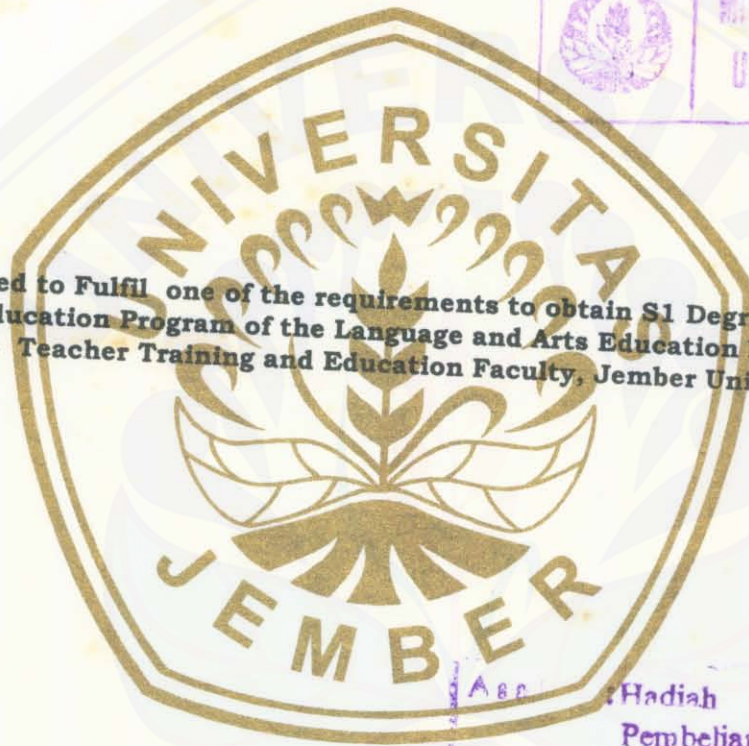


**THE INFLUENCE OF LANGUAGE ERROR CORRECTION  
ON WRITING ACHIEVEMENT OF THE FIRST YEAR STUDENTS OF  
SMUN 5 JEMBER  
IN THE 2002 / 2003 ACADEMIC YEAR**

**THESIS**



Unit UPT Perpustakaan  
UNIVERSITAS JEMBER



Proposed to Fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Teacher Training and Education Faculty, Jember University

By :

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**ENGLISH EDUCATION PROGRAM  
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JEMBER UNIVERSITY  
2003**

**MOTTO:**

*MISTAKE IS THE BEGINNING OF SUCCESS*

(anonymous)



## DEDICATION

This thesis is honorably dedicated to:

- My father (Moeasib) and my stepmother (Komaria) who always encourage me in finishing this thesis, and my beloved mother in heaven (Sulastri), nothing compared to your endless love for me: I LOVE YOU SO MUCH.
- My beloved brother and my niece: I do love you.
- The Tirtos, thanks for your kindness.
- The Generation of 1998 level, especially for Erna, Erni, Tanti, Retno, Tri, Fafa, Luluk, Anugerah, etc. Thank you very much for your kindness!
- My everlasting friends of life, Yenny, mbak Iin, Widya and Im um. You make my life wonderful.
- Someone in my heart (Abd. Hasan Affandy), thanks for loving me.

**MAY GOD BLESS YOU ALL**

CONSULTANT APPROVAL

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## ACKNOWLEDGEMENT

First of all, I would like to express my thanks to Allah SWT that always gives the deepest love, bright thinking and health to finish this thesis. My gratitude is also due to the following people.

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of Language and Arts Department of Teacher Training and Education, Jember University.
3. The Chairperson of English Education Program of Faculty of Teacher Training and Education, Jember University.
4. The First and the Second Consultant who have given the valuable guidance in composing this thesis.
5. The Principal of SMUN 5 Jember.
6. The English Teacher of SMUN 5 Jember.
7. The Administration Staff of SMUN 5 Jember.
8. The First Year Students of SMUN 5 Jember.
9. All my friends who supported me to accomplish this thesis.

Finally, I realize that this thesis is less perfect, but I expect it will be useful not only for myself but for the readers as information for the needs of related research. For this reason, suggestions and constructive criticism are expected to improve this thesis.

Jember, June 2003

The Writer

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**ABSTRACT**

Anie Herawati, June 2003. The Influence of Language Error Correction on Writing Achievement of the First Year Students of SMUN 5 Jember in the 2002/2003 Academic Year.

Thesis, English Education Program, Language and Arts Education, Faculty of Teacher Training and Education, Jember University.

The Consultants : 1. Dra. Wiwiek Eko Bindarti, M.Pd  
2. Dra. Hj. Zakiyah Tasnim, M.A

The purpose of this research was to know whether or not there was an influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year. This was an experimental research. The respondents were taken by using cluster random sampling and they consisted of two classes, the experimental class and the control class, in which each class had 42 students. The experimental class was given a treatment in the form of providing language error correction in their writing composition. The control class was not given any treatment. The primary data were collected by administering writing test to both groups, the experimental and the control group. The results of the writing test of the two groups were analyzed by using t-test. The supporting data were taken from documentation and interview. The result showed that the value of t-test was 2,10, which was higher than the value of t-table, 1,980. It means that there was a significant influence of the language error correction on the first year students' writing achievement of SMUN 5 Jember in the 2002/2003 academic year. Based on the research result it is suggested that the English teachers have to provide the language error correction on the students' writing to develop the students' writing achievement.



### 1.1 The Background of the Study

English as an international language and as a means of communication in the world, has a very important role. Most people throughout the world including those in Indonesia learn English as a foreign or second language. In Indonesia, English is taught at Junior and Senior High Schools as a foreign language as well as at University level (Depdikbud, 1999).

In the 1994 curriculum, it is said that the teaching of English in Indonesia is mainly aimed to develop the students' mastery of the four skills, listening, speaking, reading and writing. These four skills are taught integratively with the language components through themes. Since the target of teaching reading, writing, speaking and listening is stated clearly and although reading is the focus of English teaching in Indonesia, it does not mean that the other skills will be ignored. (Depdikbud, 1998:8).

As has been stated before that the main aim of teaching English in Indonesia is to develop students' mastery of the four skills, among the four skills, writing needs more attention and practice. As the complex skill, writing is not easy. Oshima et al. (1991:3) say that writing, particularly academic writing is not easy. It needs study and practice. Students who learn English as a foreign language will face difficulties in writing process. The difficulties might be caused by the fact that writing activity involves some aspects such as how to make a topic sentence, supporting details and concluding sentence. In addition, the students should know how to organize a good paragraph by considering unity, coherence, completeness and order. Arnaudet and Barret (1990:6) say that an effective paragraph is a paragraph that possesses what one often called unity, completeness, order and coherence.

In learning a foreign language, the learners usually make a number of errors. *Kelompok Studi Bahasa dan Sastra Indonesia* (1992:4) states that making error cannot be avoided by the language learners and it is a part of language acquisition. From this statement, it is common that learners make errors in a process of language learning. The errors and difficulties in learning and using a

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foreign language are generally caused by the interference of the first language to the second language as it is stated by Tarigan et al. (1990:26) interference causes the language errors.

Dulay and Burt, 1971 (in Richards, 1974:95) state that "you cannot learn without goofing". It means that the students cannot learn something without committing any deviations. There are no students who do not commit errors in the process of learning a foreign language. Those who want to learn are those who realize their errors. From their errors they can prove their weaknesses.

Corder, 1967 (in Richards, 1974:25) says that the learners' errors are significant in three ways: (1) these errors tell the teacher how far the learners have progressed and what remains them to learn, (2) the errors will provide the researchers evidence of how language is learned and acquired as well as what the strategies of procedure the learners are employing to learn the language, (3) the errors serve a feedback to the learners to improve their learning.

The students' problem of making errors in writing is an integral part of foreign language learning process. Its influence must be overcome and it must be avoided in order to make a successful learner. According to Hendrickson (1979:2) one of the teacher's aims is preventing error from occurring. In the early stages while the pupils are wholly dependent on the teacher for what they learn, whenever a mistake is made, the teacher should correct it at once and then repeat the correct pattern or questions for the benefit of the entire class.

Based on the explanation above, the English teacher should realize that making errors is inevitable part of learning and the teacher must prevent these errors from occurring. The teacher needs to make some error correction to revise students' ability in English.

According to Hendrickson (1979:5), to make error correction, the teacher must have questions as follows:

1. Should learners' errors be corrected?
2. If so, when should learners' errors be corrected?
3. Which learners' errors should be corrected?
4. How should learners' errors be corrected?
5. Who should correct learners' errors?

Writing is one of the best ways of studying the learners' errors. Error in writing is easier to recognize because teachers can read the students' writing and find the errors easily. Hendickson (1979:6) states that error correction is done only in written assignment which focuses especially on form and never during oral communication. Written assignments are also given to the students of SMUN 5 Jember. In this case, it has been found that there are many errors in writing made by the first year students of SMUN 5 Jember

Based on the consideration above, an experimental research to know the influence of language error correction on writing achievement of the first year students of SMUN 5 Jember was conducted.

