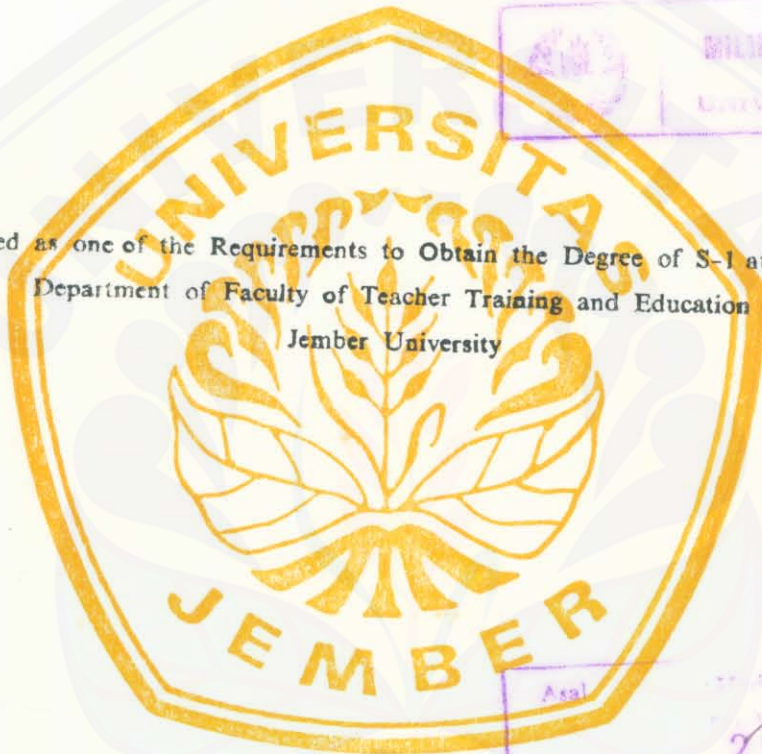# ANALYSIS ON GRAMMATICAL ERROR IN WRITING OF THE SECOND YEAR STUDENTS OF MAN I JEMBER IN THE ACADEMIC YEAR 1999/2000

THESIS

Presented as one of the Requirements to Obtain the Degree of S-1 at English Department of Faculty of Teacher Training and Education Jember University

By

SUNARSIH
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LANGUAGE AND ART DEPARTMENT
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March, 2000

MOTTO :

<div dir="rtl">كُلُّ بَنِي آدَمَ خَطَّاءٌ وَخَيْرُ الْخَطَّائِينَ التَّوَّابُونَ</div>

Everyone makes mistake ....

(Hadist)
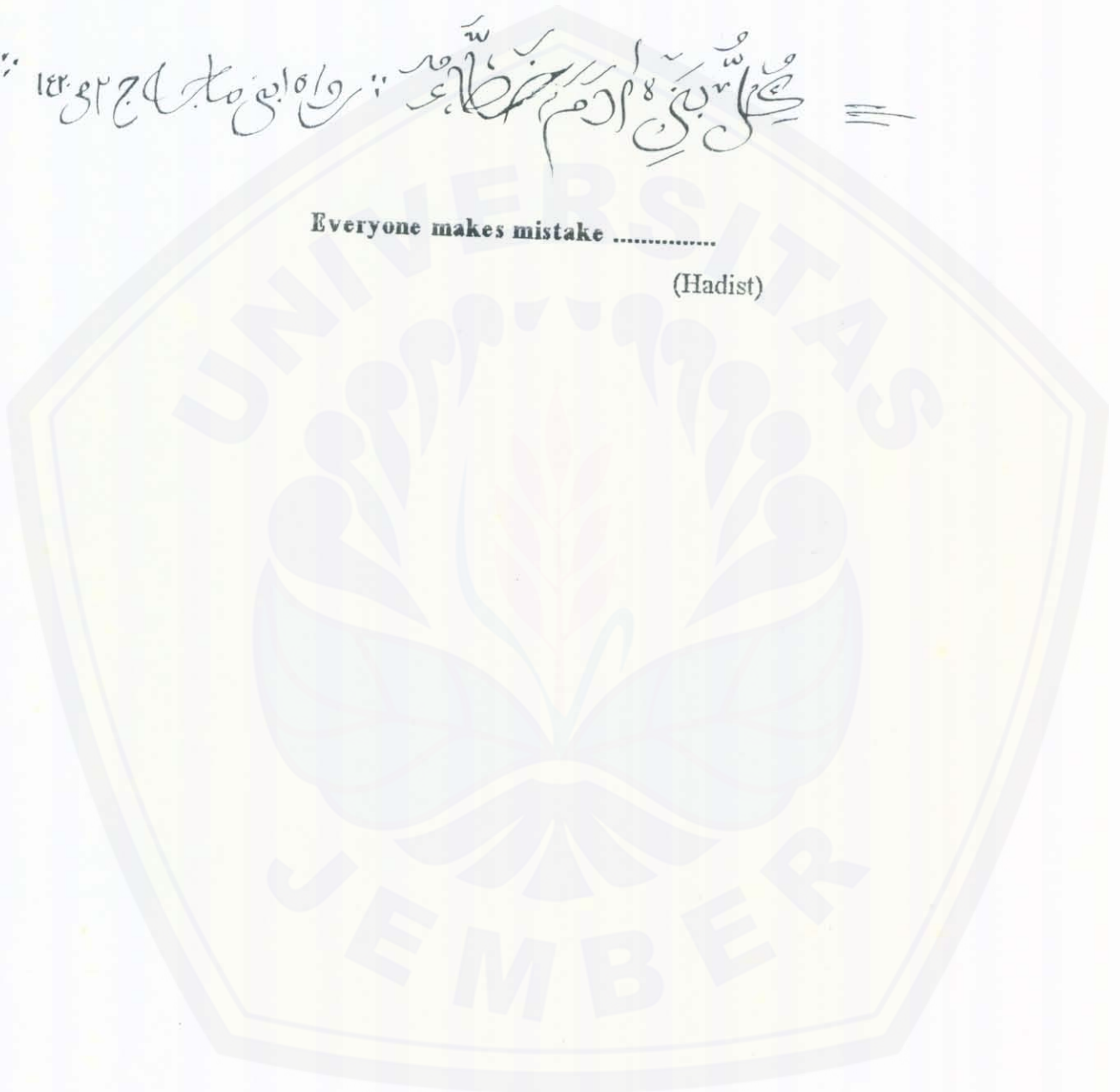
With the sweetest heart,

This thesis is dedicated to :

♥ **My beloved Mom and Dad,**

Thanks for your love, wisdom, greates sacrifice and supporting me much. There are no words left to say my deep gratitute for your prays. I do love you.

♥ **My beloved single sister, Mbak Ning,**

You are my great inspiration. I'm trully proud of you.

♥ **My beloved brothers, Dodik, Edi, Rudin, and Wahyu,**

Much love and thanks to you all.

♥ **My beloved husband to be,**

Thanks for encouraging and giving a great care. May Allah give the best thing for us.

♥ **All my friends in "ASTRI ASTRA" and in 1995 level**, that I cannot mention it one by one, thanks for everything. May Allah bless you all.

♥ My almamater.

ANALYSIS ON GRAMMATICAL ERROR IN WRITING OF THE SECOND YEAR STUDENTS OF MAN I JEMBER IN THE ACADEMIC YEAR 1999/2000
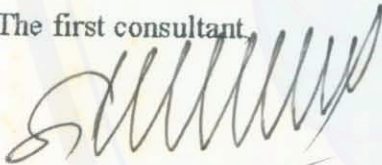
THESIS

Proposed for being defended to examiners team for a requirement to finish the degree of S1 at Language and Arts Education Department, English Language Education Program, Faculty of Teacher Training and Education, Jember University.

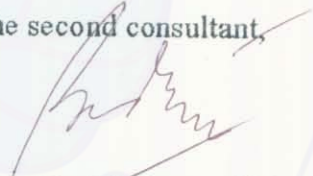|		
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Date   : March 24, 2000

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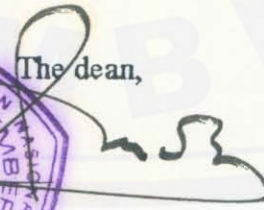
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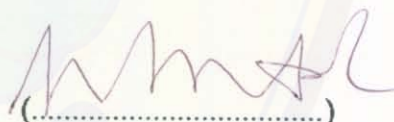2. The chairman of Language and Art Department of Faculty of Teacher Training and Education, Jember University;
3. The first consultant who has spent his time in guiding me to conduct this thesis;
4. The second consultant who has given his patience and suggestions in finishing this thesis;
5. The headmaster of MAN I Jember;
6. The English teacher of the second year students of MAN I Jember;
7. My family who has given their affectionate love to me;
8. All of my friends who always encourage me for everything.

Finally it is hoped that this thesis will give some advantages to the readers.

Jember, March 2000

Sunarsih

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2. Room of Treasure
3. Room of administration
4. Room of Vice Principal
5. Room of Computer
6. Room of Teachers
7. Room of Physics lab.
8. Room of Language Lab.
9. Classroom
10. Toilet
11. Library
12. Room of 5 K
13. Seale
14. Room of Singing
15. House of Gardener
16. Room of OSIS
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18. Room of Art
19. Mosque
20. Room of Conceling
21. Room of Electronic Skill
22. Room of Automative Skill

ABSTRACT

Sunarsih, March 2000, <u>Analysis on Grammatical Error in Writing of the second Year Students of MAN I Jember in the academic year 1999/2000.</u>

Thesis, English Program, Language and Art Department, Faculty of teacher Training and Education, Jember University.
The Consultants: (1) Drs. M. Sulthon, M.Pd
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       Learners of a foreign language often make errors in the process of language acquisition. The errors are generally caused by interferences of the first language to the second language, and the differences of linguistic system between the native language and the foreign language. Generally the students still find some difficulties in applying syntax and morphology. In writing most of them do not care about grammar in developing their ideas expressed in English. This research describes how grammatical error of writing made by the second year students is. This research was conducted at MAN I Jember with the respondents 50 students. The sampling technique used was proportional random sampling. The method of collecting data were writing test, observation, interview, and documentation. In analyzing the data the writer used descriptive statistic. Based on the data analysis, it could be concluded that the second year students of MAN I Jember made grammatical error on their writing. The percentage of grammatical errors was 46,29% from the total using. The percentage of syntactical errors was 47,47%, it covers the errors of conjunction was 38,15 %, article was 48,86 % ,and preposition was 50,85 % . The percentage of morphological errors was 44,81%, it covers the errors of tense marker was 45,72 %, and plural marker was 43,21 %. The grammatical category having the highest error was on syntax, that is preposition (50,85 % from the total using), while the lowest error on morphology was plural marker (43,21 % from the total using). Finally, the writer suggests that the teacher should ask the students to have more practice and explain how to formulate words into sentences and the students must learn English to improve their grammatical mastery.

Key words: Grammatical Error , Writing

I. INTRODUCTION

1.1 Background of the Study

As an international language English is widely spoken all over the world. People use it as a means of communications in many aspects of human life. It might be used in sectors of education, politics, technology, tourism, and commerce. Considering the importance of English, in Indonesia, it is learned as a compulsory subject for secondary schools up to the university.

In Indonesia, English is learned in a foreign context after the students have learned Indonesian as the first language. In learning English as a foreign language, the students usually have many problems. One of them is a number of errors made by the students. The errors may arise because of the influence of the students' first language and/or the students' lack of English language rules. Errors are found both in their oral and written production.

Actually making errors is an inevitable part of the language learning process because the learners cannot learn the language without making any errors. Dulay et. al, (1982:138) states that:

> "Teachers and mothers who have waged long and patient battles against their students' or children's errors have come to realize that making errors is inevitable part of learning. People cannot learn without first systematically committing errors."

