakarta governor because….
33. …it means that people have opportunity to choose and ∅ chosen on Indonesia general election….
34. The quick count which ∅ *did* by some survey organization….
35. Indonesia must ∅ headed by president who has real ability.

| Error category | Errors |
|---|---|
| Sentence fragment | 1. Because in unsiq not only taught about one selected program but also teach about religious. |
| | 2. Then, about my faculty. |
| | 3. In university different with when we study in high school. |
| | 4. Because my opinion collage very different with senior high school. |
| | 5. At least, I am realize and no matter with that insident. |
| | 6. Altough not famous university like Gajah Mada University, Diponegoro University, ect. |
| | 7. That we have to wear batik every Friday. |
| | 8. From lecture, university student, employee, and other people here. |
| | 9. Because many lecturer who make me have spirit for study. |
| | 10. Can practice the essence of Al Qur'an. |
| | 11. Although many students are wearing clothing that is far from the existing regulations. |
| | 12. Probably many students who wearing pants because they are not ready and able to wear skirt. |
| | 13. For some professors there that provide tolerance to some students wearing cloths and for me still prevalent. |
| | 14. It because the background of UNSIQ university. |
| | 15. UNSIQ or Science and Qor'anic University just from the name we have created an image that the students in our campus must obey Islamic rule that the source is from Qor'an. |
| | 16. In the other hand many students objection with this rule. |
| | 17. In order to the students college of UNSIQ could receive the new regulation. |
| | 18. By wearing skirt, not means that the women college students will out of date. |
| | 19. Many designer like Dian Pelangi, Ghaida Tsuroya and other designer who design a modern style to Muslim women |

clothes.
20. Students who study in Unsiq not only from Java but also from another island in Indonesia.
21. Although have as a base qur'anic, but more of girls still wearing clothes that unproper.
22. Have a base qur'anic, have very clear in the word of UNSIQ have mention SAINS AL-QUR"AN, its mean that as university student of UNSIQ, must can keeping, understanding and applying all points of al qur'an.
23. Furthermore to them that drive vehicle or distance of their hous is far from university.
24. Although many women students that still wear trouser.
25. Whereas, sometimes that give warning to them is head of university.
26. It's become controversy between agree and disagree, but like or dislike they must wearing skirt in campus.
27. First, as that explained in holy Qur'an QS An nut 31.
28. Second, in order to not resemble infidel women.
29. In order to not resemble infidel women.
30. Usually, infidel women wearing transparent clothes or tight clothes.
31. Before there a new rule, many women college students of UNSIQ wearing pants and tight in campus and it almost same with infidel women's characteristic.
32. So, if they wearing like infidel women's clothes so they are included of infidel women's group.
33. Although go to campus wearing skirt is a must.
34. During the learning activities taking place.
35. In anticipation of the bad factor then apply the rules to wear skirt in every lecture.
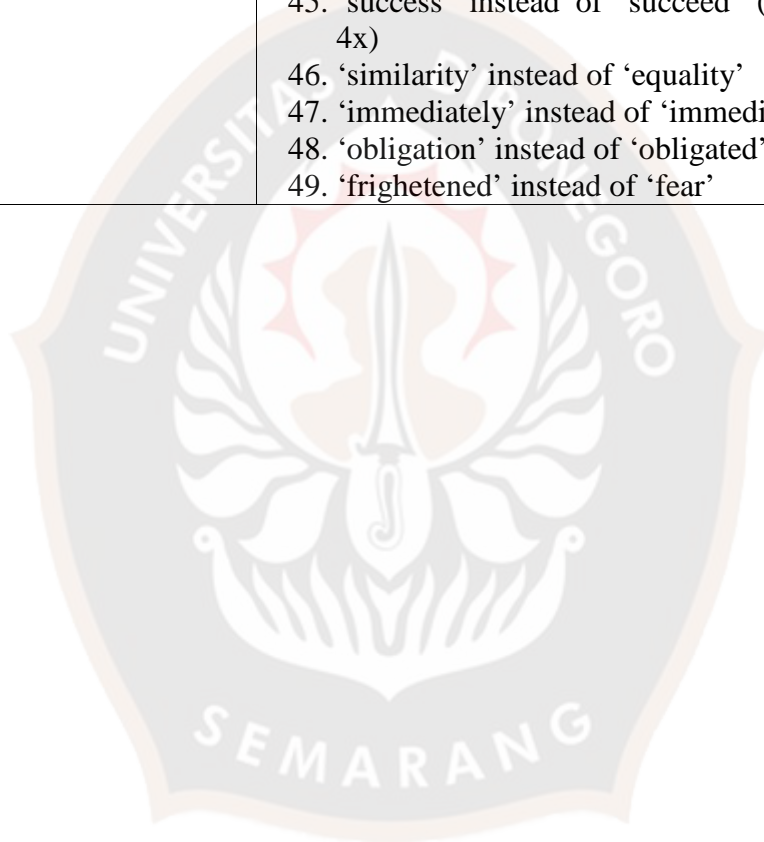36. Finally, to minimize these rules to be