## **1.2 Research Problem**

The research problem was: "Is there a significant influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year?"

## **1.3 Operational Definition of the Variable**

### **1.3.1 Language Error Correction**

Correction in this research is an act of marking errors by giving certain marks and writing the right answer to the students' errors, so the students recognize their errors.

In this research, the correction given was based on errors of omission, errors of addition, errors of misformation, errors of ordering and other types of errors.

### **1.3.2 Writing Achievement**

Writing achievement in this research was the results of the writing test achieved by the students. In this research, the students' writing achievement was indicated by the scores of the students' writing which is based on the scores on grammar, vocabulary, mechanics and content.

## **1.4 Research Objective**

The objective of this research was: to know whether there is an influence or not of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year.

## **1.4 The Significance of the Research**

The result of this research will hopefully give some significances to the following people.

### **1.5.1 For the English Teachers**

The result of this research will give information to know the students' error especially in their English writing. It also gives input to the English teachers that is by giving language error correction, it could increase the students' writing achievement.

### **1.5.2 For Other Researchers**

The result of this research can be used as an input for those who want to conduct similar research especially in language error correction for example, by conducting an action research on improving the students' English writing achievement through error correction.

### **1.5.3 For the Students**

The students are able to recognize and analyze the errors made in writing composition, besides, it is hope that the students will be able to write the sentences using much better grammar or much fewer grammatical error.



## II. REVIEW OF RELATED LITERATURE

### 2.1 The Meaning of Error

In language learning process, learners' errors normally happen. Errors cannot be avoided; therefore, making errors is natural. According to Tarigan (1988:272) errors are the flaw side of the students' speech or writing, and making errors is unavoidable part of learning. So it is natural for learners if they commit errors in the process of learning a language.

In order to analyze learners' errors in a proper way, it is necessary to make a distinction between errors and mistakes. *Kelompok Studi Bahasa dan Sastra Indonesia* (1992:3) states that mistakes are language deviations made by learners unsystematically. The mistakes only come from someone's performance factor, which commonly caused by tiredness, nervousness, and emotion.

Corder, 1967 (in Richards, 1974:24) says that errors and mistakes are different. Mistake is generally caused by the performance factor. The memory limitations (e.g. mistake in sequence of tenses and agreement in a long sentence) have caused the mistakes in pronunciation, spelling, vocabulary, the order of words, etc. In contrast, errors are caused by competence factor. The competence factor is systematic deviations that are caused by the developing of learners' knowledge concerning with the target language system. It can be said that the learners do not understand about the linguistic system resulting errors consistently and systematically. The errors will increase if the degree of understanding diminishes.

Tarigan (1990:75) adds that the limitation of memory or forgetfulness may cause mistakes. Although the fact, the learner has mastered the knowledge of the languages the learner has learnt, the learner forgets the knowledge. Thus is due to the limitation of the memory. Therefore, the learner himself is able to eliminate the mistakes by considering his mind or what he has learnt.

On the other hand, errors are the deviation of some systems of the language the learner has made. Tarigan (1990:75) adds that errors are caused by competence factor. It means that errors come from the learner who has not



understood yet the linguistic system used. Errors commonly happen consistently and systematically. They may take long time if they are not corrected soon. In this research the term 'errors' which refer to any deviation from the English rule system found in the students' work was used.

## 2.2 Sources of Errors

Richard (1974:134) says that the major sources of errors in foreign language are interference from native language. The error is called "interlingual interference". Another one is interference with the target language that is called "intralingual interference".

Brown (1980:213-217) states that there are four sources of errors. The first source which is usually made by beginners is the "interlingual transfer or interference". The second source of error is the "interlingual transfer generalization". The third source of error that overlaps both types of transfer mentioned above is "the context of learning". This refers to the classroom with its teacher and its materials. The fourth source of error is "communication strategy", that is the conscious employment of verbal or non-verbal mechanism for communicating an idea.

Among the four sources of errors mentioned before, the interlingual and intralingual errors are easier to recognize.

## 2.3 Errors Types

According to Dulay et al. (1982:197) there are four major types of errors taxonomy namely, linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy.

Linguistic category taxonomy classifies errors according to either or both the language components including phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style).

A surface strategy taxonomy highlight the way of surface structure is altered. The errors involve errors of omission, errors of addition, errors of misformation and errors of ordering. Errors of omission are characterized by the absence of an item that must appear in a well-formed utterance. Errors of addition are characterized by the presence of an item, which must not appear in a well-formed utterance. Errors of misformation are characterized by the use of the wrong form of morpheme or structure. While errors of ordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Comparative taxonomy classifies errors based on comparisons between the structure of L2 errors and certain other types of contractions. For example, if one was to use a comparative taxonomy to classify the errors of an Indonesian students learning English, one might compare the structure of the students' errors to that of errors reported for children acquiring English as the first language.

Communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on the distinction between errors that seem to cause miscommunication and those that do not. Burt and Kiparsky, 1974 (in Hendrickson, 1979:10) divide errors into two, namely: global errors and local errors. Global errors is defined as a communicative error that causes the native speaker either to misinterpret a written message or to reconsider the message incomprehensible within the textual context of the error. Local error on the other hand, is defined as a linguistic error that makes a sentence appear awkward but causes a native speaker little or no difficulty in understanding the intended meaning of a sentence, given its contextual framework.

#### **2.4 Errors in Writing**

According to Oshima (1991:3) writing, particularly academic writing, is not easy. Writing is a difficult task because it requires special skills. El-Araby, 1971 (in Winarto, 1991:11) says:

“Writing is productive in what an author creates sentences to express his idea. It is less spontaneous than speech because the writer has more time to edit his writing and choose the suitable

expressions for his ideas. In writing, the author is more in control of situation. He can change what he has written, deleting some items and adding others as he sees fit.”

Considering with a difficult task, it is normal for students to commit errors. The errors may occur in organization of content, vocabulary choices, mechanics and the use of grammar. These errors will be discussed in the following paragraph.

First, learner often experiences bad organization of content in his writing. He does not write his composition succinctly. Paulston and Bruder (1976:234) say that students' composition is frequently illogical, long-winded, unfocussed and bad. He adds that it is because of cultural condition. Like Indonesian learners, they often write long-winded for the first then go to the point. They are accustomed to writing indirectly. Further Bram (1995:60) says that some of Indonesian students tend to write about something else, which is in fact irrelevant or unnecessary, before they do write about what they really want or ought to write. This tendency, he adds, might be affected by the students' culture. Besides, the uses of rhetorical devices that can achieve coherency in organizing composition still confuse the students. Therefore, the use of rhetorical devices should be learned by the students.

Second, choosing appropriate words still becomes students' problem in their writing. They cannot use appropriate words as he means. It happens to the students in the beginning level and intermediate one. Paulston and Bruder (1976:230) state that incorrect vocabulary choices is also best prove by the teacher, certainly on the beginning and intermediate levels. It may be because of lack of vocabulary. The students tend to use only certain words they know, so the results of their composition still make the reader confused. Besides ambiguous meanings of English words make tricky problem for students. It implies that students should know the context of their sentences.

Third, the use of mechanics such as spelling, punctuation and capitalization is also problems for students. Oshima et al. (1991:31) say that one of the most difficult and confusing aspects of the language is its spelling system. The difficulty in spelling system is caused by the difference between English

pronunciation and its spelling. In addition, the use of comma, semi colon, full stop, quotation marks, capital letter and other punctuation still make the students confused. Bruder and Paulston (1976:234) say the principles of punctuation differ from language to language and our students do not know how to punctuate in English, therefore errors in this case cannot be avoided.

Last, the other errors can also be found in grammar. Bram (1995:25) states that one of the common problems might be lack of ability to construct grammatical sentences. Writing grammatically correct sentence is not easy. It might be due to most beginning writers whose mother tongue are not English, expressing what they intend is something difficult. One of the common problems might be a lack of ability to construct grammatically correct sentences. Then Fairbairn and Winch (1996:108-109) add that there are a number of very common grammatical errors that are made by the students.

Hendrickson (1979:55) proposed four language components to be corrected. They are syntax (i.e. articles, demonstrative adjectives, modals, qualifiers, prepositions, conjunctions, sentence connectors, subordinators, question words and word order); morphology (i.e. tense markers, negative markers and plural markers); orthography (i.e. letters, punctuation and capitalization); lexicon (i.e. nouns, verbs, adverbs and adjectives).

## **2.5 Error Correction**

In teaching learning process, it is commonly said that people cannot learn language without first making errors. Dulay and Burt (1982:86) says that you cannot learn language without goofing. Therefore, no student is always right. Teachers have to realize that making errors is an unavoidable part of learning. The effort of finding and analyzing the students' errors without activities of conducting correction and improvement are regarded as an imperfect attempt of language learning and educational view. In relation with the student' errors, Tarigan (1988:306) states that the errors must be corrected, and the teachers agree with the statement. This statement suggests us especially teachers to conduct an effort to improve the students' errors namely correction.