It is clear that language learners cannot avoid making errors. Errors always appear in language learning process. Those errors occur naturally whenever the learners are unable to transmit or receive messages in a foreign language to the same extent and degree that they can understand in their own native language.

To recognize the errors they have made, learners need some guidance from the more competent learners. In this case, the teacher should prevent errors steadily if these errors affect communication. Communication can be in the forms of oral or

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written production. Teacher's correction, in this case, will help learners to improve their English.

In connection with correcting students' errors, Hawkes (1979:22-23) in "English Teaching Forum" states that:

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

It can be restated that errors can be investigated more easily in writing than in speaking. This means that errors can be more clearly and systematically done in written communication than in oral communication because written form has more permanent, graphic, and controlled nature.

Generally, the students at SMU still find some difficulties in applying syntax and morphology. It shows that the average of writing ability of the students at SMUN Ambulu is 20% poor. In writing most of them do not care about grammar in developing their ideas expressed in English. Therefore, most of the sentences they compose are not grammatically correct sentences. It can happen, according to Johnson (1988:89) in "English Language Teaching" because the student either does not have the appropriate knowledge or has some false knowledge. He or she may either not know how a tense of English works, or have the wrong idea.

Considering the students difficulties in writing grammatically correct sentence in doing writing task, it is important to analyze errors in writing made by the students in order to improve their English. For this reason the writer wants to conduct a research entitled : "Analysis on Grammatical Error in Writing of the second year Students of MAN I Jember in the Academic Year 1999/2000."

1.2 Problems of the Research

1.2.1 The limitation of the problem

The objects of error analysis are broad enough, whereas different experts categorize errors in different ways. In this research the category of error investigated is based on the classification of errors proposed by Hendrickson (1981:2) which covers lexicon, syntax, morphology, and orthography. Morphological error and syntactical error are the scope to be investigated in this research.

1.2.2 Problem Formulation

Problems that will be answered in this research are divided into two kinds, general problem and specific problems.

a. General Problem

The general problem of this research is:

What grammatical errors in writing of the second year students of MAN I Jember make?

b. Specific problems

The specific problems of this research are:

1) What syntactical errors in writing of the second year students of MAN I Jember make?

2) What morphological errors in writing of the second year students of MAN I Jember make?

1.3 Operational Definitions of Terms

The terms that will be defined operationally are:

1.3.1 Error Analysis

Error analysis is the researcher's and teacher's procedure to analyze the students' language errors, which is aimed to make language teaching run more effectively and efficiently. These procedures include collecting error data, identifying error data, explaining and classifying error data, and evaluating error data.

1.3.2 English Writing

The students' writing skill in this research means the students' ability in expressing their thoughts, ideas, and feelings in the written form. The form of writing developed by the students is a guided composition in English.

1.3.3 Grammatical Error

a. Syntactical error refers to any deviation dealing with the pattern of word arrangement, it covers the misused conjunctions, the misused and the omitted articles, and the misused prepositions. The syntactical error is demonstrated by percentage.

b. Morphological error refers to any deviation dealing with the word formation, it covers the misuse of tense markers, the misuse of plural markers, and the misuse of negative markers. The morphological error is demonstrated by percentage.

1.4 Objective of the Research

There are two kinds of objective in this research; they are general objective and specific objective. The general objective is taken from the general problem and the specific objectives are taken from the specific problems.

1.4.1 General Objective of the Research

The general objective of this research is to describe the grammatical errors in writing of the second year students of MAN I Jember in the academic year 1999/2000.

1.4.2 Specific Objective of the Research

The specific objectives of this research are:

a. to describe the syntactical errors of the second year students' composition of MAN I Jember in the academic year 1999/2000;

b. to describe the morphological errors of the second year students' composition of MAN I Jember in the academic year 1999/2000.

1.5 Significance of the Research

This research will hopefully give valuable contributions to:

1.5.1 The teachers,

The results of this research as an information or input to know the students' English achievement, especially their abilities in applying syntax and morphology elements in English composition. In addition, it can be used as consideration to improve the English teaching.

1.5.2 The students,

The results of the test are useful for the students to know their abilities in applying syntax and morphology in English composition, so they might be motivated to improve their grammar mastery.

1.5.2 The next researchers,

As input for the next researchers to conduct further research focussing on prepositions and tense markers for examples the experimental research design.

II. REVIEW OF RELATED LITERATURE

2.1 The Notion of Error

The term error is very important to be explained since people often confuse to distinguish between error and mistake. Corder (1967:25) says that the problem of determining what is a learner's mistake and what is a learner's error is a difficult matter and involves a much more sophisticated study.

Dulay (1982:139) defines that error refers to any deviation from a rule of target language system, no matter what the characteristic of causes of the deviation might be . While, Corder (1967:19) says that error is caused by interference in learning of a second language from the habits of the first language. Considering the statements above, it can be concluded that error is caused by the learner's first language and they have not mastered in using a rule completely.

Corder says that the errors of performance will characteristically be unsystematic and the errors of competence will characteristically be systematic. Briefly, Corder explains that the learner's errors are divided into the systematic errors and non-systematic errors. Systematic errors which are also called competence errors occur because language learners lack knowledge of linguistic system. They are related to the competence of the language learner in understanding a language system. Therefore, they are called errors. While non-systematic errors are performance errors which occur because language learners suffer from memory lapse, physical states, such as tiredness, and psychological states, such as strong emotion. Therefore, they are called mistakes.

In order to understand the differences between errors and mistakes, Tarigan (1988:76) describe those differences in the following table :

Table 1. The comparison between errors and mistakes.

No	Point of View	Errors	Mistakes
1.	Resources	competence	Performance
2.	Character	systematic	non-systematic
3.	Linguistic system	not yet mastered	have been mastered
4.	Result	deviation	deviation
5.	Improvement	assisted by language teachers through remedial	students selves concentration
6.	Duration	rather long	temporary

2.2 The Sources of Errors

The sources of errors include (1) interlanguage errors; (2) and intralingual and developmental errors. Richards (1971:173) says that interlanguage errors are caused by interference of learners' mother tongue, while the errors which reflect the learners' competence at a particular stage, and illustrate some of general characteristic of language acquisition are called intralingual and developmental errors.

2.1.1 Interlanguage Errors

Richard (1971:173) states that interlanguage errors are caused by interference of learners' mother tongue. In the usage of English, both oral and written interlanguge errors are often caused by the interference of the Indonesian. The examples are as follows :

a. Spelling pronunciation : The English word is pronunced the same with their spelling

For examples, English word is pronunced as :

[starting point]	for	starting point
[working peiper]	for	working paper
[pioner]	for	pioneer
[river]	for	river
[harmoni]	for	harmony

b. Cognate pronunciation : the English word is pronunced the same with their root

For examples, English word is pronunced as :

[atlit]	for	athlete
[atonik]	for	atonik
[auditorium]	for	anditorium
[domestic]	for	domestic
[dolfin]	for	dolphin

c. Holophrase learning : the English phrase is formed as a combining form meaning whole

For example from English phrase :

Half-an-hour	is formed	*one and half-an-hour*
Twenty five	is formed	*twenty and five*

2.1.2 Intralingual and Developmental Errors

According to Richards (1971:174) intralingual errors are those which reflect the general characteristic of learning rules and failure to learn condition under which rules apply. Further, he states that developmental errors illustrate the learners' attempt to build up hypotheses about the English language from his limited experience of it in the classroom or textbook. Briefly, developmental errors happen, because the learner has limited experience of attempting to build up hypothesis about the English language. The causes of intralingual and developmental errors are over- generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. Each of them will be discussed as follows :

a. Over-generalization

Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. For examples :

She can cooks	must be	She can cook
We are hope	must be	We hope
It is happen	must be	It happens
He is sleep	must be	He sleeps

Over-generalization generally involves the creation of one deviant structure in place of two regular structures. It may be the result of the learner reducing his linguistic burden.

b. Ignorance of Rule Restrictions

Closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply.

For examples   :

go	---------- goed	for	went
take	--------- taked	for	taken
put	---------- puted	for	put

From the examples above, it can be known that the learner produces the errors. They sometimes add or omit morphemes, which are not appropriate to the English rules, that is irregular past form.

c. Incomplete Application of Rules

Under this category we may note the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterance. It means that we note a deviant structure that is needed to develop the rule in order to produce acceptable utterance. For instance, a statement form may be used as a question, one of the transformations in a series may be omitted, or a question word may simply be added to the statement form.

For examples:

Teacher's question	Student's response
Does he go to the mosque ?	Yes, he go to the mosque
Will they soon be ready ?	Yes, they soon be ready

Because the influence of the question, the answer just transfers from the question without paying attention to the rules. In the first example, it lacks of "es", while the second example, it lacks of modal.

d. False Concepts Hyphothesized

In addition to the wide range of intralingual errors which have to do with faulty rule-learning at various levels, there is a class of developmental errors which derive from faulty comprehension of distinctions in the target language.

For examples :

One day the accident was happened

He is speaks English

They are open the door

From the examples above, it can be known that the form 'was' in English is interpreted as the last time signal, and the form 'is' / 'are' in English is interpreted as the present time signals.

2.2 The Varieties of Errors

Dulay and Burt (1980:115) say that there are four kinds of errors' varieties, namely interference-like goofs, L1 developmental goofs, ambiguous goofs, and unique goofs. Interference-like goofs are those that reflect native language, and are not found in L1 acquisition data of the target language. The examples are her pajamas (Spanish child reflects Spanish structure), rumahta (Indonesian child reflects Karo structure). L1 Development goofs are those that reflect native language structure, but are found in L1 acquisition data of the target language. The examples are he took her teeths off, he need crayons now. Ambiguous goofs are those that can be categorized as either interference-like goofs or L1 developmental goofs. The examples are marria not can

go, it no cause too much trouble. Unique goofs are those that do not reflect L1, structure, and are also not found in L1 acquisition data of the target language. The examples are he name is Victor, this book is his.

2.4 Error Analysis

Language teaching progress can be reached by moving up from the teacher who masters all problem solving (teacher centered/oriented) toward students' ability to get a success in communication (students centered/oriented). A considerable attention to control and analyze the students' language achievement are the result of the moving. The best way to reach the purpose is by analyzing the errors.

According to Tarigan (1988:67) Error Analysis is a series of method to analyze students' language errors which aim to make language teaching run more effectively and efficiently.

2.5 The Procedures of Error Analysis

According to Tarigan (1988:70) the procedures of error analysis are as follows : (1) collecting errors data; (2) identifying errors data; (3) explaining errors data; (4) classifying errors data; and (5) evaluating errors data. The explanation of the procedures of error analysis will be discussed below.

2.5.1 Collecting Errors Data

There are two kinds of data that can be elicited. They are oral data and written data. In taking the oral data such as speaking, the record transcripts are so important because it can be evaluated carefully. In this research the written data will be gained. The writer asks the students to write a composition based on the picture given of about 100-150 words in 90 minutes.

2.5.2 Identifying Errors Data

The identification of errors data is done by listing the linguistic forms that deviate from the rules of standard English.

The procedures of the identification of errors data are as follows :

a. Collecting the syntactical errors. It covers :

   1) collecting error data on the misused conjunctions;

   2) collecting error data on the misused and the omitted articles;

   3) collecting error data on the misused prepositions.

b. Collecting the morphological errors. It covers :

   1) collecting error data on the misuse of tense markers;

   2) collecting error data on the misuse and the absence of plural markers.

2.5.3 Classifying and Explaining Error Data

Classifying and explaining errors data in this research are describing the errors made by the students on their composition. The writer classifies the errors based on syntax and morphology. There are five points discussed in this research, they are the misused conjunction, the misused and the omitted articles, the misused prepositions, the misuse of tense markers, the misuse and the absence of plural markers. The explanation of error data is carried out by showing the examples of errors produced by the students according to their categories

2.5.4 Evaluating Errors Data

The data analysis method used in this research is the descriptive statistic method. The statistical formula used is as follows :

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

2.6 The Objects of Errors Analysis

In error analysis, the objects are usually based on the language elements . Hendrickson in "Error Analysis and Error Correction" (1881:2) states that there are four types of errors. Those errors are on lexicon, syntax, morphology, and orthography.

