



**GRAMMATICAL ERROR ANALYSIS  
OF DESCRIPTIVE PARAGRAPH WRITING MADE BY  
THE SECOND YEAR STUDENTS OF SOCIAL SCIENCE OF SMAN 3  
JEMBER IN THE 2005/2006 ACADEMIC YEAR**

**THESIS**

Presented as one of the Requirements to Obtain the Degree of S1 At  
the English Education Program of The Language and Arts Education Department  
The Faculty of Teacher Training and Education,  
of the University of Jember

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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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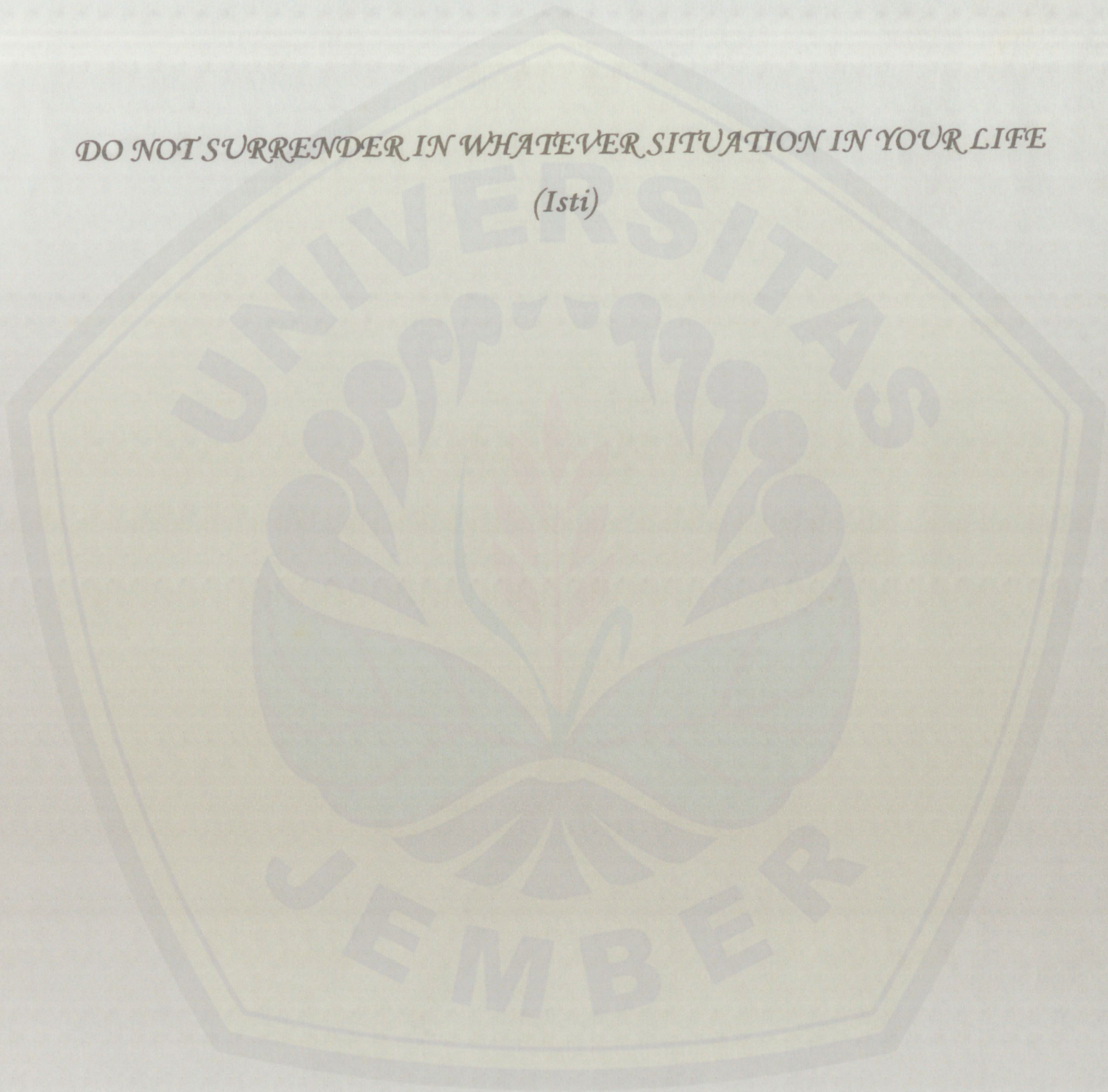
2006



MOTTO

*LEARNING A LANGUAGE WITHOUT PRACTICE  
IS NOTHING  
(Geru)*

*DO NOT SURRENDER IN WHATEVER SITUATION IN YOUR LIFE  
(Isti)*





## DEDICATION

I dedicate this thesis to:

1. My Dad and Mom, the way you treated me is the reflection of the sincere love and care you gave to me, thank you for every prayer you did to me.
2. My beloved husband, mas Tulus, when I'm down, you're always there pushing me to the top with your love. Thus, when I lose the will to win, I just reach for you and I can reach the top again. This thesis is proudly dedicated to you for your never-ending devotion.
3. My little sweet daughter, Salma, your innocence arises the natural side of me and teaches me to be true to my heart. Your eyes are the light of my life, guiding me in the dark night and showing me the beautiful life in the daylight. You're really the best love I ever had!!!
4. My respected lecturers.
5. My beloved almamater.



**CONSULTANT APPROVAL**

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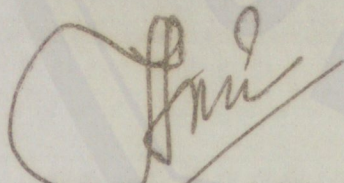
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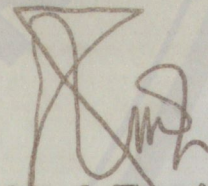
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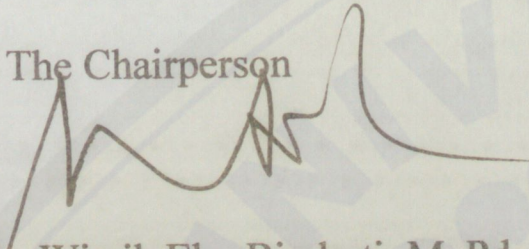
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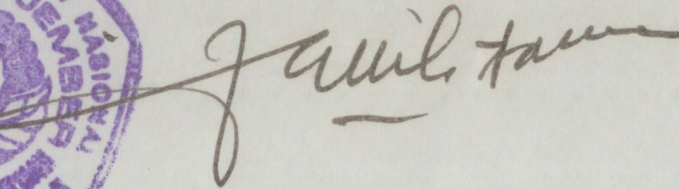
  
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July 2006  
The writer



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## ABSTRACT

**Mu'alimah, Dwi Isti, Grammatical Error Analysis of Descriptive Paragraph Writing Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 Academic Year.**

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

The consultants; (1) Dra. Siti Sundari, M. A.  
(2) Dra. Zakiyah Tasnim, M.A.

The key words; grammatical errors, syntactical errors, morphological errors, descriptive paragraph writing

The research was aimed to answer the general and the specific research problems covering what types of grammatical errors, what types of syntactical and morphological errors and what the most syntactical and morphological error type found in the descriptive paragraph writing. The respondents were the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year. The grammatical errors consisted of syntactical and morphological errors, as the main data of the research, were elicited from the descriptive paragraph writing gathered from a writing test, while the supporting data was gained through an interview with the English teacher and documentation. The procedure of the data analysis were identifying the syntactical and morphological errors, clasifying the errors into the categories of syntactical and morphological errors, finding the percentage of the errors, and consulting the errors into the table of the classification level of error types. From the data analysis it was found that (1) The types of grammatical errors found in the students' paragraph were the syntactical and morphological errors. (2) The syntactical error types found in the students' writing were the simple present tense errors, the misuse of using articles, the simple past tense errors, the misuse of word order, the misuse of using prepositions, and the misuse of using verb form after modal auxiliaries. The syntactical error type predominating the others was the misuse of articles with 31.58% in the medium classification level. For morphological errors, the errors found were the errors of plural inflection markers, the errors of possessive inflection markers, the errors of the third person singular verb inflection markers, and the errors of the past tense inflection markers. The morphological error type predominating other types was the errors of the third person singular verb inflection markers with 42.31% in the high classification level. This fact underlies the necessity of giving enrichments of grammar rule and convenience to the learners while exposing them in developing descriptive paragraph especially in the error area of articles and third person singular verb inflection markers.





## I. INTRODUCTION

### 1.1 Background of Study

Most people in the world are bilingual. They use more than one languages for communication. Dulay et al (1986:27) say that over a billion of people in the world speak more than one languages fluently. As the international language, English becomes the bridge of communication among people all over the world. In this global era, English plays a very important role in many aspects of life, such as politics, overseas trade, tourism, industry, science, education and so forth.

There are four language skills that should be mastered by the learners so that they will be able to communicate in English successfully. Those are speaking, listening, reading and writing. Related to those skills, writing is one of the language skills that are important for senior high school students. It is not only a simple process, since English writing includes the students' ability in using vocabularies, grammatical structure, mechanics, stylistic skill, and judgment skill in order to make their writing easily understood by the reader (Wishon, 1980:23). Moreover, the rules of English and Indonesian are different in terms of pronunciation, spelling, vocabulary, and grammar. Those are the complex aspects that make English writing not an easy task.

In fact, making errors is inevitable part in the process of language learning. In writing, students are usually encouraged to express their ideas on paper without worrying much about grammatical correctness. They focus their writing on the quantity of the sentences rather than quality. As a result, the attention to grammatical correctness as one of the aspects in writing is less emphasized (Nunan, 1981:87 and Polio 1997:103). Besides, errors also happen as the result of the interference from the habit of the first language, which is not identical to the second language (Corder, 1981:73). Senior High School students usually get some problems, especially with grammar both in Syntax and Morphology. Errors occur naturally when students are unable to transmit or receive the message in the target language. In the process of making errors, students will create a new system of their own, which they might expect to be identical to the structure of the target



language (Corder, 1981:72). In the English teaching, especially in teaching writing, students should express their ideas in grammatically correct sentences so that their paragraph will be understood by the readers. It is very essential to make the students be able to write a well organized paragraph with grammatically correct sentences, because only through a good paragraph, students can make their thoughts clear to the readers (Muhyidin, 1988:1).

Commonly, English learners experience both spoken and written forms of language in their learning process. However, errors in writing are easier to be recognized rather than in speaking. This statement is supported by Hawkes (1979: 22-23), that states:

*Spoken discourse is more difficult to analyze because of its impromptu nature a conversation may be changed, redirected, interrupted, annulled, etc, at the will of any speaker or under the influence of external, non-linguistic event. Written discourse by its more permanent, graphic and controlled nature is easier to investigate.*

Based on the idea above, the study of grammatical errors in this research is focused on written discourse, especially in the form of descriptive paragraph writing.

Paragraph is developed in various ways. Muhyidin (1988:1-149) proposes the kinds of paragraph. They are paragraph developed by structure, paragraph developed by examples, paragraph developed by time, paragraph developed by comparison, paragraph developed by cause and effect, and paragraph developed by space or descriptive paragraph. This research investigated the descriptive paragraph under the consideration that the activities of teaching and learning English writing of the second year students of SMAN 3 Jember in the even semester of the 2005/2006 academic year were focused on teaching descriptive paragraph writing.

Armed with this fact, it was necessary to conduct the research at SMAN 3 Jember, since grammatical mastery is an important aspect in writing. The grammatical analysis of errors in this research is regarded as an effort to describe the grammatical errors in descriptive paragraph writing. The result of the research will be useful as a feedback for the English teacher to know the amount of errors made by the students in their writing. By knowing the errors, the language teacher



will easily detect which parts of language need more attention. This fact underpinned the undertaking of this research entitled:

**” Grammatical Error Analysis of Descriptive Paragraph Writing Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 Academic Year”**

## **1.2 The Research Problems**

The problems were formulated as follows:

### **1. General Problem:**

What types of grammatical errors are made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year?

### **2. Specific Problems:**

- a. What types of syntactical errors are made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?
- b. What is the most syntactical error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?
- c. What types of morphological errors are made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?
- d. What is the most morphological error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?



### 1.3 The Objectives of the Research

Based on the problems above, the objectives of the research were as follows:

#### 1. General Objectives:

To describe the grammatical errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year.

#### 2. Specific Objectives:

- a. To describe the syntactical errors types made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing.
- b. To describe the most syntactical error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing.
- c. To describe the morphological errors types made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing.
- d. To describe the most morphological error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing.

### 1.4 Operational Definition of the Terms

In order to avoid misunderstanding about ideas and concepts between the researcher and the readers about the meaning of the terms investigated, the following terms need to be developed operationally. The terms defined cover errors, grammatical errors, syntactical errors, morphological errors, descriptive paragraph writing and the characteristics of a good paragraph.



#### **1.4.1 Errors**

Errors in this study are defined as any deviation of grammar from the Standard English. This research investigated grammatical errors in descriptive paragraph writing especially syntactical errors and morphological errors.

#### **1.4.2 Grammatical Errors**

Grammatical errors in this study were the syntactical and morphological errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing.

#### **1.4.3 Syntactical Errors**

Mathew (2000:2) says that the word Syntax is described from a Greek word that means putting together or arranging, which traditionally covers both the constructions of phrases and sentences and also the feature of meanings, which are associated with them. The syntactical errors mean any deviation of the rules governing the construction of sentences.

The syntactical errors in this research covered the errors in using Simple Present Tense, errors in using Simple Past Tense, errors in using Articles (a, an, the), errors in using Word Order, errors in using Prepositions (in, on, at) and errors in using verb form after Modals auxiliaries.

#### **1.4.4 Morphological Errors**

According to Matthew (2000:2), Morphology is a term for the branch of Linguistics, which is concerned with the forms of words. The morphological errors mean errors in forming words.

In this research, morphological errors covered errors in using inflectional morphemes that consist of Possessive Inflection Markers, Plural Noun Inflection Markers, Third Person Singular Verb Inflection Markers, Past Tense Inflection Markers, Present Participle Inflection Markers, Past Participle Inflection Markers, Comparative Inflection Markers and Superlative Inflection Markers.



#### **1.4.5 Descriptive Paragraph Writing**

Descriptive paragraph writing in this research were descriptive paragraph that consists of 100-150 words, describing a place or a subject (event, person, animal) based on the provided topics.

#### **1.4.6 The Characteristics of a Good Paragraph.**

The characteristics of a good paragraph in this research were based on the Muhyidin's theory. Based on the theory, there are five characteristics that should be fulfilled so that the paragraph will be categorized as a good paragraph. The characteristics consist of three main components of a good paragraph and two features of a good paragraph. The three components of a good paragraph are the topic sentence, the supporting sentences, and the concluding sentence, while two features of a good paragraph are coherence and unity (Muhyidin, 1988:1-13)

#### **1.5 Significances of the Research**

The results of the research are expected to be useful for the following people:

##### **a. The English Teachers**

The results of the research are useful for the English teachers as the information to know the students' grammatical errors in their writing, particularly in descriptive paragraph writing. So, the teacher will be able to find the appropriate teaching strategy to increase the students' grammar mastery and to develop their writing skill.