As what have been stated before that students' error must be corrected then Fanselow and Lukas, 1977 (in Tarigan, 1988:307) said that the most error correction used by the teachers in their ideas, is to tell the students about the correct answers. Accordingly, the explanation said that error correction maintained by teachers to convey the student with the right answer. In this way the students are hoped to know their goof and moreover Hornby (1987:144) adds that correction defines as something right that is written etc, in order to show what is wrong.

Based on the explanation, what is meant by error correction in this research deals with showing the students' goof or wrong answer then the teacher should write the right answer to substitute the wrong one on the students' answer sheets.

According to Hendrickson (1979:5), there are five fundamental questions should be set up for the purpose of systematic review. The first question is *should learner's errors be corrected?* Hendrickson (1979:5) has written that the errors should be corrected because when students read over their composition, they generally are unable to identify many of their errors. That's why, the students needs some guidance in recognizing deviant forms and structure in their written work. Teachers probably provide some means of correcting spoken and written errors in order to help students reconsider their incorrect sentences. If a student is unaware of his errors, his teacher will have difficulty in helping him to correct them. In both first language acquisition and second language learning, error correction helps students discover the functions and the limitations of the syntactical and lexical forms of the target language.

It is true that error correction is helpful to learners. Suppose that the errors are neglected in the early stage, then it will be more difficult to deal with them later on. Why should we care about the error correction? That is because of the purpose of learning a foreign language. The purpose must be the mastery of the target language.

The second question is *when should learners' errors be corrected?* Gorbet, 1974 (in Hendrickson, 1979:5) states that teacher must plan error correction strategies carefully and that one place to begin is to determine the cause of the error. It is right that he states that if a teacher knows what causes a given error, he can begin searching for and adopt learning materials that will lead students to discover appropriate solutions to their individual's linguistic problems. But, further Hendrickson (1979:6) also states that drawing a students' attention to every error he makes on his written compositions not only waste the time, but also it provides no guarantee that he will learn from his mistakes, as evidenced by similar errors that may reappear on his subsequent written work. In case of speech errors, he states that overcorrection of young children who are learning their first language can produce shuttering. Overcorrection of adolescents who are learning a second language will produce silence.

It is clear that excessive correction of speech errors will not improve students' proficiency, instead it causes silence or shuttering. While in case of overcorrection in the written compositions may cause students feel discourage or lack of self-confidence. So, what is the right moment to make the error correction? It is wise for us to reconsider Hendrickson's suggestion. Hendrickson (1979:7) suggests that error correction be done only in written assignments which focus specifying on form and never during oral communication; and the correction should be only periodic and should be done for the purpose of letting the students know how much he has learned as well as how much remain to be learned.

According to the explanation above, the error correction is done only in written assignments and never done during oral communication. The correction should be periodic. It can be done easily and carefully. We must consider the difficulty of learners in reaching their goals. We have to let them free in expressing their ideas in the target language without fear of producing errors and also do not allow every errors to remain uncorrected. Some of the errors must be corrected. This way will minimize the errors produced and also will not cause learners lose self-confident.

The third question is *which and how learners' errors should be corrected?* Burt, 1975 (in Hendrickson, 1979:7) hypothesize that selective error correction is a more effective instructional technique – both cognitively and effectively – than all-out correction. Corder (1981:36) states that the level of description of errors still most often used by teacher is superficial. Errors are still classified on a superficial basis as *errors of omission* where some element is omitted which should be present, *errors of addition* where some element is present which should not be there, *errors of misformation* where the wrong item has been chosen in place of the right one and *errors of ordering* where the elements presented are connect but wrongly sequenced.

Omission error is characterized by the absence of the items that must appear in well formed sentence or utterance. Content morphemes (noun, verb, adverb) is really the biggest referential meaning in supporting the sentence. On the other hand, grammatical morphemes as preposition, conjunction, articles are a little of words that play a minor role in conveying the meaning of sentences. Nevertheless language learners omit grammatical morphemes much more frequently than content morphemes. The omission errors are discussed below. The incorrect sentences are underlined.

It nice to help people

(It is nice to help people)

I don't know in English

(I don't know it in English)

I don't have coffee

(I don't have any coffee)

Addition errors are opposite of omission errors. Addition errors are characterized by the presence of items, which must not appear in well-formed utterance. The incorrect sentences are underlined.

We did not went to Surabaya last week

(We did not go to Surabaya last week)

Some childrens are r laying football

(Some children are playing football)

This a book is not interesting

(This book is not interesting)

Misformation errors are characterized by the use of a wrong form (incorrect) of the morpheme or structure. The detail errors are discussed below.

Morpheme : Reflexive pronoun : hisself for himself

: theirselves for themselves

Regular : falled down for fell down

Plural : childs fo children

Structure : Those book is mine

(Those books are mine)

These sentences below are the examples of the irregular predicate that can make misinterpretation for the other people.

Regular : Dedi allowed Ahmad to stay

Irregular : Dedi promised Ahmad to stay

Those sentences have the same surface structure but different meaning. The sentence "Dedi allowed Ahmad to stay" means Ahmad will stay and the sentence "Dedi promised Ahmad to stay" means Dedi will stay.

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. The detail errors are discussed below. The incorrect sentences are underlined.

He is all the time late

(He is late all the time)

I met there some soldiers

(I met some soldiers there)

Based on the explanation above, we have to select the errors to be corrected. In relation to this research, errors of omission, errors of addition, errors of misformation and errors of ordering are the focus.



Concerning with the *how* question, Hendrickson (1979:11) states that teachers to be aware of how they correct students' errors and to avoid using correction strategies that could affect students adversely or that might cause them embarrassment. Hendrickson (1979:13) suggests that it may be more useful to students if their teachers use direct types of correction for infrequent written errors, and more indirect, discovery-types of corrective techniques (such as underlining the location of an error), to remediate error that occur frequently in their composition. Burt and Kiparsky, 1972 (in Hendrickson, 1979:13) suggest that when correcting composition errors teachers might use different color in inks for distinguishing more important errors from less important ones.

Teacher or researcher should approach systematically to correcting students' written work. It will improve their linguistic and communicative competence more so than and imprecise corrective approach. The technique makes useful error correction claimed by Hendrickson:

“Currently, this writer uses a combined indirect-direct approach when correcting intermediate students' compositions. Several indirect techniques used are underlining misspelled words and omitted or superfluous affixes; placing a question mark above a confusing word or phrase; and inserting an arrow (^) to indicate a missing item. More direct correction strategies include underlining a word and providing a verbal tip such as 'use past tense'; crossing out extraneous words; and supplying the correct form of structure – the most direct and least used techniques. Thus far, using these combined techniques has considerably improved students' writing skills and writing style” (1979:32)

Finally, Wingfield, 1975 (in Hendrickson, 1979:15) has pointed out that the teacher should choose corrective techniques that are most appropriate and most effective for individual students. He lists five techniques for correcting written errors:

1. The teacher gives a sufficient clues to enable self-correction to be made;
2. The teacher corrects the scripts;
3. The teacher deals with errors through marginal comments and footnotes;
4. The teacher explains orally to individual students;

5. The teacher uses the error as an illustration for a class explanation.

Therefore, the writer considers that it may be helpful for the students and more efficient for the teachers to correct selective written errors by using a combination of direct and indirect techniques.

The last question is *who should correct learners' errors?* According to Hendrickson (1979:15) place the burden on the teacher to be a source of information about the target language and to react to errors whenever it seems appropriate to do so. Corder, 1973 (in Hendrickson, 1979:16) claims that when the learners' attention is drawn to his mistakes, not only is he unable to correct them, but also he may even commit another error in trying to do so. Therefore, he believes that the teacher's function in error correction is to provide data and examples, and are necessary to offer explanations and, more importantly, verification of the learner's hypothesis (i.e. correction) about the target language.

On the other hand, Hendrickson has presented:

"...few would deny the language teacher an active role in correcting errors, it has been suggested that the teacher should not dominate the correction process. Once the students are made aware of their own errors than by having their teacher correct them. Teacher correction will probably help students, but that teacher correction alone is insufficient to change error patterns very noticeably. Students' self-correction may do more to eradicate errors than teacher correction. But self-correction would probably be effective with grammatical errors but would be relatively ineffective with lexical errors" (1979:16).

From the statements above, there are some alternatives dealing with "who should correct learners' errors". As there is no single standard to choose as the most effective way, the writer applies one way that is the correction done by the teacher because, in this case, the first year students of SMUN 5 Jember are unable to correct their errors in their writing.

### 2.5.1 Procedures of Conducting Error Correction

In conducting error correction on written language work, Tarigan (1988:317) states that there are two techniques (1) the direct correction technique (2) the indirect correction technique.