From the four language components proposed by Hendrickson as mentioned above, this research focusses on two components, they are syntax and morphology which will be found on the students' writing.

2.6.1 Syntax

Syntax is the branch of language which deals with the pattern of words arrangement (Webster International Dictionary, 1972:996). According to Alwasilah (1993:114) syntax is the study and rules of the relation of words to one another as expression of ideas and parts of the structures of sentences; the study and science of sentence construction. From those definitions it can be concluded that syntax is the study of the arrangement of words, phrases, clauses in sentences. The syntactical elements in the sentence include articles, pronouns, prepositions, word-order, conjunctions, possessives, modals, qualifiers, sentence connector, and otherwise categorized classes (Hendrickson, 1981:55). Nevertheles, considering the English syllabus of SMU 1994 and the students level which is still in the second year. The study of syntactical errors are limited into preposition, article, and conjunctions. The detail will be given below.

a. The misused conjunctions

    1) I may go or I must be home early

      (I may go but I must be home early)

    2) Which one do you like, this pen and this book

      (Which one do you like, this pen or this book)

    3) Mary plays the violin at school but sing in the choir at church

      (Mary plays the violin at school and sing in the choir at church)

b. The misused and omitted articles

The misused articles :

1) My sister worked as **the** nurse

(My sister worked as a nurse)

2) Andy brings **a** umbrella

(Andy brings **an** umbrella)

3) I take **an** piece of paper

(I take **a** piece of paper)

The omitted articles:

1) Teacher who teach in front of the class is my father

(**The** teacher who teach in front of the class is my father)

2) Last night there was beautiful girl in my house

(Last night there was **a** beautiful girl in my house)

3) Frank eats apple

(Frank eats **an** apple)

c. The misused prepositions

1) He lives **on** 456 green street

(He lives **at** 456 green street)

2) They took a trip **at** 1945

(They took a trip **in** 1945)

3) We go to school **with** bycicle

(We go to school **by** bycicle)

2.6.2 Morphology

Morphology is the form of words as affected by inflection, derivation, and composition; the study of word formation (Webster International Dictionary, 1972:943). According to Alwasilah (1993:110) morphology is the study and analyze the structure, form, and classification of words. From those definitions it can be concluded that morphology is study of grammatical structure of words. The

morphological elements in the sentence include tense markers, negative markers, and plural markers (Hendrickson, 1981:55). Nevertheles, considering the English syllabus of SMU 1994, the study of morphological errors are limited into tense markers and plural markers. The detail will be given below.

a. The misuse of tense markers

    1) I **had** breakfast at 6 o'clock every morning

       (I **have** breakfast at 6 o'clock every morning)

    2) She didn't **studied** last night

       (She didn't **study** last night)

b. The misuse and the absence of plural markers

    The misuse of the plural markers

    1) My grandmother has three **tooths**

       (My grandmother has three **teeth**)

    2) They have some **oxs**

       (They have some **oxen**)

    3) Some **peoples** come to my house

       (Some **people** come to my house)

    The absence of plural markers :

    1) Susan has two **bag**

       (Susan has two **bags**)

    2) You are two **year** old

       (You are two **years** old)

    3) Malang has many interesting **place**

       (Malang has many interesting **places**)

c. The misuse of negative markers:

    1) Ali **not** study hard today

       (Ali **does not** study hard today)

    2) She **not** went to Surabaya last night

       (She **did not** go to Surabaya last night)

1.7 The Teaching of Syntactical and Morphological Elements according to the 1994 Curriculum of MAN.

The curriculum used in the English teaching learning process of the second year students of MAN I Jember is curriculum 1994. The approach in teaching English is communicative approach which emphasizes on the learners' ability to communicate a language through motivating activities both in written and oral form. The teacher does not teach each skill separately, because the teaching of reading, listening, speaking, and writing are related to each other. The language components such as structure, pronunciation, and vocabulary are taught to support the mastery of the four language skills.

The teaching of syntactical and morphological elements in MAN is integrated with the teaching of language skills: reading, writing, listening, and speaking. For example, in writing the students must care in using the syntax and morphology. It is impossible for the students to get a good composition if they do not understand the grammar (syntax and morphology) well.

In writing, the students are trained first to make correct sentences then they learn how to make a good composition. In this case, the students are expected to master the vocabulary, syntactical and morphological elements, and techniques of writing. The English teacher of MAN I Jember teaches syntactical and morphological elements in structure. The results of these steps are the students' ability in applying structure which includes syntactical and morphological elements, vocabulary, and writing techniques on their composition.

III. RESEARCH METHOD

3.1 Research Design

Research design is a strategy to arrange the setting of research in order to get the valid data suitable with the variable and the objective of the research. Since this research is intended to describe the errors in writing made by the students; therefore, descriptive design is chosen in this research.

This research follows the following procedure : (1) determining area by purposive sampling; (2) selecting respondents by proportional random sampling; (3) developing the research instrument, (4) collecting the data, (5) analyzing data by using descriptive statistic, and (6) drawing a conclusion.

3.2 Area Determination Method

Determining a research area is an important step for the writer to conduct a research. Research area is the place where the research is conducted. In this study the writer uses purposive sampling area. As Yousda (1993:140) states that purposive sampling is used based on the specific characteristics that have been known before. Furthermore, it is also explained that purposive sampling must be based on the previous knowledge about population and the writer should not be doubtful or vague about that information.

Based on the idea above, the writer decides to choose MAN I Jember as the area of the research. It has been considered that it is possible to conduct the research in that school, because the writer has known the condition of the institution before.

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3.2 Respondent Determination Method

This is a sampling research because the data will be taken from the sample of population. The population of this research is the students of MAN I Jember in the 1999/2000 academic year. There are 576 students in the second year or 13 classes. The technique used to determine the sample of this research is proportional random sampling, by using this formula:

$$Ss = \frac{n}{N} \times Es$$

Notes :

Ss : Sub samples

n   : Σ member of sub population

N   : Σ population

Ir   : The Expected samples

3.4 Data Collection Method

There are two kinds of data collected through this research: secondary data and primary data. The secondary data will be gathered through observation, interview, and documentation, whereas the primary data will be gathered through writing test.

3.4.1 Observation Method

Kartono (1990:157) says that observation is a technique that is done to observe accurately and write down systematically. It means that observation is a technique that is done to observe accurately and to write down systematically about the phenomenon being investigated.

According to Arikunto (1996:146) there are two kinds of observation, namely systematic observation and non systematic observation. Further, he explains that systematic observation is done by using a guide as an observation instrument. While, non systematic observation is done without using observation instrument.

In this research the writer uses systematic observation method, because the scope that will be observed is limited by the problem and the purpose of the research. In this case, the writer observes the English teaching and learning process conducting by the English teacher and the school location.

3.4.2 Interview Method

Kartono (1990:187) says that interview method is a way of collecting data in which two persons or more do face to face communication (questioning-answering) systematically and based on the research objective. This can be assumed that interview method means away of collecting data that is done by asking some questions orally to the data resources.

The interview method used in this study is free guided interview. It means that the interviewer will take an outline of a series of questions, but the way of giving question and the time of interview depends on the interviewer herself (Kartono, 1980:204). Using this method the writer expects to obtain the data concerning with curriculum used in MAN I Jember and the books used in English teaching and learning process. The interview is conducted with the English teacher. The questions of interview can be seen at the interview guide.

3.4.3 Documentation Method

Arikunto (1996:148) says that documentation method is a method to find out data about variables in the form of notes, transcript, books, newspaper, magazine, daily notes, etc. In this research, this method is used to get the supporting data about the personnels of MAN I Jember, the list of respondents.

3.4.4 Writing Test

In this research writing test is used to collect the primary data about the errors of the students' composition. According to Hughes (1989:9) there are four types of test: (1) proficiency test, (2) achievement test, (3) diagnostic test, and (4) placement test.

In this research, the test given is achievement test, because the test is intended to know the students' achievement in English writing based on the materials stated in 1994 English curriculum. Subjective test is the format chosen to assess the students' achievement in writing. In this test the students are asked to write a composition based on the picture given about 100-150 words or 10 sentences in 90 minutes.

Dealing with the test, it is stated that the test must be valid and reliable. According to Hughes (1989:22) there are four kinds of validity: (1) content validity, (2) criterion-related validity, (3) face validity, and (4) construct validity. In this research, the validity of the test deals with content validity, because the test that will be used is achievement test, which is based on the materials stated in 1994 English curriculum.

Further Hughes (1989: 42) states that a valid test must be reliable. In this research because the test has fulfilled the content validity, so it is assumed that the test must be reliable.

3.5 Data Analysis Method

The data analysis used in this study is descriptive statistic to calculating the frequency and the percentage of the language errors. The statistical formula is as follows:

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

Note:

E   = the error percentage

n   = the number of errors using

N   = the number of total using

(Adapted from:Moh. Ali:1987)

The steps in analyzing the data are as follows:

1. Grouping the students' errors into two elements, they are syntactical and morphological errors;

2. Calculating the total use and using errors;

3. Finding out the percentages of errors by using the formula.

Then the highest and lowest percentages of the language errors can be analyzed.

The standard five is used to classifying the students' error in writing. Standard five is a kind of method in classifying the students' error into five category highest, high, enough, low, and lowest. Determining the students' category is based on standard deviation and mean, the following table is to know the grade of students' error.

Table 2. The Grade of the Students' error

Criterion	Interpretation
Over +2 SD	Highest
+ 1 SD - +2 SD	High
- 1 SD - + 1 SD	Enough
- 1 SD - - 2 SD	Low
- 2 SD and less	Lowest

IV. RESULTS AND DISCUSSION

The results of this research deal with the supporting data and primary data. The supporting data were got through documentation, observation, and interview methods, while the primary data were got through test.

4.1 Supporting Data

4.1.1 The Results of Documentation

The objective of documentation technique is to collect some data about the personals of MAN I Jember, and the list of respondent.

The personnels of MAN I Jember in the academic year 1999/2000 consist of 79 teachers and 25 staff. So, there are 104 persons all of them. The following tables are information about the teachers based on their educational background, professional status, and rank.

Table 3. The Qualification of Teachers Based on their Educational Background

No	Educational Background	Frequency	Percentage
1.	D2	15	18,99 %
2.	D3	6	7,59 %
3.	S1	58	73,42 %
4.	S2	0	0 %
5.	Others	0	0 %
	TOTAL	79	100 %

Table 4. The Qualification of Teachers Based on Professional Status

No	Professional Status	Frequency	Percentage
1.	Full Timer	66	83,54 %
2.	Part Timer	13	16,46 %
	TOTAL	79	100 %

Table 5. The Qualification of Teachers Based on Their Rank

No	Rank	Frequency	Percentage
1.	III/A and less	21	26,58 %
2.	III/A - III/B	17	21,52 %
3.	III/B - III/C	17	21,52 %
4.	III/D - IV/A	24	30,38 %
5.	Over IV/A	0	0 %
	TOTAL	79	100 %

As it is stated in chapter III that the respondents of this study are the second year students of MAN I Jember in the academic year 1999/2000 . To determine the respondent, the researcher uses proportional random sampling by lottery. The samples are chosen based on the number of each class. The total number of the second year students of MAN I Jember are 576. In this study the researcher took 50 students as the respondents. The name of the respondents can be seen in the appendix 5.

To determine the number of students taken as the sample in each class, the following formula is used:

$$Ss = \frac{n}{N} \times Es$$

Notes :

Ss   = Sub Samples

N   = Σ population

n   = Σ member of sub population

Ir   = The Expected samples

The formula above is applied to determine the proportional number of the classes. The following is the recapitulation of respondents' determination of the second year students of MAN I Jember in the academic year 1999/2000.