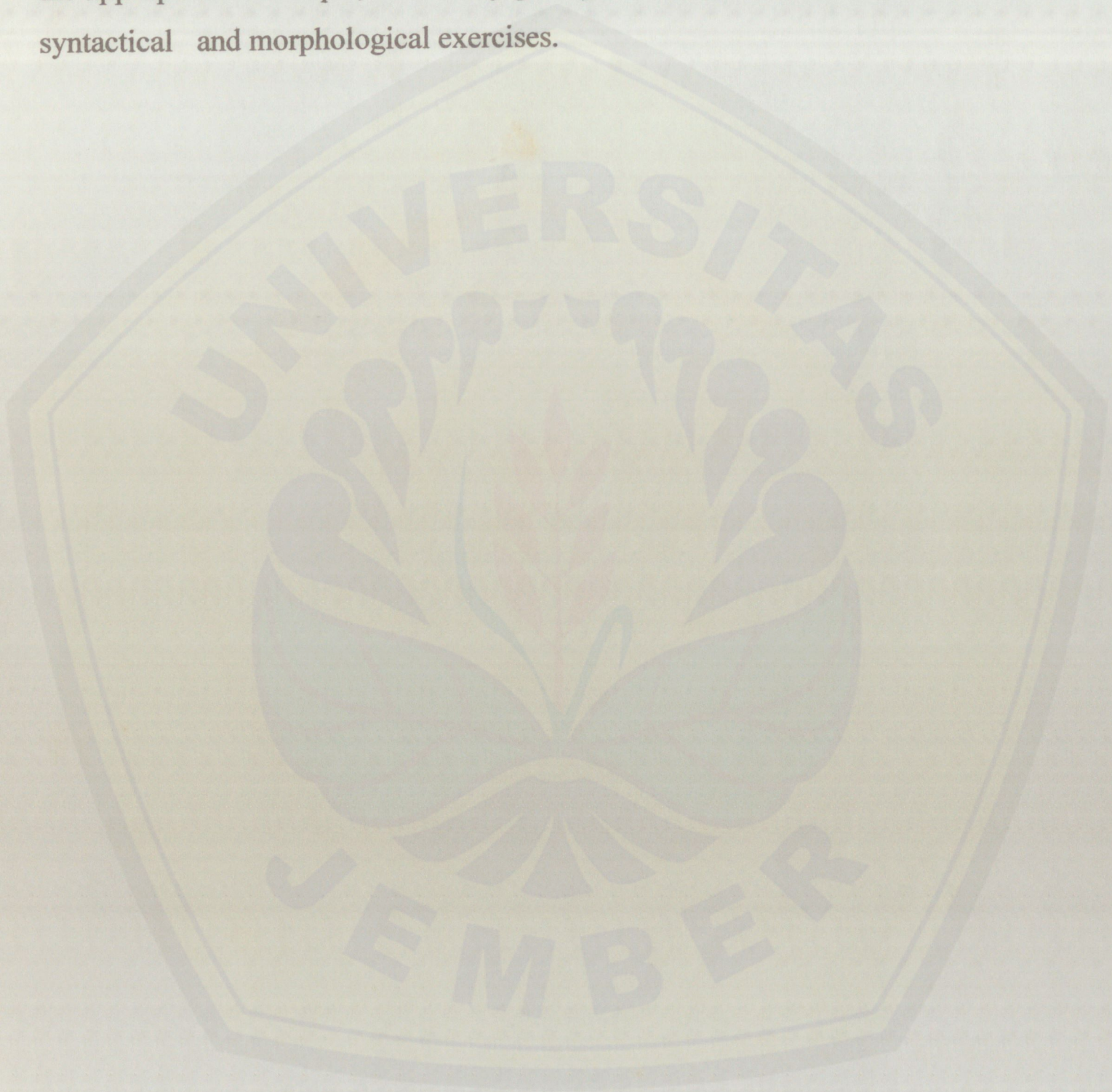
##### **b. The Second Year Students of Social Science of SMA**

The results of the writing test in the form of grammatical errors given to the students can be used as the feed back for themselves. So, the students will know their grammatical errors in their writing and they will be able to improve their grammar mastery. Later, they will develop their writing skill.



**c. The Other Researches**

For other researchers, the results of this research can be used as a reference to conduct a further research, dealing with the similar problem by using a classroom action research to improve the students' grammar mastery by applying the appropriate technique, such as by giving a lot of grammar exercises that cover syntactical and morphological exercises.





## II. RELATED LITERATURE REVIEW

Richard (1974:122) says that some errors are caused by the interference of the first language. This chapter presents some theories related to the research problems. They are the theory of errors, grammatical errors, syntactical errors, morphological errors, descriptive paragraph writing, and the characteristics of a good paragraph.

### 2.1 Theory of Error

Heidi et. al, in Richards (1974:17) use the term of "goof" for error. The term of "goof" signifies any deviation from syntactic structure which native adult speaker considers grammatically correct. The learner will goof if he/she tends to use native language structure in his second language speech and where structures in both of them differ. Finally, the word "goof" connotes with error and mistake.

Errors are the result of interference in learning a second language from the habits of the first language (Corder, in Richard, 1974:19). In addition, Corder, in Richard (1974:25) explains that learner's errors are divided into systematic and nonsystematic errors. The errors of competence will characteristically be systematic and those are called errors. Non-systematic errors are errors, which are due to memory lapses, physical states, such as physical tiredness, and psychological condition such as strong emotion and those are called mistakes. Mistakes mean the errors of performance that will characteristically be unsystematic, because the errors are not intentional or not planned and do not reflect in the knowledge of language. Further, he explains that mistakes are not significant to the process of language learning.

Errors refer to any deviation from selected norm of language performance, no matter what characteristics or causes of the deviation might be (Dulay et al, 1982:139). Errors happen consistently and systematically. If there is no remedial attempt, it will occur in a long time. Measurements are usually done by the teacher through the remedial teaching, drilling, practicing, etc. It is often said that errors are the description of understanding of the learner to the language system that is learned. The errors will increase if the degree of understanding diminishes (Tarigan&Tarigan, 1988:75).



## 2.2 Sources of Errors

Richard (1974:122) says that some errors are caused by the interference of the learner's competence at a particular stage and illustrate some of general characteristics of the language acquisition called intralingual and developmental errors. Both kinds of errors, namely interlingual and intralingual errors are going to be discussed in the following parts:

### 2.2.1 Interlingual Errors

Errors are frequently found at the beginning process of learning a foreign language. Richard (1974:173) states that interlingual errors are caused by interference of the learner's mother tongue. It means that interlingual errors happen because there is interference of the learner's native language construction of phrases and sentences. It can be taken as an example in the usage of English in oral or in written forms. It is often found in the interference of the Indonesian construction. For instance, the students omits the verb "be" in the Simple Present Tense. For example:

*He in water.* (Dulay et al, 1982:148)

In the sentence above, the student makes a grammatical error by omitting the verb be "is" in the sentence. This error may be caused by interlingual errors, because his sentence is influenced by his mother tongue that is Indonesian. In the English sentence, the auxiliary verb "be" must be put between the Subject and complement. This system doesn't happen in Indonesian. It seems that he translates word by word into English without paying attention to the rules of the English structure. The correct sentence should be:

*He is in water.*

### 2.2.2 Intralingual Errors

Richard (1974:175) defines intralingual errors as the errors reflecting the learners' competence at a particular stage and illustrates some of the general characteristics of language acquisition. Intralingual errors happen when the learner doesn't comprehend the rules of the target language well. Further,



Richards (1974:176) states that the errors usually will be in the form of faulty generalization, incomplete application of rules and failure to learn condition under which rule apply. To support Richard's statement, Tarigan & Tarigan (1988:85) present the new statement saying that intralingual errors are errors that reflect general norm learned, such as; Overgeneralization, Ignorance of Rule Restriction, Incomplete Application of Rule and False Concept Hypothesized. Each type of errors will be discussed in the following parts respectively:

#### **2.2.2.1 Overgeneralization**

Intralingual errors caused by overgeneralization are errors in which the learner gathers certain related knowledge of language in order to produce a sentence with a new rule of their own (Richards, 1974:176). It means that that the learner uses previous available strategies in new situation. In this case, the learner fails in following the rules of correctly structured sentence by using another rule of language.

Richard (1974:176) presents the example of Overgeneralization in the sentence "*He come from*". Since all grammatical persons take the same zero verbal ending except the third singular person in the Simple Present Tense, omission of "-s" ending the third singular person may be accounted for by the heavy pressure of all other ending less form. Another example is "*She is comes*". This error is caused by Overgeneralizations because the learner makes a deviant structure based on the structure that has been learnt. The error happens because the student has learnt the Simple Present Tense "*He goes*" and at the same time, he also has learnt Present Continuous Tense "*He is going*". Since he/she overgeneralizes the use of each tense, he/she produces the sentence "*He is goes*".

#### **2.2.2.2 Ignorance of Rule Restriction**

Another type of Intralingual errors is ignorance of rule restriction. This type of errors is applied to the rules to context in which the student does not apply them (Richards, 19074:177). The examples below are the misuse of prepositions resulted from the ignorance of rule restriction from analogy:



- 1). He explained me the story.
- 2). He is a man I saw him.
- 3). This is not fit to drink it. (Richards: 1974:177)

In the first sentence, the student makes an error of the misuse of preposition “to”. This error is resulted from the analogy of the sentence learned such as “*He told me the story*”. The verb “**explained**” can’t be followed by indirect object. However, the verb “**explained**” may be followed by direct object and followed by a preposition “to”. Thus, the correct sentence is, “*He explained to me the story*”.

In the second sentence and the third sentence, the student makes errors of the use “**him**” and “**it**”. By analogy, with the learner previous experience, of **Subject+Verb+Object** construction, the student feels that there is something incomplete about “*The man I saw*”, and “*This is not fit to drink*”. So, he/she adds the object construction. The right sentences should be:

- 2). He is the man I saw.
- 3). This is not fit to drink.

### 2.2.2.3 Incomplete Application of Rules

This type of errors is the occurrence of the structure whose deviancy represents the degree of the developmental of the rules required to produce acceptable utterances (Richard, 1974:177). This type of errors may be in the form of affirmative statement used as questions or the omission of the verb “**be**” or the third singular person marker in the sentence and question word added to the statement. The examples of the affirmative statements used as questions are as follows:

- 1). This is a ball?
- 2). Daddy go yesterday? (Dulay et al, 1982:132)

In the two sentences above, the errors happen when the learner makes interrogative sentence by giving question mark “?” to the affirmative statement. In this case, he/she applies incomplete rule restriction of the rules to make question or interrogative sentences. The correct sentences should be:



- 1). Is this the ball?
- 2). Did Daddy go yesterday?

The examples of the omission of the verb “be” or third person singular marker in the sentences are as follows:

- 1). **Teacher:** What is he doing?

**Student:** He opening the door.

- 2). **Teacher:** How much does it cost?

**Student:** It cost one dollar.

From the two sentences above, the student’s responses are influenced by the teacher’s questions. In answering the questions, he/she just transforms the end of (Richard, 1974:178). In the first sentence, the student omits the be “is”, in the Present Continuous Tense. In the second sentence, he omits –s, in the Simple Present Tense that should be attached to the verb “cost” with the subject it. Thus the correct sentences should be:

- 1). **Students:** He is opening the door.
- 2). **Students:** It costs one dollar. (Richard, 1974:178)

The examples of question words added to the statements are:

- 1). Please write down what is his name.
- 2). I don not know what those are. (Richard, 1974:178)

In those two sentences, the questions word “what” are not necessary to be added to the sentences. In this case, the verb “write down” and “know” are directly followed by direct object. Thus, the correct sentences are:

- 1). Please write down his name.
- 2). I don’t know those.

#### 2.2.2.4 False Concept Hypothesized

The third type of error is the errors when the student applies the false concept in sentence or he/she has false interpretation of the structure rule. The examples are:

- 1). One day the accident was happened.
- 2). He is speaks English fluently. (Richard, 1974:178)



In the first sentence, the student interprets the word “was” always refers to the past action. Therefore, in expressing an action that happened in the past he/she uses “was” besides, he/she puts “-ed” in the end of the verb “happen” as the past marker. In the second sentence, the student interprets that the words “is” is used in the Simple Present Tense with the main verb. Therefore, he puts “-s” in the word “speak” as the third person singular marker. The correct sentences should be:

- 1). One day, the accident happened.
- 2). He speaks English fluently.

### 2.3 The Types of Errors based on Surface Strategy Taxonomy

In this research, the writer would like to discuss the types of errors based on the Surface Strategy Taxonomy. Based on the taxonomy, Dulay et al (1982: 137) classify the errors into four types. They are omission, addition, misformation and the last misordering. All of them will be discussed in the following parts:

#### 2.3.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance (Dulay et al, 1982:154). These omission errors can be the omission of articles, to be, or other morphemes. For examples:

- 1). She is doctor. (Wrong)
- 2). The book black. (Wrong)

The omission errors happen in those two sentences. In the first sentence, the student omits the article “a” before the complement “doctor”. In the second sentence, the student omits the verb be “is” between the subject “The book” and the complement “black”. Thus, the correct sentences should be:

- 1). She is a doctor.
- 2). The book is black.



### 2.3.2 Addition

Addition errors are the opposite of omission. It is characterized by the presence of an item that should not appear in a well-formed utterances (Dulay et al, 1982:156). These errors can be in the form of double markings, regularizations and simple addition. For examples:

**Double Markings:** He doesn't knows my name. (wrong)

He doesn't know my name. (correct)

**Regularizations:** She putted it on the table. (wrong)

She put it on the table. (correct)

**Simple Addition:** The birds doesn't live in the water. (wrong)

The birds don't live in the water. (correct)

### 2.3.3 Misformation

Misformation is a type of errors that are characterized by the use of the wrong form of the morpheme or structure (Dulay et al, 1982:162). For examples:

1). I saw that houses. (Wrong)

2). Give me that. (Wrong)

Misformation errors happen in those two sentences. In the first sentence, misformation error happens when the student uses the wrong morpheme "that" instead of using "those" as a plural conjunction marker. In the second sentence, misformation error happens when the student misforms the use of the wrong pronoun "that" instead of using the correct pronoun "it". Thus, the correct sentences should be:

1). I saw those houses.

2). Give me it.

### 2.3.4 Misordering

Misordering is the type of errors that is characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance. The examples:

1). He is all the time late. (Wrong)



## 2). What daddy is doing? (Wrong)

Misordering errors happens in those two sentences. In the first sentence, the misordering error happens when the student puts the adjective “late” after the adverb of time “all the time”. In a correct sentence, adjective should be placed before adverb of time. While in the second sentence, the misordering error happens when the verb be “is” is placed after the subject “daddy”. In a correct interrogative sentence, the verb be should be placed before subject. Thus, the correct sentences should be:

- 1) He is late all the time.
- 2) What is daddy doing?

## 2.4 Grammatical Errors

Hendrickson (1981:28) says that the number of language components, which are necessary to analyze, are Lexicon Syntax, Morphology, and Orthography. Meanwhile, Dulay et. al, (1982:146) in “Language Two” states that the English language components include Syntax and Morphology (Grammar, Semantic and Lexicon/meaning and Vocabulary , and Discourse /style).

In this research, grammatical errors referred to the two components of grammar analysis; Those were syntactical and morphological errors. Then they were categorized based on their categories. The grammatical errors in this research referred to any deviation from the rules of English Syntax and English Morphology that will be discussed in the following parts.

## 2.5 Syntactical Errors

Syntax is the study of the rules governing the way words is combined to form sentences in a language (Crystal in Tarry, 1995:87). According to Tarry (1995:89), Syntax is the study of the relation between elements in sentence structure, and in the rules governing the arrangement of sentence in sequences.

In this research, the syntactical errors meant the deviation of the rules of forming, arranging or combining elements of the sentence structure into sentences in sequence. The syntactical errors investigated covered some errors in



these following categories: 1) simple present tense errors, 2) simple past tense errors, 3) the misuse of using articles, 4) the misuse of using prepositions, 5) the misuse of words order, and 6) the misuse of verb form after modals auxiliaries.

### 2.5.1 The Objects of Syntactical Errors

As what have been stated at the previous part, the objects of the syntactical errors analysis in this study consisted of five indicators. Those were: 1) simple present tense errors, 2) simple past tense errors, 3) the misuse of using articles, 4) the misuse of using prepositions, 5) the misuse of words order, and 6) the misuse of verb form after modals auxiliaries. Those errors will be reviewed in the following parts.

#### 2.5.1.1 The Simple Present Tense Errors

In general, Simple Present Tense expresses permanent truths, the present period and habitual action (Kon, 1993:65). Thomson and Martinet (1986:159) say that the simple present tense has the same form as the infinitive, but it adds “-s” for the third person singular.

Many students often add the auxiliary be (is, am, are ) in the simple present tense with the main verbs. The examples are:

- 1) Gasses are expand when heated.
- 2) The sun is rises in the east.

From the examples above, the student makes errors of using the simple present tense. The addition errors happen when the student adds elements that should not be in the right sentence. The pattern of simple present tense with the main verb is **S+V+O+Adv. Of Manner Adv of Place Adv of Time** (Hayden et. Al, 1956:59).Based on the pattern, the correct sentences should be:

- 1) Gasses expand when heated.
- 2) The sun rises in the east.

Beside those errors, the students usually omits the third person singular marker in the simple present tense with the third singular person subject (He, She,



It). The following examples are the omission of the third singular person marker in simple present tense:

- 1) He often come to my house.
- 2) My father go to the office everyday.