In direct technique activity, the writer will correct the students' errors in their writing by giving check marks to the errors. This activity will help the students to know that their responses or written answer is wrong. In the indirect technique activity, the writer does such kind of activity likes circling the error then drawing the circle on footnote followed by the correct answer or writing the location of the error (i.e. line 1) on footnote followed by the correct answer. In this research, the two techniques are applied. Related with the procedure of correcting error made by the students, Tarigan (1988:317) states that in correction techniques, we have to show the location of errors and give the clue how to correct them. In other words, teachers who conduct the activity of error correction, they are suggested to show their students' error. Furthermore, Tarigan (1988:318) also emphasize that the teachers are suggested to give the appropriate form and the correct structure for the whole of the errors.

Based on the explanation above, it can be concluded that the teacher should show the correct answer then give the correct one on the students' worksheets as substitution. By applying these techniques, the students are expected not to make the same errors in the future. In other words, they could learn grammar and vocabulary from their errors to develop their writing skill, especially to write good and correct sentences.

### 2.5.2 Advantages of Conducting Error Correction

As what has been stated before that any error must be corrected. Dulay and Krashen (1982:138) say that studying learners' error and conducting error correction will serve two advantages:

1. It will provide data from which interference about the nature of the language learning process can be made;

2. It indicates to teachers and curriculum developers which parts of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

In addition to the advantages above, Tarigan (1988:306) explains that some types of error correction on the language are very useful for the students, since they can avoid previous errors and develop the higher competence in order to enable interlanguage be accepted.

From the explanation above, it is clear that error correction has many advantages for many people who conduct the teaching and learning process in the language learning. They can be researchers, curriculum developers, teachers and also students.

## 2.6 The Writing Achievement

Writing is one of the four English skills that should be developed by the students. Heaton (1978:127) states that the writing of a composition involves the learner in manipulating words in correct sentences and in linking these sentences to form a piece of continuous writing which successfully communicates the writer's thought and ideas on a certain topic.

To arouse the students' interest in writing composition. Heaton says:

“once the student is ready to write free composition on carefully realistic topic, then, composition writing can be a useful testing tool. It provides the test with opportunity to demonstrate his ability to organize language material using his own words and ideas and to communicate. In this way, composition test provides a degree of motivation which may objective-type test fail to provide” (1978:128).

From the statement above, it is said that the composition writing is a useful testing tool which provides the students with the opportunity to communicate their ideas in a written form and provides their motivation to improve their writing achievement.

How to give scores on the students' writing will be done based on Heaton's theory, that is, writer will use the analytic method. Since most teachers have little opportunity to enlist the services of two or three colleagues in marking class compositions, this method is recommended for such purposes. This method depends on a marking scheme which has been carefully drawn up by the examiner or body of examiners. It consists of an attempt to separate the various features of a composition for scoring purposes. Such a procedure is ideally suited to the classroom situation: because certain features have been graded separately, each student is able to see how his particular grade has been obtained (Heaton, 1978:136-137). In order to make clear about the way to score the students' writing, it is necessary to make a distinction between the analytic method and the holistic method. The holistic method is the scoring system which is scoring the whole composition by ignoring the component of composition and the analytic method is the scoring system which is scoring the component of composition (ibid:136-137).

According to Heaton, there are two ways of correcting the students' worksheets. They are inter-rater and intra-rater. Inter rater is the way of correcting the students' worksheet which is done by two or more correctors and the intra-rater is the way of correcting the students' worksheet which is done by one corrector (ibid:136-137). In this case, the writer will use the inter-rater system. The reason why the inter-rater system will be chosen is, based on the respondents will be taken of about 80 students and because of the limited time, the most easier to conduct and the most effective way is using the inter-rater system.

Heaton (1990:109) states that when you want to inform your students about their performances, first identify the features which you want to mark. For example, you may be interested in the following areas: grammar, vocabulary, mechanics, fluency and content. Give each of these areas an appropriate mark out of a total of 5. Note the maximum total number of marks for grammar is 5 and the minimum is 1. The maximum total number of marks for all four sections is 25 (i.e. 5 x 5) and the minimum is 5 (i.e. 5 x 1). The result is considered as the score of the students' achievement. In this case the writer only focuses on the four areas,

that are, grammar, vocabulary, mechanics and content, because based on the curriculum, the students' writing achievement is emphasized on the mastery of grammar, vocabulary, mechanics and content.

Grammatical skill concerns with the mastery on structure. The students' knowledge about sentence parts is required, such as nouns, verbs, auxiliaries, adjectives, articles, adverbs, clauses, conjunctions, prepositional phrases etc. The knowledge in organizing these parts of speech into good and meaningful order is also needed so that the sentences are clear and understandable (Heaton, 1981:138).

Vocabulary refers to the choice of words. It is very important to choose words correctly and select the words which are appropriate to the context. If the writer ignores the word choice factor, it is very probable that his writing is misinterpreted.

Mechanics refer to punctuation, spelling and capitalization. Punctuation and spelling are important in writing because without them, the sentences will be vague or even not understandable. Capitalization concerns with the correct use of letters, when we must use a capital letter and when we must not do it.

Content refers to main ideas, supporting details, concluding sentence and related topic. These are very important parts in writing. The composition without them will not understandable.

## **2.7 Hypothesis of the Research**

The hypothesis of this research was formulated as follows:

“There is a significant influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year”.



### 3.1 Research Design

The design used in this research was an experimental because this research was intended to prove a hypothesis. This research investigated the influence of one variable to another.

The purpose of this research was to know whether there is an influence of X variable on Y variable. In this case, X variable was the language error correction and Y variable was the students' writing achievement. Thus, there were two groups of respondents in this research, namely the experimental group and the control group. The experimental group was given the treatment in the form of providing the language error correction on the students' writing. The control group was not given any treatment, that is, language error correction.

Before the treatment was given, the respondents of the two groups were given pre-test. This test was used to know the students' basic writing English or to know the homogeneity of the population. Exercises were given to both group, the experimental group was given feedback in the form of language error correction three times while the control group was not. After the treatment was given to the experimental group, a post-test was given to both of the groups. The results of the test, that is, the students' scores of writing of the experimental and control groups were analyzed by using t-test.

### 3.2 The Respondents of the Research

The respondents of this research were the first year students of SMUN 5 Jember in the 2002/2003 academic year. This research used cluster random sampling to determine the respondents.

### 3.3 The Research Area

The location of this research was SMUN 5 Jember. The school was chosen to conduct this research because of the information given by both sides, the students and the teacher at the school explaining that error correction has never been given to the students' writing.

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The research area was determined by using purposive method. Hadi (1997:82) says that purposive method is used to determine the research area designed to achieve a certain goal.

### 3.4 Data Collection Methods

The data collection methods used in this research are test and interview.

#### 3.4.1 Test

The writing test was used to obtain the primary data about the scores of writing achievement of the students of SMUN 5 Jember. The test used in this research was designed by the researcher which was constructed based on the curriculum of the first year students of SMUN 5 Jember and by consulting the English teacher. The test was in the form of subjective test. Concerning the validity and reliability, Sudjana (1990:135) suggests that a good test as a research instrument must be valid and reliable. The test is said to be valid if it measures accurately what is intended to be measured (Hughes, 1989:22). The content validity was established in this research because the test was constructed based on the materials on the syllabus.

The post-test in the form of writing test was given to the experimental and the control group. In the post-test, the students were asked to write down a free composition in the form of a paragraph of about 100 words related to the topic given. The post-test was used to measure the students' writing achievement after the treatment was given in the form of providing the language error correction to the experimental group. In this case, the control group was not given any treatment. To get the score, *marking writing skills* was necessarily to use. If the students could gain the highest score, they got 20 for their score since there were 4 elements that measured. *Marking writing skills* could be seen in Appendix 3.



### 3.4.2 Interview

The interview with the English teacher was used to obtain the supporting data about the books used in English lesson, the form of writing exercises given by the teacher and the way to evaluate the students' writing. Arikunto (1996:144-145) says that there are three kinds of interview, they are unstructured interview, structured interview and free structured interview. In this research, structured interview was used because it has the questions that were prepared beforehand.

### 3.5 Data Analysis Method

The data obtained were analyzed by using statistical or non-statistical method (Arikunto, 1996:242) in order to get the empirical evidence of the research.

The primary data in the form of the scores of the students' writing were analyzed statistically by using t-test formula to know the mean differences between the experimental group and the control group.

The formula of the t-test is as follows:

$$t = \frac{M_a - M_b}{\sqrt{\left(\frac{X_a^2 + X_b^2}{n_a + n_b - 2}\right)\left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

notes:

$M_a$  : mean of the experimental group

$M_b$  : mean of the control group

$X_a$  : individual score deviation of  $M_a$

$X_b$  : individual score deviation of  $M_b$

$n_a$  : the number of subject in the experimental group

$n_b$  : the number of subject in the control group

(Sutrisno Hadi, 2001:443)

The degree of freedom (df) =  $n_1 + n_2 - 2$  and the result was consulted with the "t-table" of the level significance 5%.