|  | applied to all students to wearing skirts for women in UNSIQ. |
|  | 37. Although, they broke the law of islam. |
|  | 38. Presence the new regulation in unsiq that all the female university students are obligated wear skirt. |
|  | 39. Because if we are wearing tight pants or dress. |
|  | 40. Second, if we evaluate from healthwise. |
|  | 41. In order to avoid deviate behavior and health complication. |
|  | 42. Especially is for collage woman. |
|  | 43. If the university in your place is has an Islamic branding just like UNSIQ, UIN or STAIN. |
|  | 44. Because of the regulation is depending on the politeness and the morality in Qur'an. |
|  | 45. The will to create a prime generation. |
|  | 46. That they can give a good example. |
|  | 47. As they student of educational institution. |
|  | 48. Some reasons why smoking is prohibited in campus area. |
|  | 49. In Unsiq has some rules to university student. |
|  | 50. The Government who has a wisdom, Indonesia will be rich and prosperous country. |
|  | 51. After Susilo Bambang Yudhoyono and Boediono finished their position as a President and Vice President. |
|  | 52. All of Indonesian's People agree that Joko Widodo and Jusuf Kalla as a new leader for their country. |
|  | 53. Not only that, the facilities of country have too, like Batik Solo Trans and Werkudara Flatbus. |
|  | 54. Many emerging leaders to enliven the democratic party. |
|  | 55. Recently, many news that report about someone who disgrace Jokowi. |
|  | 56. The reason why Jokowi comes to purilieus because in his opinion that democracy must full fill the participative element of public. |

| | |
|---|---|
| | 57. Because of the way could build a prosperous democracy. |
| | 58. Of young people, teenagers to old. |
| | 59. With new hope that could protect Indonesia. |
| | 60. Actually, not only in Indonesia, but almost in the world. |
| | 61. With victory of Jokowi in General Election 2014 ago, more increase of Jokowi popularity as one of President in Republic of Indonesia. |
| | 62. Times Magazine think that method who Jokowi do to handle political and bureucratic systematization as well as very brilliant and different from the usual method. |
| | 63. In Jakarta on October 20, 2014 in the morning exactly 5 years after the start of the second term of President Susilo Bambang Yudhoyono. |
| | 64. And become popular because of his profile and he is not from the military or political elite. |
| | 65. Besides running the Democratic Party is so full competition, now after the election takes place and the constituional court decided Joko Widodo as president of the republic indonesia. |
| | 66. Who at the time served as the governor of Jakarta. |
| | 67. In fact, powering Gerindra Fraction draft legislation (Bill) local elections in order to return to Parliament. |
| | 68. Not even make a rule that only makes the conflict between members and could possibly be a problem for Indonesian citizens. |
| | 69. Because there is no notification before, that he will do all that. |
| | 70. Can be a way to do the drop, such as rudeness, slander, verbal abuse and with other way, so many way actually. |
| | 71. Not to do other wise land make building public and real estate. |

| Error category | Errors |
| --- | --- |
| Wrong diction | 1. 'religious' instead of 'religion' |
| | 2. 'lecture' instead of 'lecturer' (recured 2x) |
| | 3. 'we' instead of 'us' |
| | 4. 'boring'instead of 'bored' (recured 4x) |
| | 5. 'equaled to' instead of 'compared to' |
| | 6. 'strange' instead of 'awkward' |
| | 7. 'with easly' instead of 'easily' |
| | 8. 'difference' instead of 'different' (recured 2x) |
| | 9. 'appropriate' instead of 'in compliance with' |
| | 10. 'spirit' instead of 'excited' |
| | 11. 'value' instead of 'grade' |
| | 12. 'college'instead of 'study' |
| | 13. 'foreign' instead of 'peculiar/odd' |
| | 14. 'objection' instead of 'object' (recured 3x) |
| | 15. 'comfort' instead of 'comfortable' (recured 5x) |
| | 16. 'confidance' instead of 'confident' |
| | 17. 'properly' instead of 'proper' |
| | 18. 'exactly' intead of 'exact' |
| | 19. 'saints' instead of 'science' |
| | 20. 'less' instead of 'lessen' (recured 3x) |
| | 21. 'construction' instead of 'foundation/establishment' |
| | 22. 'another' instead of 'other' |
| | 23. 'uncomfort' instead of 'uncomfortable' |
| | 24. 'much' instead of 'many' |
| | 25. 'modis'instead of 'stylish/fashionable' |
| | 26. 'a foolish' instead of 'a fool' |
| | 27. 'usual' instead of 'be used to/accustomed to' |
| | 28. 'usually' instead of 'be used to/accustomed to' |
| | 29. 'pain' instead of 'suffer' |
| | 30. 'freedom' instead of 'free' |
| | 31. 'use' instead of 'wear' (recured 17x) |
| | 32. 'genitals' instead of 'body part/*aurat'* (recured 6x) |
| | 33. 'view' instead of 'reputation' |
| | 34. 'basically' instead of 'base on' |
| | 35. 'consumerism' instead of 'consumer' |
| | 36. 'carpentry' instead of 'carpenter' |