Richard (1974:74) says that omission the singular person marker “-s” accounted for by the heavy pressure of all ending less forms. In the examples above, the error happen when the student omits the ending “-s” in the words “**come**” and the ending “-es” in the word “**go**”. The pattern for the simple present tense with the singular person subject is **S+V(s/es)+O+Adv**. (Hayden et. Al, 1956: 59). Based on the pattern, the correct sentences should be:

- 1) He often comes to my house.
- 2) My father goes to the office everyday.

#### 2.5.1.2 The Simple Past Tense Errors

In making errors in Simple Past Tense, the student sometimes adds the auxiliary “be” in the simple past tense with the main verb. The examples below are the examples of the addition of the auxiliary “be” (was, were) in the simple past tense with the main verbs:

- 1) He was waited for you last night.
- 2) They were visited museum last week.

In those two sentences above, the student adds the auxiliary “was” in the first sentence before the main verb “**waited**” with the subject “**he**”. In the second sentence, the student adds the auxiliary “were” before the main verb “**visited**” with the subject “**they**”.

Actually, simple past tense is used to show a past action at definitive point of time (Kon, 1993:68). The pattern of the simple past tense in the affirmative sentence is **S+V2+O+Adv** (Hayden et. al, 1956:61). Based on the pattern above, the correct sentences should be:

- 1) He waited for you last night.
- 2) They visited museum last week.



### 2.5.1.3 The Misuse of Using Articles (a, an, the)

The articles are the members of group of words called determiners that are used before nouns (Kon: 1993:87). There are two kinds of articles, namely definite article "the" and indefinite articles "a" and "an". The article "the" is used with singular or plural noun and refers to definite things, while the articles "a/an" are used generally with singular countable nouns. Article "a" is used before words beginning with consonants, while "an" is used before words beginning with vowel sounds (Krohn, 1986:54).

The examples below are the examples of the misuse of the article "a, an, and the" in the sentences:

- 1) He is good boy.
- 2) I want book on your desk.
- 3) Sparrows are small birds.

Richard (1974:176) says that the failure to observe restriction in the use of articles may also be derived from analogy in which, the learner applies a deviant structure from his previous experience of learning English. This may happen when the mother tongue is closely related with the ignorance of rule restriction in the articles usages. From the examples above, the student misuses the articles in the sentences. The student omits the article "a" for the noun "boy", and the article "the" for the noun "book" and "sparrow". The right sentences should be:

- 1) He is a good boy.
- 2) I want the book on your desk.
- 3) The sparrow are the small birds.

### 2.5.1.4 The Misuse of Using Prepositions (in, on, at)

Prepositions are words normally placed before nouns or pronouns. In this research, the prepositions that will be investigated are limited to "in, on and at" denoting time and place.

The following sentences will show the misuse of the prepositions in sentences:



- 1) I usually wake up very early at the morning.
- 2) He lives on 14 Jawa Street.
- 3) I will see her in Sunday.

To correct those three sentences, it is needed to review Hayden et. al's theory about the use of Prepositions "**in, on and at**". Based on Hayden et. al, (1956:174-175), in denoting time, the function of the prepositions in, on, and at are as follows:

- "**At**" is used to denote exact time. For example:  
**I will see her at 10 o'clock.**
- "**On**" is used to denote date, day, and its parts. For example:  
**I will come on Sunday.**
- "**In**" is used to denote the name of month, year and part of day. For example:  
**I was born in August.**

The functions of the prepositions "**in, on, and at**" based on Hayden. et. al, (1956: 175-176) are as follows:

- "**In**" indicates something beneath the surface or a location within a building, city and so forth. The example:  
**They own a house in Sweden.**
- "**On**" indicates something touching the surface. On is also used in an address with the name of street. The example:  
**He lives on Green street.**
- "**At**" is used in an address with the house number + the name of street. Ordinarily, "**at**" indicates a specified location. The example:  
**I will meet you at the library.**

In those three wrong sentences above, the student does the misformation errors, since the student uses the wrong form of prepositions that should be used in the correct sentences. In the first sentence, the preposition "**at**" before the word "**morning**" should be replaced by the preposition "**in**", since the word "**morning**" is the part of day. In the second sentence, the misformaation error happens when the student uses the preposition "**on**" before the number "**14**" in the address instead of using the preposition "**at**". While in the last sentence, the



student does misformation when the word “Sunday” is preceded by the preposition “in” instead of using the correct preposition “on”. Based on the theories above, the correct sentences should be:

- 1) I usually wake up very early in the morning.
- 2) He lives at 14 Jawa street.
- 3) Are you will she her on Sunday.

#### 2.5.1.5 The Misuse of Word Order

The word order is concerned with the position of words in the sentence. In this research, the discussion deals with the order of adjectives that follow nouns and the order of adverbs that follow verbs. Then, the adverbs are limited to the adverbs of time, place and manner.

Adjective is usually used before nouns modified (Wishon, 1980:107). Here is the example of the misuse word order concerning with the using of adjective:

*The woman charming is our hostess.*

In the sentence above, the students does misordering error since the adjective “**charming**” is placed after noun “**woman**”. Based on the theory, the correct sentence should be:

*The charming woman is our hostess.*

Adverbs are very elastic in English, and many shades of emphasis, etc, can be expressed by change of position (Allen, 1974:11). The adverb of manner answers question “how”. They are usually placed after verb (Kon, 1993:1). Below is the example of error of word order dealing with the adverb of manner:

*The taxi suddenly stop.*

In the sentence above, misordering error happens when the student places the adverb of manner “**suddenly**” before the verb “**stop**”. Based on the theory, the correct sentence should be:

*The taxi stop suddenly.*



The adverb of place answers the question “where”. It is placed after the verb or direct object (Kon, 1993:147). Here is the example of the sentence having error of word error dealing with the adverb of place.

*The boy down fell.*

In the sentence above, misordering error happens when the student places the adverb of place “**down**” before the verb “**fell**”. Based on the theory, the correct sentence should be:

*The boy fell down.*

The adverb of time answers the question “when”. They usually occur either at the beginning or at the end of the sentence. (Kon, 1993:147). Here is the example of the sentence having error of word error dealing with the adverb of time

*I yesterday met John’s father.*

In the sentence above the student makes misordering error when he/she places the adverb of time “**yesterday**” between Subject “**I**” and the verb “**met**”. Based on the theory, the correct sentence should be:

*Yesterday, I met John’s father.*

#### 2.5.1.6 The Misuse of Verb Form after Modal Auxiliaries

Modals or modal auxiliaries consist of: may, must can, and shall/will. Those all are the present form of modals or modals auxiliaries. The past form of modals or modal auxiliaries are; might, had to, could, should and would. They are always followed by the simple forms of the verbs (Warib, 1994:49). The following sentences are the examples of the misuse of verbs form after Modals:

- 1) We can to see it.
- 2) They will going to the city.
- 3) They may sitting.
- 4) She must works hard.( Richards, 1974:183).

In those sentences, the student makes some addition errors. In the first sentence, the student puts to infinitive form of the verb “**to see**” instead of using the simple form of the verb “**see**”. In the second and the third sentence, the student adds the



“-ing” for the main verbs “go and sit”. In the last sentence, the student adds the “-s” as the singular person marker for the subject “She” without paying attention to the modal “must”. Based on the theory, thus the correct sentences should be:

- 1) We can see it.
- 2) The will go to the city.
- 3) They may sit.
- 4) She must work hard. (Richards, 1974:183).

In this study, the focus of the syntactical errors investigated were all the indicators related to the review in the previous part. Those were: 1) simple present tense errors, 2) simple past tense errors, 3) the misuse of using articles, 4) the misuse of using prepositions, 4) the misuse of words order, 5) the misuse of verb form after modals auxiliaries.

## 2.6 Morphological Errors

According to Matthews (1991:3), Morphology is a term for the branch of Linguistics, which is concerned with the forms of “words” in different uses and construction. Morphological errors deal with the deviation of the rule governing morphemes and their arrangement in forming words.

Matthew (1991:3) says that morpheme is the minimal, indivisible or primitive unit within utterances. Robin (1980:158) states that morphemes are classified into two classes. Firstly, he says that morpheme is bound and free, and secondly he says that morpheme is root and affixes. Furthermore, affixes are classified into derivational and inflectional affixes, in which derivational and inflectional affixes will form derivational and inflectional morphemes. The classification of morphemes can be seen in the followings table:



Table 1. The Classification of Morphemes Based on the Experts' Name

No	Experts	Classification	Examples
1	Eugene Annida, Bloch & Tager, Fries & Gleason, and Muhajir	1. Root/Base morpheme 2. Inflective morpheme 3. Derivative morpheme	Cat, speak  Cats, boy's Straighten, classify
2	RH. Robin	1. Root  2. Affixes a. Derivational affixes b. Inflectional Affixes 1. Possessive (-'s) 2. Plural noun (-s) 3. 3 <sup>rd</sup> Person singular (-s) 4. Past Tense (-ed) 5. Present Participle (-ing) 6. Past Participle (-ed/en) 7. Comparative (-er)	Happy, danger  <u>Endanger</u> , <u>happiness</u>  Ana's bag  Three apples  She waits for me  I visited a temple  I am listening  I have eaten, she has studied  Elder, wiser



		8. Superlative (-est)	The youngest
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### 2.6.1 The Objects of Morphological Errors

Based on Robin (1980:159), the second kind of affixes is inflectional affixes. They have some differences from the derivational affixes. Inflectional affixes are affixes that do not change the part of speech of the roots they are attached. Thus, they do not create new words, but they only have certain grammatical function (Rachmadie, 1986:31). The objects or elements of morphological errors investigated in this research were as follows: 1) possessive inflection markers, 2) plural noun inflection markers, 3) third person singular verb inflection markers, 4) past tense inflection markers, 5) present participle inflection markers, 6) past participle inflection markers, 7) comparative inflection markers and 8) superlative inflection markers. The indicators will be reviewed in the following parts.

#### 2.6.1.1 Possessive Inflection Markers

The system of English possessive inflection is usually marked by the apostrophe with "s", "( 's)" or apostrophe only "( ')". The clear description of possessive inflection are proposed by Frank (1972:14-15) as follows:

- a. A singular noun is changed into a possessive form by adding (-'s).

The examples:

A boy's mother.

A woman's long dress

- b. A plural noun becomes possessive by adding (-') itself to the final "s". The examples:

Ladies' t shirt

Boys' mother

- c. If an irregular plural noun does not already end in "s", (-'s) is added for the possessive. The examples:

Children's toys



### Women's shoes

d. Proper noun ending in "s" may take either (-') or (-'s). The example:

Dickens' novel or

Dickens's novel

The following examples will show the possessive inflection errors in sentences:

1) Mariannes school is near to my house.

2) She is Chris pen pal.

In those two sentences the student makes errors in using possessive inflection marker. In the first sentence, omission error happens when the student omits apostrophe (-') in the words Mariannes. The apostrophe (') should be placed between the noun "Marianne" and the possessive inflection marker (-s). In the second sentence, the student omits the possessive inflection marker (-'s) after the noun "Chris" in his sentence. Actually, the student may use only the noun "Chris" + apostrophe (') as the possessive inflection marker in his sentence. Based on the theory above, the correct possessive inflection markers in the sentences should be:

1) Marianne's school is near to my house.

2) She is Chris' pen pal or She is Chris's pen pal.

#### 2.6.1.2 Plural Inflection Markers

The general rule of writing the plural of English nouns is to add "-s" or "-es" to the singular forms (such as: boy= boys; chair= chairs; lady=ladies, etc), but there are many ways to form plurality of nouns. Frank (1972:13-14), states the formation of plural inflection markers as follows:

a. After the letter "y" preceded by consonant, it is changed into "i" then added by "-es". The example are in the followings:

Lady = ladies

Country = countries.

a. In one syllable word, final letter for "fe" changes into "-ves" in plural form. The examples are in the following:



- To a simple form ending in the letter ch, s, sh, or x.

The examples:

pass - passes, push - pushes, box - boxes, watch - watches

- To a simple form ending "y", preceded by consonant (after changing 'y' to 'ie'). The example:

study - studies, cry - cries, worry - worries

- To a simple form ending "o". The examples:

do - does, go - goes

- b. The ending "s" is added to the simple forms of all other verbs (except have). The examples;

see - sees, get - gets

The following examples will show the errors in using the third person singular verb inflection in sentences:

- 1) She like reading books.
- 2) Exercise make the body healthy.

In those two sentences, the student makes errors in using the third person singular verb inflection. In the first sentence, addition error happens when the student omits the third singular person marker (-s) in the verb "like" for the third person singular subject "She". In the second sentence, omission error happens when the student omits third singular person verb marker (-s) in the verb "make" for the third person singular subject "Exercise". Based on the theory above, the correct sentences should be:

- 1) She likes reading books.
- 2) Exercise makes the body healthy.

#### 2.6.1.4 Past Tense Inflection Markers

The system of past tense in English has a certain rule. The followings are the examples of forming simple past tense according to Rebecca et. al (1956:61):

- a. The simple past tense is the same as the past form of the verb. The form is the same for all singular and plural person. "be" is an exception.



Examples: - the verb "need"

Singular person	Plural person
-----------------	---------------

I needed	We needed
----------	-----------

He needed	They needed
-----------	-------------

- the form of "be":

Singular person	Plural person
-----------------	---------------

I was	We were
-------	---------

He was	They were
--------	-----------

b. The past forms of all regular verbs are formed by adding (-d) or (-ed)

to the simple form of the verbs.

- The ending (-d) is added when the verb ends in 'e'.

Examples: hope - hoped, change - changed

- The ending 'ed' is added to all the verbs.

First, if the verbs end in "y" preceded by a consonant, it is changed to "i" before -ed. For examples: study - studied, cry - cried.

Second, if the final consonant letter (except h,w, x,y) preceded by a single vowel letter "i" doubled in words accented on the last syllable. For examples: permit - permitted, occur - occurred.

The last, some verbs are irregular in the past form. For examples; cost - cost, put - put, cut - cut, bring - brought, find - found, go - went).

Below are the examples of the errors in using past tense inflection in the sentences:

1) She visit her boy friend in Yogyakarta.

2) The accident was happened yesterday.

In those two sentences, the student makes some errors in using past tense inflection. In the first sentence, the omission error happens when the student omits the past inflection marker "ed" in the verb "visit". In the second sentence, the addition error is in the form of double marking error since the student adds the



auxiliary “was” to mark past tense in his sentence besides putting “ed” in the main verb “happen”. Based on the theory, the correct sentences should be:

- 1) She visiteded her boy friend in Yogyakarta.
- 2) The accident happeneded yesterday.

### 2.6.1.5 Present Participle Inflection Markers

The examples below will show some errors in using present participle inflection in sentences:

- 1) Anita is reads a newspaper now.
- 2) Look! The boy is busy. He is cuts the grass in the field.

According to Krohn (1982:36), present participle is made with a form of “be” and the **-ing** form of the verb. It indicates an action or event, which is actually in progress at this moment. The following changes in spelling occur when the adding **-ing** is added to the simple form of the verb:

- a. a final “e” that is not pronounced is dropped but, a final ee is retained. For examples: write - writing, take - taking, free - freeing, agree - agreeing.
- b. a final consonant letter (except h, w, x,y) preceded by a single vowel letter, is doubled in words of one syllable, but, fix (ends in x) and greet( two vowel letter before consonant). For examples: beg - begging, stop - stopping, fix - fixing, greet - greeting.
- c. a final consonant letter (except w, h, x, y) preceded by a single vowel letter, is doubled in words accented on the last syllable. For examples: begin - beginning, permit - permitting.
- d. a few verbs end in ie. The ie in some of these verbs changes to y when the **-ing** ending is added.

Examples: die - dying, lie - lying

Based on the theory given by Krohn above, in both of the sentences, the student makes some misformation errors since he puts the third singular person verbs in his sentences for the third singular person subject instead of using present participle inflection to show that the activity is in progress. In the first sentence,



the verb “reads” should be replaced by the word “reading”, and in the second sentence, the verb “cut” should be replaced by the verb “cutting”. Based on the theory, the correct sentences should be:

- 1) Anita is reading a newspaper now.
- 2) Look! The boy is busy. He is cutting the grass in the field.

#### 2.6.1.6 Past Participle Inflection Markers

All past participle in English can be represented morphologically as consisting “root+-ed”. In a simple active sentence, a past participle always follows the auxiliary verb “have” and in a passive sentence, it occurs after “be”. Past participles have many variations in their spelling, most of them are formed by adding -ed to the simple form of the verbs (the same as past form), but some are added with -en.