Table 6. The Recapitulation of Respondents Determination.

No.	Class	Population	Sample
1.	II A	46	4
2.	II B	46	4
3.	II C	44	4
4.	II D	42	3
5.	II E	46	4
4.	II F	45	4
6.	II G	44	4
7.	II H	44	4
8.	II I	44	4
9.	II J	44	4
10.	II K	43	3
11.	II L	44	4
12.	II M	44	4
Σ		576	50

4.1.2 The Results of Observation

The objective of observation technique was to find out some data about the location of MAN I Jember, and English teaching and learning process.

MAN I Jember is located at Jl. Imam Bonjol 54 Jember. There are many parts of building such as mosque, library ,etc, the detailed description about the location and parts of the building of MAN I Jember can be seen in the map enclosed.

Furthermore, the teacher applies the communicative approach which emphasizes on the learners' ability to communicate in English through motivating activities both in written and oral form such as doing dialogue in a pair or in groups and arrange the jumbled sentences into a good paragraph. The students looked very ambitious when the teacher conducted these activities. The teacher did not teach each skill separately, because the teaching of reading, listening, speaking, and writing are related to each other. The students were given material in one unit.

4.1.3 The Results of Interview

The writer in this research interviewed the English teacher connected with the approach in teaching English, the technique used in teaching witting skill, and the compulsory and supplementary English book used in teaching English.

The teacher applied communicative approach in teaching English to their students. Through this approach the students were given a chance to be active in teaching learning process, and the students had to express their ideas in English both in written and orai form.

According to the English teacher, she seldom gave the students writing task. She gave more reading and structure tasks than writing task. In writing, the students were trained first to make correct sentences, then they learn how to make a good composition based on the pictures or topics given. Besides, providing the pictures or topics, she also gave some important points such as the vocabulary or key words to help them in developing their thoughts and ideas. She could not deny the fact that there are many errors on the student's composition.

The references or the English books used by the English teacher were the English book for SMU published by IKIP Malang. The book was used based on the consideration that the contents of the books was relevant with the 1994 English curriculum for SMU. In addition, the supplementary English book published by the Ministry of Education and Culture of the Republic Indonesia is available in the school library, so that the students could borrow them if necessary. Besides, the teacher also used LKE (Lembar Kerja Evaluasi) "Tuntas"published by Graha Pustaka Jakarta.

4.2 Primary Data

4.2.1 The Results of Writing Test.

The primary data of this research were collected by using test conducted on February 21st, 2000. The results of the test are presented in the following table.

Table 7. Preparation of Data Analysis.

GRAMMATICAL ERROR

Nr	The Elements of Morphology				Total		The Elements of Syntax						Total		TOTAL	
	A		B				C		D		E					
	using	error	using	error	using	error	using	error	using	error	using	error	using	error	using	error
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	17	10	10	5	27	15	4	1	9	4	12	7	25	12	52	27
2	18	16	3	4	27	20	5	2	8	6	11	7	24	15	51	35
3	14	6	9	4	23	10	7	3	10	3	9	2	26	8	52	18
4.	19	7	7	3	26	10	3	1	11	9	7	3	21	13	41	23
5.	15	8	5	2	20	10	4	2	14	10	10	3	28	15	31	25
6.	9	8	8	4	17	12	6	2	10	4	8	2	24	8	41	20
7.	11	5	7	3	18	8	5	3	9	7	9	4	23	14	41	22
8.	14	7	6	4	20	11	4	2	16	4	10	5	30	11	50	22
9.	18	4	4	3	22	7	3	1	7	3	12	6	22	19	44	26
10.	15	8	10	7	25	15	6	4	10	5	14	7	30	16	55	31
11.	16	9	11	2	27	11	7	3	13	9	11	8	31	20	58	31
12.	13	6	10	6	23	12	4	1	15	7	10	8	29	16	52	26
13.	7	3	8	7	15	10	3	2	7	5	6	4	16	11	31	21
14.	9	2	7	3	16	5	8	4	7	6	7	5	22	15	38	20
15.	11	4	6	1	17	5	7	3	9	4	8	2	24	9	41	14
16.	13	5	7	2	20	7	5	1	8	5	12	4	25	10	45	17
17.	16	7	6	4	22	11	4	2	10	8	11	3	25	13	47	24
18.	19	5	5	1	24	6	3	1	11	9	9	1	23	11	47	17
19.	16	7	10	7	26	14	6	3	13	7	5	4	24	14	50	28
20.	11	6	9	6	20	12	7	2	12	9	7	1	26	12	46	24
21.	14	3	7	1	21	4	4	1	9	2	7	6	20	9	41	13
22.	17	4	8	2	25	0	6	4	8	3	11	7	25	14	50	20

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
23.	13	9	5	3	18	12	7	2	10	5	6	3	23	10	41	22
24.	10	6	6	1	16	7	8	3	11	4	8	4	27	11	43	18
25.	11	7	8	2	19	9	7	2	7	3	9	5	23	11	42	20
26.	12	4	4	3	16	7	7	3	8	2	10	5	25	10	41	17
27.	9	6	6	2	15	8	6	2	6	2	13	3	25	7	40	15
28.	8	6	7	1	15	7	5	2	13	3	15	9	23	14	48	21
29.	10	2	9	4	19	6	3	1	14	2	9	1	26	4	45	10
30.	12	3	7	3	19	6	7	2	15	3	10	4	32	9	51	15
31.	15	3	5	2	20	6	5	1	17	4	11	6	33	11	53	17
32.	16	4	6	1	22	5	3	1	10	5	7	4	20	10	42	15
33.	15	6	8	7	23	13	4	2	9	2	6	1	19	5	42	18
34.	13	5	7	5	20	10	7	2	8	4	5	1	20	7	40	17
35.	11	2	4	2	15	4	7	3	10	5	7	2	24	10	39	14
36.	7	6	5	3	12	9	5	3	11	5	6	3	22	11	34	20
37.	8	5	9	3	17	8	4	2	13	4	11	2	28	8	45	16
38.	10	4	10	4	20	8	4	2	7	3	13	3	24	8	44	16
39.	13	7	6	3	19	10	4	2	9	2	9	1	22	5	41	15
40.	9	6	7	4	18	10	3	2	10	3	8	7	21	12	39	22
41.	10	5	6	3	16	8	2	2	8	1	6	5	16	8	32	16
42.	8	2	10	1	18	3	3	2	15	12	5	3	23	17	41	20
43.	14	3	7	2	21	6	4	1	14	9	11	8	29	18	50	24
44.	16	10	6	2	22	12	5	1	12	5	14	9	31	15	53	27
45.	10	7	10	3	20	10	6	2	8	3	15	11	29	16	49	26
46.	11	10	9	2	20	12	4	2	7	4	11	9	22	15	42	27
47.	14	5	5	1	19	6	3	1	9	8	13	3	25	12	44	18
48.	13	2	7	6	20	8	4	1	11	6	9	4	24	14	44	22
49.	12	3	6	3	18	6	6	2	15	9	7	3	28	14	46	20
50.	10	8	5	2	15	10	5	1	17	10	6	4	28	15	43	25
Σ	632	289	361	156	993	445	249	95	530	259	466	237	1245	591	2238	1036
M	20,7															

Notes:

Nr   : Number of Respondent

A   : Tense markers   D   : Articles

B   : Plural Markers   E   : Prepositions

C   : Conjunctions

Using : The number of each element used in the students' composition

Table 8. Table of analysis: Effective Errors of Using Syntax and Morphology

No	Classification of Errors	Total using	Frequencies of Errors	Percentage of Errors from Total using	Ranking
1.	Conjunctions	249	95	38.15%	5
2.	Articles	530	259	48,86%	2
3.	Prepositions	466	237	50,85%	1
4.	Tense Markers	632	289	45,72%	3
5.	Plural Markers	361	156	43,21%	4

Table 9. Table of Analysis: Relative errors of Using syntax and Morphology

No.	Classification of errors	Frequency of Errors	Percentage of Errors
1.	Conjunctions	95	9,17%
2.	Articles	259	25%
3.	Prepositions	237	22,88%
4.	Tense Markers	289	27,89%
5.	Plural Markers	156	15,06%
	TOTAL	1036	100%

Table 9 can be drawn by using bar diagram as follows:
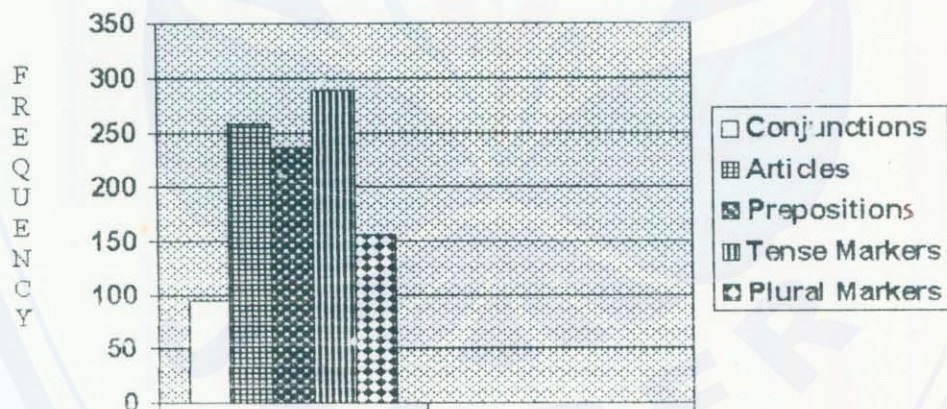
The standard five interval is used to classifying the students' error. It is done by classifying students' error into five categories highest, high, enough, low, and lowest. The first step is calculating Standard Deviation (SD) by using the preparation table as follows :

Table 10: The Preparation Table to Calculate SD

Interval	F	d	Fd	Fd2
34 - 39	1	+2	2	4
28 - 33	3	+1	3	3
22 - 27	17	0	0	0
16 - 21	21	-1	-21	21
10 - 15	8	-2	-16	32
TOTAL	50		-32	60

$$SD = i \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2}$$

$$= 6 \sqrt{\frac{60}{50} - \left(\frac{-32}{50}\right)^2}$$

$$= 6\sqrt{1,2 - 0,4096}$$

$$= 5,33$$

The second step is classifying the students' error into five that is highest, high, enough, low, and lowest. It is done based on Mean and SD, and the calculation can be seen on the table below:

Table 11. The Students' Error Classification

Classification	Criterion	Error	F	%
Highest	Over +2SD	Over 28	3	6%
High	+1SD - +2SD	23 - 27	12	24%
Enough	-1SD - +1SD	18 - 22	19	38%
Low	-1SD - -2SD	12 - 17	15	30%
Lowest	-2SD and less	11 and less	1	2%
TOTAL			50	100 %

Table 11 can be drawn by using bar diagram as seen below:
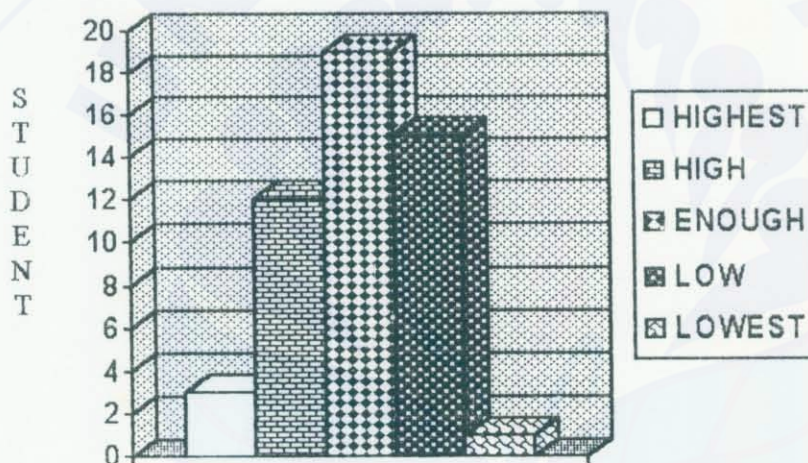
4.2.2 DISCUSSION

From the data analysis, it can be seen that the second year students of MAN I Jember frequently made some grammatical errors on their composition. The big error in syntax is made in part of preposition with the total number of errors 237 (it is 50,85% from the total using). While the big error in morphology is made in part of tense markers with the total number of errors 289 (it is 45,72% from the total using).