## IV. RESEARCH RESULT AND DISCUSSION

### 4.1 The Research Result

This research was conducted at SMUN 5 Jember for about a month from 26 March 2003 to 26 April 2003. The sample was the first year students that consisted of two classes, namely the 1<sub>2</sub> class as the experimental group and the 1<sub>1</sub> class as the control group. The data consisted of the main data and the supporting data. The main data were the data of the scores of post-test on the students' writing achievement of the experimental group and the control group. They were obtained through the writing test. The supporting data were the school descriptions that were obtained through documentation and the students information that were obtained through interview.

#### 4.1.1 The Supporting Data

##### 4.1.1.1 The Result of Interview

It has been mentioned in the previous chapter the interview with the English teacher was conducted to get the data about the respondents. According to the teacher, writing composition task is rarely given to the students as she gave much more attention or emphasis on reading and structure tasks than the writing task. Once she asked the students to write a composition based on the provided topic, there was no correction given on the students' composition paper. The source of material for the students is 'Window on the World', Erlangga. She didn't use the supplementary book in teaching English. She also said that she always evaluates the students' worksheet and mark them without giving error correction on it. It means that the students' writing was evaluated and marked without giving error correction.

##### 4.1.1.2 The Results of Pre-test

Pre-test was administered to the exiting three classes in order to know the homogeneity of the population. The results of pre-test were analyzed statistically by applying Anova. The following table is the result of the computation of Anova.

Table 1. Results of Anova

Source of Variation	SS	Df	MS	F.Com	F-table
Between Group	0,31	3	0,1	0,01	2,67
Within Group	1371,2	161	8,5		
Total	1371,51	164	8,6		

Note:

SST : sum of squares total groups

SSB : sum of squares between groups

SSW : sum of squares within groups

Dfb : degree of freedom between groups

Dfw : degree of freedom within groups

MSB : mean squares between groups

MSW : mean squares within groups

The result of Anova above was consulted to the F-table with the significant level 5% in order to prove whether the computation results was significant or not. Based on the results of computation above, the value of F computation (the result of Anova) is 0,01 and the value of F-table with the significant level of 5% is 2,67. Having been compared, the value of F computation was lower than that of the F-table ( $0,01 < 2,67$ ), so it can be concluded that there was no significant difference of the means of the groups of the population. It means that the four classes were taken randomly by lottery as the respondents out of the four classes. The  $I_2$  class was determined as the experimental group and the  $I_1$  class was determined as the control group. The data analysis of pre-test could be seen on Appendix 7.

## 4.1.2 The Main Data

The main data were the scores of the writing test of the experimental group and the control group. To know how much the significant difference between the experimental and the control group, the scores of the students' writing of the experimental group and the control group were analyzed by using t-test.

### 4.1.2.1 The Result of Post-test

Post-test was conducted to get the primary data about the significant difference between the two groups. Post-test was given to the students after both of the two groups had been given exercises. The results of the post-test were analyzed by using t-test and the results were consulted to the t-table to test the hypothesis. The results of post-test are presented on Table 2.

## 4.2 Data Analysis and Hypothesis Verification

In this research, as stated in the previous, the problem was formulated into one problem as the following:

“Is there a significant influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year?”

To answer the problem, t-test formula was applied to know the significant difference between the means of experimental group and the control group. The data analysis could be seen in the following table:

**Table 2. Tabulation of the Scores of Writing Achievement Post-test of the Experimental Group and the Control group**

No.	Experimental Group		Control Group	
	$X_1$	$X_1^2$	$X_2$	$X_2^2$
1	14	196	10	100
2	16	256	11	121
3	19	361	8	64
4	15	225	12	144
5	16	256	13	169
6	17	289	11	121
7	15	225	16	256
8	14	196	10	100
9	11	121	10	100
10	13	169	15	225
11	10	100	12	144
12	12	144	17	289
13	12	144	15	225
14	14	196	12	144
15	13	169	11	121
16	17	289	12	144
17	11	121	10	100
18	16	256	14	196
19	18	324	17	289
20	15	225	15	225
21	16	256	10	100
22	15	225	15	225
23	13	169	16	256
24	12	144	12	144
25	12	144	12	144
26	14	196	14	196
27	19	361	12	144
28	11	121	11	121
29	12	144	13	169
30	14	196	14	196
31	16	256	12	144
32	12	144	12	144
33	17	289	15	225
34	16	256	11	121
35	16	256	15	225
36	14	196	16	256
37	13	169	15	225
38	16	256	12	144
39	13	169	18	324
40	15	225	14	196
41	15	225	12	144
42	16	256		
$\Sigma$	605	8403	532	7120

From the data above, the computation of t-test on students' writing achievement scores are as follows:

1. Calculating the mean score of the experimental group:

$$M_a = \frac{\sum X_a}{n_a} = \frac{605}{42} = 14,4$$

2. Calculating the mean score of the control group:

$$M_b = \frac{\sum X_b}{n_b} = \frac{532}{41} = 13,22$$

3. Calculating the individual score deviation square of  $M_a$ :

$$\begin{aligned} X_a^2 &= \sum X_a^2 - \frac{(\sum X_a)^2}{n_a} \\ &= 8403 - \frac{(605)^2}{42} \\ &= 8403 - 8714,88 \\ &= 311,88 \end{aligned}$$

4. Calculating the individual score deviation square of  $M_b$ :

$$\begin{aligned} X_b^2 &= \sum X_b^2 - \frac{(\sum X_b)^2}{n_b} \\ &= 7120 - \frac{(532)^2}{41} \\ &= 7120 - 6903,02 \\ &= 216,98 \end{aligned}$$

5. Calculating the t-test of writing achievement:

$$\begin{aligned} t\text{-test} &= \frac{M_a - M_b}{\sqrt{\left(\frac{\sum X_a^2 + \sum X_b^2}{n_a + n_b - 2}\right) \left(\frac{1}{n_a} + \frac{1}{n_b}\right)}} \\ &= \frac{14,4 - 13,22}{\sqrt{\left(\frac{311,88 + 216,98}{42 + 41 - 2}\right) \left(\frac{1}{42} + \frac{1}{41}\right)}} \end{aligned}$$

$$\begin{aligned} &= \frac{1,18}{0,56} \\ &= 2,10 \end{aligned}$$

6. Calculating the degree of freedom:

$$\begin{aligned} Df &= n_a + n_b - 2 \\ &= 42 + 41 - 2 \\ &= 81 \end{aligned}$$

t-test critic at significance level of 5% with Df (81) is 1.980

### 4.3 Hypothesis

Based on the computation of the t-test formula of the scores of the post-test on writing achievement test, it shows that the value of t-test was 2,10 while the critical value of t-test with the significant level of 5% and the degree of freedom 81 is 1,980. It means that the statistical value of t-test is higher than that of the t-test critic ( $2.10 > 1,980$ ). This means that the null hypothesis ( $h_0$ ) which is formulated "There is no influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year" is rejected, but the alternative hypothesis which is formulated "There is an influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year" is accepted.

### 4.4 Discussion

According to the results of the writing achievement test, the value of t-statistic was higher than that of t-critical value. It means that the results of the value of t-test statistic proved that the research hypothesis which says "There is a significant influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year" was accepted, thus, it can be said that providing language error correction on the students' writing is one of so many ways to increase the students' writing achievement.

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One interpretation is that supplying the correct form of grammatical errors is an overly direct approach for students. Hendrickson quoted the ideas of Corder, 1967, Gorbet, 1974 and Valdman, 1975, that supplying the correct form would not only be an effective error correction strategy but it also might prevent the learners from testing alternate hypothesis that could lead to an acceptable lexical item or grammatical structure in the target language. The result of this study provides some evidences to support this theory. Perhaps some sorts of combined direct and indirect or discovery approach would help students make inferences and formulate concepts about the foreign language and would help students make this information in their long-term memories (1979:32).

Kennedy, 1973 (in Hendrickson, 1979:5) says that in both first language acquisition and second language learning, error correction helps students discover the functions and the limitations of the syntactical and lexical forms of the target language.

A research by Ariani (1992:88) proved that there was a significant influence of providing language error correction on students' writing ability. She also said that it was helpful and more efficient for teachers to correct selective errors by using a combination of direct and indirect correction techniques depending upon the types and frequencies of error that students produce. Ariani has investigated the influence of language error correction on grammar, vocabulary and mechanics on the students' writing ability. She only focused on the three elements of writing ability, that are, grammar, vocabulary and mechanics. Meanwhile, Widodo (1999:28) found that the use of error correction in the students' writing could improve the students' writing ability. Widodo has investigated the effect of grammatical error correction on the students' writing ability. He focused the correction on morphological errors and syntactical errors.