Examples:	visit	-	visited
	study	-	studied
	take	-	taken
	give	-	given

Further Krohn (1982:203) argues that there are certain rules to apply past participle.

- a. the simple form and the past form are the same, but the past participle is different.

Examples: beat - beat - beaten

- b. the simple form and the past participle of certain verb are the same, but the past form is different.

Examples: become - became - become

come - came - come

- c. the past tense and past participle of certain verb are the same.

Examples: bring - brought - brought

begin - began - begun

- d. the simple verb form, past verb and past participle of certain verb are different.



Examples: arise - arose - arisen

begin - began - begun

The following are the examples of errors in using past participles inflection.

- 1) I have already study the material for the examination tomorrow.
- 2) She has write a lot of novels.

In those two sentences, the student makes the errors in using the past participle inflection. Omission errors happen in both of the sentences. In the first sentence, the student omits the past participle inflection (-ed) in the main verb "study". In the second sentence, the student omits the past participle inflection marker (-en) in the main verb "write". Based on the theory, the correct sentences should be:

- 1) I have already studied the material for the examination tomorrow.
- 2) She has written a lot of novels.

#### 2.6.1.7 Comparative Inflection Markers

Comparative form is used to make comparison between two things or persons. It can be in the form of adjectives or adverbs. In this case, the use of comparative adjectives or adverbs with "more" is ignored since they are not classified in the inflectional morphemes proposed by Sari (1988:84). Instead, the comparative adjectives or adverbs (-er) are categorized in inflectional morphemes.

According to Krohn (1982:164), there are some rules in adding comparative (-er) inflection.

- a. The ending (-er) is added to most one-syllable adjectives or adverbs.

Examples: large - larger, big - bigger

- b. The ending (-er) is also added to some two syllables adjectives or adverbs, which ends with r, and y.

Examples: pretty - prettier, lovely - lovelier



- c. The ending (-er) is added o a few adverbs that have the same form as adjectives.

Examples: slow – slower, louder – louder

The followings are the examples of errors in using the comparative inflection in the sentences:

- 1) Abi is short than Doni.
- 2) The hill is small than the mountain.

In those two sentences, the student does some errors in using the comparative inflection. Omission errors happen in both of the sentences. In the first sentence, the student omits the comparative inflection marker (-er) with the adjective “short”. In the second sentence, the student omits the comparative inflection (-er) with the adjective “small”. Based on the theory, the correct sentences should be:

- 1) Abi is shorter than Doni.
- 2) The hill is smaller than the mountain.

#### 2.6.1.8 Superlative Inflection Markers

Superlative form is used to compare one thing among others. It is formed from adjectives or adverbs. It is marked by attaching suffix (-est) at the adjectives or adverbs. In this case, the superlative adjectives or adverbs using most are ignored since they are not classified in the inflectional affixes as proposed by Sari (1988:84). Krohn (1982:166-167) states that superlative adjectives or adverbs are formed as follows:

- a. The ending -est is added to most one-syllable adjectives or adverbs.

Examples: large - the largest

small - the smallest

- b. The ending -est is added to two or more syllables of adjectives or adverbs, particularly those ending with the letter er, ow or y.

Examples: narrow - the narrowest

clever - the cleverest



Below are the examples of the superlative inflection errors in the sentences:

- 1) Jakarta is the big city in Indonesia.
- 2) She the pretty girl in this village.

In those two sentences, the student makes some errors in using superlative inflection. Omission errors happen in the two sentences above. The superlative inflection marker (**-est**) is omitted from those two sentences. In the first sentence, the superlative inflection (**-est**) is omitted from the adjectives “**big**”. While in the second sentence, the superlative inflection (**-est**) is omitted from the adjectives “**pretty**”. Based on the theory, the correct sentences should be:

- 1) Jakarta is the biggest city in Indonesia.
- 2) She is the prettiest girl in this village.

In this study, the focuses of the morphological errors presented were only two indicators related to the review in the previous part. Those were: 1) possessive inflection markers and 2) plural noun inflection markers.

## 2.7 Descriptive Paragraph Writing

A paragraph is a sequence of sentences in which each sentence contributes toward the expression of a single idea. The paragraph usually works as a unit within larger pieces of writing, and they show off some of their properties best within that context. Most paragraphs contain some opening and closing signs so that the readers can tell where the sequence of related sentence begins and ends. (Farbman, 1985:353)

Different types of paragraph are useful for different writing purposes. Descriptive paragraph writing tends to describe how something looks. It can be a place, a thing, or a person (Muhyidin, 1988:76). The writing is called as descriptive paragraph writing when it describes, explains, or defines an unfamiliar term by relating that with things which is already known. Wong (1999:373) states that the description should be precise that the readers see the items clearly in his or her imagination, and the details must be well organized referring to one or more of the five senses required. Based on Oxford dictionary, “descriptive” means



giving a picture in words, describing something, especially without expressing feeling or judging, while “writing” means the activity or occupation of writing something. In short, we can conclude that descriptive paragraph writing is a sequence of related sentences with one main idea to give some pictures about something (place, thing, person) without the expression of feeling or judgment.

Descriptive paragraph writing is also called as paragraph development by space. To write spatial developmental means listing the things to be written about in order in which they appear in space. There are two kinds of descriptive paragraph writing, based on the function of the paragraph itself. (Muhyidin, 1988: 87). They are paragraph description of place and paragraph description of subject. Both types of paragraph will be reviewed in the following parts.

### 2.7.1 Paragraph Description of Place

Paragraph description of place is a paragraph writing that is aimed to give real imagination to the readers about the way a place looks (Muhyidin, 1988:78). Further, Muhyidin (1988:77) says that the sentences in descriptive paragraph writing should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. For example:

*My dormitory is on the second floor of Bienville hall. It is a small rectangular room with a white ceiling green walls. As you enter the room, straight ahead you will see two large windows with gold curtains. On your left, against the walls, there is a large bookcase filled with books. Close to the door, a desk and chair sit over the bookcase, with a small woven wastepaper basket underneath the desk. There are several posters on the wall. The one that is over the bookcase shows an interesting scene from our country. The one that is over the desk is my favorite singer. To your right, built into the wall opposite, the bookcase and desk is a closet with sliding doors. Behind you on your right and somewhat behind the door s a dresser with a mirror over it.*

(Muhyidin, 1988:77)

### 3.7.2 Paragraph Description of Subject (person, animal, event, etc)

Paragraph description of subject is a paragraph writing that is aimed to describe a subject. A writer may describe the physical appearance of the subject. It can be started by translating into words exactly what the subject looks like. The



words, like; nice, excited, strong, angry, shy and popular are prohibited, because those are the part of judgment ( Farbman, 1985:356).

According to Muhyidin (1988:78), in writing a description for a subject, the writer becomes a painter with words so that the writing will be vivid, coherent, logically arranged so that the reader can envy the face of the subject. For example:

*Marie has long black hair that falls down to her shoulders and surrounds her diamond-shaped face, which is usually suntanned. She has dark brown eyebrows over her blue eyes, which are rather large. Her nose is straight and on the left side of the bottom of her nose, by her nostril, is a small mole. She has a small mouth, with lips that are usually covered with light pink lipstick. Her teeth are straight and white.*

( Muhyidin, 1988:78)

In this study, both kinds of paragraph were investigated in the research. In this case, the researcher offered topics for each kind of the paragraph. Then, the students might choose one of them, which they had experienced with.

## 2.8 The Characteristics of a Good Paragraph

Expressing idea in a well-organized paragraph is very essential. Through a good paragraph, people can make their thoughts clear to the readers (Muhyidin, 1988:1). Further, he states that a good paragraph should consist of three related components, those are; topic sentence, supporting sentence and concluding sentence. Those all three components will be reviewed in the following parts.

### 2.8.1 Topic Sentence

Topic sentence is the main idea of a paragraph. It is also said that a topic sentence is a sentence that introduce the topic of the paragraph (Muhyidin, 1988: 2). Actually, the topic sentence usually is placed at the beginning of the paragraph. But, it is also possible that a topic sentence is placed at the middle or at the end of the paragraph. Sometimes, a paragraph doesn't state the topic sentence explicitly, but state the topic sentence inside the paragraph implicitly.

In descriptive paragraph writing, a topic sentence should introduce the readers with the genre of the paragraph that will be read. It is very essential that only by reading the topic sentence, the reader will know that she/he will read a



descriptive paragraph, he/she will know that the paragraph will describe something. The example of a good topic sentence in descriptive paragraph writing is: My dormitory room, on the second floor of Bienville Hall is small and crowded (Muhyidin, 1988:79).

### 2.8.2 Supporting Sentences

Supporting sentences are the supporting ideas given by the writer in their writing to support the topic sentence. Muhyidin (1988:9) says that supporting sentences develop the topic sentence by giving examples, reasons and facts.

In descriptive paragraph writing, supporting sentences should contain the details of the thing described. It also gives control to the topic sentence. A good control in supporting sentences will give the paragraph focus. It will avoid the writer from expressing feeling or judgment. The example of good supporting sentence in descriptive paragraph writing is: The wall above the bookcase and desk is completely taken up with two small posters (Muhyidin, 1988:79).

### 2.8.3 Concluding Sentence

Actually not all a good paragraph needs a concluding sentence (Muhyidin, 1988:9). However, a conclusion is very often helpful to the reader because it signals the end of the paragraph and because it remind him or her of the important points of the paragraph. The concluding sentences is purposed to summarize the main points of the paragraph, or to give a final comment on a topic and leave reader with the most important ideas to think about.

In descriptive paragraph writing, usually the concluding sentence will only repeat the statement in the topic sentence. Sometimes, descriptive paragraph writing even doesn't have a concluding sentence. The example of the concluding sentence in descriptive paragraph writing is: That is why I said that my dormitory room is small and crowded (Muhyidin, 1988:79)

After reviewing three main components of a good paragraph, it is also important to know the feature of a good paragraph. A good paragraph, usually has



certain features, those are coherence and unity. Both features will be reviewed in the following parts.

#### **2.8.4 Coherence**

Coherence in a good paragraph means that a paragraph contains sentences that are logically arranged. Logically arrangement refers to the order of sentences and ideas (Muhyidin, 1988:13). The order of the sentences in a paragraph should depend on the purpose of paragraph itself.

In descriptive paragraph writing, coherence will be achieved if the writer can envision how is the thing (place or subject) looks like. Details in descriptive paragraph should be organized spatially to give the reader clear pictures of the scene being described. Clarifying the spatial relationship helps to achieve coherence (Muhyidin, 1988:8).

#### **2.8.5 Unity**

Unity in a good paragraph means a situation of a paragraph where all the supporting sentence serve to back up, clarify, explain, or prove the pointing the topic sentence (Muhyidin, 1988:12). In other words, each sentence in a paragraph should relate to and develop the controlling idea.

In descriptive paragraph writing, unity will be achieve if the writer mention supporting sentences that clarify, explain and giving enough details to the object being described. In other words, each sentence in the paragraph should explain and describe the object stated in the topic sentence.

In this study, the review about the characteristics of a good paragraph were used to check whether the pieces of the student's work were relevant to the task given in the writing test (descriptive paragraph writing) or not.



### III. RESEARCH METHODOLOGY

#### 3.1 Research Design

This research was descriptive quantitative. It was not aimed at proving the hypothesis, but it was intended to analyze the grammatical errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year quantitatively in percentage. Then, the results were classified qualitatively to answer the research problems. The procedures of this research were as follows:

1. Determining the research area purposively.
2. Determining the respondents of the research by using cluster random sampling by lottery.
3. Constructing the research instruments in the form of writing test (descriptive paragraph writing) to gain the main data of the grammatical errors made by the second year students of social science of SMAN 3 Jember in 2005/2006 academic year.
4. Collecting the main data in the form of grammatical errors by giving the writing test to the respondents.
5. Collecting the supporting data through interview and documentation.
6. Analyzing the main data by the following steps adapted from Ellis' theory (1994:48):
  - a. Identifying the syntactical and morphological errors made by the students in their descriptive paragraph writing. The identification of errors were done by underlining a number of errors made by the students in their descriptive paragraph writing. Then the identification is continued by coding the errors found by using certain codes.
  - b. Classifying the grammatical errors into the categories of syntactical and morphological errors. The classification was done by listing the errors found in each categories. Finally, the classification of errors was administered by tabulating the data.



- c. Finding the percentage of each type of syntactical and morphological errors by using Ali's Formula.
  - d. Consulting the percentage to the table of the classification level of syntactical and morphological error types.
7. Drawing conclusions to answer the research problems.

### 3.2 Area Determination Method

The research area in this research was determined by employing purposive method. According to Hadi (1991:82), purposive method is used based on the specific characteristics that have been known before.

Based on this idea, SMAN 3 Jember was chosen as the research area because of some reasons. First, the English teacher of SMAN 3 Jember had taught descriptive paragraph writing to the students. Second, the headmaster had already given permission to the researcher to conduct the research at the school.

### 3.3 Respondent Determination Method

The population of this research was the second year students of social science of SMAN 3 Jember in the event semester of the 2005/2006 academic year. There were 124 students of the second year students of the social science, which were divided into three classes. They were class XIS1 with 39 students, class XIS2 with 43 students and class XIS3 with 42 students. In this research, the social science program classes were chosen as the subject of the research since the average of the English score of the semester test of the social science program classes and basic science program classes were different significantly. The average of the English score test of the students of the social science program classes were lower than the one of the students of the basic science program classes. In the previous semester, the odd semester of the 2005/2006 academic year, the social science program students got 4,7 while the basic science students got 7,2. To overcome the problem, the headmaster decided to hold an extra English program to treat the students of the social science program classes. The extra English program is held on Saturday, the last period. It involves all the



students of the social science program classes and three English teachers of SMAN 3 Jember. Each of them teaches one class. The students are drilled with all the English skills; speaking, writing, listening and reading. The extra time is 45 minutes, started from 12.45 to 13.30 pm.

The technique used to take the respondents was cluster random sampling. The respondents of the research were taken one class from the three existing classes randomly after the homogeneity of the respondents was calculated. The homogeneity was known from the average of the English score in the academic record of the second year students of social science of SMAN 3 Jember in the odd semester of the 2005/2006 academic year. The number of the samples taken was about 39 to 43 students. The average of the respondents' English score in the academic record in the 2005/2006 academic year are enclosed on Appendix-3.

### **3.4 Data Collection Methods**

There were two kinds of data that were collected in this research, namely primary data and supporting data. The primary data were gathered through writing test, whereas the supporting data were gathered through interview and documentation.

#### **3.4.1 Writing Test**

Writing test was used to get the primary data about the grammatical errors of the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing.

There are four kinds of test, namely: 1) proficiency test 2) achievement test 3) diagnostic test and 4) placement test (Hughes, 1996:11). In this research, the writing test used was achievement test since it was aimed to know the students' achievement in English paragraph writing after the students had learned the descriptive paragraph writing from the English teacher. This writing test was made by the researcher by considering the objectives of this research and based on the objectives of teaching writing skill stated in the 2004 English curriculum. However, the writing test here was used only as a medium to analyze the students'



grammatical errors in their descriptive paragraph writing, not as a medium to evaluate the students' writing ability.

To obtain the students' descriptive paragraph writing, they were asked to write a composition in the form of descriptive paragraph writing based on the topics given. The composition consisted of 100-150 words in which they described the interesting place or subject (event, person, animal) they had experienced. The time for the writing test was 60 minutes. The topics chosen were those that were relevant to the English curriculum for the second year students of SMA in the 2005/2006 academic year. The test were done in one meeting that was permitted by the English teacher and the headmaster of the school.

In order to be a good test, the test must be valid and reliable. Dealing with the validity, this research used content validity. Hughes (1984:22) states that the test will have content validity if it covers a proper sample of the relevant structure. In other words, the test will have content validity when it covers the materials stated in the English curriculum used. Based on the idea, the test had content validity since it was constructed based on the English curriculum for the second year students of SMA in the 2005/2006 academic year. Then, the test reliability refers to the consistency of the test used to measure something of a certain group and it can be used whenever and wherever (Hughes, 1996:42). Further, he states that a valid test must be reliable. Considering the statement above, the writing test was reliable since it had content validity. Therefore, the reliability test was not established.

