



UNIT PPT Perpustakaan

UNIVERSITAS JEMBER

THE ANALYSIS OF INTRALINGUAL ERRORS IN DESCRIPTIVE  
PARAGRAPH WRITINGS MADE BY THE FOURTH SEMESTER  
STUDENTS WHO TAKE WRITING III COURSE AT THE ENGLISH  
EDUCATION PROGRAM OF THE FACULTY OF TEACHER TRAINING  
AND EDUCATION OF THE UNIVERSITY OF JEMBER IN THE 2004/2005  
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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UNIVERSITY OF JEMBER  
NOVEMBER 2005

## MOTTO

ان تبدوا خيرا او تعفوا عن سوء فان الله كان عفوا قديرا ( النساء : ١٤٩ )

☞ *If you state honesty or hide or forgive (someone else's) mistakes, truly, Allah is the Almighty of forgiving*

*(An Nisaa':149)*

☞ *Being true to your heart will open your senses to the mistakes you made, and learning something from the mistakes will help you to be a better creature*

*(Firda)*

## DEDICATION

I dedicate this thesis to:

- ☞ *My (late) Dad, the little time we had left abandon memories of you that become my precious admonition.*
- ☞ *My affectionate Mom, 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.*
- ☞ *My (late) grandmother, 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.*
- ☞ *My adorable older sisters, thank you for the time we spend together.*
- ☞ *My little sweet niece, your innocence arises the natural side of me and teaches me to be true to my heart. Be a nice girl!!!*
- ☞ *My second family, The Suwandis, there are no enough words to thank you for every joy you share with me.*
- ☞ *My uncles, thank you so much for the help.*
- ☞ *All of my fellows in 2001 English Department, especially for EF '01; 'Tante' Y-ny (Thanks for the always-available time for me to share the tears and laughers. Hopefully I have a change to pay 'em all.), SanT (Let love work with logic in balance...), IsT (Bravo gossipps!!), Eyang 'The mountain girl', Budhe, Ma2, 3toon, Om Ndut, Ebes, Rina, Ema, Ri2n, Ina. Thanks so much for the exciting moments.*
- ☞ *My great mates at ELITE House, 'Mami' Iwa (Keep having a zest of life!!!), Dora 'the explorer', Max BonQ, the Nanny, M.Mar, Lupita, Eva, Ika, Angga, and Adis 'ndut' (Thanks for always being there when I need somebody to hold on, to share with, and for showing me the world I've never explored before. It'll be a precious experience to me). Chicks, no matter what, enjoy your life!!!*
- ☞ *My respected lecturers.*
- ☞ *My beloved almamater.*

APPROVAL

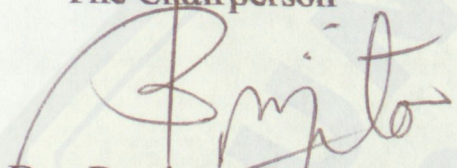
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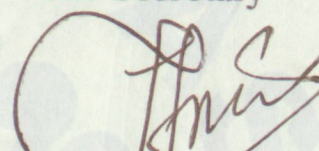
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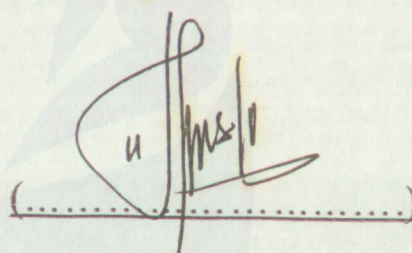
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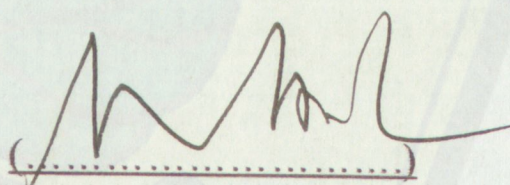
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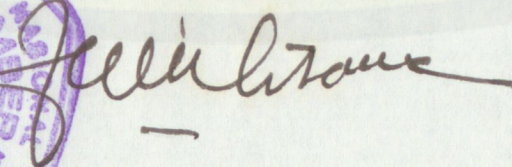
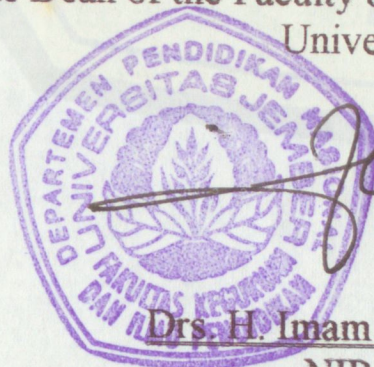
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### Acknowledgement

All praises to Allah, the Almighty and the Most Worthy of praise. Allah, the Most Merciful has been a light in my every steps of life, and led me when I swerved from his way. Peace and salutation may be upon the prophet, Muhammad. His thoughts are my inspiration. May he always be under Allah's sovereignty.