|  | 37. 'follow' instead of 'participate in'<br>38. 'democratic party' instead of 'general election'<br>39. 'wisdom' instead of 'wise'<br>40. 'prove' instead of 'proof'<br>41. 'installed' instead of 'inaugurated/appointed'<br>42. 'simplicity' instead of 'simple/modest/humble' (recured 2x)<br>43. 'forest tree' instead of 'forestry'<br>44. 'success' instead of 'successful'<br>45. 'success' instead of 'succeed' (recured 4x)<br>46. 'similarity' instead of 'equality'<br>47. 'immediately' instead of 'immediate'<br>48. 'obligation' instead of 'obligated'<br>49. 'frighetened' instead of 'fear' |
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| Interlingual errors |
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| 1. I am very happy study in unsiq jawa tengah wonosobo because in unsiq not only taught about one selected program but also teach about religious. |
| 2. Lecture in unsiq also very detailed in teaching and I very like the way they teach. |
| 3. Parking area also good because large. |
| 4. In unsiq I get much about knowledge. |
| 5. That is my opinion about my feel here. |
| 6. And here the education system are mixing between government and Islamic system especially using Al-Qur'an. |
| 7. But if we break this rule there's no fine. |
| 8. About rules in this university, I think its okay and not bothered their students so much, so it's okay with me. |
| 9. Especially my class, because the class begin at 07.30 AM and over around 11 AM except Friday. |
| 10. So by the reason that I have said above, I decide to enter in this university. |
| 11. So, Unsiq have a rule under religion. |
| 12. Although like that, I feel happy study here. |
| 13. And then I believe we can having fun together, and maybe more than friend but become sister and brother. |
| 14. During when I was in senior high school, I very difficult to interact with each other, but in here English literature I feel easily to interact with my friends. |
| 15. Probably many student who wearing pants because they are not ready and able to wear a skirt. |
| 16. |
| 17. UNSIQ or Science and Qor'anic University just from the name we have created an image that students in our campus must obey Islamic rule that the source is from Qor'an. |
| 18. It because the tight jeans less the quality of sperms which usually 60 million in a liter to be 20 million in a liter. |
| 19. Meanwhile, in the Islamic rule also forbid women use the tight clothe, it must keep the genitals. |
| 20. So that, the students of UNSIQ little by little implement the values of Al Qur'an in campus life. |
| 21. In this era, much peole will modis appearance, but much from them never think about properness of their clothes, like happen in UNSIQ. |
| 22. Although have as a base qur'anic, but more of girls still wearing clothes that unproper. |
| 23. For women college who have habit wearing pants in university lecture, they feel uncomfortable when they wore skirt because they unusual to wear it and sometimes make them not confidence with their fashion. |
| 24. For example is when you go to campus with motorcycle, you should using skirt that big, or you should using trouser before using a skirt. |