Before conducting the research, a test tryout was done to know whether the time, instructions, and the topics available of the writing test given were relevant to the respondents or not. The test tryout was done three days before conducting the research under the consideration that the researcher would have enough time to analyze the results of the test tryout. The test tryout was assigned to the class who were not as the research respondents' class but they were from the same program and the same level. The writing test instrument is enclosed on Appendix-2.



### 3.4.2 Interview

Arikunto (1988:144) says that interview is a dialogue conducted by the interviewer to get the information from the interviewee. There are two kinds of interview to get the information, namely: free interview and guided interview. Based on the idea, guided interview will be used in this research. Guided interview is an interview conducted by preparing the questions related to the supporting data needed (Arikunto, 1988:144).

In this research, interview was conducted with the English teacher to obtain the information dealing with the grammar focus of teaching descriptive paragraph writing for the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year, the English scores of the respondents in the English test in the previous semester (the odd semester of the 2005/2006 academic year), the writing ability of the second year students of SMAN 3 Jember, the method used by the teacher in teaching descriptive paragraph writing, the activities and the exercises given in teaching descriptive paragraph writing, the books used in teaching descriptive paragraph writing, the problem faced in teaching descriptive paragraph writing and the effort to overcome the problems. The interview guide is enclosed on Appendix-2.

### 3.4.3 Documentation

According to Arikunto (1988:188), documentation is used to get the needed data from documents, such as, books, magazines, daily notes, etc. In this research, documentations were used to get the supporting data about the names of respondents, the school location, the school facilities, and the population's English scores in the academic report of the previous semester.

### 3.5 Procedures of Error Analysis

There were some steps of error analysis. Those were: 1) identifying the syntactical and morphological errors 2) classifying the grammatical errors into the categories of syntactical and morphological errors, 3) finding the percentage of each type of syntactical and morphological errors by using Ali's Formula 4)



consulting the percentage to the table of the classification level of syntactical and morphological error types. In details, each step is explained in the following sections:

### 3.5.1 Identifying the Syntactical and Morphological Errors

Each student's writing which was going to be analyzed was given a number as the code of the writing that would be useful in identifying the errors. The identification of errors was done through several steps. The first was the students' writings gathered were read to find out the errors. The errors here were focused on syntactical and morphological errors. Then, the errors were underlined. After that, the errors were tabulated. In tabulating the errors, the errors were grouped based on the code of the writing. The codes for each error are as follows:

a. For syntactical errors:

- The errors of using simple present tense: PrT
- The errors of using simple past tense: PsT
- The errors of using articles: Art
- The errors of using prepositions: Prep
- The errors of words order: WO
- The errors of using verb form after modals auxiliaries Verb: Mod

b. For morphological errors:

- possessive inflection marker: Pos M
- plural noun inflection marker: Plu M
- third person singular verb inflection marker: 3<sup>rd</sup> PS M
- past tense inflection marker: Past M
- present participle inflection marker: Pr Par M
- past participle inflection marker: Ps Par M
- comparative inflection marker: Com M
- superlative inflection marker: Sup M



### 3.5.2 Classifying the Grammatical Errors into the Categories of Syntactical and Morphological Errors

The classification of errors was done by listing the structures that deviated from the rules of Standard English by using different colors. The red color was for syntactical errors, and green color was for morphological errors.

(1) Classifying the syntactical errors that covered:

- The errors of using simple present tense
- The errors of using simple past tense
- The errors of using articles (a, an, the)
- The errors of using prepositions (in, on, at)
- The errors of word order
- The errors of using verb form after modals auxiliaries.

(2) Classifying the morphological errors that covered:

- possessive inflection markers
- plural noun inflection markers
- third person singular verb inflection markers
- past tense inflection markers
- present participle inflection markers
- past participle inflection markers
- comparative inflection markers
- superlative inflection markers.

Then, the errors found were coded to ease the tabulation of the errors. Finally, the way of classifying the errors was administered by providing a table for tabulating the detail number of each type of grammatical errors that were found in the students' writing.

### 3.5.3 Finding the Percentage of Each Type of Syntactical and Morphological Errors by Using Ali's Formula

This research used quantitative statistical method to calculate the frequency and the percentage on the syntactical and morphological errors. By grouping the errors, it could be seen the number of syntactical and morphological



errors of each component. Then, the highest and the lowest percentage of syntactical and morphological error could be known. The data analysis method employed in this research was based on Ali's formula. This formula was used for calculating the percentage of morphological errors and syntactical errors found in the student's writing. The percentage formula is as follows:

$$E = \frac{n}{N} \times 100\%$$

(Adapted from Ali, 1988:186)

Note:

**E** = The percentage of the syntactical errors or morphological errors of each component made by the respondents in their descriptive paragraph writing.

**n** = The number of syntactical errors or morphological errors of each component made by the respondents in their descriptive paragraph writing.

**N** = The total number of syntactical errors or morphological errors made by the respondents in their descriptive paragraph writing.

#### **3.5.4 Consulting the Percentage to the Table of the Classification Level of Syntactical and Morphological Error Types**

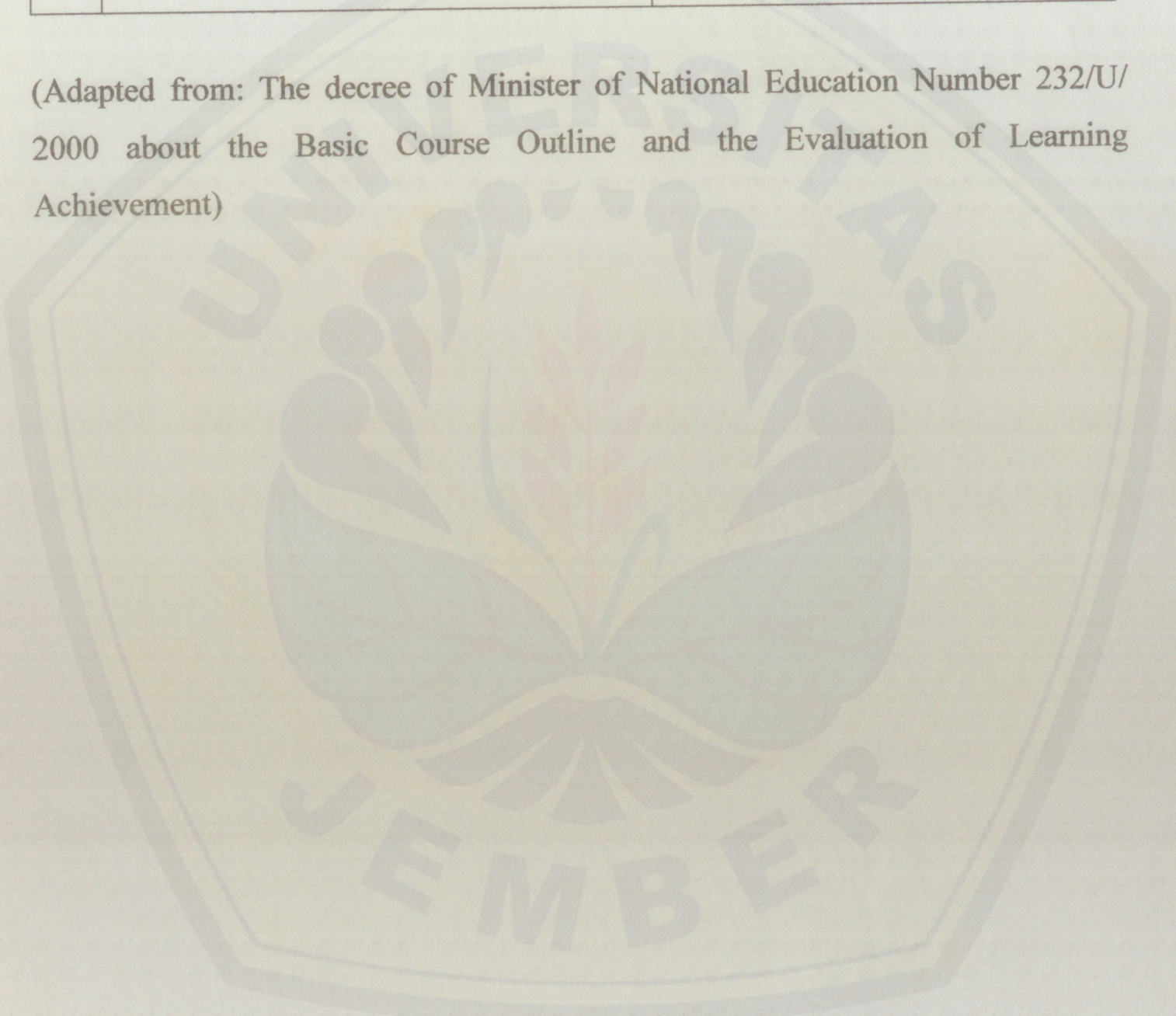
After calculating the number of errors of the types of syntactical and morphological errors, the errors were consulted to the table of classification level of errors. The classification was adapted from the decree of Minister of National Education Number 232/U/ 2000 about the Basic Course Outline and the Evaluation of Learning Achievement. The classification level of each type of errors is in the following table.



**Table 2. The Classification Level of Each Type of Errors**

No	Range of Errors in Percentage (%)	Classification of Errors
1	0.00 – 20.59	Very Low
2	20.60 – 30.59	Low
3	30.60 – 40.59	Medium
4	40.60 – 50.59	High
5	50.60 – 100.00	Very High

(Adapted from: The decree of Minister of National Education Number 232/U/2000 about the Basic Course Outline and the Evaluation of Learning Achievement)





#### IV. RESULTS, DATA ANALYSIS, AND DISCUSSION

This chapter presents the research results, the data analysis, and the discussion. The results are presented in the terms of the results of the main data analysis and the results of the supporting data analysis.

##### 4.1 The Results of the Main Data Analysis

The main data of the research were grammatical errors in the forms of syntactical and morphological errors in descriptive paragraph writing that were gathered by applying a descriptive paragraph-writing test. The results of the analysis were presented by following the steps of analyzing grammatical errors of the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing. They covered the results of identifying the syntactical and morphological errors, the results of classifying the grammatical errors into the categories of syntactical and morphological errors, the results of finding the percentage of each type of syntactical and morphological errors by using Ali's Formula, and consulting the percentage to the table of the classification level of syntactical and morphological error types.

##### 4.1.1 The Results of Identifying the Syntactical and Morphological Errors

There were 42 students who did the writing test. They were all the second year students of social science of class III of SMAN 3 Jember in the 2005/2006 academic year. After checking the writing test, it was found that there were 9 paragraphs that weren't the descriptive paragraphs. Thus, there were 33 descriptive paragraphs left to be analyzed. Most paragraphs were 100 to 150 words in length, while some others were less than 100 words. The paragraphs had both complex sentences and simple sentences.

Based on the topics, the paragraphs could be classified as follows. There were 11 paragraphs with the topic "My best friend". Then, it was followed by the paragraphs with the topic "My idol" which was chosen by 9 respondents. The topic "Tourism place I have visited" had 8 paragraphs. The last, the topic "My unforgettable holiday" consisted of 2 paragraphs. There were 3 topics that weren't



chosen by any respondents. They were “My School”, “My home” and “My dormitory”.

In identifying the errors, the students' writing work that had been collected were read several times to find out the syntactical and morphological errors in the student's paragraph writing. Then, the syntactical and morphological errors found in the paragraphs were underlined. The tabulation of error identification can be seen on Appendix-4

#### **4.1.2 The Results of Classifying the Grammatical Errors into the Categories of Syntactical and Morphological Errors**

##### **4.1.2.1 The Results of Classifying the Syntactical Errors**

Dealing with the research problem about the types of syntactical errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year, it could be seen that there were six kinds of syntactical errors found in the students' writing. Those were the simple present tense errors, the simple past tense errors, the errors of using articles, the errors of using prepositions, the errors of using word order, and the errors of using verb form after modal auxiliaries.

The total number of the whole syntactical errors was 57 errors. From the total syntactical errors found, the number of the misuse of using articles was 18 predominating the others and then it was followed by the simple present tense errors with 11 errors. The simple past tense errors and the misuse of word order were in the same number, that was 9 errors. Next, the number of the misuse of using prepositions was 6 errors, and the last, the misuse of using verb form after modal auxiliaries was 4 errors. The tabulation of the classification of the syntactical errors can be seen in the Table 3.



**Table 3. The Classification of Syntactical Error Types Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 academic year in Their Descriptive Paragraph Writing**

No.	The Types of Syntactical Errors	Data Number	Number of Errors	Examples of Errors	
				Errors	Corrections
1	The Simple Present Tense Errors	1	1	He always can make me happy when I sad.	He can always make me happy when I <b>am</b> sad.
		1	3	Although his performance bad...	Although his performance <b>is</b> bad...
		4	7	Now, we still friend.	Now, we <b>are</b> still friend.
		8	1	She <b>have</b> many...	She <b>has</b> many...
		10	1	We always together.	We <b>are</b> always together.
		12	2	Borobudur <b>is means</b> a monastery in a hill.	Borobudur <b>means</b> a monastery in a hill.
		16	3	Now, I <b>got</b> another cat from my grandma.	Now, I <b>get</b> another cat from my grandma.
		22	2	He <b>have</b> 2 pets.	He <b>has</b> 2 pets.
		22	5	He <b>have</b> one brother.	He <b>has</b> one brother.
		27	3	This weekend, I and my father <b>going</b> to Bandung.	This weekend, I and my father <b>go</b> to Bandung.
		38	1	I feel happy when I <b>with him</b> .	I feel happy when I <b>am</b> with him.
				11	
2	The Simple Past Tense Errors	1	4	He <b>are born</b> in Surabaya, 1 <sup>st</sup> of January 1989.	He <b>was born</b> in Surabaya, 1 <sup>st</sup> of January 1989.
		4	2	I <b>have</b> a nice neighbor there.	I <b>had</b> a nice neighbor there.
		4	3	He <b>stay</b> with his uncle.	He <b>stayed</b> with his uncle.
		4	5	...when he four years old.	...when he <b>was</b> four years old.
		8	3	When I moved to Jember to continue my study, she <b>give</b> me a little chicken named Mimi.	When I moved to Jember to continue my study, she <b>gave</b> me little chicken named Mimi.
		11	1	Last holiday, I <b>go</b> to ...	Last holiday, I <b>went</b> to ...
		11	2	I <b>go</b> there with my family.	I <b>went</b> there with my family



		12	4	I <b>am</b> buying a mini stupa when my Mom called me.	I <b>was</b> buying a mini stupa when my Mom called me..
		16	2	I <b>am</b> very sad when it happened.	I <b>was</b> very sad when it happened.
					9
3	The Misuse of Using Articles (a, an, the)	1	2	His hair is short and <b>color</b> is dark brown.	His hair is short and <b>the color</b> is dark brown.
		1	4	...,but he is <b>smart boy</b> .	..., but he is <b>a smart boy</b> .
		10	2	Anggi is <b>cute and smart girl</b> .	Anggi is <b>a cute and smart girl</b> .
		10	5	I sit with Vita, because we have <b>same</b> habit.	I sit with Vita, because we have <b>the same</b> habit.
		14	2	Genghis Khan's father, Yesukai was <b>chief</b> of...	Genghis Khan's father, Yesukai was <b>the chief</b> of...
		16	2	<b>Cat</b> that is dead is really my favorite pet.	<b>The Cat</b> that is dead is really my favorite pet.
		21	2	He has <b>a long hair</b> ...	He has <b>long hair</b> ...
		21	3	He is <b>the</b> smart girl.	He is <b>a</b> smart girl.
		21	6	Actually, she is <b>very simple girl</b> .	Actually, she is <b>a very simple girl</b> .
		22	1	Hideaki Takesawa is <b>an</b> Japanese actor.	Hideaki Takesawa is <b>a</b> Japanese actor.
		22	7	I want to see him in <b>the</b> his concert in Jakarta next July.	I want to see him in his concert in Jakarta next July.
		23	1	It's about <b>a</b> six Km from Ubud.	It's about <b>six Km</b> from Ubud.
		25	2	He is <b>a</b> excellent man.	He is <b>an</b> excellent man.
		28	2	She is <b>kind</b> person.	She is <b>a</b> kind person.
		34	1	I have <b>a</b> many friends.	I have <b>many</b> friends.
		34	2	He is <b>kind man</b> .	He is <b>a</b> kind man.
		34	3	A boy is 17 years old now.	<b>The</b> boy is 17 years old now.
		42	1	Pusi is small, fluffy and <b>a</b> cute.	Pusi is small, fluffy and <b>cute</b> .
					18
4	The Misuse of Using Prepositions (in, on, at)	1	5	He lived <b>on</b> Imam Bonjol street number 87.	He lived <b>at</b> Imam Bonjol street number 87.



