#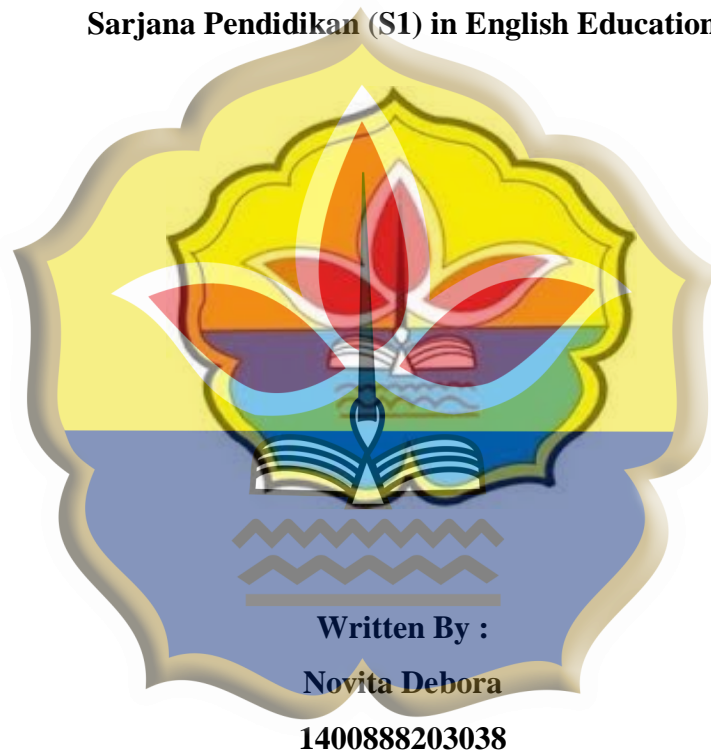 AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING PARAGRAPH MADE BY ELEVENTH GRADE STUDENTS OF ACCOUNTING IN SMK N 1 JAMBI ACADEMIC YEAR 2017/2018

A THESIS

Submitted as Partial Fulfillment of The Requirements for The Degree of Sarjana Pendidikan (S1) in English Education

Written By :

Novita Debora

1400888203038

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TEACHER TRAINING AND EDUCATION

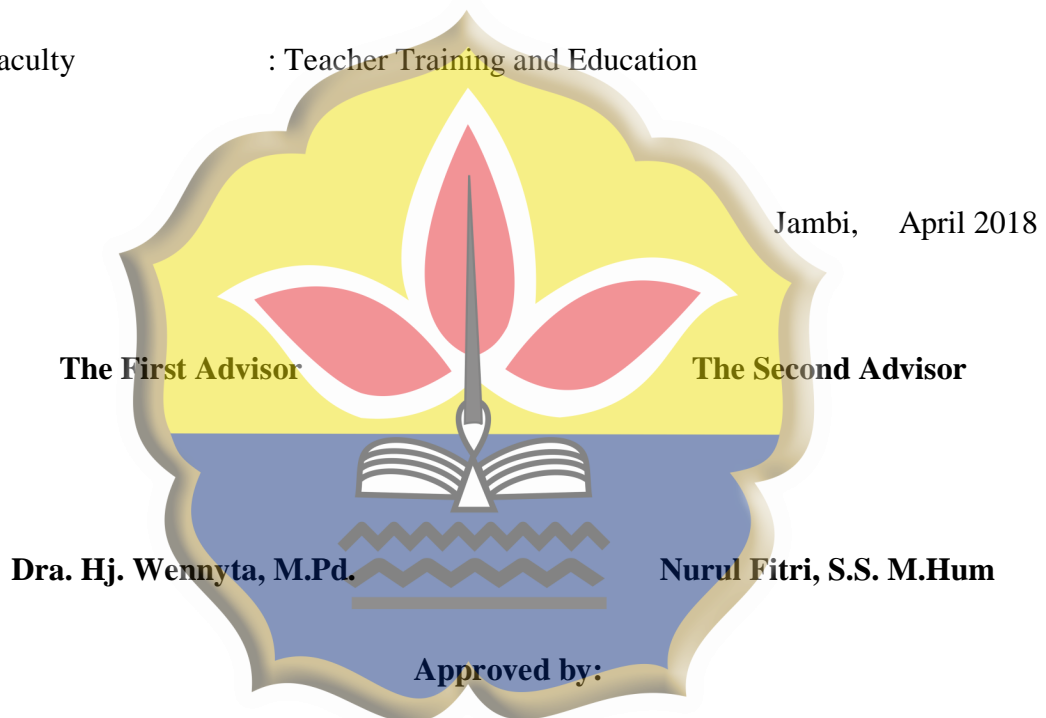**BATANGHARI UNIVERSITY**

JAMBI

2018

APPROVAL

This thesis entitled "An Analysis of Grammatical Errors in Writing Paragraph Made By Eleventh Grade Students of Accounting in SMK N 1 Jambi Academic Year 2017/2018", written by:

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Study Program   **and Education Faculty**

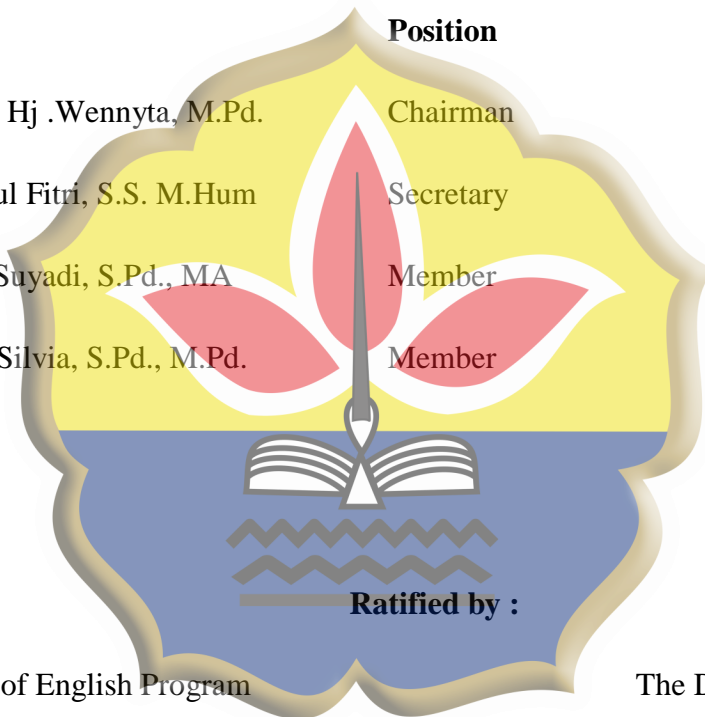**Dra. Hj. Wennyta, M.Pd.**   **H. Abdoel Gafar, S.Pd., M.Pd.**

LETTER OF RATIFICATION

This thesis entitled "An Analysis of Grammatical Errors in Writing Paragraph Made by Eleventh Grade Students of Accounting in SMK N 1 Jambi Academic Year 2017/2018", written by : Novita Debora, student's number : 1400888203038, accepted and approved by the team of examiners Faculty of Teacher Training and Education Batanghari University on April 27, 2018.

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STATEMENT OF ORIGINALITY

The undersigned below :

Name   : Novita Debora

Gender   : Female

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Faculty   : Teacher Training and Education

Study Program   : English Education

    States that the thesis entitled "An Analysis of Grammatical Errors in Writing Paragraph Made by Eleventh Grade Students of Accounting in SMK N 1 Jambi Academic Year 2017/2018" is truly my original work. As far as i know, this thesis does not have any materials previously written or published by other person except those indicated in quotation and references. If it is found that my declaration is incorrect, it is entirely my responsibility.

    Similarly, this declaration is made by the researcher to be understood.

Jambi,   April 2018

The Reseacher

Novita Debora

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ACKNOWLEDGEMENT

First of all, my deepest gratitude to Merciful and Almighty to my God, because of His graces and blessings I can finish this research entitled "**AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING PARAGRAPH MADE BY ELEVENTH GRADE STUDENTS OF ACCOUNTING IN SMK N 1 JAMBI ACADEMIC YEAR 2017/2018**".

I would like to warmly acknowledge a debt of gratitude to all people who have supported me in the process of writing this thesis, especially to:

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I hope this thesis can provide valuable information especially for English Education Study Program of Batanghari University. Also, I fully realize that this thesis is far from being perfect, therefore, any suggestion and advice for the improvement of this thesis greatly appreciated.

Jambi,　April 2018

The Researcher

Novita Debora

DEDICATION

I dedicate this thesis to my lovely parents.

They are the inspiration for my writing and my life. Because of

them, as parents and supporter, I am able to work long hours to finish

my thesis. Thank you from the bottom of my heart for being there for me.

MOTTO

Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God

(Philippians 4 : 6)

ABSTRACT

Debora, Novita 2017. *"An Analysis of Grammatical Errors in Writing Paragraph Made by Eleventh Grade Students of Accounting in SMK N 1 Jambi Academic Year 2017/2018".* A Thesis. English Educational Study Program. Teacher Training and Educational Faculty. Batanghari University of Jambi. The first Advisor: Dra. Hj. Wennyta, M.Pd. The Second Advisor: Nurul Fitri, S.S. M.Hum

Keywords: *Grammatical Error, Writing, Paragraph.*

This research aimed to find out types of grammatical errors in writing paragraph based on surface strategy taxonomy made by eleventh grade students of accounting in SMK N 1 Jambi. This research used qualitative method. This research involved 35 students of Accounting IV in SMK N 1 JAMBI academic year 2017/2018 and choosing them by using random sampling technique. The data were collected through test. In this research, the reseacher used classification of errors based on Dulay's theory. The findings show that students committed error into four types: omission, addition, misformation, and misordering. From the frequency of each error types, misformation was the error which most frequently produced by the students. It took 44,70 % of the total errors. Moreover, 32,94 % errors fell into error of omission and 15,29 % errors fell into misordering; whereas, for addition, it only took 7,05 %.

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CHAPTER I

INTRODUCTION

1.1 Background of The Research

English is one of the foreign languages and an international language to master by people in order to get a job after graduating from college. For that reason, people have to master English orally so they can socialize and communicate in the world community. English is kind of study which is proposed in senior high school as one of the important subject which should mastery by the students.

In learning English, the learners who want to study to use foreign language always fear of making errors and mistakes, especially the learners who wants to improve their ability in writing skill. In learning English, it is common that students make mistakes or errors in written form. Error that the students make when they learn a language is very common because of the language habit in mother tongue is very different from english so it can give affect for the content of students' writing. The messages from students' writing unsuccessfully convey to the reader.