Based on the result presented on table 11, the number of the students' errors that are classified into highest, high, enough, low, and lowest are as follows:

- Lowest is only one student or 2% of 50 respondents;
- Low is 15 students or 30% of 50 respondents;
- Enough is 19 students or 38% of 50 respondents;
- High is 12 students or 24% of 50 respondents;
- Highest is 3 students or 6% of 50 respondents.

From those results it could be said that the students still have problems in English writing especially in applying syntax and morphology. This means the students do not master the grammar well and the quality of the second year students in writing grammatically correct sentences was enough. These errors occur because the students seldom practice the writing skill. It is suggested that the teacher must explain more about the element of grammar especially on preposition that have the highest error in students' composition and the students' grammatical mastery should be improved and need to be practiced in writing English a lot to improve their writing skill.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis and discussion, it can be concluded that the second year students of MAN I Jember in the academic year 1999/2000 made a number of errors in using syntax and morphology on English Writing. The frequency of grammatical errors are 1036 or 46,29% from the total using.

The percentage of syntactical errors is 47,47% from the total using. The errors are as follows:

a. The total errors on the use of conjunction are 38,15 % from the total using;

b. The total errors on the use of articles are 48,86 % from the total using;

c. The total errors on the use prepositions are 50,85 % from the total using;

The percentage of morphological errors is 44,81% from the total using. The errors are as follows:

d. The total errors on the use tense markers are 45,72 % from the total using;

e. The total errors on the use of plural markers are 43,21 % from the total using.

From the list above it can be concluded that syntactical errors are 47,47% which means that the big errors is on syntax. While the percentage of morphological errors are 44,81% from the total using which means that morphology has low errors than syntax.

5.2 Suggestions

Based on the results of the research, the writer wants to give some suggestions to the teacher, the students, as well as the next researcher.

For the English teachers, they should provide students with more practice and explain how to formulate words into good sentences in English teaching and learning process.

For the students, they are suggested to learn English diligently and to improve their grammatical mastery in order that they can write grammatically correct sentences on their composition.

For the next researcher, the results of this research can become one of the references to conduct further research focussing on prepositions and tense markers for examples the experimental research design.

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MATRIX

PROBLEMS	VARIABLE	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
General Problem: How is grammatical errors in writing made by the second year students of MAN I Jember? Specific Problems : a. How is Syntactical Errors in writing made by the second year students of MAN I Jember? b. How is Morphological Errors in writing made by the second year students of MAN I Jember?	Grammatical error	1. Syntactical Errors 2. Morphological Errors	– The misused conjunctions; – the misused and the omitted articles; – the misused prepositions; – The misuse of tense markers; – the misuse and the absence of plural markers;	1. Respondents – The second year students of MAN I Jember in the academic year 1999/2000 2. Informants – The English teachers 3. Documents – The name of teachers – The name of students	1. Research Design : Descriptive 2. Area Determination method: Purposive method: MAN I Jember 3. Respondent Determination Method: Proportional Random Sampling. 4. Data Collecting Method : - Test - Observation - Interview - Documentation 5. Data Analysis Method: - Descriptive Statistic $E = \dfrac{n}{N} X 100\%$ E = the percentage N = the number of total using n = the number of errors using (Adapted from A.i: 1987)

RESEARCH INSTRUMENT

THE GUIDE OF OBSERVATION

NO	THE DATA TAKEN	DATA RESOURCE
1.	The location of MAN I Jember	The location of school
2.	English teaching and learning process	Teaching Learning Process

THE GUIDE OF DOCUMENTATION

NO	THE DATA NEEDED	DATA RESOURCE
1.	The personnels of MAN I Jember	Document
2.	The list of respondent	Document

INTERVIEW QUESTIONS

1. What approach do you use in teaching English ?
2. How do you teach writing skill ?
3. How often do you teach writing skill ?
4. What are the compulsory and supplementary English book used in teaching English?
5. Why do you choose those books?

WRITING TEST

TIME   : 90 MINUTES
CLASS/CAWU : II/II

INSTRUCTION :
  TULIS SEBUAH KARANGAN BERDASARKAN GAMBAR YANG
  DIBERIKAN DENGAN JUMLAH KATA $\pm$ 100-150 KATA ATAU 10
  KALIMAT. (GUNAKAN KATA KUNCI DIBAWAH GAMBAR)

Waiting room

2

Doctor's room

Asking the problem

4

Thermometer

Mouth

6

Observe the thermometer

Prescription

8

DRUGSTORE

Drugstore

9

Take a rest

10

Get better

37
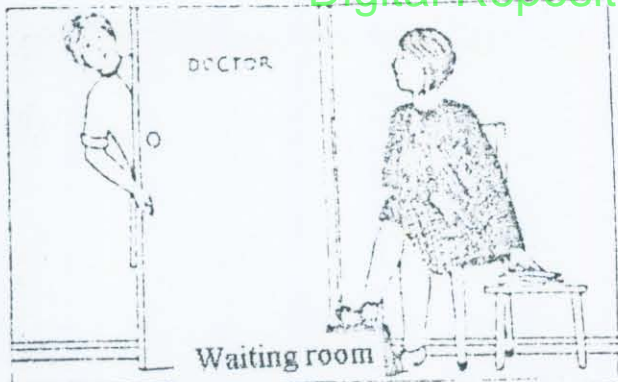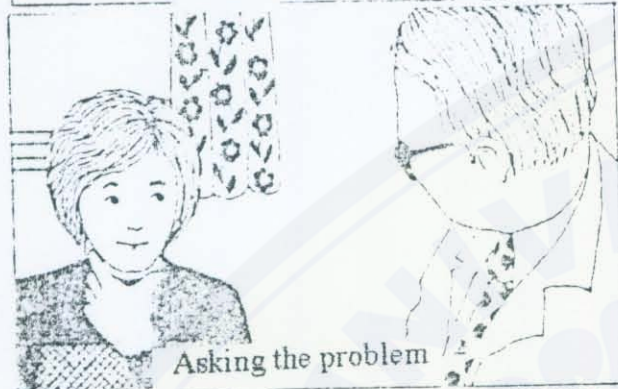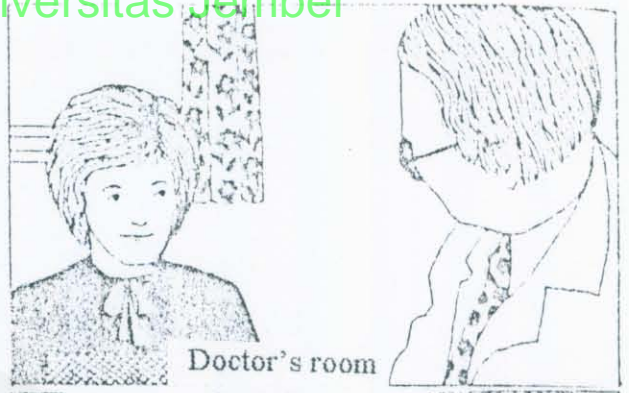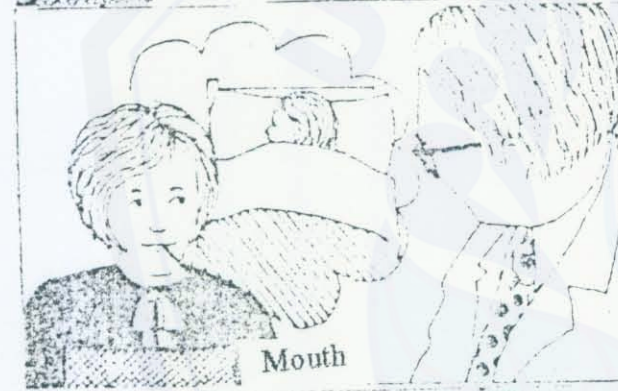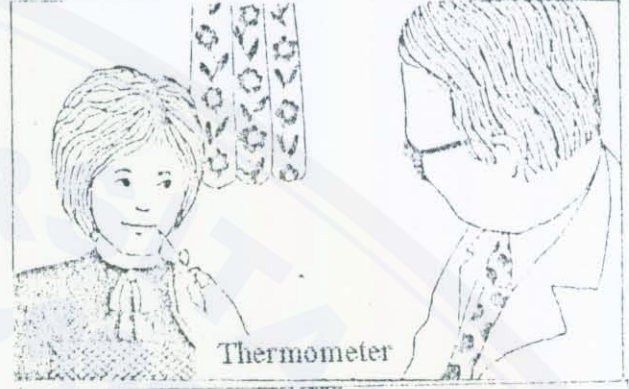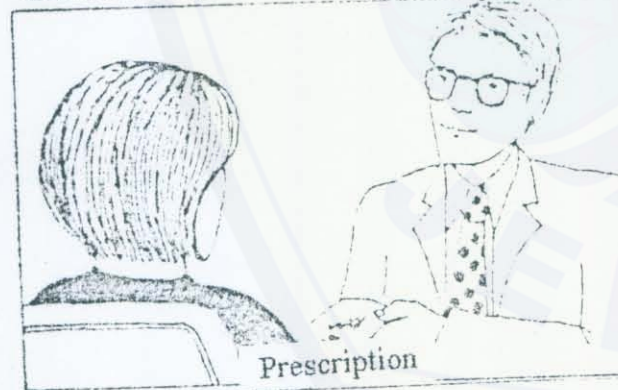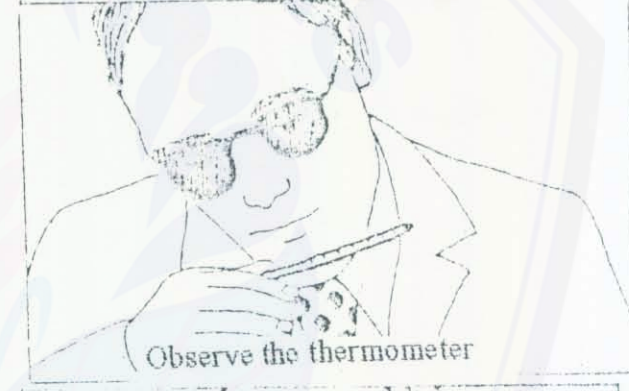
THE PROBABILITY OF ANSWER

There is a girl at the waiting room. She is waiting for the doctor. When the nurse calls her, she comes to the doctor's room. Then the doctor asks about her problem. She has some troubles of headache, stomachache, and pains. After that the doctor takes the thermometer to know her temperature. He puts it in her mouth, and takes it after three minutes. It shows 40 degree Celsius. Because her temperature is high, the doctor gives her prescription and he hopes she will get better. After that she goes to drugstore to buy medicine, she must take one tablet every four hours, and should take a rest for three days. After taking medicine, she stays in bed. Finally, about three days later, she gets better and looks happy with her family.