In sum, providing language error correction to the students' writing proved to be versatile aids in increasing the students' writing achievement. The use of language error correction has significant influence on writing achievement of the first year students at SMUN 5 Jember in the 2002/2003 academic year.



## V. CONCLUSION AND SUGGESTION

### 5.1 Conclusion

Based on the data analysis and discussion, it could be concluded that there was a significant influence of language error correction on the students' writing achievement at SMUN 5 Jember in the 2002/2003 academic year.

### 5.2 Suggestion

Based on the research result, it is suggested that English teachers need some techniques in teaching writing and providing language error correction on the students' writing as one of the alternative techniques that can be used to develop the students' writing achievement.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Influence of Language Error Correction on Writing Achievement of the First Year Students of SMUN 5 Jember in the 2002/2003 Academic Year	Is there a significant influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year?	1. Independent variable: Language error correction  2. Dependent variable: Students' writing achievement	1a. The correction on error of omission b. The correction on error of addition c. The correction on error of misformation d. The correction on error of ordering  2a. The students' writing scores on grammar b. The students' writing scores on vocabulary c. The students' writing scores on mechanics d. The students' writing scores on content	1. Respondents: The first year students of SMUN 5 Jember  2. Informant: - The English teacher	1. Research design: - Experimental research 2. Area determination method: - Purposive method 3. Respondents determination method: - Cluster random sampling 4. Data collection method: - Test - Interview 5. Data analysis method: - t-test  $t = \frac{M_a - M_b}{\sqrt{\left( \frac{X_a^2 + X_b^2}{n_a + n_b - 2} \right) \left( \frac{1}{n_a} + \frac{1}{n_b} \right)}}$  notes: M <sub>a</sub> : mean of the experimental group M <sub>b</sub> : mean of the control group X <sub>a</sub> : individual score deviation of M <sub>a</sub> X <sub>b</sub> : individual score deviation of M <sub>b</sub> N <sub>a</sub> : the number of subject in the experimental group N <sub>b</sub> : the number of the subject in the control group	There is a significant influence of language error correction on writing achievement of the first year students of SMUN 5 Jember in the 2002/2003 academic year

(Sutrisno Hadi, 2001:443)

**SUPPORTING DATA INSTRUMENT****The Guide of Interview**

No.	Questions	Data Resource
1.	What are the compulsory and the supplementary books used in the teaching English?	The English Teacher
2.	How many times do you give writing test and writing exercises to your students?	
3.	What writing exercises do you give to your students?	
4.	How do you correct the students' errors?	
5.	How do you evaluate the students' errors?	

**Marking Writing Skills****Grammar**

- 5 Mastery of grammar taught on course – only 1 or 2 minor errors
- 4 A few minor errors only ( prepositions, articles, etc)
- 3 Only 1 or 2 major errors but a few minor ones
- 2 Major errors which lead to difficulty in understanding – lack of mastery of sentence construction
- 1 Numerous serious errors – no mastery of sentence construction – almost unintelligible

**Vocabulary**

- 5 Use of wide range of vocabulary taught previously
- 4 Good use of new words acquired – use of appropriate synonyms, circumlocution, etc.
- 3 Attempts to use words acquired -- fairly appropriate vocabulary on the whole but sometimes restricted – has to resort to use of synonyms, circumlocution, etc. on a few occasions.
- 2 Restricted vocabulary – use of synonyms (but not always appropriate) – imprecise and vague – affects meaning
- 1 Very restricted vocabulary – inappropriate use of synonyms – seriously hinders communication

**Mechanics**

- 5 No errors
- 4 1 or 2 minor errors only (e.g. ie or ei)
- 3 Several errors – do not interfere significantly with communication – not too hard to understand
- 2 Several errors – some interfere with communication – some words very hard to recognize

- 1 Numerous errors – hard to recognize several words – communication made very difficult

(taken from: Heaton, 1990:111)

## **Content**

- 5 Fulfill the four elements of composition – well organized – addresses the topic – includes examples and details
- 4 Fulfill only three elements of composition – adequately organized – addresses of the topic – includes fewer examples and details
- 3 Fulfill only two elements of composition – adequately organized – addresses most of the topic – includes some examples and details
- 2 There is only one element of composition – inadequately organized – addresses part of the topic – includes few examples and details
- 1 There is no element showed on composition – disorganized – does not address the topic – does not include examples and details

(adapted from: Sharpe, 1997:546)

Written Test  
(Pre-test)

Subject : English  
Grade : The First Year Students of SMUN 5 Jember  
Time : 90 minutes

Read the instruction carefully!

Write down a paragraph with one of the following topics consisting of about 100 words.

- My favorite sports
- My hobbies
- My daily activities



Written Test  
(Post-test)

Subject : English  
Grade : The First Year Students of SMUN 5 Jember  
Time : 90 minutes

Read the instruction carefully!

Write down a paragraph with one of the following topics consisting of about 100 words.

- Mass Media
- Clothes
- My Holiday

## My Holiday

My holiday at Pasir Putih was very nice. I went to Pasir Putih with my family. I <sup>liked</sup> like the white sand beach. The place was beautiful. The weather <sup>was</sup> is hot. I <sup>enjoyed the</sup> enjoy on holiday at Pasir Putih. We <sup>went there</sup> goes to this with <sup>happily</sup> happy. At Pasir Putih, I <sup>liked</sup> like to play the white sand on the beach. I was surprised because I met a foreign tourist. Before <sup>the sea</sup> swimming in beach, my family <sup>went</sup> go to a restaurant. After that, my mother bought some <sup>souvenirs</sup> souvenir for her friends. I wanted to take <sup>a picture</sup> photos of the beach. My holiday <sup>was</sup> is comfortable. In the afternoon, I <sup>watched</sup> can find the sunset which <sup>was</sup> is very beautiful. My family was sitting down <sup>under the</sup> near tree to enjoy the fresh air. I hope, I can go there <sup>someday</sup> sometime later.

## The Composition Score

### Grammar

The composition entitled 'My Holiday' has grammar errors for about 15 errors which consists of 10 errors of tense markers, 1 error of plural markers, 1 error of preposition and 3 errors of article. This finding shows that the composition score of grammar is related to the point 3.

### Vocabulary

The composition has vocabulary choices errors. There are 5 errors of it. It means that the vocabulary of the composition still fairly appropriate. The explanation shows that the vocabulary score of the composition is related to the point 3.

### Mechanics

There is no error of mechanics on the composition. So, the score of mechanics is 5.

### Content

The composition is adequately organized, addresses the topic and includes fewer example and details. But, there is no concluding sentence on the composition. Based on this finding, the score of content is related to the point 4.

In sum, the score of the composition is: 15

## Yogya City

Yogya is <sup>a</sup> beautiful city. Last month, I had a beautiful holiday there. I went to Yogya with my friends and my teachers. We went there by bus <sup>on</sup> Saturday night. We welcome there <sup>arrived</sup> <sup>on</sup> Sunday morning. We direction <sup>went</sup> to Nila's Restaurant. Then, we direction <sup>went to the</sup> hotel. We stayed at Sapiro Hotel. It is near Malioboro market. We were not sleeping because we were very happy with <sup>the</sup> situation there. <sup>On the following day</sup> Tomorrow day, we went to Borobudur temple, Prambanan temple and Kraton Solo. I <sup>was</sup> am very happy because I could go together with my friends and my teachers. We <sup>could</sup> can see <sup>a</sup> beautiful city of Yogya. Then, <sup>at night</sup> night day, we went walking <sup>to</sup> in Malioboro market. We went there by <sup>in fact</sup> Triangle. <sup>Pedicab</sup> At the market, I <sup>bought</sup> buy some clothes and <sup>dolls</sup> doll for the members of my family.

## The Composition Score

### Grammar

The composition entitled 'Yogya City' has grammar errors for about 15 errors which consists of 6 errors of tense markers, 1 error of plural markers, 4 errors of preposition and 4 errors of article. This finding shows that the composition score of grammar is related to the point 3.

### Vocabulary

The composition has vocabulary choices errors. There are 4 errors of it. It means that the vocabulary of the composition still fairly appropriate. The explanation shows that the vocabulary score of the composition is related to the point 3.

### Mechanics

There is no error of mechanics on the composition. So, the score of mechanics is 5.

### Content

The composition is adequately organized, addresses the topic and includes fewer example and details. But, there is no concluding sentence on the composition. Based on this finding, the score of content is related to the point 4.

In sum, the score of the composition is: 15

My Holiday in Malang

Last week, my family and I went to Malang. My Holiday in Malang was very nice. My family and I <sup>stayed</sup> stay at Indah Hotel. The hotel is located in the center of the city. The situation was very beautiful. My family and I visited Seletta, Songgomati and Batu. There, my family <sup>bought some</sup> and I buy apples because they were very cheap. After that, my family and I went to a restaurant for lunch. Then, my family and I planned to buy some souvenirs in Seletta. At that time, the traffic in Malang was very busy.