According to Erdogan (2005:263) an error is when the learner always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance". It means, error come from the learners'competence in learning the language especially in writing a paragraph.

According to Boardman (2002:11), writing is continous process of thinking and organizing, rethingking and reorganizing. Unfortunately, in the process of learning writing, the students always find difficulties and make error because writing are really complicated.

Writing is also a process, it should be learned by stage, from a simple to a complex, from a sentence to a composition. The very basic of writing ability is making a sentence, because a sentence is a smallest unit to express idea, opinion, and feeling. For many students writing is very difficult especially in arranging the words into good sentences because They usually translated from Indonesia into English, it has been that English grammar is different from Indonesian grammar. According to Swan (2005) grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning". the differences make it difficult for the students to develop their skill in writing because Indonesian grammar influence in arranging the sentence in English. The students still construct English sentences by using Indonesian rules, for example :

*He walk to school everyday

* She is *girl* beautiful

*Birds has two legs

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has omission of verb (walk). The correct sentence is "He walks to school everyday". In the

second sentence, the students misorder the word girl and beautiful. The correct

sentence should be: she is a beautiful girl. In the third sentence, the student uses

has as the verb. Actually the subject "Birds" uses have as the verb. The correct

sentence is "Birds have two legs".

Error analysis becomes strategies to know the common writing errors

that the students made can identified and to found how far the students

understand the English rule in writing sentences. From the phenomenon above,

the researcher interested in An Analysis Grammatical Errors In Writing Paragraph

Made By Eleventh Grade Students of Accounting in SMK N 1 Jambi Academic

Year 2017/2018.

1.2   Focus of the Research

Based on the explanation above, the researcher only limited the analyzing

grammatical errors in writing paragraph made by eleventh grade students of

accounting in SMK N 1 Jambi Academic Year 2017/2018.

1.3   Formulation of the Research

Based on the background of the research ,the researcher would like to

state the problem as follows: "What are types of grammatical errors found in

writing paragraph made by eleventh grade students of accounting in SMK N 1

Jambi Academic Year 2017/2018.

1.4   Objective of the Research

The purpose of this research is to find out types of grammatical errors in writing paragraph made by eleventh grade students of accounting in SMK N 1 Jambi Academic Year 2017/2018.

1.5   Significant of the Research

This research is conducts with the hope of providing benefits to as follows :

1.5.1 Theoritical Benefit

The findings of this research may be used as information to confirm the previous theory of error analysis in writing English as a foreign language and also to give information to the English teacher about the students' error and the problem in writing paragraph.

1.5.2 Practical Benefit

1.   For English teachers, It can help the teacher to prepare the English writing material and can be used to give more attention to errors made by the students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing..

2.   For Students, The result of the study will show them in what aspect in grammar which is difficult for them. By this way, the students are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and this study is important for the students to realize their mistakes after they have been given an explanation and then tested with simple tests of writing a paragraph

so they will not make the second mistake and It will give an input to the students to improve their knowledge about grammar.

1.6 Definition of the Key Terms

1. Error Analysis

   Error Analyisis is a way that can be use to find out students' error in writing paragraph.

2. Grammatical error

   Grammatical Error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as misplaced modifier or an inappropriate verb tense.

3. Writing

   Writing is the activity of creating pieces of written work

4. Paragraph

   Paragraph is composed of sentence or chunk of sentence which develop main idea. In this research, writing paragraphs use to find out the error made by students.
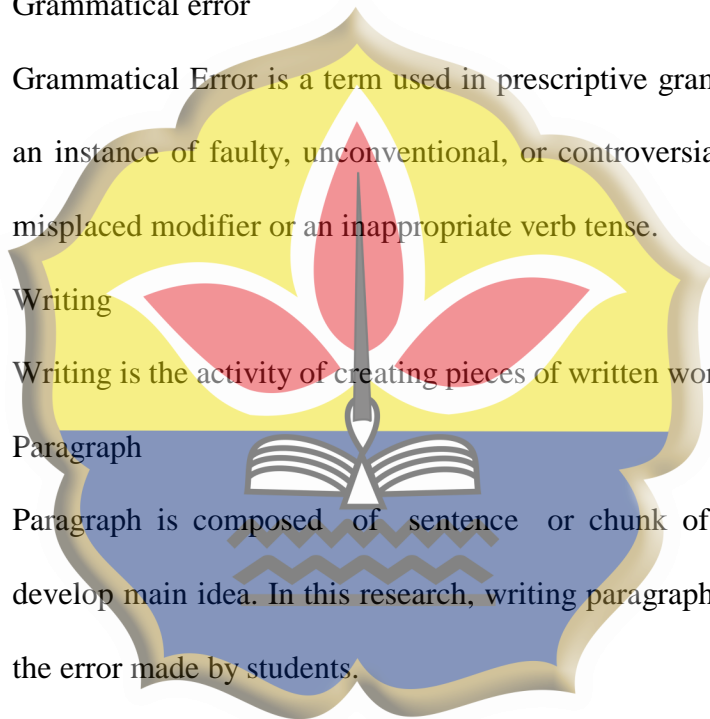
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Error Analysis

Error analysis can be used to analyze the errors that are made by the learners. According to Brown (2000:218) "Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners' errors." In additon, According to Ellis & Barkhuizen (2005:51) Error analysis is described as a set of procedures for identifying, describing and explaining learners errors.

Meanwhile, Corder (1967) cited in Brown (2007:257) noted that a learner's errors are significant in that they provide to the research evidence how language is learned or acquired, what strategies or produces the learner is employing in the discovery of the language. It means error analysis provide the researcher evidence how language is learned and what strategies the learner in the discovery of the language.

From the explanation above, it can be concluded that error analysis is the process that focuses on the errors learners make and error analysis can investigaes the reason or background why the learners do the errors.

2.2 Error and Mistake

Students make a mistake or make an error is normal. It always occurs in process learning. Errors made by the students didn't mean that the students couldn't follow the lesson well but there were so many reasons why the students did an error.

According to Brown (2007:258) "an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner." In addition, According to Erdogan (2005:263) said that "an error is when the learner always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance". It means, error come from the learners'competence in learning the language.

Addition to Brown (2007:257) a mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. He also claim that native speakers are normally capable or recognizing and correcting such "mistakes". These hesitations, slips of the tongue, random ungrammaticalities and other performance lapses in native-speaker production also occur in second language speech. An error, a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learners. It means error reflect from competence of the learners in grammar and mistake refers to a performance from mother tongue.

According to Corder cited in Ellis (1999:51) a second question concern distinction between errors and mistakes. An error takes place when the deviation

arises as a result of lack of knowledge. A mistake occurs when learners fail to perform their competence. It means error and mistake the result of lack of knowledge and the learners fail to perform their competence in learning language.

Similarities, James cited in Brown (2007:258) an error cannot be self-corrected and mistake can be self-corrected if the deviation is pointed out to the speaker. The learner capacity for self-correction is objectively observable only if the learner actually self-correction. It means error cannot be self corrected but mistake can be self-corrected.

Based the definition above, the reasearcher can conclude that error is when the students made a error, they can not fix again and not able to be self corrected because they don't know the correct and incorrect about the material. On the contrary, mistake is a result of the students performance that can be self corrected.

2.2.1 Types of error

According Dulay, Burt, and Khrasen (1882:154-163) Surface Strategy Taxonomy is based on 'the way surface structure are altered in erroneous /sentence. They suggest that there are four principel ways in which learners modify target form:

a.   Omissions

According Dulay, Burt, and Khrasen's in Ellis (1999: 56) Omissions is the absence of an item that must appear in a well-formed utterances. In Omissions there are some types of morphemes that can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk

of referential meaning of a sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (-s, ed, ing): the article (a, the, an): verb auxiliries (is, will, can, may, etc); and preposition (in, on, or, etc). Language learners omit grammatical morphemes much more frequently than content words. Omission of content words, although typical in the early stages of L1 acquisition, is not as common in sequential L2 acquisition where the learner is older and more cognitively mature. If content words are omitted in L2, it is usually caused by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

For Example :

Mary is the president of the new company (correct)

Mary president new company (incorrect)

The second sentence is not complete sentence although it can be understood the meaning from the utterance. However, is, the and of are the grammatical morphemes. Those little words play a minor role in conveying the meaning of the sentence. Factually, grammatical morphemes are much more frequently omitted than the content word by the learners.

b.   Addition

Additions is the presence of an item that must not appear in well-formed utterances. It usually occurs in the later stages of second language acquisition or

learning. In this stage, learners usually have already acquired target language rules. Learners often faithful to use certain rules in error. At least there are types of addition errors have been observed in speech of both first language and the second language : double marking, regulazation, and simple addition.

- Double marking : This error is caused by the failure to delete certain items which are required in some linguistic construction

  For Example :

  He didn't **went** there (incorrect)

  or

  He doesn't **knows** my name (incorrect)

  There is double marking because two items rather than one are marked for the same feature (Tenses, in these examples). The correct sentenc should be "He didn't go there" and "He doesn't know my name"

- Regularization : Regularization errors is a type of errors "in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker"

  For Example :

  The verb **eat** does not become **eated**, but ate

- Simple addition : Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in a well-formed utterances.

  For Example : The **fishes** doesn't live in the water

  There is simple addition that should be " the fish doesn't live in the water"

c.   Misformation

Misinformation is the use of the wrong form of the morpheme or structure. There are usally three types of misinformation which have been frequently reported in the literature : regularization, archi-forms, and alternating form.

- Regularization errors : Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

    For example : The dog **eated** the chicken

    There is regularization errors that should be "The dog **ate** the chicken"

- Archi- forms : Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

    For Example :

    -    That dog (correct)

    -    That dogs (incorrect)

- Alternating form : Alternating forms error caused by the learners' vocabulary and grammar development

    For Example : i **seen** her yesterday.

    The alternating error that should be " I saw her yesterday"

d.   Misordering Error

Misordering Error are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. It occurs systematically for both L1 and L2 learners in constructions that have already been acquired.

For Example :

What daddy is doing?

Correction: What is daddy doing?

The morphemes do not take place (wrong position or placement)

From the explanation above, it can be concluded that language error is the use of language, orally and in writing that deviates from the determinants of communication and language rules

2.2.2 Sources of Error

According to Brown (2007:263-266) there are four sources of error:

1)   Interlingual Transfer

It is a significant sources of error for all learners. At early stages of learning a second language are vulnerable to interlingual transfer from the native language or interference. We have all heard English learner say "The book of Jack" instead of "Jack book" it this error is attribute to negative interlingual transfer that influence by learner mother tongue during learning process.