Appendix 5

THE NAME OF THE RESPONDENTS

No.	N A M E	M/F	CLASS
1.	Abdul wafi malik	Male	II A
2.	Anuhromatul hidayah	Female	II A
3.	Denok Lestari	Female	II A
4.	Fredy Eka Martha	Male	II A
5.	Ali Waft	Male	II B
6.	Alfian nurul Qodri	Male	II B
7.	Ana Nurveni	Female	II B
8.	Aggun Dinil Islami	Female	II B
9.	Zamrony	Male	II C
10.	Yeni siswanti	Female	II C
11.	Sayu Rosida	Female	II C
12.	ABDUL haris Humaidi	Male	II C
13.	Achmad Zaenuri	Male	II D
14.	Ade Bagus Sumara	Male	II D
15.	Agustin fitriana	Female	II D
16.	Isyatir Rodiyah	Female	II E
17.	Himatul Fitriyah	Female	II E
18.	Sofyan	Male	II E
19.	Solehati	Female	II E
20.	Diana Zilfia	Female	II F
21.	Sudarman	Male	II F
22.	Yayuk Rahayu	Female	II F
23.	Darwatik	Female	II F
24.	Khoirul Anwar	Male	II G
25.	Haryono	Male	II G
26.	Rita Wahyuni	Female	II G
27.	Nur Ahmad	Male	II G
28.	Evi Widari	Female	II H
29.	Ahmad khoiri	Male	II H
30.	Susiati	Female	II H
31.	Zaenal Abidin	Male	II H
32.	Matsaroni	Male	II I
33.	Elvia Elawati	Female	II I
34.	M. Ansori	Male	II I
35.	Dewi Masruroh	Female	II I
36.	Istiani	Female	II J

37.	Roykhana	Female	II J
38.	Fausan	Male	II J
39.	Nanang Sugianto	Male	II J
40.	Alfin Nikmah	Female	II K
41.	Samsul Arifin	Male	II K
42.	Khalik	Male	II K
43.	Nuril fitri	Female	II K
44.	Muslimah	Female	II L
45.	Maisaroh	Female	II L
46.	Abdul Malik	Male	II L
47.	Hartono	Male	II M
48.	Umamah	Female	II M
49.	Mujiani	Female	II M
50.	Amirullah	Male	II M

Appendix 6

The Personnels of MAN I Jember
The Teachers of MAN I Jember in the Academic Year 1999/2000

No.	Nama	Subject
1.	Drs. Dulhalim	Headmaster
2.	Drs. Sukardjo	Arabics
3.	Moh. Halimi, F, BA	Fiqih
4.	Mamik suparmi	PPKn & Geography
5.	Drs. A. Fauzan , S	Arabics
6.	Drs. M Anwari Sy	English and Arabics
7.	Drs. Abdul wahid	Mathemathics
8.	Drs. A Muhib Rb	Qur'an Hadist
9.	Drs. Syamsul H	PPKn
10.	Syufa'at	Fiqih
11.	M. Radjuddin, BA	Ushul Fiqih
12.	Drs. Mahayyun	Arabics, Qur'an & Hadist
13.	Drs. M Yusuf	Indonesians
14.	Drs. Agus Nirmala	Economics
15.	Ir. Hariyanto	Mathematics
16.	Syaiful Amri	Automotive
17.	A. Rifa'l	Electronocs
18.	A. hidayat	Electronics
19.	Drs. Martius Af	Sewing
20.	Drs. Ridwan	Automotive
21.	Ainul Fitorh, BA	Mathematics
22.	Dra. Qomariah M	Biology
23.	Drs. Rico Asikin	Biology
24.	Dra. Ida Erni, M	Mathematics
25.	Drs. M. rifa'I	National history
26.	Drs. Muttahid	Chemistry
27.	Edy Puwanto	Sports % Healths
28.	Drs. Ali Mu'tasim	Chemistry
29.	Drs. Tri Hartono	Physics
30.	Suparno, Spd	English
31.	Agus suyatno, Spd	Indonesians
32.	Drs. Husin MTT	Aqidah Akhlak
33.	Vivit Novian, Spd	Physics
34.	Febri Hidayati, Spd	English
35.	Heriyanto, Spd	Physics
36.	Drs. Rofiul W	Physics
37.	Drs Satiman	Physics
		To be continued……

1	2	3
38.	Drs. Mahmudi	Physics
39.	Moh. Nasir , Spd	Arts
40.	Dra. Anis hofsah	German
41.	Samidjo	Chemistry
42.	Eko Sutoyo, BA	Economics
43.	Drs. A Rahman DS	Indonesians
44.	Rochyat Taufik	History
45.	Drs. Husnan Jakfar	Arts
46.	Drs. Agus joko P	English
47.	Drs. Farhan Zaki	Health
48.	Dra. Eko Wardani	Indonesians
49.	Heny siswondo	Indonesians
50.	Moh. Jaini, BA	English
51.	Drs. Eko Budi L	Qur'an & Hadist
52.	Drs. Sugeng C	Antrophology
53.	Haryono, SH	Sosiology
54.	Dra. Lilia Nh	Mathematic
55.	Drs. Amir Mahmud	Biology
56.	Dra. N. Linda WA	Sports & Health
57.	Dra. Nurul Q	Economics
58.	Drs. Adnan	PPKn
59.	Surono, Spd	English
60.	Is W Untari, Spd	PPKn & National History
61.	Roby Santoso, BA	Ilmu Tafsir
62.	Uji Rosanti, Spd	Mathematic
63.	Dra. Retno Gunarti	Chemistry
64.	Dra. Mahendrati	Biology
65.	Sri Rahayu L, Spd	English
66.	Faizatun N, Spd	Geography
67.	Nur Indina, Spd	Indonesians
68.	Abd. Aziz, Spd	Physics
69.	Giman, Spd	Economics
70.	Istiq Laili, Spd	Indonesians
71.	Imam Mujiono	Agriculture
72.	Joko Purnomo	Agriculture
73.	Reny Prastiti, Spd	Dressmaking
74.	Dra. Astini Utami	Sewing
75.	Bekti wiyono	Computers
76.	Abd. Muis	Computers
77.	Subariyanto	Computers
78.	Moh. Syafi'I	Musics
79.	Murjadi	sports

(School Documents, 1999/2000)

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The Staff of MAN I Jember

No.	Name	Positions
1.	Drs. M. jahir	The Chief Administrations Staff
2.	Abdul Ghofur	Staff
3.	Indrawati	Staff
4.	Ibnul Malik	Staff
5.	Cholid ustman	Freelance Staff
6.	Shohiliul Hadi	Freelance Staff
7.	Mahfudz	Freelance Staff
8.	Waqi'ah	Freelance Staff
9.	Sudar	Freelance Staff
10.	Eni Fitriatin	Freelance Staff
11.	Maratul K	Freelance Staff
12.	Lusiana	Freelance Staff
13.	M. Sauki	Freelance Staff
14.	Rifa'I	Freelance Staff
15.	Aryono	Freelance Staff
16	Abdul Mu'in	Freelance Staff
17	Sulhan	Freelance Staff
18	M. Tabrani	Freelance Staff
19	Sugianto	Freelance Staff
20	Siti azizah	Freelance Staff
21	Sunarto	Freelance Staff
22	Abdul Halim	Freelance Staff
23	Abdul Aziz	Freelance Staff
24	Suradi	Gardener
25	Sulas	Gardener

(School Docoments, 1999/2000)

A FEW EXAMPLES OF THE WAY IN ANALYZING THE DATA

THE MISUSE OF TENSE MARKERS

1. The girl **sit** at waiting room (1/1)

    (The girl **sits** at the waiting room)

2. Assistant **call** the girl (1/2)

    (The assistant **calls** the girl)

3. The girl **sit** in front the doctor (1/3)

    (The girl **sits** in front of the doctor)

4. Doctor **asking** the problem (1/4)

    (The doctor **is asking** the problem)

5. Doctor **put** the thermometer between 2 minute to 4 minute. (1/5)

    (The doctor **puts** the thermometer for 2 minutes up to 4 minutes)

6. The doctor **give** a prescription. (1/6)

    (The doctor **gives** a prescription)

7. The girl **take** a rest between 3 day and 5 day. (1/7)

    (The girl **takes** a rest for 3 days up to 5 days)

8. The girl **have** some problem. (1/8)

    (The girl **has** some problems)

9. The girl **get** better. (1/9)

    (The girl **gets** better)

10. Doctor **observe** the thermometer. (1/10)

    (The doctor **observes** the thermometer)

11. The nurse **call** the girl. (2/11)

    (The nurse **calls** the girl)

12. Girl **find** the doctor. (2/12)

    (The girl **finds** the doctor)

13. The doctor **ask** my sick. (2/13)

    (The doctor **asks** my sick)

14. She **have** some problem. (2/14)

(She **has** some problems)

15. Doctor **give** prescription or medicine. (2/15)

(The doctor **gives** a prescription and medicine)

16. Girl **buy** some medicine in drugstore. (2/16)

(The girl **buys** some medicines at the drugstore)

17. The girl **wait** the doctor on waiting room. (3/17)

(The girl **waits** the doctor at the waiting room)

18. The nurse **call** the girl. (3/18)

(The nurse **calls** the girl)

19. Doctor **sit** on the room. (3/19)

(The doctor **sits** at the room)

20. Doctor **take** thermometer. (3/20)

(The doctor **takes** the thermometer)

21. Doctor **ask** to open mouth. (3/21)

(The doctor **asks** to open mouth)

22. Doctor **give** a prescription. (3/22)

(The doctor **gives** a prescription)

23. The girl **take** a rest in home since a few day. (3/23)

(The girl **takes** a rest at home for a few days)

24. The girl **sit** alone on waiting room. (4/24)

(The girl **sits** alone at the waiting room)

25. She **come** to the doctor's room. (4/25)

(She **comes** to the doctor's room)

26. The doctor **observe** the thermometer. (4/26)

(The doctor **observes** the thermometer)

27. The girl **sick** summer, flu and not headache. (4/27)

(The girl **is sick** summer, flu, but not headache)

28. The doctor **give** a prescription.(4/28)

    (The doctor **gives** a prescription)

29. He **ask** the girl to buy five tablet or four capsule.(4/29)

    (He **asks** the girl to buy five tablets and four capsules)

30. The girl **buy** medicine. (4/30)

    (The girl **buys** medicine)

31. The girl **take** a rest between 6 day.(4/31)

    (The girl **takes** a rest for 6 days)

32. The girl **sit** on waiting room. (5/32)

    (The girl **sits** at the waiting room)

33. The girl **sit** on doctor's room. (5/33)

    (The girl **sits** at the doctor's room)

34. The doctor **asking** the problem. (5/34)

    (The doctor **is asking** the problem)

35. The doctor **bring** the thermometer. (5/35)

    (The doctor **brings** the thermometer)

36. The girl **sick** flu and headache. (5/36)

    (The girl **is sick** flu and headache)

37. Doctor **observe** the thermometer. (5/37)

    (The doctor **observes** the thermometer)

38. The doctor **write** some prescription. (5/38)

    (The doctor **writes** some prescriptions)

39. She **get** better in home with family. (5/39)

    (She **gets** better at home with family)

40. The girl **wait** on waiting room. (6/40)

    (The girl **waits** at the waiting room)

41. Doctor **asking** the problem. (6/41)

    (The doctor **is asking** the problem)

42. Doctor **give** thermometer. (6/42)

    (The doctor **gives** the thermometer)

43. Doctor **observe** the thermometer.(6/43)

    (The doctor **observes** the thermometer)

44. She **take** a rest between 4 day. (6/44)

    (She **takes** a rest for 4 days)

45. The girl **sit** on waiting room. (7/45)

    (The girl **sits** at the waiting room)

46. The girl **come** on doctor's room. (7/46)

    (The girl **comes** at the doctor's room)

47. The girl **asking** the problem. (7/47)

    (The girl **is asking** the problem)

48. The doctor **observe** the thermometer. (7/48)

    (The doctor **observes** the thermometer)

49. Doctor **give** some prescription. (7/49)

    (The doctor **gives** some prescriptions)

50. Girl **go** to drugstore. (7/50)

    (The girl **goes** to drugstore)

51. Girl **take** a rest in bed. (7/51)

    (The girl **takes** a rest on the bed)

52. She **get** better but look happy. (7/52)

    (She **gets** better and looks happy)

53. The doctor **asking** the problem. (8/53)

    (The doctor **is asking** the problem)

54. The doctor **give** two prescription.(8/54)

    (The doctor **gives** two prescriptions)

55. The doctor **observe** the thermometer. (8/55)

    (The doctor **observes** the thermometer)

56. The girl **take** a rest between 3 day to 6 day. (8/56)

(The girl **takes** a rest for 3 days up to 6 days)

57. The girl **sit** waiting room. (9/57)

(The girl **sits** at the waiting room)

58. The girl **come** at the doctor's room. (9/58)

(The girl **comes** at the doctor's room)

59. The doctor **asking** the problem. (9/59)

(The doctor **is asking** the problem).