## The Composition Score

### Grammar

The composition entitled 'My Holiday in Malang' has 3 grammar errors. This finding shows that the composition score of grammar is related to the point 5.

### Vocabulary

The composition has no vocabulary choices errors. It means that the vocabulary of the composition is good in use. The explanation shows that the vocabulary score of the composition is related to the point 5.

### Mechanics

There is no error of mechanics on the composition. So, the score of mechanics is 5.

### Content

The composition is adequately organized, addresses the topic and includes fewer example and details. But, there is no concluding sentence on the composition. Based on this finding, the score of content is related to the point 4.

In sum, the score of the composition is: 19

Table 3. Data Analysis of Pre-test on Writing Achievement of the Population

No	1.1		1.2		1.3		1.4	
	$X_1$	$X_1^2$	$X_2$	$X_2^2$	$X_3$	$X_3^2$	$X_4$	$X_4^2$
1	8	64	12	144	10	100	13	169
2	13	169	10	100	16	256	15	225
3	7	49	18	324	14	196	11	121
4	15	225	13	169	12	144	14	196
5	12	144	9	81	12	144	8	64
6	10	100	15	225	10	100	10	100
7	16	256	11	121	16	256	8	64
8	11	121	13	169	17	289	14	196
9	9	81	8	64	15	225	17	289
10	14	196	11	121	14	196	12	144
11	12	144	7	49	8	64	8	64
12	18	324	8	64	8	64	10	100
13	14	196	12	144	10	100	13	169
14	10	100	10	100	13	169	14	196
15	11	121	12	144	7	49	15	225
16	8	64	17	289	14	196	9	81
17	15	225	11	121	11	121	16	256
18	12	144	16	256	15	225	13	169
19	17	289	18	324	10	100	12	144
20	10	100	12	144	15	225	12	144
21	7	49	16	256	9	81	16	256
22	15	225	10	100	12	144	9	81
23	17	289	9	81	12	144	10	100
24	10	100	11	121	10	100	10	100
25	13	169	12	144	9	81	13	169
26	11	121	10	100	13	169	15	225
27	9	81	18	324	8	64	11	121
28	12	144	10	100	18	324	11	121
29	12	144	8	64	14	196	15	225
30	14	196	8	64	11	121	10	100
31	10	100	10	100	11	121	13	169
32	8	64	12	144	14	196	12	144
33	16	256	17	289	11	121	12	144
34	11	121	15	225	13	169	8	64
35	15	225	13	169	15	225	11	121
36	15	225	11	121	7	49	14	196
37	14	196	10	100	12	144	10	100
38	10	100	17	289	17	289	12	144
39	18	324	9	81	8	64	14	196
40	13	169	14	196	10	100	10	100
41	10	100	12	144	18	324	16	256
42			14	196				
$\Sigma$	500	6454	509	6561	499	6445	496	6251



**Table 4. The Analysis of Variance Computation**

	1.1	1.2	1.3	1.4	Total
N	41	42	41	41	165
$\sum X_n$	500	509	499	496	2004
$\sum X_n^2$	6454	6561	6445	6251	25711
M	12,195	12,119	12,17	12,09	

$$\begin{aligned}
 1. \quad SST &= \sum X_n^2 - \frac{(\sum X_n)^2}{N} \\
 &= 25,711 - \frac{(2004)^2}{165} \\
 &= 1371,51
 \end{aligned}$$

$$\begin{aligned}
 2. \quad SSB &= \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X)^2}{N} \\
 &= \frac{(500)^2}{41} + \frac{(509)^2}{42} + \frac{(499)^2}{41} + \frac{(496)^2}{41} - \frac{(2004)^2}{165} \\
 &= 24339,8 - 24339,49 \\
 &= 0,31
 \end{aligned}$$

$$\begin{aligned}
 3. \quad SSW &= SST - SSB \\
 &= 1371,51 - 0,31 \\
 &= 1371,2
 \end{aligned}$$

$$\begin{aligned}
 4a. \quad Dfb &= K-1 \\
 &= 4 - 1 \\
 &= 3
 \end{aligned}$$

$$\begin{aligned}
 4b. \quad Dfw &= N - K \\
 &= 165 - 4 \\
 &= 161
 \end{aligned}$$

$$5a. \quad MSB = \frac{SSB}{Dfb} = \frac{0,31}{3} = 0,1 \quad 5b. \quad MSW = \frac{SSW}{Dfw} = \frac{1371,2}{161} = 8,5$$

$$6. F_o = \frac{MSB}{MSW} = \frac{0,1}{8,5} = 0,01$$

Fo is 0,01 where Fo of the degree of freedom between groups (3) and the degree of freedom within groups (161) at the 5% significant level is 2,67. Therefore, the value of Fo computation is lower than F-table.

=> The value of Fo computation < F-table

$$0,01 < 2,67$$

The  $X_1$  is the 1<sub>1</sub> class,  $X_2$  is the 1<sub>2</sub> class,  $X_3$  is the 1<sub>3</sub> class and  $X_4$  is the 1<sub>4</sub> class. SST is sum of squares total groups, SSB is sum of squares between groups, SSW is sum of squares within groups, Dfb is degree of freedom between groups, Dfw is degree of freedom within groups, MSB is mean squares between groups and MSW is mean squares within groups.

db.	T a r a f S i g n i k a n s i	
	5%	1%
1		
2	12,706	
3	4,304	63,657
4	3,182	9,925
5	2,776	5,841
6	2,571	4,604
7		4,032
8	2,447	
9	2,365	3,707
10	2,306	3,499
	2,262	3,355
	2,228	3,250
11		3,169
12	2,201	
13	2,179	3,106
14	2,160	3,055
15	2,145	3,012
	2,131	2,977
16		2,947
17	2,120	
18	2,110	2,921
19	2,101	2,898
20	2,093	2,878
	2,086	2,861
21		2,845
22	2,080	
23	2,074	2,831
24	2,069	2,819
25	2,064	2,807
	2,060	2,797
26		2,787
27	2,056	
28	2,052	2,779
29	2,048	2,771
30	2,045	2,763
	2,042	2,756
40		2,750
60	2,021	
	2,000	2,704
120		2,660
	1,980	
	1,960	2,617
		2,576

3). Prof. Drs. Sutrisno Hadi MA. : Statistika, Jilid II,  
 Cetakan kedua, Yayasan Penerbitan Fakultas Psikologi UGM,  
 Yogyakarta, 1975, p. 272.

TABEL F

Nilai F dengan signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.f. K1	d.f. K2									
	1	2	3	4	5	6	7	8	9	10
1	161,45	199,52	215,71	224,58	230,16	233,99	236,77	238,88	240,45	241,63
2	18,51	18,00	17,59	17,20	16,83	16,48	16,15	15,84	15,55	15,28
3	16,01	15,52	15,13	14,76	14,41	14,08	13,76	13,46	13,18	12,91
4	14,52	14,05	13,67	13,31	12,97	12,65	12,34	12,05	11,78	11,52
5	13,76	13,30	12,93	12,58	12,25	11,94	11,64	11,36	11,09	10,83
6	13,28	12,83	12,47	12,13	11,81	11,51	11,22	10,95	10,68	10,42
7	12,92	12,48	12,13	11,79	11,48	11,18	10,90	10,63	10,36	10,10
8	12,63	12,20	11,85	11,52	11,22	10,93	10,65	10,38	10,11	9,85
9	12,40	11,97	11,63	11,30	11,00	10,71	10,43	10,16	9,89	9,63
10	12,21	11,78	11,44	11,11	10,81	10,52	10,24	9,97	9,70	9,44
15	11,63	11,21	10,87	10,54	10,24	9,95	9,67	9,40	9,13	8,87
20	11,25	10,83	10,50	10,17	9,87	9,58	9,30	9,03	8,76	8,50
25	10,95	10,54	10,21	9,88	9,58	9,29	9,01	8,74	8,47	8,21
30	10,71	10,30	9,97	9,64	9,34	9,05	8,77	8,50	8,23	7,97
40	10,37	9,96	9,63	9,30	9,00	8,71	8,43	8,16	7,89	7,63
50	10,14	9,73	9,40	9,07	8,77	8,48	8,20	7,93	7,66	7,40
60	9,97	9,56	9,23	8,90	8,60	8,31	8,03	7,76	7,49	7,23
70	9,84	9,43	9,10	8,77	8,47	8,18	7,90	7,63	7,36	7,10
80	9,74	9,33	9,00	8,67	8,37	8,08	7,80	7,53	7,26	7,00
90	9,66	9,25	8,92	8,59	8,29	8,00	7,72	7,45	7,18	6,92
100	9,60	9,19	8,86	8,53	8,23	7,94	7,66	7,39	7,12	6,86
120	9,48	9,07	8,74	8,41	8,11	7,82	7,54	7,27	7,00	6,74
140	9,38	8,97	8,64	8,31	8,01	7,72	7,44	7,17	6,90	6,64
160	9,31	8,90	8,57	8,24	7,94	7,65	7,37	7,10	6,83	6,57
180	9,25	8,84	8,51	8,18	7,88	7,59	7,31	7,04	6,77	6,51
200	9,20	8,79	8,46	8,13	7,83	7,54	7,26	6,99	6,72	6,46
250	9,08	8,67	8,34	8,01	7,71	7,42	7,14	6,87	6,60	6,34
300	8,98	8,57	8,24	7,91	7,61	7,32	7,04	6,77	6,50	6,24
400	8,86	8,45	8,12	7,79	7,49	7,20	6,92	6,65	6,38	6,12
500	8,77	8,36	8,03	7,70	7,40	7,11	6,83	6,56	6,29	6,03
600	8,70	8,29	7,96	7,63	7,33	7,04	6,76	6,49	6,22	5,96
700	8,64	8,23	7,90	7,57	7,27	6,98	6,70	6,43	6,16	5,90
800	8,59	8,18	7,85	7,52	7,22	6,93	6,65	6,38	6,11	5,85
900	8,55	8,14	7,81	7,48	7,18	6,89	6,61	6,34	6,07	5,81
1000	8,51	8,10	7,77	7,44	7,14	6,85	6,57	6,30	6,03	5,77