2)   Intralingual Transfer

Another source of error that extend beyond interlingual errors in learning a second language. Negative intralingual transfer within the target language itself, it's the incorrect generalization of rules within the target language.

3)   Context of Learning

Which overlaps both types of transfer, "context" for example the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context

the teacher or the text book can lead the learner make faulty hypotheses about the language. In the words, the learners make wrong generalization about the language.

4)   **Communication Strategies**

It related to learning style. Learner obviously use production strategies enhance getting their message across. It sometimes the communication strategies can lead student to make error.

2.3   Grammar

English is regarded the language which has difficult grammatical rule to understood. It caused te learner pottentialy make an error in learning process. Actually, there are several kind of error that makes by the learner such as spelling, pronounctiation and writing. Writing error is error made by students in large context. Writing error sometimes indicates to the grammatical rule.

According to swan (2005) grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning" In addition. According to Harmer (2002: 12) states that "grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language". It is the structure and meaning system of language.

According to Ur (1996:75) state that "Grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but

also affects their meaning". Besides, According to Thornburry (1999:1) "Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence formed rules that govern how a language's sentences are formed".

From the explanation above, it can be concluded that grammar is important aspect in writing and organizational components of language to produce meaning in order to function in communication so the learner should have enough knowledge about grammar aspect.

2.4 Writing

Writing is one of four skills in English that we must master to learn writing skill we must understand what writing itself. According to Patel and Jain (2008:125) state that writing is a kind of linguistic behavior ; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. It provides an excellent consolidating activity.

According to Alamargot and Changuoy (2001:1), writing is a complex task that needs a coordinated implementation of a large set of mental activities.

Writers have to clearly delimitate the nature, the goal, and the communicative function of the text.

According to Boardman (2002:11), writing is continous process of thinking and organizing, rethingking and reorganizing. In addition, according to Harmer (2004:86) states that *writing* is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities

According to Hyland (2003:9) Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.

From the explanation above, it can be concluded that writing is a tool to communication with words. In other words writing process can helps to share what the writer think and also writing can helps the reader understand the writer's point of view.
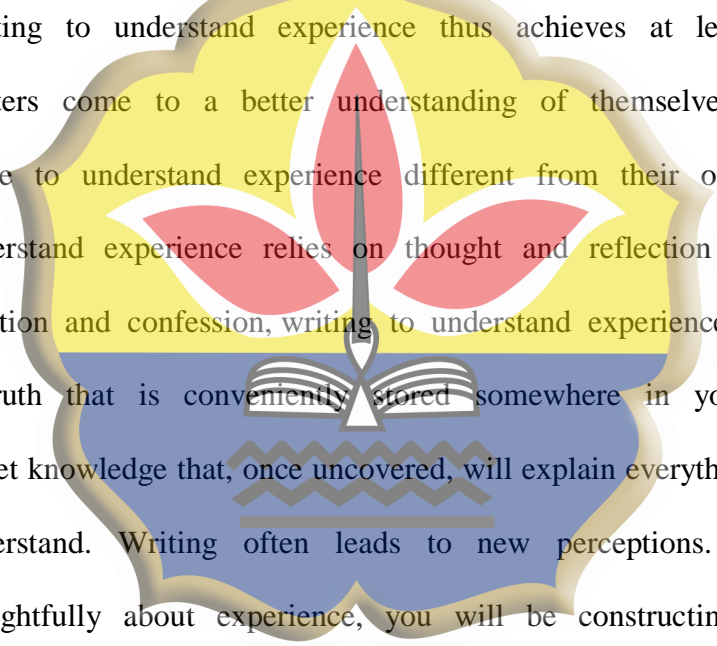
2.4.1 Purpose of Writing

There are some purpose of writing that many experts have explained, according to Ur (1996:163) state that the purpose of writing in principle is the expression of ideas, the conveying of a message to the reader so the idea themselves should arguably be seen as the most important aspect of writing.

According to Diestch (2002:4) the general purpose of writing may be primary to inform, to persuade, to express and to entertain. The specific

purpose involves responding to a certain need for writing. While according to Miller (2006:4) that the purpose of writing is a writer's purpose is essentially the same as a writer's motive both terms are used to describe what a writer hopes to accomplish. The benefit of having a clear sense of purpose is obvious; the writer is much likely to accomplish his objective. He divides the purpose of writing into ten points as follows :

a. Writing to understand experience.

Writing to understand experience thus achieves at least two goals: Writers come to a better understanding of themselves, and readers come to understand experience different from their own, writing to understand experience relies on thought and reflection more than on emotion and confession, writing to understand experience means finding a truth that is conveniently stored somewhere in your head, some secret knowledge that, once uncovered, will explain everything you want to understand. Writing often leads to new perceptions. If you write thoughtfully about experience, you will be constructing knowledge as you proceed.

b. Writing to report information.

Writing to report information is arranged in a pattern so that readers can make sense of it.

c. Writing to explain information.

Writing to explain information needs to analyze or classify information, examine causes and consequences and define concepts by

distinguishing them from other.

d.   Writing to evaluate something.

Evaluation requires that the writer determines the nature or the quality of what he/she is judging. Evaluation also means determining importance, benefit, or worth. When writing an evaluation, the writer. also needs to assure that he/she has credentials to make judgments about the subject he/she is addressing.

e.   Writing to analyze images.

Like writing to evaluate, writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgment. Moreover, analysis is almost always instructive to some extent. As in writing to explain information as well as in writing to evaluate something, writing an analysis helps readers to increase their understanding of the subject.

f.   Writing to analyze texts.

Writing to analyze texts is not really different from writing to analyze images. Writing to analyze the texts is aimed to analyze the certain text.

g.   Writing to persuade others.

Writing to persuade others means that the aim of the writing is to persuade the readers to act or to convince the reader to adopt the particular view or action.

h.   Writing to inspire others.
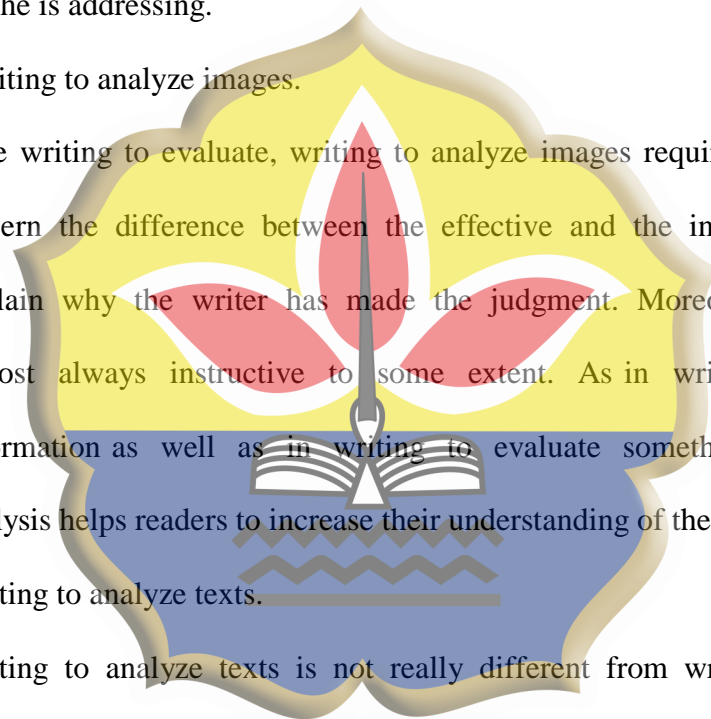
Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

i. Writing to amuse others.

Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity, and make the most of it

j. Writing to experiment with form.

Writing to experiment with form is different from the previous purpose. It is about inventing something. Then, the invention is documented through writing.

From the explanation above, it can be concluded that the purpose of writing to express the idea. The idea of writing can be delivered in different ways depended on the author's intention.

2.4.2 Types of Text in Writing

According to Cavanagh (1998:6) In writing paragraph, there are nine types of text in English :

1. Narrative Text

Narrative is used to entertain, create, stimulate emotions, motivate, guide, teach

2. Recount Text

Recounts are retelling of past events. They are usually written as a series of events in the order in which they happen.

3.   Description Text

Description is used to describe a particular living, non-living or natural phenomenon. Descriptions can 'stand alone' but are often part of other texts.

4.   Response Text

To summarise and respond personally to an artistic work/text.

5.   Information Report Text

Information reports are essentially descriptions that classify and describe things in general and specific terms. They are particularly important in subject such as Science, TAS and Geography, which classify and describe the physical world and subjects such as Creative Arts and History.

6.   Procedure Text

Procedure is used to tell how to do something, e.g. instructions, directions or rules

7.   Explanation Text

Explanation is used to explain scientifically how or why something occurs usually a technological or natural phenomenon.

8.   Exposition Text

Exposition is used to state a position with respect to an issue and argue a case for or against.

9.   Discussion Text
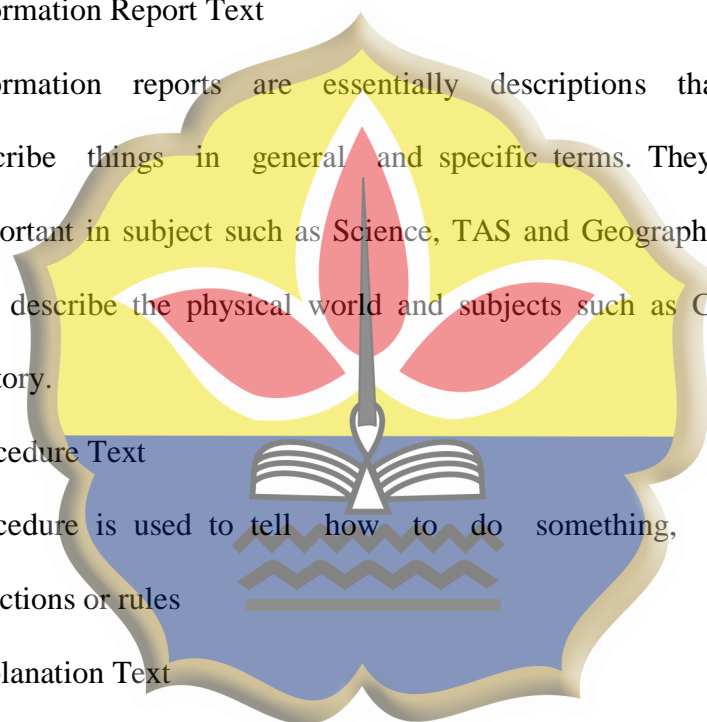
Discussion is used to examine issues from more than one perspective and make recommendations based on evidence.