A huge work and many sacrifices had proceeded a unity which was poured in this thesis. Nevertheless, without the help, support and dedication of the following people, I would not ever complete this work:

- The Dean of the Faculty of Teacher Training and Education of the University of Jember.
- My first and second consultants, Dra. Musli Ariani, M.App.Ling, and Dra. Siti Sundari, M.A. Your countless valueable advice and guidance give so much improvement to the thesis.
- The lecturers of Writing II and III Course and the students who take Writing III Course for the data which are worthy for the thesis.
- M. Ilzam, Thank you for the tips and information which are quite useful for this thesis.
- For all of the people whose dedications are valuable for this work.

I would be fully indebted for every critic and suggestion that is addressed to give improvement of the thesis.

2005  
The writer

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## ABSTRACT

**Agustin, Firda Tri, August 2004, The Analysis of Intralingual Errors in Descriptive Paragraph Writings by the Fourth Semester Students Who Take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/ 2005 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. Musli Ariani, M.App.Ling.  
(2) Dra. Siti Sundari, M.A.

The key words; intralingual errors, descriptive paragraph writing.

This research was aimed to answer the research problems covering what types of intralingual errors found in the descriptive paragraph writings and the percentage of each type of intralingual errors in the descriptive paragraph writings made by the fourth semester students who take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year. The intralingual errors, as the main data of the research, were elicited from the descriptive paragraph writings that were gathered from a writing test, while the supporting data was gained through an interview with the lecturer of Writing III Course. The errors, then, were analyzed by employing the error study proposed by Ellis (1994: 48), in terms of Richards' theory of intralingual errors (1980: 142) to answer the first research problem. After that, the intralingual errors were calculated to answer the second research problem by employing the percentage formula proposed by Ali (1998:186). The result of the test revealed the all types of intralingual errors in the learners' paragraphs as many as 214 intralingual errors. Based on the calculation of the accumulation of each category of each type of intralingual errors, it was found that false concept hypothesized errors predominated the other error types by taking 101.27%. Following next were incomplete application of rules by taking 98.63%, over-generalization as many as 99.96%, and the ignorance of rule restriction as many as 82%. This fact underlies the necessity of giving enrichments of grammar rule and convenience to the learners while exposing them in developing descriptive paragraphs especially in the error area of false concept hypothesized errors.

## I. INTRODUCTION

This chapter presents the topics related to the research problems. They are background of the research, problems of the research, objectives of the research, operational definition of the variable, and significance of the research.

### I.1 Background of the Research

English in Indonesia is the first foreign language learned as the subject at schools from the elementary level until university level. Concerning with the acquisition of English as a foreign language, many difficulties for students arise. It causes the occurrence of errors while the acquisition process happens, and they are, however, vital in teaching learning process. Dulay says "making errors is an inevitably part of the language learning process because the learners cannot learn without first systematically committing errors" (1982:138). 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. Hamayan (1993:164) adds that errors are natural parts of the development of a foreign language and are necessary parts of the second language acquisition.

For language teachers, it is important to know the sources of errors in attempting to suppress the number of errors produced by students. By knowing the sources of errors, the language teachers will easily detect which parts of language learned need more attention. Then, the teachers may pay more attention while the teaching learning process happens to those parts. Richards (1985:173) proposes sources of errors namely interlingual and intralingual errors. The interlingual errors are errors caused by interferences of the students' mother tongue like *I like to drive bicycle fast* in which the students think that *drive* is used for all vehicles as in their first language that use *mengendarai* for all vehicles. Another example is in *We meet to discuss about your son's bad attitude in classroom* where the transfer of the first

language affects the use of *discuss about* since the meaning of *about* occurs when the speakers use bahasa Indonesia. Meanwhile, another source of errors is intralingual errors which reflect the general characteristics of rule learning such as faulty over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized. For the object of investigation in this research, intralingual errors were analyzed for the reflection to the students' development of rule learning of the second language they are learning. Judging whether the errors are classified into interlingual or intralingual errors is a difficult matter. Therefore, the research judged all the errors found as intralingual errors regarding the limitation of the research, that was to investigate the intralingual errors, not the source of errors.