		12	1	It is located <b>in</b> about 39 Km north west of Yogyakarta.	It is located about 39 Km north west of Yogyakarta.
		19	3	I think Mr. Mahmud is the best teacher <b>in</b> school.	I think Mr. Mahmud is the best teacher <b>at</b> school.
		21	4	She lives <b>in</b> Tengku Umar street number 1.	She lives <b>at</b> Tengku Umar street number 1.
		32	1	Prambanan is located <b>in</b> about 10 Km...	Prambanan is located about 10 Km...
		41	1	Everyday, I go to school <b>by</b> foot.	Everyday, I go to school <b>on</b> foot.
					<b>6</b>
5	The Misuse of Word Order	1	7	His <b>food favorite</b> is gado-gado.	His <b>favorite food</b> is gado-gado.
		1	8	His <b>drink favorite</b> is...	His <b>favorite drink</b> is...
		10	3	Anggi is a <b>cute girl, smart.</b>	Anggi is a <b>cute and smart girl.</b>
		12	3	We <b>sleep</b> at night <b>happily.</b>	We <b>sleep happily</b> at night.
		15	1	He always helps me in <b>moments trouble.</b>	He always helps me in <b>trouble moments.</b>
		26	2	She always <b>softly speaks</b> to me.	She always <b>speaks softly</b> to me.
		26	3	She is a <b>woman beautiful and diligent.</b>	She is a <b>beautiful and diligent woman.</b>
		27	1	My father <b>works</b> all days in a week <b>hard.</b>	My father <b>works hard</b> all days in a week.
		33	1	Villa Ijen is a <b>place comfortable</b> for picnic.	Villa Ijen is a <b>comfortable place</b> for picnic.
					<b>9</b>
6	The misuse of Using Verb Form after Modal Auxiliaries	10	4	We will <b>to finish</b> our homework together.	We will <b>finish</b> our homework together.
		21	1	He will <b>to make</b> me happy when I am sad.	He will <b>make</b> me happy when I am sad.
		27	4	...we will <b>to go</b> to the airport and fly home.	...we will <b>go</b> to the airport and fly home.
		41	2	If I get problems, she will <b>to come</b> to help me.	If I get problems, she will <b>come</b> to help me.
					<b>4</b>



#### 4.1.2.2 The Results of Classifying the Morphological Errors

Dealing with the research problem about the types of morphological errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year, it could be seen that there were four kinds of errors that were found in the descriptive paragraph writing made by the respondents. Those are possessive inflection markers, plural inflection markers, third person singular verb inflection markers, and past tense inflection markers.

The total number of the morphological errors was 26 errors. Those were 10 errors for plural inflection markers, 3 errors for the possessive inflection markers, 11 errors for the third person singular verb inflection markers, and 2 errors for the past tense inflection markers. The tabulation of the classification of the morphological errors can be seen in Table 4.

**Table 4. The Classification of the Morphological Errors Types Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 academic Year in Their Descriptive Paragraph Writing**

No.	The Types of Morphological Errors	Data Number	Error Number	Examples of Errors	
				Errors	Corrections
1	Possessive Inflection Markers	4	4	Andrew parents had passed away.	Andrew's parents had passed away.
		14	1	Gengis Khan father, Yesukai, was...	Gengis Khan's father, Yesukai, was...
		19	1	Aditya nickname is Erik.	Aditya's nickname is Erik.
					3
2	Plural Inflection Markers	2	1	There are various birds and butterfly.	There are various birds and butterflies.
		2	2	In Leuser National park, many wild animal are protected.	In Leuser National park, many wild animals are protected.
		8	2	...many child in her home.	...many children in her home.
		14	3	After his death, his great empire was divided among four of his son.	After his death, his great empire was divided among four of his sons.



		16	1	I have two <b>cat</b> .	I have two <b>cats</b> .
		18	1	Many domestic and foreign <b>tourist</b> visit Borobudur temple.	Many domestic and foreign <b>tourists</b> visit Borobudur temple.
		22	6	I have many of his <b>picture</b> .	I have many of his <b>pictures</b> .
		25	1	People usually have many <b>friend</b> , but only one of them is the best friend.	People usually have many <b>friends</b> , but only one of them is the best friend.
		26	1	I have many <b>friend</b> ...	I have many <b>friends</b> ...
		28	1	I have two best <b>friend</b> .	I have two best <b>friends</b> .
					<b>10</b>
3	Third Person singular Verb Inflection Markers	1	6	He <b>study</b> at SMAN 3 Jember too	He <b>studies</b> at SMAN 3 Jember too
		4	8	He always <b>send</b> me a letter	He always <b>sends</b> me a letter
		7	1	On the teaching practice, she <b>get</b> some money	On the teaching practice, she <b>gets</b> some money
		15	2	He <b>like</b> swimming very much.	He <b>likes</b> swimming very much.
		19	2	Mr. Mahmud <b>like</b> teaching Mathematic.	Mr. Mahmud <b>likes</b> teaching Mathematic.
		21	5	Although she is a girl, she <b>like</b> riding motorcycle.	Although she is a girl, she <b>likes</b> riding motorcycle.
		22	3	He <b>give</b> the dogs a good food.	He <b>gives</b> the dogs a good food.
		22	4	He <b>make</b> Ero-ero dance.	He <b>makes</b> Ero-ero dance.
		27	2	On Sunday, my father <b>take</b> a rest.	On Sunday, my father <b>takes</b> a rest.
		28	3	She <b>laugh</b> nicely.	She <b>laughs</b> nicely.
		34	3	He <b>spend</b> his spare time by helping his grandmother.	He <b>spends</b> his spare time by helping his grandmother.
					11
4	Past Tense Inflection Markers	4	1	Ten years ago, I <b>live</b> in Bali.	Ten years ago, I <b>lived</b> in Bali
		4	6	..., so I and my family <b>move</b> to Jember in 2002.	..., so I and my family <b>moved</b> to Jember in 2002.
					2



### 4.1.3 The Results of Finding the Percentage of Each Type of Syntactical and Morphological Errors by Using Ali's Formula

#### 4.1.3.1 The Results of Finding the Percentage of Syntactical Errors

Dealing with the research problems about the most syntactical error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing, the percentage of each type of the syntactical errors was calculated. From the calculation, it was found that each type of syntactical errors revealed the percentage of the errors type predominating the other types was the misuse of using articles with 31.58%. The following syntactical errors were the simple present tense errors with 19.30%, the simple past tense errors and the misuse of word order with 15.70%, the misuse of using prepositions with 10.52%, and the last, the misuse of using verb form after modal auxiliaries with 7.02%. The recapitulation of the percentage of each type of syntactical errors can be seen in the Table 5 below.

**Table 5. The Recapitulation of the Percentage and the Frequency of Syntactical Error Types**

Grammatical Error Type	Categories of the Syntactical Error Types	The Frequency	The Percentage (%)
Syntactical Errors	1. The simple present tense errors.	11	19.30
	2. The simple past tense errors.	9	15.70
	3. The misuse of using Articles (a, an, the)	18	31.58
	4. The misuse of using preposition (in, on, at)	6	10.52
	5. The misuse of word order.	9	15.70
	6. The misuse of using verb form after modal auxiliaries.	4	7.02
		<b>57</b>	<b>100</b>



#### 4.1.3.1 The Results of Finding the Percentage of Morphological Errors

Dealing with the research problems about the most morphological error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing, the percentage of each type of the morphological errors was calculated. From the calculation, it was found that the percentage of each type of morphological errors, revealed the errors type predominating other types were the errors of the third person singular verb inflection markers with 42.31%, the error of plural inflection markers with 34.46%, the errors of possessive inflection markers with 11.54%, and the last the errors of the past tense markers with 7.69%. The recapitulation of the percentage of each type of morphological errors can be seen in the Table 6 below.

**Table 6. The Recapitulation of the Percentage and the Frequency of Morphological Error Types**

Grammatical Error Type	Categories of the Morphological Error Types	The Frequency	The Percentage (%)
<b>Morphological Errors</b>	1. Possessive Inflection Markers	3	11.54
	2. Plural Inflection Markers	10	34.46
	3. The Third Person Singular Verbs Inflection Markers	11	42.31
	4. The Past Tense Inflection Markers	2	7.69
		<b>26</b>	<b>100</b>

#### 4.1.4 The Results of Consulting the Percentage to the Table of the Classification Level of Syntactical and Morphological Error Types

##### 4.1.4.1 The Results of Consulting the Percentage of the Syntactical Error Types to the Table of the Classification Level

From the error classification and by considering the percentage of each type of syntactical error types, it was found that the highest number of syntactical errors occurred in the descriptive paragraph writing in the research was the misuse of using articles with 18 errors. From the percentage, it could be seen that each type of syntactical error, revealed the errors type predominating the other types was the misuse of using articles with 31.58% in the medium classification level.



The following errors were the simple present tense with 19.30% in the very low classification level, the simple past tense errors and the misuse of word order with 15.70% in the very low classification level, the misuse of using prepositions with 10.52% in the very low classification level, and the misuse of using verb form after modal auxiliaries with 7.02% in the very low classification level. The recapitulation of the results of consulting the percentage of the syntactical error types to the table of the classification level can be seen in Table 7 below.

**Table 7. The Recapitulation of Syntactical Error Types**

No	Types of Syntactical Errors	Frequency of Errors	Percentage of Errors (%)	Level
1	The Simple Present Tense Errors	11	19.30	Very Low
2	The Simple Past Tense Errors	11	15.70	Very Low
3	The Misuse of Using Articles (a, an, the)	18	31.58	Medium
4	The Misuse of Using Prepositions (in,on,at)	6	10.52	Very Low
5	The Misuse of Word Order	9	15.70	Very Low
6	The Misuse of Using Verb Form after Modal Auxiliaries	4	7.02	Very Low
	<b>Total</b>	<b>70</b>	<b>100</b>	

#### 4.1.4.2 The Results of Consulting the Percentage of Morphological Error Types to the Table of the Classification Level

For morphological errors, the highest number of the type of morphological errors made by the respondents in their descriptive paragraph writing in the research was the errors of the third person singular verb inflection markers with 11 errors. In percentage, it could be seen that each type of morphological errors, revealed the errors type predominating other types were the errors of the third person singular verb inflection markers with 42.31% in the high classification level. The next errors were the errors of plural inflection markers with 34.46% in the medium classification level, the errors of possessive inflection markers with 11.54% in the low classification level, and the errors of the past tense inflection



markers with 7.69 in the very low classification level. The recapitulation of the results of consulting the percentage of the morphological error types to the table of the classification level can be seen in the Table 8 below.

**Table 8. The Recapitulation of Each Type of Morphological Errors**

No	Types of Morphological Errors	Frequency of Errors	Percentage of Errors (%)	Level
1	Possessive Inflection Markers	3	11.54	Very Low
2	Plural Inflection Markers	10	34.46	Medium
3	Third Person Singular Verb Inflection Markers	11	42.31	High
4	Past Tense Inflection Markers	2	7.69	Very Low
	<b>Total</b>	<b>26</b>	<b>100</b>	

## 4.2 The Results of Supporting Data Analysis

The supporting data in the research were gained through documentation and interview.

### 4.2.1 Documentation

In this research, documentation was used to obtain the supporting data dealing with the names of respondents, the school location, the school facilities, the English scores of the English semester test of the second year students of SMAN 3 Jember in the odd semester of the 2005/2006 academic year and the population's English score in the academic record of the previous semester. The names of the respondents and the average of the English score in the academic record of the second year students of social science of SMAN 3 Jember in the odd semester of the 2005/2006 academic year are enclosed on Appendix-3.

### 4.2.2 Interview

Interview was employed in the research to gain the supporting data about the grammar focus of teaching descriptive paragraph writing for the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year, the English scores of the respondents in the previous semester (the odd semester of



the 2005/2006 academic year), the writing ability of the second year students of SMAN 3 Jember, the method used by the teacher in teaching descriptive paragraph writing, the activities and the exercises given in teaching descriptive paragraph writing, the books used in teaching descriptive paragraph writing, the problem faced in teaching descriptive paragraph writing and the effort to overcome the problems.

The interview was done informally with the English teacher of the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year as the interviewee by using semi-structured interview in which a list of questions was prepared to guide the interview. The course contents of teaching descriptive paragraph writing were the descriptive paragraph development of place and the descriptive paragraph development of subject (person, animal), the topic sentence, the supporting details and the concluding sentence in descriptive paragraph. The grammar focuses of teaching descriptive paragraph writing in this school were simple past tense, simple present tense, the use of articles (a, an, the) prepositions (in, on, at), plural form, possessive case, adjectives and adverbs, and verb form after modal auxiliaries. Some topics that had been used in writing were social, culture, family living, animals, and famous person.

In general, the second year students of SMAN Jember were good enough since half of the students got good English scores in the previous English test. In the previous semester, the odd semester of the 2005/2006 academic year, the average of English score of the basic science classes was 7.2 while the average of the English score of the social science classes was 4.7. In teaching descriptive paragraph writing, the teacher followed the curriculum. She limited tutorial method, but doing discussion and practice much instead. She explained that at school, the students were usually asked to write a descriptive paragraph in 100-150 words with the topics that were not limited. So, the students could develop the original ideas of their own. As the homework, the students were usually asked to write a descriptive paragraph in 150-200 words, with the topics provided by the teacher. Some resources had been used by the teacher in teaching descriptive paragraph. One as the main source is Global Access Book II from National



Education Department. From the interview it could be concluded that the second year students of the social science of SMAN 3 Jember in the 2005/2006 academic year had experienced in writing descriptive paragraph. However, the students still had problems concerning with writing and grammar mastery. They had difficulties in making good sentences, choosing appropriate words that affect the meaning of the sentence and in using the simple present tense in their sentences. To overcome this problems, many tasks were given in the Extra English program on Saturday the last period.

#### 4.3 Discussion

From the results of the data analysis, it could be seen that the syntactical error type predominating the other types was the misuse of using articles with 31.58% in the medium classification level. Some of the misuse of using articles in this research were characterized by the omission or addition of an item that should be or should not be in the right sentences. According to Dulay et al, (1982:154), omission errors are characterized by the absence of an item that must appear in well-formed utterances, while addition errors are the opposite of omission. In this research, the students omitted the article; "a", or "an", or "the" that should be put in their sentences, or sometimes they added those elements without realizing that the articles should not be in their sentences. In some sentences, the students also did misformation errors. Misformation errors happen when a learner uses the wrong form of morpheme or structure (Dulay et al, 1982:162). In this research, misformation errors are characterized by the wrong usage of "a" or "an" or "the" in the students sentences. In some sentences, the students used article "a" when he/she should use article "an", even the students used the article "the" when he/she should used the article "a" or "an". The finding proved that the students was still confused in differentiating whenever the students should use the article "a", or "an", or "the" in their sentences.

From the interview with the English teacher of the second year students of SMAN 3 Jember, it was known that the use of articles is not the main problem faced by the students. From the fact, it could be said that the teacher and the



students did not give enough attention to the error area since the teacher didn't realize that the use of articles is the main problem faced by the students in writing a descriptive paragraph.

For morphological errors, the type of errors predominating the others was the errors of using third person singular verb inflection markers with 42.31% in the high classification level. In constructing sentences having third person singular verb inflection markers, the students often failed in putting the elements “-s” or “-es” in the singular verb in their sentence. Richard (1974:74) says that the omission of the singular person marker “-s” accounted for by the heavy pressure of all ending less forms. In this research, this error category was characterized by the omission of the third person singular verb marker “s” or “es” in their sentences. From the interview with the English teacher of the second year students' of social science of SMAN 3 Jember, it was said that actually the simple present tense was the main problem faced by the students in writing a descriptive paragraph. Richard (1974:74) says that the simple present tense errors were also caused by the omission of the third person singular verb markers in the sentences, and since the error of the third person singular verb is the part of the simple present tense errors, the finding in this research was supported by the fact stated by the teacher. In short, it could be said that the students made errors most frequent in using the third person singular verb markers because the students were still confused to differentiate the use of singular subjects and the other subjects (first, second, and plural subject) in the sentences. This provided a warning for the English teacher of the second year students of social science of SMAN 3 Jember to pay more attention to the gradation of teaching items regarding that the most errors under this category was caused by the poor gradation of teaching items (Richards: 1980: 178). In writing a descriptive paragraph, the learners often concentrated on the development of the paragraph and ignored the grammar of the sentences. It leads the occurrence of the grammatical errors covering syntactical and morphological errors.