25. We know that we using skirt because to obey the rule, but slowly using skirt become usual for us.
26. Properly, the parts of them (students, lecturers, and employee) has the one requirement become muslimah women.
27. Before there a new rule, many women college students of UNSIQ wearing pants and tight in campus and it almost the same with infidel women's characteristic.
28. To the women students which disagree with this new regulation, they have some reason why they like that.
29. Because, from the mission of the university have been clear that the university want to their students to be a human which have a good attitude, and good moral that appropriate to the theory of Islam.
30. And most of man is more like a woman which beauty appropriate to Islamic rule than a woman which nor has it.
31. Certainly, campus is not regardless from campus regulation.
32. Actually, in study islam, women must wear skirt than pants.
33. Presence the new regulation in unsiq that all the female university students are obligated wear skirt.
34. First, Islam has banned to wear tight pants or dress.
35. The probability, it can cause sexual insult and criminal act.
36. In fact, the popularity of Jokowi not only in archipelago but also can reach overseas or global world.
37. Jokowi well known by people and loved by people because want to go straight to listen outpouring of people's heart and sadness.
38. This Time magazine cover has title Indonesia new hope.
39. This means that the Times itself gives aspiration Jokowi popularity will be a way for Indonesian people to more modern era and also bureaucratic systematization orderly, honest and fair.
40. Mr. Joko Widodo, or most people called him Jokowi, is an Indonesia's seventh president who come from civil and not part of military, or leader one of party.
41. For example he always visit market, or maybe visit the building project by the run.
42. Their purpose is to drop what they hate.
43. Many mass media discussed about his campaign as "demokrasi jalanan."
44. This campaign form made Jokowi becomes the new hope for poor people to change their life.
45. Mr.Jokowi become a candidate number 2 of president Indonesia, oppose Mr. Prabowo as the candidate number 1.
46. Many people says that Jokowi proper to be president, because he has success to regulate Solo become great city in Java.

| Intralingual errors |
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| False analogy<br>1. The new rules for wearing <u>a</u> skirt.<br>2. The new socialite is probably an accurate description of the rules that have been released by the rector UNSIQ.<br>3. We as a women must want to look feminine.<br>4. The head of university Mr. Muchotob Hamzah has announced <u>the</u> new regulation.<br>5. The construction of this university is an idea from KH. Muntaha Al Hafidz.<br>6. From the beginning until now, UNSIQ has made many changes follows modern era development.<br>7. But, many of women on Language and Literature Department still use a trouser and not using a skirt.<br>8. When we want to use skirt that matches with us, we have to choose a skirt carefully.<br>9. He is <u>a</u> active president.<br>10. We know that we using skirt because to obey the rule<br>11. It teach the student especially women to being a good women in Islam eyesfore.<br>12. Recently, there is a regulation to wearing skirt for women college student purposed to buld the women college student being a moslem women in a days.<br>13. They agree for the reason a moslem women must have a good ability and to close off their aurat/body<br>14. As a student at UNSIQ we must obey all the rules that have been determined by the university<br>15. We as a muslim have to know rule of dressed which is suitable with law of islam.<br>16. Firstly it hards to wearing skirt because I only have pants.<br>17. Jokowi always wear a 'batik' and also very simple clothing.<br>18. Indonesia is the development country which has some potention.<br>19. It's celebrated by the dancers who wear the traditional costumes<br><br>Misanalysis<br>1. When they were outside, they really often opened up their skirt and their veil.<br>2. Women must using skirt when studied in campus.<br>3. And with wearing skirt we can minimize show our body shape.<br>4. University is a place which used to learn and do the social activity.<br>5. Actually, UNSIQ used saints AL QUR'AN as the name of university.<br>6. Good behavior means students should polite and respect each other.<br>7. In addition, using tight jeans also makes worse the quality of sperms and be a causes of sterility of men.<br>8. UNSIQ is a university transformation of Islamic Boarding School model that built in 1988. |

9. UNSIQ need to make some regulations for the students as an effort to reach this perspective.
10. However, in another side we can not forget that UNSIQ is a university which integrate between modern sense and qur,ani sense.
11. The regulation to wear skirt is the form from transformation of Islamic boarding school.
12. Unsiq is one of the Islamic university that is located in Wonosobo, central java.
13. But we must consider and respect the policy form the campus, because something that we didn't like is not always not good for us.
14. So, we must support women students who still haven't wear the skirt to change their mind.
15. For women college who have habit wearing pants in university lecture, they feel uncomfortable when they wore skirt because they unusual to wear it.
16. The women college who don't usual wearing skirt will have problem in walk
17. They did not know that what they use is very bad.
18. We have to choose color that match with us, for example is red shirt with black skirt and black hijab, and many others.
19. Religion teach about cleanness, neatness and esthetics for human.
20. Qor'anis Science is a college basically religion.
21. According to the observation, women student college who wearing skirt to campus is not effective to make them for being a good women who have a good ability.
22. During the learning activities taking place all women have to wearing skirt.
23. Actually, UNSIQ was applying that new regulation because have has some reason.
24. The other, and the last reason why they are disagreeing about the new regulation is they afraid if they called not followed the trends.
25. Moreover, they will look more beauty and they won't get a sin because didn't show their genitals.
26. I hope we can graduated together.
27. I hope it can be repair to be better than now.
28. I still not know about my friend and we still awkward.
29. I fill the wasted time with join in the activities in campus like ESC and Turkey language.
30. There many boarding school.
31. Although like that, I feel happy study here.
32. I'm happy can study in this university because this is a great university.
33. Although he lived in bad condition but he has a good dream in his life.
34. He always do something out of my mind and also do something real.
35. Jokowi has already famous when he became governor in Jakarta.
36. The Economist called Jokowi "Mr. Fix' because Jokowi repairing Jakarta to be a better city.