From the explanation above, it can be concluded that there are many different types of writing. Types of writing have different aims and meaning. In writing, we can know what are type of writing that been write

2.5 Definiton of Paragraph

According to Boardman (2002: 4) Paragraph is a group sentences that works together to develop a main idea. In addition, according to Oshima and Hogue (2006: 3) A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point. Its means that paragraph consists a group sentences that develop to explain about the topic sentence.

According to Hegarty (2000: 26) A paragraph is made up of a topic sentence and a body of detail sentences. Usually, a paragraph that stands alone has a concluding sentence. The topic sentence states the main idea. Most often it is the first sentence. All detail sentences support, or relate to, the idea expressed in the topic sentence.

From the explanation above, it can be concluded that paragraph is a group of sentences that explain a subject that has related statements and defined reason and paragraph.

2.5.1 Parts of Paragraph

According to Boardman (2000:19-24) There are three parts in paragraph :

1. **The Topic Sentence**

A topic sentence is the most important sentence in paragraph because it contains the main idea of the paragraph. A good topic sentence has two parts: the topic and the controlling ide. According to Oshima and Hogue ((2006:39) state that topic sentence names the subject of the paragraph and the controlling idea tells what the paragraph will say about topic. It is called controlling idea because its controls and limits the topic to a very specific point or points. It is most important to keep in mind that most academic writing is done to persuade the reader that a point of view is reasonable. Therefore, another important part of writing topic is to write a sentence that has a clear point of view. This usually means that the topic sentence containts the opinion or attitude of the writer. Oshima and Hogue (2006: 40) state that position of the topic sentence is usually the first sentence in a paragraph. Experienced writers sometimes put topic sentences at the end, but the best place is usually right at the beginning. A topic sentence at the beginning of a paragraph gives readers an idea of what they will read. This helps them understand the paragraph more easily.

2. **The Body (Supporting Sentences)**

In terms of content, the supporting sentences support the topic sentence. One of the most common ways to support a topic sentence is to use facts or statistics.

3. **The Concluding Sentence**

The Concluding Sentence of a paragraph is generally a restatement of the topic sentence. It may not be possible to restate the topic itself, but it is always

possible to restate the controlling idea. A second, less common, way to conclude a paragraph is to write a sentence that summarizes the main points in the body of the paragraph. In addition, According to Hegarty (2006:29) a paragraph's concluding sentence helps a reader recall the main idea and recognize the point that has been made. Usually, the concluding sentence summarizes the information but does not add new details. It often rephrases the idea expressed in the topic sentence (expresses it in different words). When a paragraph stands alone and is not part of a larger piece of writing, it usually has a concluding sentence

2.6 Conceptual Framework

In this research just focus about "An analysis of grammatical errors in writing paragraph". Futuremore, the researcher carried out the research based on the following framenwork:

```
┌─────────────────────────┐
│   Priliminary Research   │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│      Writing Test        │
└─────────────────────────┘
```

| Omission | Addition | Misinformation | Misordering |

```
┌─────────────┐
│  Analysis   │
└─────────────┘
       │
┌─────────────────┐
│ Expected result │
└─────────────────┘
```
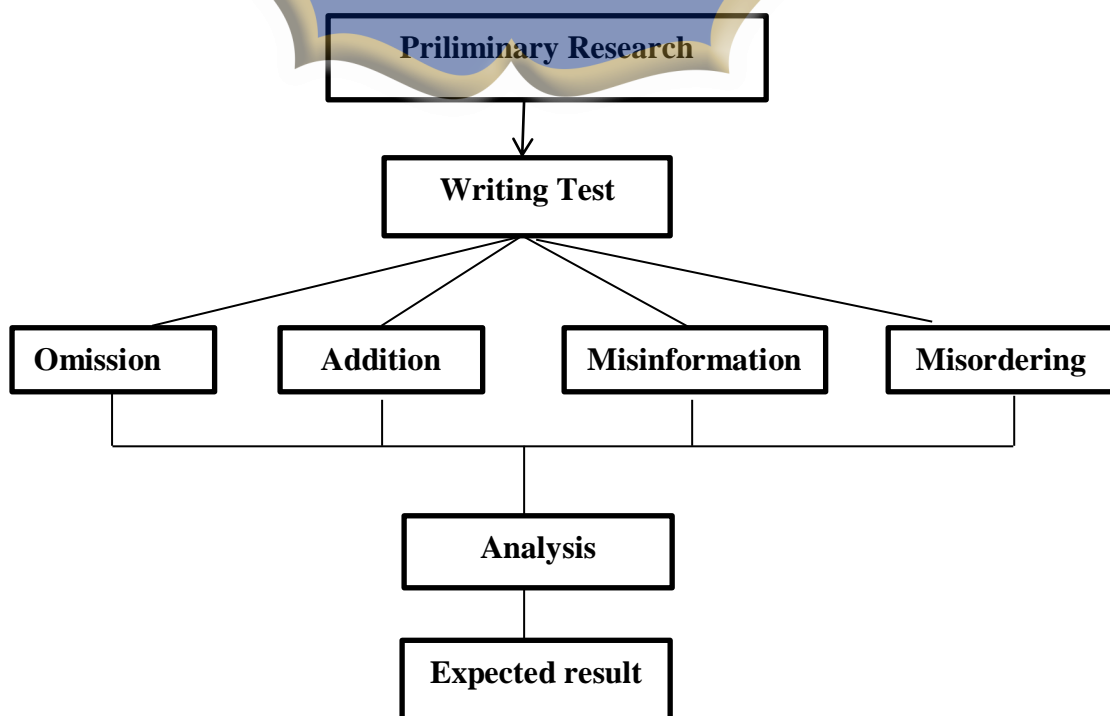
From the figure of conceptual framework above, the researcher will do some preliminary about this research because in this research need good preparation. This research requires several steps that will be done to determine the result of this research.

First, the researcher will come to the school, the researcher choose eleventh grade students of Accounting IV as the participant. In this stage the researcher will do writing test. The researcher do writing test to get depth information. Then, the researcher will collected their test.

Second is analysis. The researcher will analyzed their works in order to find the error that made by students. Those are omission,addition, misformation and misordering. The researcher do it to be able to determine the result of research.

The last step the researcher will determine the result of all the data that has been done. The results cover all the data from the begining until the end. From the result, The partisipant can know the types of grammatical errors that they made in writing test so they will not make the second mistakes.

2.7 Previous Studies

The First Study was done by Amelia (2013), entittle "An Analysis of Grammatical Errors In Academic Writing Essays of English Department Students At Diponegoro University". It is nasional Journal. This study aims to determine the grammatical errors in terms of the use of tenses, aspects, and word classes. This study also discusses the factors that cause grammatical errors found in the essays. The approach used in this research is qualitative descriptive. The results of

this research showed that there are two hundred thirty eight (238) errors found in one hundred twenty two (122) error sentences concerning Tense and Aspect, Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, and Determiner. The most common error found is 46,6 % in using verb, whereas the least error found is 1,6 % in using adverb. The significant errors found in using noun and conjunction are 13,5 %. Furthermore, from one hundred twenty two (122) error sentences, the highest percentage about 47,6 % is presented by one-error-sentence, while the lowest percentage about 4,9 % is presented by five-error-sentence, and the significant percentage about 26,2 % is presented by two-error-sentence. The most dominant factor causing the error is the first language interference that causes 163 grammatical errors, while the least likely cause of grammatical errors is caused by carelessness causing 29 grammatical errors, while the other 46 grammatical errors are caused by translation factor. The strength of this research is the researcher also find out the factors causing errors made by students. The weakness of this research is the researcher only uses test to find out factors of error. Its make the data not valid. The researcher can use questionnaire and interview so as to get some in depth information

The Second study was done by Thai EFL Students, Kanyakorn Sermsook, Jiraporn Liamnimitr and Rattaneekorn Pochakorn (2016), entittle "An Analysis of Errors in Written English Sentences: A Case Study of Thailand EFL Students". It is an international journal. It is necessary to analyzing errors committed by Thai EFL students when they produced pieces of writing in English, and to seek for the

sources that lead to the errors. The results of this research showed that punctuation was the most frequently-made error type (14.19%). Other error types were articles (13.18%), subject-verb agreement (11.82%), spelling (9.8%), capitalization (8.12%), fragments (7.77%), verbs (5.74%), prepositions (5.07%), literal translation from Thai (4.73%), nouns and pronouns (4.05%), word choices (3.72%), tense (3.38%), word order (1.69%), adjectives and parts of speech (1.01%), and transition words (0.67%), respectively.. Interlingual interference, intralingual interference, limited knowledge of English grammar and vocabulary, and carelessness of the students were found to be the major sources of the errors. The strength of this research is the researchers also find the sources of error made by students that employed the questionnaire and interview so as to get some in-depth information lying behind the errors. The weaknesses of this research is the researcher didn't find the sources of error made by students in their writing test.

The Second study was done by Ali Akbar Khansir and Marjan Ilkhani (2016), entittle "A Study of Written Grammatical Errors of Iranian EFL Learners at Undergraduate Level" It is internasional journal. The main aim of this journal is to investigate a study of written grammatical errors of Iranian EFL learners at undergraduate level. The result of this research showed that Iranian learner committed 584 active and passive errors which came to 29.2% of this project. In the part of preposition errors, they made 1158 errors which came to 57.9% and, the last item of this category was tense, in the item, the learners produced 578 errors came to 28.9% of this paper. The strengh of this research is the researchers used three instruments to collect consisted of background

questionnaire, general english proficiency test, and grammatical judgment test to show the ability of the students in the field of Error analysis. The weaknesses of this research is didn't find the sources of error made by students in their writing.

From those previous studies, the researcher tries to increase the research about an analysis of grammatical errors in writing paragraph made by eleventh grade students of accounting in SMKN 1 Jambi academic year 2018/2019. The reseacher do this research is to find out types of grammatical errors in writing paragrah and by analyzing the grammatical errors in writing paragraph the students can know what are types of error dominantly made by students.

The three previous studies have similarity and differences with this research. The similarity was that all of the study are the researcher and these studies research an error analysis in writing, the researher and these studies also use qualitative method. The differences was that all of the study are the researcher and these studies research in different writing: First study is writing sentences, second study is writing essay, and the last is writing production. The researcher and these studies have different location.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

This is a qualitative research. According to Bogdan and Biklen (2007:5) state that qualitative is descriptive that data collected take the form of words or pictures rather than a numbers. In addition, According to Vanderstoep and Johnston (2009:170) qualitative research does not translate variables into numbers, so there can be no statistical analysis. It means that this research findings will be using words dominately rather than a numbers.