## V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the results of the data analysis and suggestions.

### 5.1 Conclusions

Based on the results of the data analysis of the grammatical errors, in both syntactical and morphological errors in descriptive paragraph writing made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year, the following main points could be drawn.

#### 5.1.1 General Conclusion

The types of grammatical errors found in descriptive paragraph writing made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year covered syntactical errors and morphological errors.

#### 5.1.2 Specific Conclusions

More specifically, the following parts were concluded :

1. The types of syntactical errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year were: the simple present tense errors, the simple past tense errors, the misuse of articles, the misuse of prepositions, the misuse of word order and the misuse of verb form after modal auxiliaries.
2. The highest number of syntactical errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year was the misuse of articles with 18 errors in 31.58% at the medium classification level.
3. The types of morphological errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year were the errors of plural inflection markers, the errors of possessive inflection markers, the errors of the third person singular verb inflection markers, and the errors of the past tense inflection markers.



4. The highest number of morphological errors made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year was the errors of the third person singular verb inflection markers with 11 errors in 42.31% at the high classification level.

## 5.2 Suggestions

Based on the results above, the suggestions are given to the following people:

### a. The English Teachers

From the findings in this research, the English teacher is suggested to intensify the grammar rules while training the students in composing a descriptive paragraph, especially in those error categories. The teacher is also suggested to give more various teaching method to make the students more interested in learning the lesson, and discuss the students' grammatical errors to improve the students grammar mastery. The more writing tasks to the students is suggested to be given to the students to stimulate their improvement in writing.

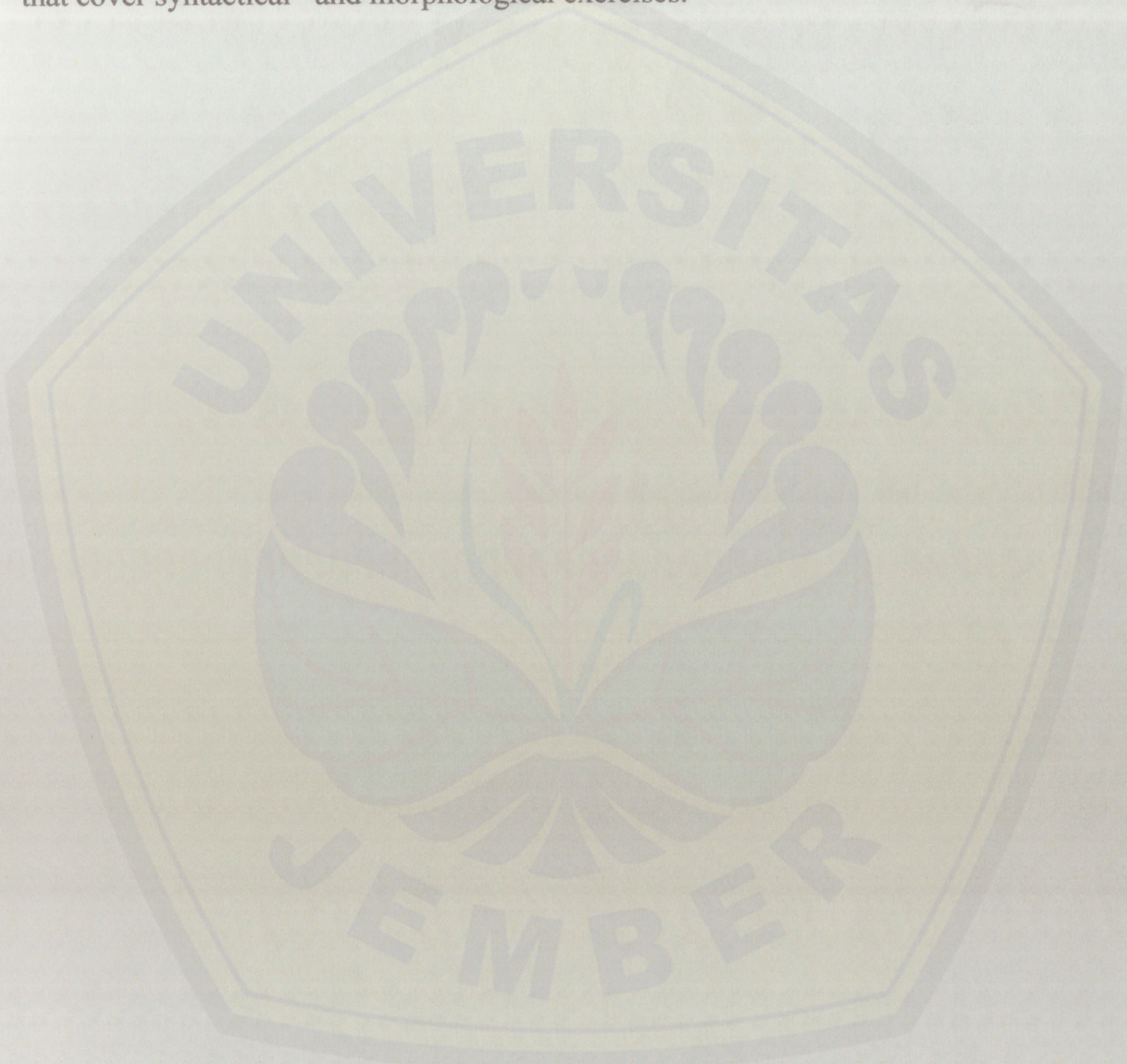
### b. The Second Year Students of Social Science of SMA

From the findings in this research, the students are suggested to focus their learning on the error area. The students is suggested to read more theory about the use of the singular verb inflection markers and the use of articles in sentences. The material can be find from anywhere not only learn what are given by the teacher but should look for by themselves. After reading the theory much, the students are suggested to practice writing a lot. The results of their writing can be discussed together with their teacher or even together with their friends.



**c. The Other Researches**

The other researchers, are suggested to use the research results as a reference to conduct a further research, dealing with the similar problem by using a classroom action research to improve the students' grammar mastery by applying the appropriate technique, such as by giving a lot of grammar exercises that cover syntactical and morphological exercises.





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## RESEARCH MATRIX

TITLE	RESEARCH PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Grammatical Error Analysis of Descriptive Paragraph Writing Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 Academic Year	<p><b>General Problem:</b> What types of grammatical errors are made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?</p> <p><b>Specific Problems:</b></p> <ol style="list-style-type: none"> <li>What types of syntactical errors are made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?</li> <li>What is the most syntactical error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?</li> <li>What types of morphological errors are made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?</li> <li>What is the most morphological error type made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year in their descriptive paragraph writing?</li> </ol>	<ol style="list-style-type: none"> <li>Syntactical Errors on the descriptive writing made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year</li> <li>Morphological Errors on the descriptive paragraph writing made by the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year</li> </ol>	<ol style="list-style-type: none"> <li>The simple present tense errors</li> <li>The simple past tense errors</li> <li>The misuse of using articles (a, an, the)</li> <li>The misuse of using prepositions (in, on, at)</li> <li>The misuse of word order</li> <li>The misuse of verb form after modal auxiliaries</li> </ol> <p><b>Inflectional Morphemes:</b></p> <ol style="list-style-type: none"> <li>Possessive inflection markers</li> <li>Plural noun inflection markers</li> <li>Third person singular verb inflection markers</li> <li>Past tense inflection markers</li> <li>Present participle inflection markers</li> <li>past participle inflection markers</li> <li>Comparative inflection markers</li> <li>Superlative inflection markers</li> </ol>	<ol style="list-style-type: none"> <li>Respondents: The Second year students of social science of SMAN 3 Jember in the 2005/2006 academic year</li> <li>Informant: The English teacher of the second year students of social science of SMAN 3 Jember in the 2005/2006 academic year</li> <li>Documents:  <ul style="list-style-type: none"> <li>The names of respondents</li> <li>The school location</li> <li>The school facilities</li> <li>The English score of the English test of the second year students of SMAN 3 Jember in the odd semester of the 2005/2006 academic year</li> <li>The population's English score in the academic record of the previous semester</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Research Design: Descriptive Quantitative Area Determination Method: Purposive Method</li> <li>Respondent Determination Method: Cluster Randomized Sampling</li> <li>Data Collection Method:  <ul style="list-style-type: none"> <li>Primary Data</li> <li>Writing test writing</li> <li>Supporting Data Interview</li> <li>Documentation</li> </ul> </li> <li>Data Analysis: <b>Percentage Formula:</b> <math display="block">E = \frac{n}{N} \times 100\%</math> <p>Notes: E = The percentage of the syntactical errors or morphological errors of each component made by the respondents in their descriptive paragraph writing. n = The number of syntactical errors or morphological errors of each component made by the respondents in their descriptive paragraph writing. N = The total number of syntactical errors or morphological errors made by the respondents in their descriptive paragraph writing.</p> <p>(adapted from Ali, 1988: 186)</p></li> </ol>



## Appendix-2

## INSTRUMENT GUIDE

## Writing Test

Subject: English

Level: SMA Second Year

Time: 60 Minutes

**Read the instruction carefully!**

1. Write a descriptive paragraph writing that consists of approximately 100-150 words.
2. Choose one of the topics provided to be developed
  - a. My school
  - b. My home
  - c. My dormitory
  - d. Tourism place I have visited
  - e. My unforgettable holiday
  - f. My best friend
  - g. My favorite pet
  - h. My idol



## Appendix-2

## GUIDE OF INTERVIEW

## a. Interview before Conducting the Research

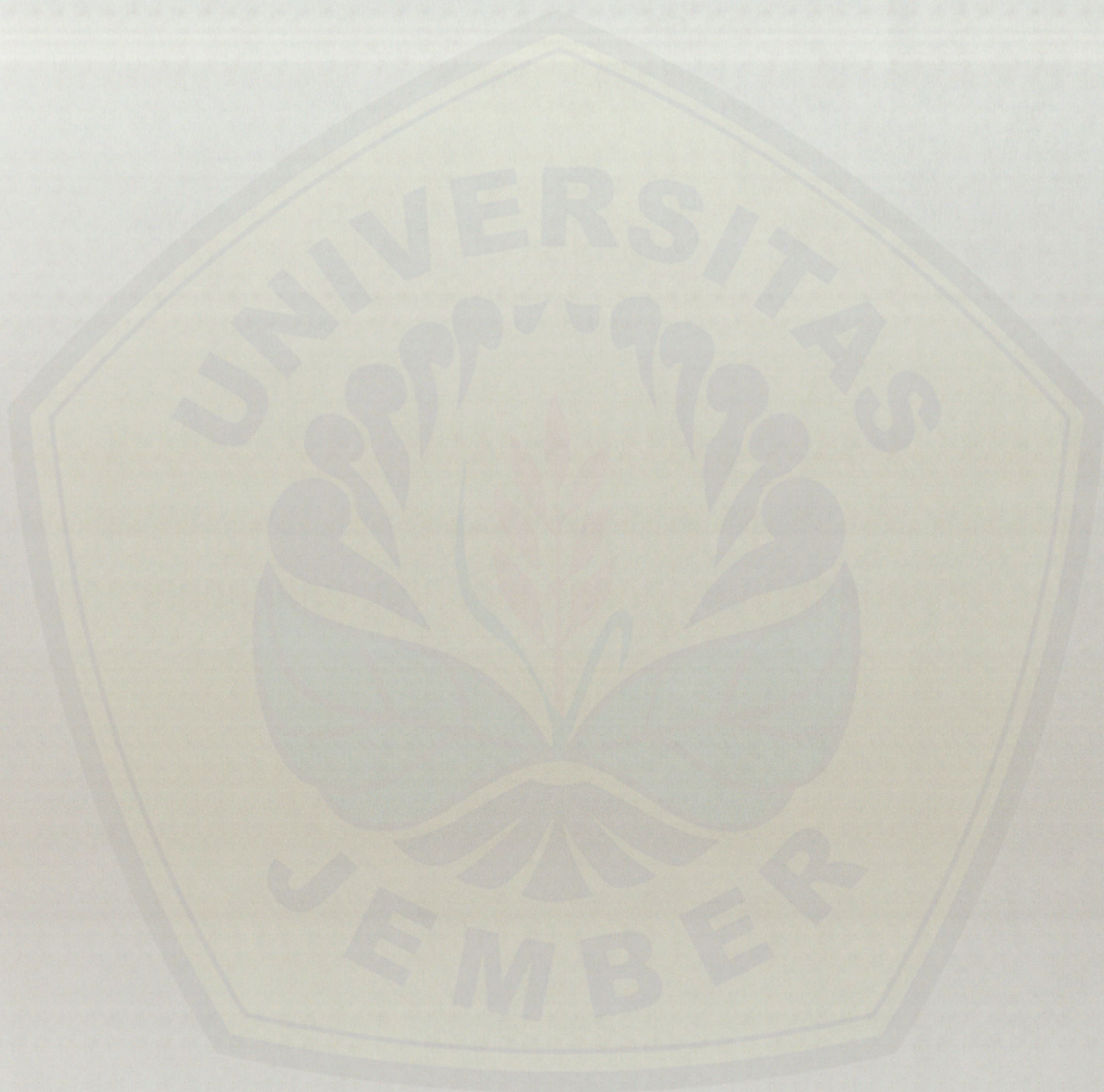
No	Questions	Data Resources
1	Could you explain the grammar focus of the English subject for the second year students of SMA in this school?	The teacher of the second year students of SMAN 3 Jember
2	Could you explain the English score test (the odd semester of the 2005/2006 academic year) of the second year students of SMA in this school?	
3	Could explain the English writing ability of the second year students of the social science of SMAN 3 Jember?	
4	Could you explain the kind of books that you use in teaching descriptive paragraph writing to the second year students of SMA in this school?	

## b. Interview while Conducting the Research

No	Questions	Data Resources
1	Could you explain the method that you use in teaching English especially in teaching English writing for the second year students of SMA in this school?	The teacher of the second year students of SMAN 3 Jember
2	Could you explain the activities of teaching descriptive paragraph writing to the second year students of SMA in this school?	
3	Could you explain the exercises of writing a descriptive paragraph given to the second year students of SMA in this school?	



5	Do the students have problems in writing descriptive paragraph? If yes, what problem do they have?	
6	How do you overcome the students' problem?	