60. Doctor **bring** the thermometer. (9/60)

(The doctor **brings** the thermometer)

61. The doctor **enter** the thermometer on mouth. (9/61)

(The doctor **enters** the thermometer in her mouth)

62. The doctor **observe** the thermometer. (9/62)

(The doctor **observes** the thermometer)

63. The girl **go** to drugstore. (9/63)

(The girl **goes** to drugstore)

64. The girl **get** better with father, mother and child. (9/64)

(The girl **gets** better with father, mother and child)

65. The doctor **asking** the problem. (10/65)

(The doctor **is asking** the problem).

66. The girl **have** some problem. (10/66)

(The girl **has** some problems)

67. The girl **buy** some medicine. (10/67)

(The girl **buys** some medicines)

68. The doctor **asking** the problem. (11/68)

(The doctor **is asking** the problem).

69. The doctor **observe** the thermometer. (11/69)

(The doctor **observes** the thermometer)

70. The doctor **give** a prescription.(11/70)

    (The doctor **gives** a prescription)

71. The girl **take** a rest on home. (11/71)

    (The girl **takes** a rest at home)

72. The girl **sit** waiting room (12/72)

    (The girl **sits** at the waiting room)

73. The girl **sit** in front the doctor. (12/73)

    (The girl **sits** in front of the doctor)

74. The doctor **give** a prescription. (12/74)

    (The doctor **gives** a prescription)

75. The girl **sick** flu and headache. (12/75)

    (The girl **is sick** flu and headache)

76. The girl **come** to the doctor's room. (13/76)

    (The girl **comes** to the doctor's room)

77. The doctor **asking** the problem. (13/77)

    (The doctor **is asking** the problem)

78. The doctor **bring** the thermometer. (13/78)

    (The doctor **brings** the thermometer)

79. The doctor **give** a prescription and not medicine. (13/79)

    (The doctor **gives** a prescription but do not give medicine)

80. The girl **take** a rest between 3 day. (13/80)

    (The girl **takes** a rest for 3 days)

81. The girl **sit** waiting room. (14/81)

    (The girl **sits** at the waiting room)

82. The doctor **asking** the problem. (14/82)

    (The doctor **is asking** the problem)

83. The girl **sick** flu. (14/83)

    (The girl **is sick** flu)

84. The doctor **observe** the thermometer. (14/84)

    (The doctor **observes** the thermometer)

85. The girl **take** a rest in bed. (14/85)

    (The girl **takes** a rest on the bed)

86. The girl **sit** in front the doctor. (15/86)

    (The girl **sits** in front of the doctor)

87. The doctor **put** the thermometer through mouth between 3 minute to 5 minute.
    (15/87)

    (The doctor **puts** the thermometer in her mouth for 3 minutes up to 5 minutes)

88. The girl **take** a rest between 3 day. (15/88)

    (The girl **takes** a rest for 3 days)

89. The girl **come** to doctor's room. (16/89)

    (The girl **comes** to the doctor's room)

90. The doctor **bring** the thermometer. (16/90)

    (The doctor **brings** the thermometer)

91. The doctor **observe** the thermometer. (16/91)

    (The doctor **observes** the thermometer)

92. The girl **buy** medicine on drugstore. (16/92)

    (The girl **buys** medicine at the drugstore)

93. She **take** a rest in bed. (16/93)

    (She **takes** a rest on the bed)

94. The girl **sit** alone in waiting room. (17/94)

    (The girl **sits** alone at the waiting room)

95. She **comes** on doctor's room. (17/95)

    (She **comes** at the doctor's room)

96. The doctor **bring** the thermometer. (17/96)

    (The doctor **brings** the thermometer)

97. The girl **buy** medicine on drugstore. (17/97)

    (The girl **buys** medicine at the drugstore)

98. The girl **take** a rest in bed. (17/98)

    (The girl **takes** a rest on the bed)

99. The girl **get** better with family. (17/99)

    (The girl **gets** better with family)

100. The girl **come** to the doctor's room. (18/100)

    (The girl **comes** to the doctor's room)

101. The doctor **asking** her problem. (18/101)

    (The doctor **is asking** her problem)

102. The doctor **bring** the thermometer. (18/102)

    (The doctor **brings** the thermometer)

103. The girl **buy** medicine on drugstore. (18/103)

    (The girl **buys** medicine at the drugstore)

104. The girl **sit** on waiting room. (19/104)

    (The girl **sits** at the waiting room)

105. The girl **take** a rest on bed since 6 day. (19/105)

    (The girl **takes** a rest on the for 6 days)

106. The girl **get** better in home with her family. (19/106)

    (The girl **gets** better at home with her family)

107. The girl **sit** alone in waiting room. (19/107)

    (The girl **sits** alone at the waiting room)

108. The nurse **find** the girl. (20/108)

    (The nurse **finds** the girl)

109. She **come** on doctor's room. (20/109)

    (She **comes** at the doctor's room)

110. The doctor **observe** the thermometer. (20/110)

    (The doctor **observes** the thermometer)

111. The girl **buy** a prescription on drugstore. (20/111)

    (The girl **buys** a prescription at the drugstore)

THE MISUSE OF PLURAL MARKERS

1. Doctor put the thermometer between **2 minute to 4 minute**. (1/5)

    (The doctor puts the thermometer for **2 minutes up to 4 minutes**)

2. The girl take a rest between **3 day and 5 day**. (1/7)

    (The girl takes a rest for **3 days up to 5 days**)

3. The girl have **some problem**. (1/8)

    (The girl has **some problems**)

4. She have **some problem**. (2/14)

    (She has **some problems**)

5. She have **some problem**. (2/14)

    (She has **some problems**)

6. The girl take a rest in home since **a few day**. (3/23)

    (The girl takes a rest at home for **a few days**)

7. He ask the girl to buy **five tablet or four capsule**.(4/29)

    (He asks the girl to buy **five tablets and four capsules**)

8. The girl take a rest between **6 day**.(4/31)

    (The girl takes a rest for **6 days**)

9. The doctor write **some prescription**. (5/38)

    (The doctor writes **some prescriptions**)

10. She take a rest between **4 day**. (6/44)

    (She takes a rest for **4 days**)

11. The doctor give **some prescription**. (7/49)

    (The doctor gives **some prescriptions**)

12. The doctor give **two prescription**.(8/54)

    (The doctor gives **two prescriptions**)

13. The girl take a rest between **3 day to 6 day**. (8/56)

    (The girl takes a rest for **3 days up to 6 days**)

14. The girl have **some problem.** (10/66)

    (The girl has **some problems**)

15. The girl buy **some medicine**. (10/67)

    (The girl buys **some medicines**)

16. The girl take a rest between **3 day**. (13/80)

    (The girl takes a rest between **3 days**)

17. The doctor put the thermometer through mouth between **3 minute to 5 minute.** (15/87)

    (The doctor puts the thermometer in her mouth for **3 minutes up to 5 minutes**)

18. The girl take a rest between **3 day**. (15/88)

    (The girl takes a rest between **3 days**)

19. The girl take a rest on bed since **6 day**. (19/105)

    (The girl takes a rest on the for **6 days**)

THE MISUSED CONJUNTIONS

1. The girl sick summer, flu **and** not headache. (4/27)
    (The girl is sick summer, flu, **but** not headache)

2. She get better **but** look happy. (7/52)
    (She gets better **and** looks happy)

3. The girl sick summer, flu **and** not headache. (4/27)
    (The girl is sick summer, flu, **but** not headache)

4. He ask the girl to buy five tablet **or** four capsule.(4/29)
    (He asks the girl to buy five tablets **and** four capsules)

5. Doctor give prescription **or** medicine. (2/15)
    (The doctor gives a prescription **and** medicine)

6. The doctor give a prescription **and** not medicine. (13/79)
    (The doctor gives a prescription **but** do not give medicine)

THE MISUSED AND THE OMMITTED ARTICLES

1. The girl sit waiting room (1/1)

   (The girl sits at **the** waiting room)

2. Doctor asking the problem (1/4)

   (**The** doctor is asking the problem)

3. Doctor put the thermometer between 2 minute to 4 minute. (1/5)

   (**The** doctor puts the thermometer for 2 minutes up to 4 minutes)

4. Doctor observe the thermometer. (1/10)

   (**The** doctor observes the thermometer)

5. Girl find the doctor. (2/12)

   (**The** girl finds the doctor)

6. Doctor give prescription or medicine. (2/15)

   (**The** doctor gives a prescription and medicine)

7. Girl buy some medicine in drugstore. (2/16)

   (**The** girl buys some medicines at the drugstore)

8. Doctor sit on the room. (3/19)

   (**The** doctor sits at the room)

9. Doctor take thermometer. (3/20)

   (**The** doctor takes the thermometer)

10. Doctor ask to open mouth. (3/21)

    (**The** doctor asks to open mouth)

11. Doctor give a prescription. (3/22)

    (**The** doctor gives a prescription)

12. Doctor asking the problem. (6/41)

    (**The** doctor is asking the problem)

13. Doctor give thermometer. (6/42)

    (**The** doctor gives the thermometer)

14. Doctor observe the thermometer.(6/43)

(**The** doctor observes the thermometer)

15. Doctor give some prescription. (7/49)

(**The** doctor gives some prescriptions)

16. Girl go to drugstore. (7/50)

(**The** girl goes to drugstore)

17. Girl take a rest in bed. (7/51)

(**The** girl takes a rest on the bed)

18. Doctor bring the thermometer. (9/60)

(**The** doctor brings the thermometer)

19. The girl **sit at** waiting room (1/1)

(The girl **sits** at **the** waiting room)

THE MISUSED PREPOSITIONS

1. The girl sit **in front** the doctor (1/3)

(The girl sits **in front of** the doctor)

2. Doctor put the thermometer **between** 2 minute **to** 4 minute. (1/5)

(The doctor puts the thermometer **for** 2 minutes up **to** 4 minutes)

3. The girl take a rest **between** 3 day and 5 day. (1/7)

(The girl takes a rest **for** 3 days **up to** 5 days)

4. Girl buy some medicine **in** drugstore. (2/16)

(The girl buys some medicines **at** the drugstore)

5. The girl wait the doctor **on** waiting room. (3/17)

(The girl waits the doctor **at** the waiting room)

6. Doctor sit **on** the room. (3/19)

(The doctor sits **at** the room)

7. The girl take a rest **in** home since a few day. (3/23)

(The girl takes a rest **at** home for a few days)

8. The girl take a rest **between** 6 day.(4/31)

   (The girl takes a rest **for** 6 days)

9. The girl sit **on** waiting room. (5/32)

   (The girl sits **at** the waiting room)

10. The girl sit **on** doctor's room. (5/33)

    (The girl sits **at** the doctor's room)

11. She get better **in** home with family. (5/39)

    (She gets better **at** home with family)

12. The girl wait **on** waiting room. (6/40)

    (The girl waits **at** the waiting room)

13. She take a rest **between** 4 day. (6/44)

    (She takes a rest **for** 4 days)

14. The girl sit **on** waiting room. (7/45)

    (The girl sits **at** the waiting room)

15. The girl come **on** doctor's room. (7/46)

    (The girl comes **at** the doctor's room)