In other definition Creswell (2007:15) the researcher design the process in qualitative research desighn with philosophical assumptions that the inquires make in deciding to undertake a qualitative study. On the other hand Creswell (2007:37) also said qualitative research begins with assumptions, a worldwide, the possible use of theoritical lens, and the study research problem inquiring into meaning individuals or groups ascribe to a social or human problem. Creswell also said qualitative research was a kind of educational research in which the researcher focused on the view of participants, asked general questions and the participants experience; collected data consisted words from the participants; describe and analyzed that words and conducts in subjective.

Based on expert opinions above, researcher concludes that qualitative method is a method that data collected take the form of words dominately. The researcher used qualitative method to analyze the data, because that process easier than other method to collect all data. The researcher used the method to analyze

data and examine the events or phenomena of students, especially in students'
error in writing paragraph.

3.2 Setting of the Research

This setting of the research is SMK NEGERI 1 KOTA JAMBI which located at Jln A. Thalib, Simpang IV Sipin, Telanipura, Kota Jambi. This school categorized best vocational school in Jambi because that school can comply of requisite good and produce the good graduate.

The reason of researcher why choosing and interested on choosing SMKN 1 JAMBI as place of the research because the researcher knows a teacher in SMKN 1 JAMBI.

3.3 Population and Sample

3.3.1 Population

According to Ary (2010 : 647) Population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects. Population of this study is students SMK N 1 Jambi City. Four class at the XI Grade students of Accounting. Total numbers of the population :

Table 3.1

The Population of the Research

Class	Number of students
XI Accounting I	39
XI Accounting II	41
XI Accounting III	38
XI Accounting IV	35
Total	157

(Source : SMK N 1 KOTA JAMBI)

3.3.2 Sample

After determining the population, the researcher decided to take samples. Sample is the group of elements, or a single element, from which data are obtained (McMillan,1992 : 69). In other words sample is any part of population considered to be representative to the population. According to Ary (2010:648) stated "random sampling is a sample selected by a chance procedure so that every member of the population has equal proibability of being selected". The researcher just only picks one class to become the sampling of the study, and the researcher have choosen the XI Accounting III as the researcher sample.

able 3.2

The sample of the research

Classes	Number of students
XI Accounting IV	35
Total	35

3.4 Technique of Data Collection

To collect the data, the researcher used test to collect data. The researcher gives the test to the elevent grade of accounting in SMK N 1 Jambi.

3.4.1 Test

The written test in this study was given to the students in the form of essay. The students were given 90 minutes to do a written test and it was controlled directly by the researcher. The researcher offered 3 topics to write such as; Advantages of using mobile phone, My Family and Ways to Celebrate Birthday. From those three topics, one student was instructed to choose one topic to write. The students were asked to write 150 words. After the collected their data, the researcher analyzed their works in order to find the error that made by students. Those are omission, addition, misformation and misordering.

Table 3.3

Specification of Grammatical Errors

Grammatical Errors	Description			
	Omission	Addition	Misformation	Misordering
Students' grammatical errors in writing paragraph	The absence of an item that must appear in a well-formed utterance	The presence of an item that must appear in well-formed utterance	The use of the wrong form of the morpheme or structure	The incorrect placement of a morpheme or group of morphemes in an utterance

Source: Dulay, Burt and Krashen (1982)

3.5   Technique of Data Analysis

Data analysis is process of organazing the data in order to put her pattern in the form of explanation in which the interpretation of the data is the process of giving meaning to the process of data analysis result. Once the students data collected, then analyzed what the error are often made by students, such as the following steps for the data.

1.   Collecting of the sample,

2.   Identification of errors, in which the researcher identifies students' error in writing test

3. Describing students' grammatical errors, in which classified the error into types of error.

4. Calculate the percentage of the overall error in the essays of students who have been indentified into types of error with formula that has been modified for research purposes with the formula (Sudjiono, 2010:43) as follows :

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

Description :

P : Percentage of calculated item

F: The score total of Calculated item

N :Represent of Respondent Total

5. Discuss the results of the analysis

6. Make the conclusion of the data analysis

CHAPTER IV

FINDING AND DISCUSSION

4.1. Finding

The aim of the test was to know students' grammatical error in writing paragraph. The result of students' writing show different result from each students

4.1.1. Collecting of sample of learner language

Researcher gave students writing test on March 08, 2018. The data was collected from the result of students' writing test. The researcher asked to students write a paragraph. The researcher taken 35 samples from the second grade students but when the data collecting is done, there were 2 students absent. And the sample that the researcher used is 33 students.

4.1.2. Identification of Grammatical Errors

After researcher collected the data, the researcher analyzes the students' written test one by one to found out students' grammatical errors and made the table of students' error in writing.

Table 4.1

Type Errors in Writing Paragraph

Name	Omission	Addition	Misinformation	Misordering
Student 1	4	-	1	1
Student 2	0	0	0	0
Student 3	4	2	4	1
Student 4	2	-	1	-
Student 5	5	1	5	1
Student 6	-	-	5	2
Student 7	-	-	-	-
Student 8	4	1	1	3
Student 9	-	1	2	1
Student 10	3	1	2	1
Student 11	-	-	1	1
Student 12	-	-	-	1
Student 13	-	-	-	-
Student 14	2	1	3	1
Student 15	-	-	1	-
Student 16	-	-	2	-
Student 17	-	-	1	-
Student 18	2	-	6	-
Student 19	2	-	6	2
Student 20	0	0	0	0
Student 21	1	1	3	1
Student 22	-	-	3	1
Student 23	2	1	2	0
Student 24	2	1	2	1
Student 25	3	-	2	3

Student 26	**2**	**-**	**2**	**-**
Student 27	**0**	**0**	**0**	**0**
Student 28	**1**	**-**	**3**	**1**
Student 29	**2**	**1**	**4**	**1**
Student 30	**-**	**-**	**5**	**-**
Student 31	**-**	**-**	**1**	**-**
Student 32	**-**	**-**	**-**	**-**
Student 33	**5**	**-**	**3**	**-**
Student 34	**6**	**-**	**3**	**1**
Student 35	**4**	**1**	**2**	**2**
TOTAL	**56**	**12**	**76**	**26**

0 = Students who do not have categorize in written test.

\-   = Students who do not have an error

4.1.3   Describing students' grammatical error in writing

The next step is describes the students' error into four types; omissionm,addition,mis-formation and mis-ordering. The types of errors can be seen in this table below

Table 4.2

Types of Error Analysis

Grammatical Errors	Types of Errors				Total
	Omission	**Addition**	**Mis-formation**	**Mis-ordering**	
Grammatical errors made in writing	**56**	**12**	**76**	**26**	**170**

Source: Dulay, Burt, and Krashen (1982)

1. Omission

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

$$= \frac{56}{170} \times 100\%$$

$$= 32,94\ \%$$

2. Addition

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

$$= \frac{12}{170} \times 100\%$$

$$= 7,05\ \%$$

3. Mis-formation

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

$$= \frac{76}{170} \times 100\%$$

$$= 44,70\%$$

4. Mis-ordering

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

$$= \frac{26}{170} \times 100\%$$

$$= 15,29\ \%$$
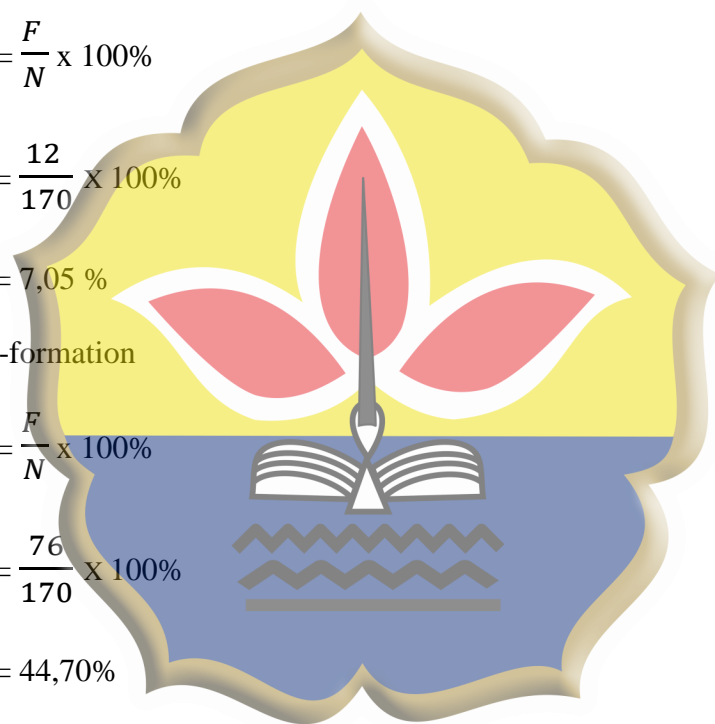
Based on the formulation above, the researcher found the result percentages of four types of the errors made by the students. The result percentages of errors in students' writing are::

1. The percentages of Omission made by the students in test is 32,94%

2. The percentages of Addition made by the students in test is 7.05 %

3. The percentages of Misformation made by the students in test is 44,70 %

4. The percentages of Misordering made by the students in test is 15,29 %

Table 4.3

Percentage of Errors

No	Types of Errors	Frequency of Errors	Percentage
1	Omission	56	32.94%
2	Addition	12	7.05 %
3	Mis-formation	76	44.70 %
4	Mis-ordering	26	15.29 %

Source: Results of research

4.2. Discussion

Based on the results of the analysis were discussed, there are some errors often appears from above table that a lot of errors. There are 4 errors students do, such as omission, addition, misformation and misordering.

4.2.1 Omission

Omission is the absence of an item that must appear in a well formed. The researcher found out some students error in omission, as follow below:

Student 4 : She always take care of me and my brother very well.

Analysis : The sentence is incorrect because there are no *to be* and suffix -s in the sentence. The students ignores the rule of subject-verb agreement. In this sentence, the subject pronoun is indicated with *She* (singular) Verb which follows third person. singular should be added by suffix s/es. The correct sentence should be "She always takes care of me". The sentence "my brother very well", there is no *to be*. The sentence should be added by *to be* and the correct sentence should be "My brother is very well"

Student 5 : I can share any of my life secrets with her

Analysis : The sentence is grammatically incorrect because there is no , *Apostrophe -s* in the sentence. The sentence needs *Apostrophe -s* which has function as a possesive adjective. The correct sentence should be "I can share any of my life's secrets with her".