## Appendix-3

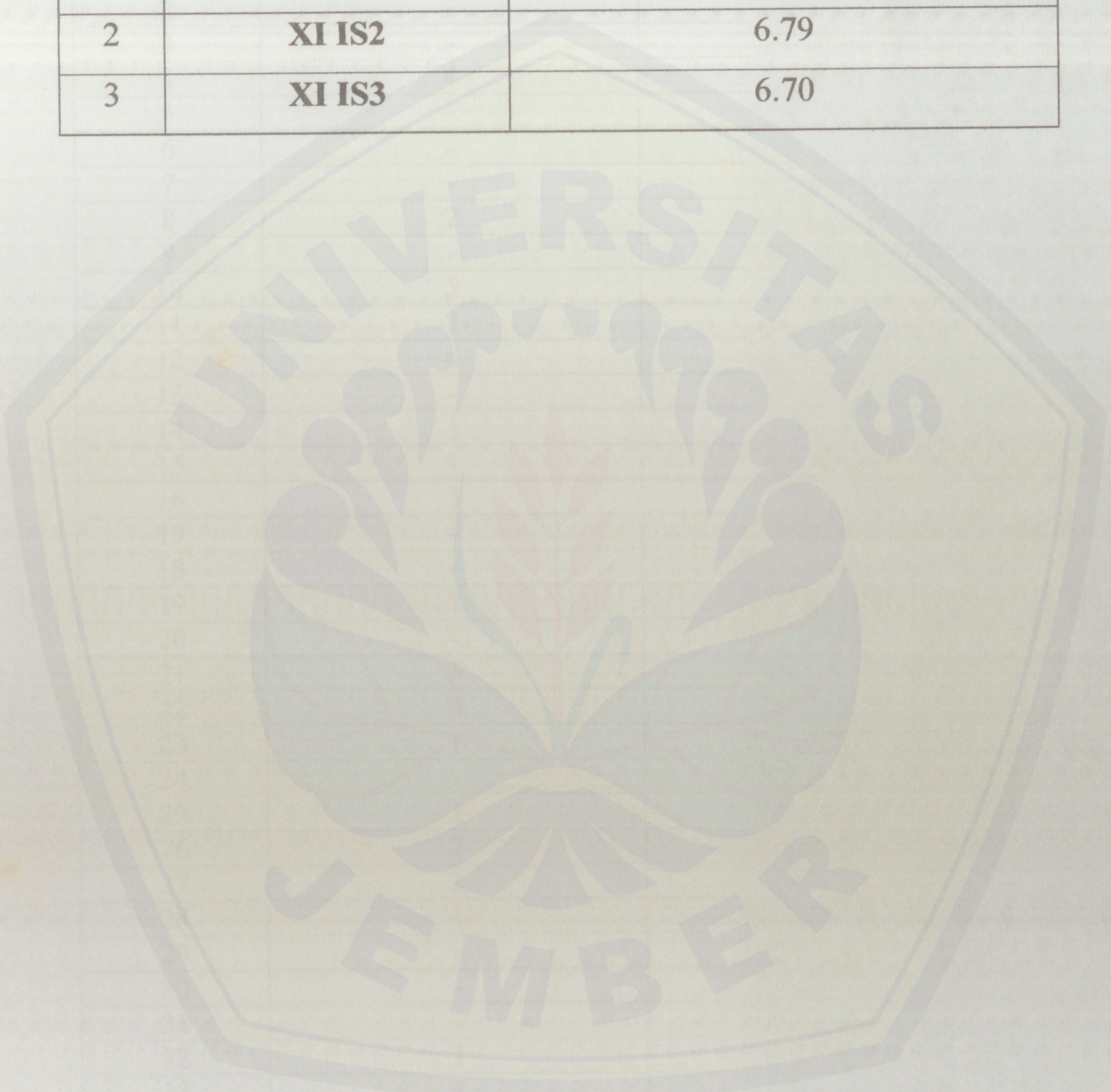
## The Name of Respondents

Number		Name
Respondents' Number	Register Number	
1	4915	ADITYA AMIRUL PRATAMA
2	4526	AHMAD KHOLID HOLIMI
3	4528	ANDRI SETIAWAN
4	4484	ANDRI TRI PRASETYA
5	4572	BUDI HERMAWAN
6	4489	DANIEL ALFARABI
7	4615	DEVI DESIANI
8	4616	DEWI ANGGRAENI
9	4405	DODDY DWI SUJONO
10	4492	DWI NURISMAYANTI
11	4578	ELLY NORMA EKAWATI
12	4531	ERFAN EFFENDI
13	4579	ERRIKA YUANITA
14	4533	FIRDA RACHMA AMALIA
15	4534	FIRSA AGUNG
16	4582	FRANDHA GHOLIB
17	4546	MEGA OCTAMELINA
18	4547	MOCH. MASRUFU Z.
19	4835	MOHAMMAD ERICH A.
20	4513	MOH. ARISTA ADEI S.
21	4836	MUHAMMAD IMAM TAUFAN
22	4515	NAZLAH HIDAYAH
23	4594	NOVITA INDAH RAHAYU
24	4595	NUR SOFYAN HADI
25	4549	NUR YANUAR PARATAMA
26	4420	QUN SETYONINGTYAS
27	4552	RAHMATULLAH
28	4554	RENI WIDAYANTI
29	4555	RIZKY AYATULLAH
30	4467	RIZKI AGUNG YUNIARTA
31	4423	RIZSAL YOSI IRAWAN
32	4470	SALBI MARTHA
33	4604	SITI HUSNUL HOTIMAH
34	4645	SITI SOLAIHA
35	4912	SULANDRA ROSYID
36	4556	SUMARTONO
37	4519	TAUFIK SUBARCAH
38	4430	UMIE CHOIRUS ZAKIA
39	4808	URIP NURENDRA WIBOWO
40	4521	VERDA NOVERYAN
41	4431	WINDI CAHYANING
42	4522	WIDYA PRAWITASARI



**The Average of the English Score in the Academic Record of the  
Second Year Students of Social Science of SMAN 3 Jember in the  
Odd Semester of the 2005/2006 Academic Year**

<b>No</b>	<b>The Respondents' Class</b>	<b>The Average of the English Score</b>
1	XI IS1	6.72
2	XI IS2	6.79
3	XI IS3	6.70





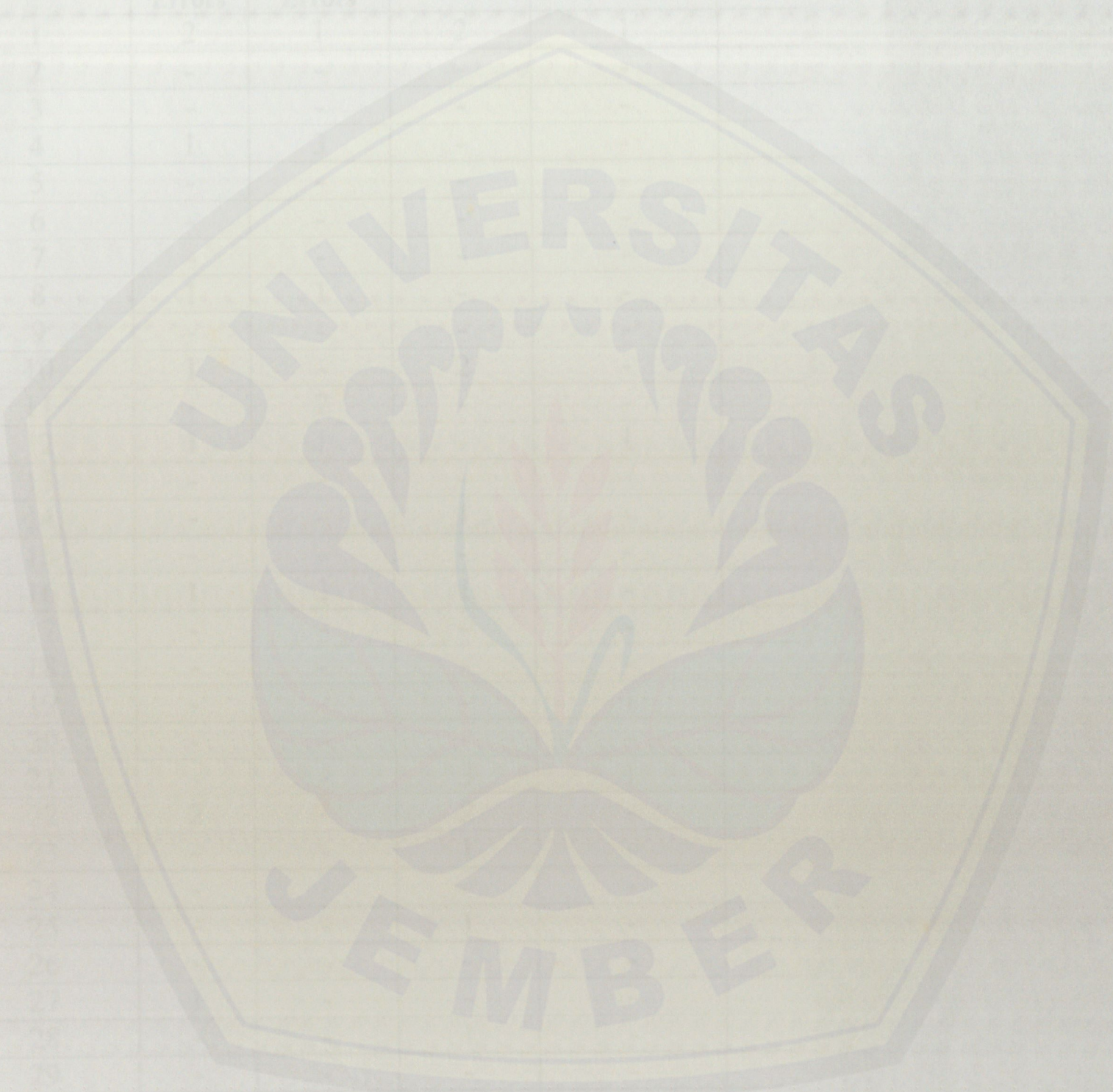
## Appendix-4

## The Tabulation of Errors Identification

Respondents Number	The Number of Syntactical Errors	The Number of Morphological Errors
1	8	1
2	-	2
3	-	-
4	4	4
5	-	-
6	-	-
7	-	1
8	2	1
9	-	-
10	5	-
11	2	-
12	4	-
13	-	-
14	1	2
15	1	1
16	3	1
17	-	-
18	-	1
19	1	2
20	-	-
21	5	1
22	4	3
23	1	-
24	-	-
25	1	1
26	2	1
27	3	1
28	1	2
29	-	-
30	-	-
31	-	-
32	1	-
33	1	-
34	3	1
35	-	-
36	-	-
37	-	-
38	1	-



39	-	-
40	-	-
41	2	-
42	1	-
	<b>57</b>	<b>26</b>





Appendix-5

The Tabulation of Syntactical Error Classification

Respondents Number	The Simple Present Tense Errors	The Simple Past Tense Errors	The Misuse of Using Articles	The Misuse of Using Prepositions	The Misuse of Word Order	The Misuse of Using Verb Form after Modal Auxiliaries
1	2	1	2	1	2	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	1	3	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	1	1	-	-	-	-
9	-	-	-	-	-	-
10	1	-	2	-	1	1
11	-	2	-	-	-	-
12	1	1	-	1	1	-
13	-	-	-	-	-	-
14	-	-	1	-	-	-
15	-	-	-	-	1	-
16	1	1	1	-	-	-
17	-	-	-	-	-	-
18	-	-	-	-	-	-
19	-	-	-	1	-	-
20	-	-	-	-	-	-
21	-	-	3	1	-	1
22	2	-	2	-	-	-
23	-	-	1	-	-	-
24	-	-	-	-	-	-
25	-	-	1	-	-	-
26	-	-	-	-	2	-
27	1	-	-	-	1	1
28	-	-	1	-	-	-
29	-	-	-	-	-	-
30	-	-	-	-	-	-
31	-	-	-	-	-	-
32	-	-	-	1	-	-
33	-	-	-	-	1	-
34	-	-	3	-	-	-
35	-	-	-	-	-	-
36	-	-	-	-	-	-
37	-	-	-	-	-	-



38	1	-	-	-	-	-
39	-	-	-	-	-	-
40	-	-	-	-	-	-
41	-	-	-	1	-	1
42	-	-	1	-	-	-
	<b>11</b>	<b>9</b>	<b>18</b>	<b>6</b>	<b>9</b>	<b>4</b>

**The Tabulation of Morphological Error Classification**

<b>Respondents Number</b>	<b>Possessive Inflection Markers</b>	<b>Plural Inflection Markers</b>	<b>Third Person Singular Verb Inflection Markers</b>	<b>Past tense Inflection Markers</b>
1	-	-	1	-
2	-	2	-	-
3	-	-	-	-
4	1	-	1	2
5	-	-	-	-
6	-	-	-	-
7	-	-	1	-
8	-	1	-	-
9	-	-	-	-
10	-	-	-	-
11	-	-	-	-
12	-	-	-	-
13	-	-	-	-
14	1	1	-	-
15	-	-	1	-
16	-	1	-	-
17	-	-	-	-
18	-	1	-	-
19	1	-	1	-
20	-	-	-	-
21	-	-	1	-
22	-	1	2	-
23	-	-	-	-
24	-	-	-	-
25	-	1	-	-
26	-	1	-	-
27	-	-	1	-
28	-	1	1	-
29	-	-	-	-
30	-	-	-	-
31	-	-	-	-
32	-	-	-	-



33	-	-	-	-
34	-	-	1	-
35	-	-	-	-
36	-	-	-	-
37	-	-	-	-
38	-	-	-	-
39	-	-	-	-
40	-	-	-	-
41	-	-	-	-
42	-	-	-	-
	<b>3</b>	<b>10</b>	<b>11</b>	<b>2</b>







DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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

Nomor : 1092 /J25.1.5/PL5/200...

Jember, 27 Maret .....2006.

Lampiran : Proposal

Perihal : Ijin Penelitian

Kepada : Yth. Sdr. Kepala SMAN 3 Jember

di. -

Tempat

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

Nama : Dwi Isti Mu'alimah

Nim : 010210401082

Jurusan/Program : PBE / Bhs. Inggris

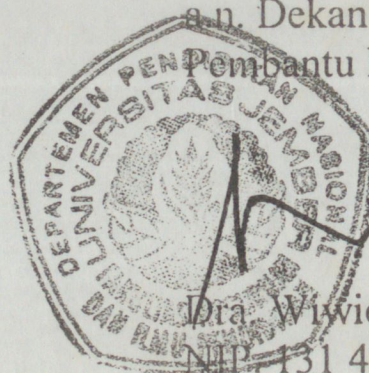
Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga Saudara dengan Judul :

Grammatical Error Analysis of Descriptive Paragraph Writing of the Second Year Students of SMAN 3 Jember in the 2005/2006 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.

..... n. Dekan  
Pembantu Dekan I,



Dra. Wiwiek Eko Bindarti, M.Pd.

NIP. 131 475 844





PEMERINTAH KABUPATEN JEMBER  
DINAS PENDIDIKAN  
SMAN 3 JEMBER

Jl. Jend. Basuki Rahmad No. 26 Telepon (0331) 332282 Jember Kode pos 68132

SURAT KETERANGAN

Nomor: 421/161/436.316.11/SMA.03/2006

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Jember menerangkan bahwa:

Nama : **Dwi Isti Mu'alimah**  
NIM : 010210401082  
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember  
Jurusan : Pendidikan Bahasa dan Seni  
Program Studi : Bahasa Inggris

Mahasiswa tersebut benar-benar telah melaksanakan penelitian dalam rangka penyusunan Skripsi sebagai syarat penyelesaian studinya dengan judul:

*Grammatical Error Analysis of Descriptive Paragraph Writing Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 Academic Year.*

Selama 1 kali pertemuan (2 JP) di kelas XI IPS 2 pada tanggal 27 April 2006.

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Jember, 22 Juni 2006

Kepala Sekolah

  
**Drs. SUKANTOMO, M.Si**  
NIP. 131 406 043







**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU  
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Alamat: Jl. Kalimantan 37 FKIP Gd.I Kotak Pos 162 Telp/Fax. (0331)334988 Jember 68121

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

Nama : Dwi Isti Mu'alimah  
 NIM / Angkatan : 010210401082 / 2001  
 Jurusan / Program Studi : PBS/ P. Bahasa Inggris  
 Judul Skripsi : Grammatical Error Analysis of Descriptive Paragraph Writing Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 Academic Year  
 Pembimbing II : Dra. Zakiyah Tasnim, M. A

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	8 September 2005	Judul	
2	2 Oktober 2005	Matrix	
3	3 Januari 2005	Bab I	
4	14 Februari 2005	Bab II	
5	29 Maret 2005	Bab III	
6	22 April 2006	Seminar Proposal Skripsi	
7	2 Mei 2006	Bab IV	
8	13 Mei 2006	Bab V	
9	14 Mei 2006	Bab I, II, III, IV dan V	
10			

**Catatan :**

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu seminar proposal skripsi dan ujian skripsi





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PENDIDIKAN**

Alamat: Jl. Kalimantan 37 FKIP Gd.I Kotak Pos 162 Telp/Fax. (0331)334988 Jember 68121

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**



Nama : Dwi Isti Mu'alimah  
 NIM / Angkatan : 010210401082 / 2001  
 Jurusan / Program Studi : PBS/ P. Bahasa Inggris  
 Judul Skripsi : Grammatical Error Analysis of Descriptive Paragraph Writing Made by the Second Year Students of Social Science of SMAN 3 Jember in the 2005/2006 Academic Year  
 Pembimbing I : Dra. Siti Sundari, M. A

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	7 September 2005	Judul	
2	30 September 2005	Matrix	
3	6 Oktober 2005	Bab I	
4	16 November 2005	Bab II	
5	22 Desember 2005	Bab III	
6	22 April 2006	Seminar Proposal Skripsi	
7	16 Mei 2006	Bab IV	
8	17 Juni 2006	Bab V	
9	5 Juli 2006	Bab I, II, III, IV dan V	
10			

**Catatan :**

1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu seminar proposal skripsi dan ujian skripsi