16. Girl take a rest **in** bed. (7/51)

    (The girl takes a rest **on** the bed)

17. The girl take a rest **between** 3 day to 6 day. (8/56)

    (The girl takes a rest **for** 3 days **up to** 6 days)

18. The girl sit waiting room. (9/57)

    (The girl sits **at** the waiting room)

19. The doctor enter the thermometer **on** mouth. (9/61)

    (The doctor enters the thermometer **in** her mouth)

20. The girl sit waiting room (12/72)

    (The girl sits **at** the waiting room)

21. The girl sit **in front** the doctor. (12/73)

    (The girl sits **in front of** the doctor)

22. The girl take a rest **between** 3 day. (13/80)

    (The girl takes a rest **for** 3 days)

23. The girl take a rest **in** bed. (14/85)

    (The girl takes a rest **on** the bed)

24. The girl sit **in front** the doctor. (15/86)

    (The girl sits **in front of** the doctor)

25. The doctor put the thermometer **through** mouth **between** 3 minute **to** 5 minute. (15/87)

    (The doctor puts the thermometer **in** her mouth **for** 3 minutes **up to** 5 minutes)

26. The girl take a rest **between** 3 day. (15/88)

    (The girl takes a rest **for** 3 days)

27. The girl buy medicine **on** drugstore. (16/92)

    (The girl buys medicine **at** the drugstore)

28. She take a rest **in** bed. (16/93)

    (She takes a rest **on** the bed)

29. The girl sit alone **in** waiting room. (17/94)

    (The girl sits alone **at** the waiting room)

30. She comes **on** doctor's room. (17/95)

    (She comes **at** the doctor's room)

31. The girl buy medicine **on** drugstore. (17/97)

    (The girl buys medicine **at** the drugstore)

32. The girl take a rest **in** bed. (17/98)

    (The girl takes a rest **on** the bed)

THE RESEARCH DATA

RESPONDENT 1

1. The girl sit at waiting room
2. Assistant call the girl.
3. The girl sit in front the doctor.
4. Doctor asking the problem .
5. Doctor put the thermometer between 2 minute to 4 minute.
6. The doctor give a prescription.
7. The girl take a rest between 3 day and 5 day.
8. The girl have some problem.
9. The girl get better.
10. Doctor observe the thermometer.

RESPONDENT 2

11. The nurse call the girl.
12. Girl find the doctor.
13. The doctor ask my sick.
14. She have some problem.
15. Doctor give prescription or medicine.
16. Girl buy some medicine in drugstore.

RESPONDENT 3

17. The girl wait the doctor on waiting room.
18. The nurse call the girl.
19. Doctor sit on the room.
20. Doctor take thermometer.
21. Doctor ask to open mouth.
22. Doctor give a prescription.

RESPONDENT 4

24. The girl sit alone on waiting room.

25. She come to the doctor's room.

26. The doctor observe the thermometer.

27. The girl sick summer, flu and not headache.

28. The doctor give a prescription.

29. He ask the girl to buy five tablet or four capsule.

30. The girl buy medicine.

31. The girl take a rest between 6 day.

RESPONDENT 5

32. The girl sit on waiting room.

33. The girl sit on doctor's room.

34. The doctor asking the problem.

35. The doctor bring the thermometer.

36. The girl sick flu and headache.

37. Doctor observe the thermometer.

38. The doctor write some prescription.

39. She get better in home with family.

RESPONDENT 6

40. The girl wait on waiting room.

41. Doctor asking the problem.

42. Doctor give thermometer.

43. Doctor observe the thermometer.

44. She take a rest between 4 day.

RESPONDENT 7

45. The girl sit on waiting room.

46. The girl come on doctor's room.

47. The girl asking the problem.

48. The doctor observe the thermometer.

49. Doctor give some prescription.

50. Girl go to drugstore.

51. Girl take a rest in bed.

52. She get better but look happy.

RESPONDENT 8

53. The doctor asking the problem.

54. The doctor give two prescription.

55. The doctor observe the thermometer.

56. The girl take a rest between 3 day to 6 day.

RESPONDENT 9

57. The girl sit waiting room.

58. The girl come at the doctor's room.

59. The doctor asking the problem.

60. Doctor bring the thermometer.

61. The doctor enter the thermometer on mouth.

62. The doctor observe the thermometer.

63. The girl go to drugstore.

64. The girl get better with father, mother and child.

RESPONDENT 10

65. The doctor asking the problem.

66. The girl have some problem.

67. The girl buy some medicine.

RESPONDENT 11

68. The doctor asking the problem.

69. The doctor observe the thermometer.

70. The doctor give a prescription.

71. The girl take a rest on home.

RESPONDENT 12

72. The girl sit waiting room

73. The girl sit in front the doctor.

74. The doctor give a prescription.

75. The girl sick flu and headache.

RESPONDENT 13

76. The girl come to the doctor's room.

77. The doctor asking the problem.

78. The doctor bring the thermometer.

79. The doctor give a prescription and not medicine.

80. The girl take a rest between 3 day.

RESPONDENT 14

81. The girl sit waiting room.

82. The doctor asking the problem.

83. The girl sick flu.

84. The doctor observe the thermometer.

85. The girl take a rest in bed.

RESPONDENT 15

86. The girl sit in front the doctor.

87. The doctor put the thermometer through mouth between 3 minute to 5 minute.

88. The girl take a rest between 3 day.

RESPONDENT 16

89. The girl come to doctor's room.

90. The doctor bring the thermometer.

91. The doctor observe the thermometer.

92. The girl buy medicine on drugstore.

93. She take a rest in bed.

RESPONDENT 17

94. The girl sit alone in waiting room.

95. She comes on doctor's room.

96. The doctor bring the thermometer.

97. The girl buy medicine on drugstore.

98. The girl take a rest in bed.

99. The girl get better with family.

RESPONDENT 18

100. The girl come to the doctor's room.

101. The doctor asking her problem.

102. The doctor bring the thermometer.

103. The girl buy medicine on drugstore.

RESPONDENT 19

104. The girl sit on waiting room.

105. The girl take a rest on bed since 6 day.

106. The girl get better in home with her family.

107. The girl sit alone in waiting room.

RESPONDENT 20

108. The nurse find the girl.

109. She comes on doctor's room.

110. The doctor observe the thermometer.

111. The girl buy a prescription on drugstore.

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor   : 240/PT.32.H5.FKIP/I.7'.2000

Lampiran   : Proposal

Perihal   : Ijin Penelitian

Jember, 1 1 FEB 2000.

Kepada   : Yth.Sdr. KEPALA SEKOLAH

              MAN I JEMBER

         di -   TEMPAT

Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas
Jember menerangkan bahwa Mahasiswa yang tersebut dibawah ini :

N a m a   : SUNARSIH

N i m   : B1 G1 95304

Program / Jurusan   : BAHASA and SENI/BAHASA INGGRIS

Berkenaan dengan penyelesaian studynya , maka mahasiswa tersebut ber —
maksud melaksanakan penelitian dengan judul :

ANALYSIS ON GRAMMATICAL ERROR IN WRITING OF THE
SECOND YEAR STUDENTS OF MAN I JEMBER IN THE ACADEMIC
YEAR 1999/2000

pada lembaga yang saudara pimpin.
Sehubungan dengan hal tersebut diatas kami mohon dengan hormat saudara
berkenan dan sekaligus kami mohon bantuan informasinya.
Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. D e k a n
Pembantu Dekan I

Drs. JOKO SUHUD
NIP. 130 355 407.

Perihal : Ijin penelitian

Kepada :

YTH. Bapak Kepala Sekolah MAN I Jember

      Di tempat

Dengan hormat,

    Yang bertanda tangan di bawah ini :

Nama : SUNARSIH

NIM : B1G195304

Jur./Program : Bahasa dan Seni/pend. Bahasa Inggris

Fakultas : KIP

Dengan ini mohon berkenan bapak selaku kepala MAN I Jember untuk memberi ijin penelitian dalam rangka penyelesaian tugas akhir skripsi kami dengan judul :

ANALYSIS ON GRAMMATICAL ERROR IN WRITING OF THE SECOND YEAR STUDENTS OF MAN I JEMBER IN THE ACADEMIC YEAR 1999/2000

Demikian surat permohonan yang kami buat, atas kebijaksanaan dan kerjasama bapak kami ucapkan terima kasih.

Jember, 9 feb 2000

Menyetujui,

Kepala Sekolah MAN I Jember

Peneliti

Drs. Dulhalim

NIP.150 048 045

Sunarsih

NIM: B1G195304

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DEPARTEMEN AGAMA

MADRASAH ALIYAH NEGERI 1 JEMBER

Jl. Imam Bonjol 50 Po Box 168 Telp. (0331) 485109 Fax. 484651

J E M B E R 68101

S U R A T - K E T E R A N G A N

Nomor   : MA.m-9/TL.00/130/2000

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri 1 Jember menerangkan dengan sebenarnya bahwa :

N a m a   : **SUNARSIH**

Tempat/Tgl. Lahir   : Jombang, 26 November 1977

N I M   : B1G195304

Pekerjaan   : Mahasiswa Keguruan Ilmu Pendidikan

                       Universitas Jember

Program / Jurusan   : Pendidikan Bahasa dan Seni / Pendidikan

                       Bahasa Inggris

telah mengadakan penelitian untuk menyusun Skripsi di Madrasah Aliyah Negeri 1 Jember terhitung mulai tanggal 21 s/d 28 Februari 2000 dengan judul :

" ANALYSIS ON GRAMMATICAL ERROR IN WRITING OF THE SECOND YEAR STUDENTS OF MAN I JEMBER IN THE ACADEMIC YEAR 1999/2000 ".

Demikian, Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 15 Maret 2000

KEPALA

Drs. H. ZUL HALIM

DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN RI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : SUNARSIH

Nim / Jurusan / Angkatan : B1 G1 95304 .

Judul Skripsi : ANALYSIS ON GRAMMATICAL ERROR IN WRITING
OF THE SECOND YEAR STUDENTS OF MAN I JEMBER IN THE ACADEMIC YEAR
1999/2000

Pembimbing I : Drs. M. Sulthon, MPd

Pembimbing II : Drs. Budi Setyono, MA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Kamis,6 Mei 1999	Matrix	
2.	Jumat, 14 Mei 1999	Revisi Matrix	
3.	Rabu,1 Juni 1999	Chapter I	
4.	Senin,5 Juli 1999	Chapter II	
5.	Senin, 16 Agus 1999	Chapter III	
6.	Kamis,15 Okt 1999	Revisi I, II, III	
7.	Rabu,23 Feb 2000	Chapter IV, V	
8.			
9.			
10.			
11.			
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CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi

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UNIVERSITAS JEMBER
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LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

N a m a : SUNARSIH

Nim / Jurusan / Angkatan : 95304

Judul Skripsi : ANALYSIS ON GRAMMATICAL ERROR IN WRITING
OF THE SECOND YEAR STUDENTS OF MAN I JEMBER IN THE ACADEMIC YEAR
1999/2000

Pembimbing I : Drs. M. Sulthon, MPI

Pembimbing II : Drs. Budi Setyono, BA

KEGIATAN KONSULTASI :

No.	Hari tanggal	Materi Konsultasi	Tt. Pembimbing
1.	Senin, 10 Mei 1999	Matrix	
2.	Selasa, 15 Juni 99	Chapter I	
3.	Senin, 12 Juli 99	Chapter II	
4.	Selasa, 7 Sept 99	Chapter III	
5.	Kamis, 4 Nov 99	Revisi I, II, III	
6.	Selasa, 22 Feb 00	Chapter IV, V	
7.			
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THE FORMULA USED IN THIS RESEARCH

The formula of SD

$$SD = i\sqrt{\frac{\sum fd^2}{N} - \left[\frac{\sum fd}{N}\right]^2}$$

The Formula of Mean

$$M = \frac{\sum Fx}{N}$$