Student 15 : You can relax with mobile phone application

Analysis : The sentence is incorrect because there is no , *Apostrophe -s* in the sentence. The sentence needs *Apostrophe -s* which has function as a possesive adjective. The correct sentence should be "You can relax with mobile phone's application"

Student 33 : Second is my mother. Is the best one.

Analysis : Those sentences are incorrect because there are no *Articel and subject.* The first sentence is omission of Articel. The correct sentence should be "The second in my mother". "Is the best one" the sentence is incorrect because there is no Subject. The correct sentence should be "She is the best one"

Student 34 : He is Teacher. He teach English in a high school.

Analysis : "He is Teacher" this sentence is grammatically incorrect because there is no *Article* in the sentence. Article is important in a sentence to indicate singular count noun. To make this sentence correct. Should be added article in front of noun. The correct sentence shoul be, "He is a teacher". "He teach English in a high school" The sentence is incorrect because student ignores the rule of subject – verb agreement. In this sentence, the subject pronoun is indicated with *He* (singular). Verb which follows third person. singular should be added by suffix s/es. The correct sentence should be "He teaches English in a high school"

Students 34 : My Brother's name Riski

Analysis : The sentence is grammatically incorrect because there is no *be* in sentence. The sentence should be added by *be* in the sentence. and the correct sentence should be "My Brother's name is Riski"

Students 35 : He always give money to me and my sister

Analysis : This sentence is incorrect because student ignores the rule of subject – verb agreement. In this sentence, the subject pronoun is indicated with *He* (singular). Verb which follows third person singular should be added by suffix s/es. The correct sentence should be "He always gives money to me and my sister"

Student 35 : She often hugged me when i have problem. Also advise me.

Analysis : Analysis : "Also advise me" This sentence are omission of subject and omission suffix –s. This sentence is grammatically incorrect because there is no *Subject* in the sentence and the verb is followed by suffix –s because it is based on subject – verb agreement. The correct sentence should be "She also advises me"

From 33 students, there were 56 errors in *omission* and the percentage is 32,94 %. The source of those kinds of error is *interlingual transfer.* interlingual transfer is attribute to negative interlingual transfer that influence by learner mother tongue during learning process. It means what they do are translate Bahasa indonesia into English directly. In fact, both Indonesia and English have different structure. For example : 'She study at Pharmacy Faculy of Bandung Univesity", The correct form is 'She study at Pharmacy Faculy of Bandung Univesity' the student made error in applying singular and plural noun. The sentence 'My Brother's name Riski', The student omitted 'is' as to be in the sentence and the sentence couldn't be a grammatically correct sentence because 'is' is needed to complete the noun before it so the correct sentence is 'My Brother's name is Riski'. The other example is 'My father is head of the family' the student omitted articel "the" before the word "head". The correct sentence is 'My father is the head of the family'.

4.2.2 Addition

Addition is the presence of an item which must not appear in well-formed utterance.

Student 5 : She is washes my cloths and she always helps me

Analysis : The sentence is incorrect because the researcher found that *to be* stands together with verb and it is incorrect form. Its error called double marking because learners combines *be* and *verb in* the sentence**.** Whereas, *be* cannot stand in line with *verb* so *be* should omitted. The correct sentence becomes "She washes my clothes and she always helps me"

Student 9 : You can play *the* your game favorite.

Analysis : The sentence is incorrect because the student add *preposition* in the sentence. The sentence doesn't need *preposition*. The correct sentence becomes "You can play your favorite game"

Student 16 : Mobile phone is easy to contact anyone when they needs it

Analysis : The sentence is incorrect because the subject pronoun "they" indicated plural noun, so the verb should be "need". The correct sentence should be "Mobile phone is easy to contact anyone when they need it.

Student 35 : I have father, his name's Wahyudi.

Analysis : Addition of apostrophe -s "his name's Wahyudi". To show possession, it can be added apostrophe and suffix –s to a singular person. Meanwhile, *his* in the sentence has the function as possessive adjective. It is enough to use *his* as possessive adjective followed by noun. Then, Apostrophe –s in unnecessary and it should be eliminated. Moreover, the sentence needs *be*

which has function as a verb. *Be* should be *is* because student tells about simple present form so the correct sentence should be "his name is Wahyudi". It is called double marking because two items are marked the same feature (possesive adjective and apostrope-s).

There were some errors in *addition error* in students' writing, there were 12 errors in addition and the percentage is 7,05 %. The source of those kinds of error is *intralingual transfer*. intralingual transfer is the incorrect generalization of rules within the target language. This errors occur because the students are overgeneralization the rules in wrong concepts. So that intralingual transfer is happen because of partial learning. For example : 'She is washes my cloths and she always helps me', The students add *to be* before the *verb*, and it isn't needed because *to be* only for adjective and noun so the correct sentence should be 'She washes my cloths and she always helps me'. The other example is 'You can play *the* your favorite game'. the student add *Articel* in the sentence. The sentence doesn't need *Articel,* then the correct sentence should be 'You can play your favorite game'.

4.2.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Student 5 : He have many friends who come to our home

Analysis : The sentence is misformation of auxiliary verb because subject "He" must be followed "Has". The subject "*He*" indicated singular noun. The correct sentence should be "He has many friends who come to our home". It is called as Archi-form because the student substitutes auxiliary verb of singular noun to the auxiliary verb of plural noun.

Student 6 : "He don't want a ..."

Analysis : The sentence is incorrect because subject "He" must be followed by auxiliary "does". The subject "*He*" indicated singular noun. The correct sentence should be "He doesn't want a...". It is called as Archi-form because the student substitutes auxiliary verb of singular noun to the auxiliary verb of plural noun.

Student 9 : You can open the google, then look for my job

Analysis : The second sentence use the wrong *possesive adjective*. The word "My" it shows possesive pronoun for "I" but the subject in the first sentence is *You* so the possesive pronoun "You" should be "Your". The correct sentence becomes "You can open the google, then look for your job"

Student 10 : She always taught me something that i do not understand.

Analysis : The sentence is incorrect because the wrong of using verb. The verb "taught" should be "teaches" because student describe something in simple present form. The correct sentence becomes "She always taught me something that i do not understand"

Student 16: People can contact they parents, friends, boyfriend or girlfriend and others.

Analysis   : The sentence is incorrect because the wrong of using *possesive adjective.* The subject pronoun "People" indicated plural noun so possesive pronoun for "People" should be "Their". The correct sentence becomes "People can contact their parents, friends, boyfriend or girlfriend and others".

Student 31 : Students is encouraged to build collaborative learning

Analysis   : The sentence is incorrect because to be "is" should be changed into "are" because *Students* Indicated plural noun. It is called archi form because the students subtitutes auxiliary verb of plural noun to auxiliary verb of singular noun. The correct sentence should be "Students are encouraged to build collaborative learning".

Student 33 : She is the best one. Her name is Hera. He is about 38 years old.

Analysis   **:** The third sentence is incorrect because the student wrote incorrect subject. The correct subject should be "She is about 38 years old"

Student 34 : "My mother's name is Wati. He is 38 years old"

Analysis   : There is misformation of subject. The sentence "My mother's name is Wati" it shows that the subject is *She* so the second sentence must be *She* because the sentence "He is 38 years" still explain about "My mother" . The correct sentence should be "My mother's name is Wati. She is 38 years old.

Student 35 : She always gives his love everytime

Analysis : The sentence incorrect because the subject is "She" so *possesive adjective* must be "her". The correct sentence becomes "She always gives her love everytime.

There were some errors in misformation error in students' writing, there were 76 errors in misformation and the percentage is 44,70 %.The source of those kinds of error is *Context of Learning.* Context of Learning is wrong generalization about the language. Context refers to the classroom with its teacher and its materials. In a classroom context the teacher or the text book can lead the learner make faulty hypotheses about the language. For example : 'He have many friends who come to our home', the student made misformation of auxiliary verb because subject "He" must be followed "Has". The subject *"He"* indicated singular pronoun. The correct sentence should be "He has many friends who come to our home". The source of this sentence types of error is context learning because students does not pay attention teacher explanation.

4.2.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Student 5 : My father is my hero real and person ideal of my life.

Analysis : The sentence has incorrect placement items because the student puts incorrect placement of adjective. *Adjective* should be put in front of *noun.* The correct sentence should be "My father is my real hero and ideal person of my life.

Student 6 : He don't want a <u>child lazy</u> in learning

Analysis : This sentence is incorrect because the student puts incorrect placement of adjective. *Adjective* should be put in front of *noun*. The correct sentence becomes "He doesn't want a lazy child in learning"

Student 9 : your game favorite"

Analysis : The sentence has incorrect placement item because the student puts incorrect placement of adjective, The sentence should be "Your favorite game"

Student 25 : She is 12 years old. Hobbies she swimming and singing.

Analysis : The sentence has incorrect placement item and omission of tobe. Subject *She* can be changed by arranging the correct *possesive adjective* such as "her hobbies". In this sentence, possesive adjective as subject. The sentence should be added *are* because *her hobbies* indicate plural noun. The correct sentence should be "She is 12 years old. Her hobbies are swimming and singing.

Student 34 : He is man handsome.

Analysis : The sentence is incorrect because the student puts incorrect placement of adjective. *Adjective* should be put in front of *noun*. The correct sentence should be"He is handsome man".