37. Mr. Jokowi can be a president because he is the leader who can make many people trusted his work.
38. People trust him because he try to give what people wanted.
39. He didn't shy when he go to traditional market to saw the real life in trader traditional market.
40. Before he became a president, he is a governor capital city of Indonesia.
41. The figure who known with his cubicles shirt.
42. Beside that, this inauguration also perform the rock band, that directed especially for Jokowi.
43. And after he has elected as a governor, he has many program in his government.
44. After he succeed as a mayor, he continued to follow election party to select governor of DKI Jakarta
45. And also he always use bandung shoes, he said that he love Indonesian product.

Overlooking cooccurence restriction
1. For the students who previously never wear skirts in their daily lives, for they are difficult and foreign to be done.
2. Not rarely coed much wear jeans and skirts include in their bags.
3. In the other hand many students objection with this rule.
4. We can choose the one which appropriate with us that make us comfort and confidence.
5. In spite of that, a university should teach the students how to use polite clothe and properly to the situation.
6. Based on the research of Dr. Malvinder from Timmins and District hospital in Canada, using tight trouser like jeans gives influence for our health.
7. According to the explanation of medical magazine In England, using tight jeans can less the pressure of airs in the vagina organ.
8. But, many of women in Language and Literature Department still use a trouser and not using skirt.
9. People need a prove, not a sweet promise.
10. Many women students in Unsiq prefer skirt than pants because skirt is comfort and more polite than another dress.
11. They are simple, match and comfortable.
12. They often use many clothes like a foolish.
13. Finally, using clothes that make us comfort is very important.
14. When we use a skirt and we did not comfort with that, it can make bad for our figure.
15. Of course they are not objection with this regulation.
16. Then I feel boring because in the class we have many wasted time.
17. With Al-Qur'an as foundation in this university, all of university student should can be good person with good talent.
18. And I proud to be student in this university, especially student in

Language and Literature English because I'm not only can study English well, but also can understand religious learning.
19. Jokowi is kind, grateful , and also very wisdom person.
20. So very possible if Mr. Jokowi would have a haters also.
21. In the other hand, there is some people who doesn't like him too.
22. There is people who likes and doesn't like him.
23. He has diligence for the success of governor and safety country.
24. Indonesia is one of democracy countries in the world
25. The difference character between Jokowi and Jusuf Kalla not be obstruction to forward.
26. As a mayor, he much changed Surakarta city to be a metropolitan city which more progress than before.

Hypercorrection
1. Therefore, we have to know the circumstances in which we had to smoke.
2. Many rules that are must be followed by students.
3. That all are the reason why this regulations are make.
4. I am very like to go to kanteen in Unsiq because so many food there.
5. And then, by wearing skirt, it is more polite and women will look more beautiful.
6. The university is wants to make them to be a good person with good attitude and good moral.
7. I want to study in Unsiq seriously because I am very enjoy in Unsiq.
8. That are women are not allowed to show their hairs.
9. I am choose English literature department, because I can't speak English very well.
10. At least, I am realize and no matter with that insident.
11. With victory of Jokowi in General Election 2014 a few moment ago, more increase of Jokowi popularity as one of President in Republic Indonesia.
12. His unique way in doing 'blusukan' has made him becomes very popular governor.
13. Although Jokowi was forgive the doer, the police still grabbed him because he break the law.
14. They were keep go forward to reach their goal

Overgeneralization
1. The students assume that they will wears the clothing worn if not strict rules and regulations in accordance religion of Islam. (SW 4.1)
2. They comes to campus to study and then left.
3. Because they feels that the rules are the rules but it is also a classic sudden thing for student.
4. In my campus's library there are some computers which have internet connection so you can access the internet from there.
5. The answer of all the criterias above is Jokowi.

6. Medias reported it which bring Jokowi's name knew by Indonesia's people in a short time.
7. Nowadays many peoples talking about why Jokowi retire from governor of Jakarta