(berlanjut)

TABEL F

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. Pembagi	d.b. untuk Keadrat Rerata Pembilang					
	2	3	4	5	6	7
100	3,57	3,55	2,96	2,10	2,17	2,10
125	4,82	3,94	3,51	3,20	2,97	2,82
150	5,87	4,84	4,44	3,29	3,17	2,98
200	7,55	6,24	5,47	3,12	2,95	2,85
300	10,24	8,35	7,23	2,87	2,75	2,68
400	13,24	10,81	9,44	2,72	2,62	2,57
500	15,91	13,01	11,44	2,66	2,58	2,55
600	18,24	14,88	13,11	2,62	2,55	2,53
700	20,34	16,44	14,51	2,59	2,53	2,51
800	22,17	17,77	15,64	2,57	2,52	2,50
900	23,77	18,91	16,64	2,56	2,51	2,49
1000	25,17	19,91	17,51	2,55	2,50	2,48

(bersambung)

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. Pembagi	d.b. untuk Keadrat Rerata Pembilang											
	9	10	11	12	13	14	15	16	17	18	19	20
1	2,41	2,42	2,43	2,44	2,45	2,46	2,46	2,46	2,46	2,46	2,46	2,46
2	6,022	6,055	6,082	6,106	6,142	6,169	6,192	6,212	6,228	6,242	6,254	6,263
3	10,138	10,239	10,40	10,41	10,42	10,43	10,44	10,44	10,44	10,44	10,44	10,44
4	14,666	14,844	15,13	15,24	15,37	15,48	15,58	15,66	15,73	15,79	15,84	15,88
5	19,777	20,105	20,54	20,95	21,45	21,92	22,37	22,80	23,20	23,58	23,94	24,28
6	25,555	26,033	26,64	27,28	28,05	28,87	29,74	30,66	31,62	32,62	33,66	34,74
7	32,000	32,622	33,38	34,28	35,22	36,20	37,22	38,28	39,38	40,52	41,70	42,92
8	39,111	40,882	42,80	44,87	47,09	49,46	51,98	54,64	57,44	60,38	63,46	66,68
9	46,833	49,844	53,00	56,32	60,00	63,94	68,14	72,60	77,32	82,20	87,24	92,44
10	55,166	58,422	61,80	65,32	69,14	73,26	77,68	82,40	87,42	92,74	98,26	104,00
11	64,111	67,622	71,20	74,96	78,98	83,26	87,80	92,60	97,66	102,98	108,56	114,40
12	73,666	77,422	81,20	85,14	89,26	93,64	98,28	103,18	108,34	113,76	119,44	125,38
13	83,933	87,944	91,90	96,02	100,30	104,84	109,64	114,70	119,92	125,30	130,94	136,84
14	94,911	99,122	103,20	107,46	111,88	116,56	121,50	126,70	132,16	137,88	143,86	149,10
15	106,600	111,022	115,30	119,74	124,34	129,10	134,02	139,10	144,34	149,74	155,40	161,22
16	119,000	123,622	128,10	132,74	137,54	142,50	147,62	152,90	158,34	163,94	169,70	175,62

(bersambung)



UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat : Jl. Kalimantan III/3 Kampus Tegalboto Kotak Pos 162 Telp / Fax (0331) 334988 Jember 68121

1304

Nomor : JJ25.1.5/PL5/2001

Jember, 26 Maret 2003

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala

SMUN 5 Jember

di. - Jember

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Anie Herawati

Nim : 980210401304

Jurusan/Program : PBS / P. Bahasa Inggris

Berknaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

The Influence of Language Error Correction on Writing Achievement of the First Year Students of SMUN 5 Jember in the 2002/2003 Academic Year

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

Drs. ILMISNO AL, MPd
NIP. 130 937 191



PEMERINTAH KABUPATEN JEMBER  
 DINAS PENDIDIKAN  
**SMU NEGERI 5 JEMBER**

Jalan Semangka No. 04 Jember ☎(0331) 422136

Nomor : 422.1/046/438.318/2003

Jember, 2 Mei 2003

Lampiran : -

Perihal : Ijin Penelitian

Kepada

Yth : Dekan Universitas Jember

Jl. Kalimantan III / 3

di

J E M B E R

Menindak lanjuti surat Saudara nomor: 1304/J25.1.5/PL5/2001, perihal: Ijin Penelitian, maka SMUN 5 Jember memberi ijin penelitian dari tanggal 27 Maret s/d 26 April 2003 kepada:

Nama : Anie Herawati  
 NIM : 980210401304  
 Program : Pendidikan Bahasa Inggris  
 Jurusan : Pendidikan Bahasa dan Seni  
 Tujuan Penelitian : Menyelesaikan Ujian Akhir dengan Judul:  
 The Influence of Language Error Correction  
 on Writing Achievement of the First Year  
 Students of SMUN 5 Jember in the 2002/2003  
 Academic Year

Demikian surat ijin penelitian ini kami buat untuk dipergunakan sebagaimana mestinya.



Kepala Sekolah

*[Signature]*  
 Drs. Sudarto  
 NIP. 130 887 356

DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Anie Herawati  
 NIM/Angkatan : 280210401304 / 1998  
 Jurusan/Program Studi : FBS / P. Bahasa Inggris  
 Judul Skripsi : The Influence of Language Error Correction on  
 Writing Achievement of the First Year Students  
 of S-UN 5 Jember in the 2002/2003 Academic Year  
 Pembimbing I : Dra. Mawiek Eko B., M.Pd  
 Pembimbing II :

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Jumat/11-10-2002	Research Matrix	↓ ↓
2.	Jumat/18-10-2002	Research Matrix	↓ ↓
3.	Senin/25-11-2002	Chapter I	↓ ↓
4.	Rabu/13-12-2002	Chapter II	↓ ↓
5.	Sabtu/11-1-2003	Chapter III	↓ ↓
6.	Sabtu/15-2-2003	Research Instruments	↓ ↓
7.	Kamis/3-5-2003	Chapter IV & V	↓ ↓
8.	Kamis/10-5-2003	Appendix	↓ ↓
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
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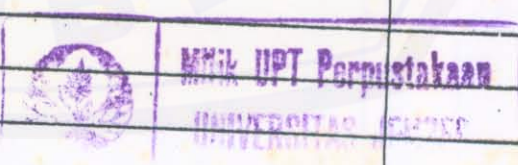
DEPARTEMEN PENDIDIKAN NASIONAL  
 UNIVERSITAS JEMBER  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Anie Herawati  
 NIM/Angkatan : 200210401304 / 1998  
 Jurusan/Program Studi : IPS / P. Bahasa Inggris  
 Judul Skripsi : The Influence of English as a Foreign Language on the Writing Achievement of the English Lear Students of SMUN 5 Jember in the 2002/2003 Academic Year  
 Pembimbing I :  
 Pembimbing II : Dra. Hj. Zakiyah Tasnim, M.A

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	Selasa/22-10-2002	Research Matrix	<input checked="" type="checkbox"/>
2.	Rabu/18-10-2002	Chapter I	<input checked="" type="checkbox"/>
3.	Sabtu/28-12-2002	Chapter II	<input checked="" type="checkbox"/>
4.	Senin/13-1-2003	Chapter III	<input checked="" type="checkbox"/>
5.	Sabtu/22-2-2003	Research Instruments	<input checked="" type="checkbox"/>
6.	Senin/19-5-2003	Chapter IV, V & Appendix	<input checked="" type="checkbox"/>
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