Student 35 : She is very lonely, patient, and a good housewife

Analysis : The article "a" should be put in front of the first adjective. The correct sentence becomes "She is a very lonely, patient and good housewife"

There were some errors in misordering error in students' writing, there were 26 errors in misordering and the percentage is 15,29 %. The source of those kinds of error is *Communication Strategies.* Communication Strategies related to learning style. Learner obviously use production strategies enchange getting their message across. For example : 'She is very lonely, patient, and a good housewife', The article "a" should be put in front of the first adjective. The correct sentence becomes "She is a very lonely, patient and good housewife". The students tried to make a good sentence structure by applying their knowledge on grammar but they failed, because they took a wrong pattern in making the correct sentence.
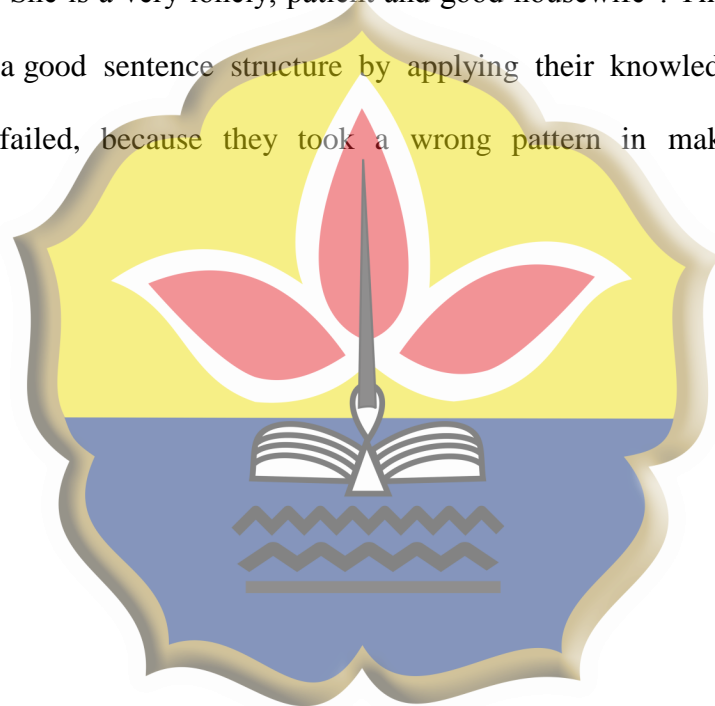
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts namely, conclusion and suggestion. The first part presents the conclusion derived from study. The second part present suggestions intended for the teacher and the students.

5.1 Conclusion

Based on the findings and discussion. It can be concluded that the results of this research have provided information about what kind of grammatical errors made by students in writing paragraph at eleventh grade students of accounting in SMK N 1 JAMBI academic year 2017/2018. The researcher conclude that :

1. The types of error that were made by the students in their writing from the highest percentage to the lowest are error of misformation, error of omission, misordering and error of addition.

2. The result of the error analysis process showed that students committed error into four types: omission, addition, misformation, misordering.

3. From the frequency of each error types, Misformation was the error which most frequently produced by the students. It took 44,70 % of the total errors. Moreover, 32,94 % errors fell into error of omission and 15,29 % errors fell into misordering; whereas, for addition, it only took 7,05 % .

4. The researcher was found out that the usage of the grammar in writing paragraph still difficult. So that, the analysis of grammatical errors in writing is very important the teachers can know the factual condition of the

student's ability in writing and kind of error that the students probably do in their writing for the next time.

5.2   Suggestion

Based on the above conclusions, the researcher gave following suggestions:

1.   For the teacher

The teacher should explain more about grammar for the students so the students can write grammatically correct and the teachers have to pay attention to the students' errors and make them aware abuout their errors so they can make a correction by themselves and will not do the same error.

2.   For the students

The students have to pay more attention to some aspects that are difficult for them in writing. After knowing their mistakes, the students should be able to learn from it, so they will not do the same mistakes.
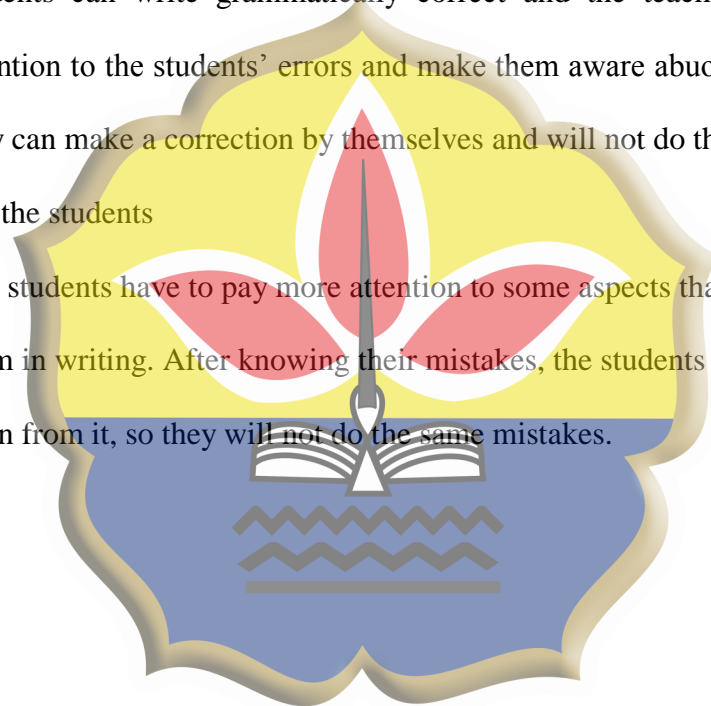
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APPENDIX 1

Name :

Instructions:

Choose one of the topics below then write a paragraphs with your own words that consists of topic sentence, supporting sentence (body), and concluding sentence. The paragraph should consist of 150 word

    a.   Adventages of using mobile phone

    b.   My Family

    c.   Ways to Celebrate Birthday

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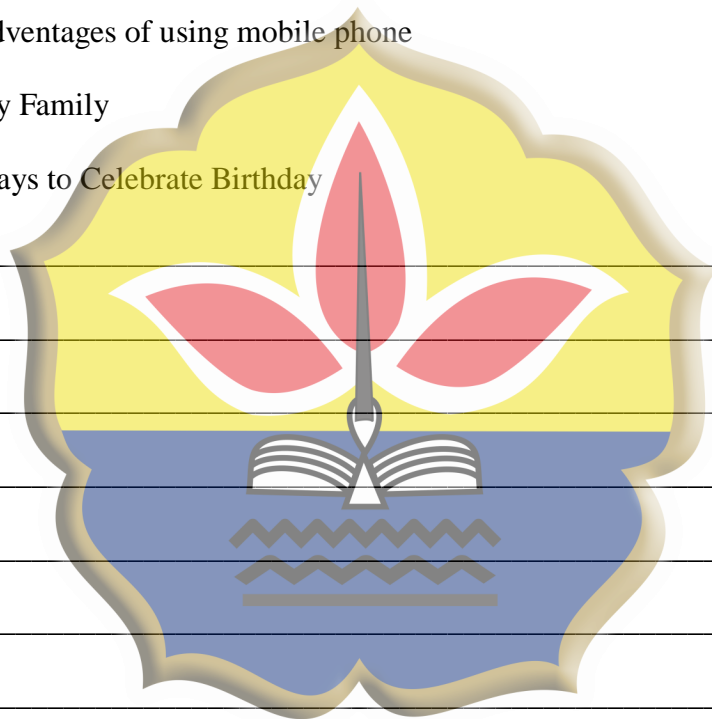
APPENDIX 5

Types of Error

Students's number	Type of error	Incorrect Sentence	Correct Sentence
Student 1	Omission of Articel	My father is head of the family	My father is **the** head of the family
	Omission of Preposition	My mother is ideal housewife forthy.	My mother is an ideal housewife **of** forthy.
	Omission of suffix -s	She take great care of us of all	She **takes** great care of us of all
	Omission of preposition	She is a student in university jambi	She is a student in university **of** Jambi
	Misformation of verb	She tryed to help me in all my conditions	She **tries** to help me in all my conditions
	Misordering Error	She take great care of **us of all**	She takes great care of **all of us**
Student 3	Omission of Articel and to be	Father first	**The** first **is** Father
	Omission of to be and subject	My mother fussy but is beautiful	My mother **is** fussy but **she** is beautiful
	Additon Error	He can lead the family **is** well	He can lead the family well
	Misformation Error	I have a family	I have a family

		consists of my father, my mother, my sister, brother and **me**	consists of my father, my mother, my sister, brother and **I**
	Misformation Error	She always **taught** me something that I do not know understand	She always **teaches** me something that I do not know understand
	Misformation Error	My mother and my father **is** very friendly	My mother and my father **are** very friendly
	Misformation Error	My mother is very attentive to me **at** everything	My mother is very attentive to me **in** everything
	Misordering Error	**Father first**, he is my superhero	**The first is Father**, he is my superhero
Student 4	Omission of suffix -s	She always **take** care of me and my brother very well	She always **takes** care of me and my brother very well
	Omission of be	I very shy and quiet	I **am** very shy and quiet
	Misformation Error (Archi-form)	My family **are** a small family with three people	My family **is** a small family with three people
Student 5	Omission of Suffix -s	He always **help** others	He always **helps** others

	Omission of Suffix -s	He **support** me in all my problem.	He **supports** me in all my problem.
	Omission of Suffix -s	She is washes my cloths and she always **help** me	She washes my cloths and she always **helps** me
	Omission of to be	I a student in SMK N 1 Jambi	I **am** a student in SMK N 1 Jambi
	Omission of Apostrophe -s	I can share any of my **life** secrets with her	I can share any of my **life's** secrets with her
	Addition Error	She **is washes** my cloths and she always help me	She **washes** my cloths and she always helps me
	Misformation error	He always help others in **they** problem.	He always helps others in **their** problem.
	Misformation error	My father is my real hero and ideal person in my life. **Her** name is Fajar	My father is my real hero and ideal person in my life. **His** name is Fajar
	Misformation error	I **doesn't** want to study but i know my mother loves me	I **don't** want to study but i know my mother loves me
	Misformation error	Sometimes we **fights** like cats and dogs.	Sometimes we **fight** like cats and dogs.

	Misformation error	He **have** many friends who come to our house	He **has** many friends who come to our house
	Misordering Error	My father is **my hero real and person ideal** of my life	My father **is my real hero and ideal person** of my life
Student 6	Misformation Error	He **don't** want a child lazy in learning and leave sholat	He **doesn't** want a lazy child in learning and leave sholat
	Misformation Error	I **was a** first child of three siblings.	I **am the** first child of three siblings
	Misformation Error	The last is my brother. **He's** name is Dika	The last is my brother. **My brother's** name is Dika
	Misformation Error	The forth is my sister**, she's** name is keyla	The forth is my sister**, My sister's** name is keyla
	Misordering Error	He don't want a **child lazy** in learning and leave sholat	He doesn't want a **lazy child** in learning and leave sholat
	Misordering Error	This is the story of **my family simple**	This is the story of **my simple family**
Student 8	Omission of suffix – es and preposition	My brother study University jambi	My brother **studies in** University **of** Jambi

	Omission of preposition	We live Simpang Rimbo	We live **in** Simpang Rimbo
	Omission of be	He person lazy	He is lazy person
	Addition of to be	I **am is** daughter of number 2	I **am** the second daughter
	Misformation error	I am **is** daughter of number 2	I am **the** daughter of number 2
	Misordering error	I am is **daughter of number 2**	I am **the second daughter**
	Misordering error	He person lazy	He is lazy person
	Misordering error	I have **brothers of 3**	I have **three brothers**
Student 9	Addition Error	You can play **the** your game favorite	You can play your game favorite
	Misformation Error	Mobile phone **have** five main benefits.	Mobile phone **has** five main benefits.
	Misformation Error	You can open the google, then look for **my** job in there.	You can open the google, then look for **your** job in there.
	Misordering error	You can play the your **game favorite**	You can play your **favorite game**
Student 10	Omission of to be	I happy and sad	I **am** happy and sad
	Omission of suffix -s	His smile make me happy	Her smile **makes** me happy

	Omission of suffix -s	My mother **love** me so much, his smile make me happy	My mother **loves** me so much, his smile make me happy
	Additon Error	He can lead the family **is** well	He can lead the family well
	Misformation Error	My mother love me so much, his smile make me happy	My mother love me so much, **her** smile make me happy
	Misformation Error	She always **taught** me something that I do not understand	She always **teaches** me something that I do not understand
	Misordering Error	She loves **movie romantic**	She loves **romantic movie**
Student 11	Misformation Error	Students **is** encouraged to build collaborative learning.	Students **are** encouraged to build collaborative learning.
Student 12	Misordering Error	So the conclusion, ... Is very important as mobile phone complement in our live	So the conclusion, Mobile phone is very important as complement in our live
Student 14	Omission of Articel and to be	Father first	**The** first **is** Father
	Addition (Double Marking)	My mother **is always** there when I am happy and sad	My mother **always** there when I am happy and sad

	Misformation Error	She always **taught** me something that I do not understand.	She always **teaches** me something that I do not understand
	Misformation Error	My sister is very talkative, **he** always makes me annoyed	My sister is very talkative, **she** always makes me annoyed
	Misformation Error	I always fight with **him**	I always fight with **her**
	Misordering Error	**Father first**, he is my superhero	**The first is Father**, he is my superhero
Student 15	Misformation Error	We can **communicated** over long distances	We can **communicate** over long distances
Student 16	Misformation Error	People can contact **they** parents, friends, boyfriend or girlfriend and others.	People can contact **their** parents, friends, boyfriend or girlfriend and others.
	Misformation Error	When they **needs** it	When they **need** it
Student 17	Misformation Error	Students **is** encouraged to build collaborative learning	Students **are** encouraged to build collaborative learning

Student 18	Omission of subject	He is also a firm person and is good cooker	He is also a firm person and **he** is good cooker
	Omission of suffix -s	My mom always **cook** for me	My mom always **cooks** for me
	Misformation Error	My sister is very talkative, **he** always makes me annoyed. I always fight with **him** and sometimes I have to patient but **he** always helps me if I have homework and **he** love me too and I love **him**	My sister is very talkative, **She** always makes me annoyed. I always fight with **her** and sometimes I have to patient but **she** always helps me if I have homework and **she** love me too and I love **her**
	Misformation Error	She always **taught** me something I do not understand	She always **teaches** me something I do not understand
Student 19	Omission of suffix -s	She want the best for me	She **wants** the best for me
	Omission of Apostrophe -s	Mother cuisine is very delicious	**Mother's** cuisine is very delicious

	Misformation Error	My father **was** a very firm man, diciplined, joking person and very fond of **her** family	My father **is** a very firm man, diciplined, joking person and very fond of **his** family
	Misformation Error	My mother loves **his** family	My mother loves **her** family
	Misformation Error	My brother has **her** own family	My brother has **his** own family
	Misformation Error	He married **at** 2009. He **have** a wife and one child	He married **in** 2009. He **has** a wife and one child
	Misordering Error	**I and my brother** have a difference.	**My brother and I** have a difference.
	Misordering Error	**Family** I love very much	I love **my family** very much
Student 21	Omission of to be	My mother very strong in educating her child.	My mother **is** very strong in educating her child.
	Addition Error	My mother **also the mother** very strong in educating her child	My mother is very strong in educating her child
	Misformation Error	Small **familities I** consists of Father, mother, brother and me	Small **family My** consists of Father, mother, brother and me
	Misformation Error	My father **was** very strong in all the	My father **is** very strong in all the

		things	things
	Misordering Error	Small **familities I** consists of Father, mother, brother and me	My Small Family consists of Father, mother, brother and me
Student 22	Misformation Error	They can celebrate **they** Birthday with their friends and family.	They can celebrate **their** Birthday with their friends and family.
	Misformation Error	The **one**, I go with family	The **first**, I go with family
	Misformation Error	**Me** go with family to celebrate my birthday	**I** go with family to celebrate my birthday
	Misordering Error	**I and my familly** usually go dinner to celebrate my birthday	**My family and I** usually go dinner to celebrate my birthday
Student 23	Omission of Suffix -s	My mother loves her family like **love** hisself	My mother loves her family like **loves** herself
	Omission of Article	I am last child three siblings	I am **the** last child **of** three siblings
	Addition of Error	My two brothers **i've** been married	My two brothers have been married.
	Misformation Error	My mother loves her family like love **hisself**	My mother loves her family like loves **herself**

	Misformation Error	My family always there when I need **their.**	My family always there when I need **them**.
Student 25	Omission of Apostrophe -s	My father name is Limbong	My father's name is Limbong
	Omission of possesive adjective	I have a mother, her name is Dewita. He is very good and penyabar. age is now 45 years old	I have a mother, her name is Dewita. He is very good and penyabar. **Her** age is now 45 years old
	Omission of to be	Hobbies she swimming and singing	Her Hobbies **are** swimming and singing
	Misformation Error	I have a mother, her name is Dewita. **He** is very good and penyabar	Her name is Dewita**. She** is very good and patient
	Misformation Error	Hobbies **she** swimming and singing	Hobbies her swimming and singing
	Misordering Error	**He is now** 50 years old	**Now, He is** 50 years old
	Misordering Error	I have a mother, her name is Dewita. He is very good and **penyabar.** age is now 45 years old	I have a mother, her name is Dewita. He is very good and **patient.** Now, her age is 45 years old
	Misordering Error	**Hobbies she** swimming and	**Her Hobbies** are swimming and

		singing	singing
Student 26	Omission of Apostrophe -s	Second, with mobile phone you can relaxation with mobile phone applications	Second, with mobile phone you can relaxation with mobile **phone's** applications
	Omission of to be	You can use it to make calls whenever there an emergecy	You can use it to make calls whenever there **is** an emergecy
	Misformation Error	We can **communicated** to you family and your friends.	We can **communicate** to you family and your friends.
	Misformation Error	We can communicated to **you** family and your friends.	We can communicate to **your** family and your friends.
Student 28	Omission of suffix -es	My sister in Palembang because he **study** in a university	My sister in Palembang because she **studies** in a university
	Misformation Error	My sister in Palembang because **he** study in a university. We miss **him,** we hope **he** will come back	My sister in Palembang because **she** studies in a university. We miss **her,** we hope **she** will come back soon

		soon so we can together again	so we can together again
	Misordering Error	We live in peace, joke and **together happy**	We live in peace, joke and **happy together**
Student 29	Omission of Suffix -s	She cook for me	She **cooks** for me
	Omission of to be	She very attentive to me in everything	She **is** very attentive to me in everything
	Addition Error	My father **was named** Syamsudi	My father**'s name is** Syamsudi
	Misformation Error	My father **was** named Syamsudi	My father's name **is** Syamsudi
	Misformation Error	My sister is very fussy. **He** is cute but i'm more cute	My sister is very fussy. **She** is cute but i'm more cute
	Miformation Error	**Me** and my mother **is** very close like a friend	My mother and **I are** very close like a friend
	Miordering Error	**Me and my mother** is very close like a friend	**My mother and I** are very close like a friend
Student 30	Misformation Error	Second, some people like to spend birthday with **theyself.**	Second, some people like to spend birthday with **theirself**
	Misformation Error	People will dance with **they** friends of	People will dance with **their** friends of

		family	family
	Misformation Error	Third, people can celebrate their birthday with **they** boyfriend or girlfriend to walk together or dinner together	Third, people can celebrate their birthday with **their** boyfriend or girlfriend to walk together or dinner together
	Misformation Error	In conclusion, **That is** ways to celebrate birthday	In conclusion, **Those are** ways to celebrate birthday
Student 31	Misformation Error	Students **is** encouraged to build collaborative learning.	Students **are** encouraged to build collaborative learning.
Student 33	Omission of Subject and suffix –s	He likes to play with his children and always help his children	He likes to play with his children and **he** always **helps** his children.
	Omission of Article and Subject	Second is my mother. Is the best one	**The** Second is my mother. **she** is the best one
	Omission of Subject	She is an independent woman and is also a loving mother	She is an independent woman and **she** is also a loving mother

	Misformation Error	Her name is Hera. **He** is about 38 years old	Her name is Hera. **She** is about 38 years old
	Misformation Error	There is my dad, 2 younger brothers and **I**	There is my dad, 2 younger brothers and **me**
	Misformation Error	And fifth is **I**	And fifth is **me**
Student 34	Omission of article	He is teacher	He is **a** teacher
	Omission of suffix –es	He **teach** English in A high school	He **teaches** English in A high school
	Omission of suffix -s	She **work** at Home	She **works** at Home
	Omission of suffi -es	Sometimes, she **go** to market with my father	Sometime, she **goes** to market with my father
	Omission of to be	My brother's name **...** Riski	My brother's name **is** Riski
	Omission of subject	But is also naughty	But **he** is also naughty
	Misformation Error	There **is** my father, my mother, my brother, my sister and **me**	There **are** my father, my mother, my brother, my sister and **I**
	Misformation Error	My mother name is Wati, **he** is 38 years old	My mother name is Wati, **she** is 38 years old
	Misordering Error	He is **man handsome**	He is **handsome man**

Student 35	Omission of suffix -s	He always **give** money to me and my sister	He always **gives** money to me and my sister
	Omission of suffix -s	He **work** in Bank	He **works** in Bank
	Omission of Subject and Suffix -s	She often hugged me when I have problem. also advise me	She often hugged me when I have problem. **She** also **advises** me
	Omission of suffix –es	She **study** in University of Bandung	She **studies** in University of Bandung
	Addition Error	I have father, **his name's is Wahyudi**	I have father, **his name is Wahyudi**
	Misformation Error	She always gives **his** love every time.	She always gives **her** love every time.
	Misformation Error	My brother and I **is** students	My brother and I **are** students.
	Misordering Error	She is **very lonely, patient, and a good house wife**	She is **a very lonely, patient, and good house wife**
	Misordering Error	He is a **man good**	He is a **good man**