In endorsing the attempt of suppressing the number of errors committed, teacher's understanding of the source of errors is not sufficient. It needs the next step that refers to the error analysis. In analyzing errors, a collection of students' written production is a useful material to be analyzed since it shows the students' development in learning beside its ease in analyzing because we can read through the written production many times for understanding the meaning easily, while we can't do the same as the students' spoken production. Lackie-Tarry, in *Language Context* (1995:55) suggests that spoken discourse may change over time. In other words, its nature may change, redirect, and interrupt a conversation. Thus, it is more difficult to be analyzed. Meanwhile, written discourse is easier to be investigated because of its permanent and controlled nature. In addition, spoken discourse is less richly organized than written language and contains less densely packed information (Brown and Yule, 1983: 23). In producing language, students usually have time to plan their message, to think about it carefully while writing, and even to revise it if it is necessary unlike when they are speaking (Leech and Starvik, 1973:23). In spoken production of language, more complex failure in producing grammatically complete sentences is apparent and the errors tend to be more difficult to be detected. This fact provides the basis for focusing this research on the written discourse.

Written discourse is divided into paragraphs whose boundaries are marked by indentations and topic-shift that could be identified in the beginning of each new paragraph (Brown and Yule, 1983:95). Language students are often obsessed by the indented form of writing by ignoring the idea conveyed within the paragraph. This case is named orthographic paragraph (Brown and Yule, 1983:95). Other students' wrong perceptions of paragraph lead to errors' presence.

Since a 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 study focused on the descriptive paragraph under a consideration that it has been taught to the students who take Writing III Course at the English Education Program. Besides, it is due to the fact that a descriptive paragraph writing is the mode of paragraph that bases the other modes of paragraph development (Wong, 1999: 373).

The findings of some previous researches are worthwhile to be the references of the research. The first was conducted by Ariani (1995: 46). She found the students of the English Education Program of the Faculty of Teacher Training and Education of the University of Jember produced grammatical errors in a large number especially in syntactical errors. In this category, the most errors found were the use of articles with 69 errors (16,0465%) from the total errors that were 430 errors in 15 categories. Meanwhile, the most morphological errors found were the misuse of tense markers in 75 errors (17,4418%) from 147 errors with 5 categories. It could be concluded that the students still made many errors in their writings. It was supported by Sundari's research findings (1998: 48) which showed the number of the English Education Program students that made the intralingual errors. The most intralingual errors found were *incomplete application of rules errors* made by 91 students (176.07%), followed by *ignorance of rule restriction errors* made by 59 students (128.24%), *false concept hypothesized errors* made by 31 students (67.38%), and *overgeneralization errors*

made by 25 students (54.34%). These findings suggest that the students of the English Education Program still committed remarkable errors in their writings.

Armed with this fact, it was necessary to conduct the research at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember, since the students are prospective teachers that are expected to master English better. Gough (2003: 29) supports that English mastery of university students is still questionable. They have not fulfilled the qualification of English for employability yet. On the other hand, they are urgently required to have good English. This fact underpinned the undertaking of this research entitled "The Analysis of Intralingual Errors in Descriptive Paragraph Writings Made by the Fourth Semester Students Who Take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 Academic Year".

## 1.2 Problems of the Research

The problems intended to be answered in the research were as follows:

1. What types of intralingual errors are found in descriptive paragraph writings made by the fourth semester students who take Writing III course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/ 2005 academic year?
2. What is the percentage of each type of intralingual errors found in descriptive paragraph writings made by the fourth semester students who take Writing III course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/ 2005 academic year?

### 1.3 Objectives of the Research

The objectives of the research were as follows:

1. to find out the types of intralingual errors in descriptive paragraph writings made by the fourth semester students who take Writing III course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/ 2005 academic year.
2. to find out the percentage of each type of intralingual errors in descriptive paragraph writings made by the fourth semester students who take Writing III course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/ 2005 academic year.

### 1.4 Operational Definition of the Variable

In order to avoid misunderstanding about ideas and concepts between the researcher and the readers about the meaning of the variable used in the title, it is necessary to define the terms related to the variable of the research operationally. They are intralingual errors covering over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized, descriptive paragraph writing, and the fourth semester English students.

#### 1.4.1 Intralingual Errors

Intralingual errors are errors produced by the language learners because of their lack of knowledge of the target language that can be an indicator of the development of their language learning. This definition is adopted from Richards' definition of intralingual errors as the errors that reflect the learners' competence at a particular stage, and illustrate some of the general characteristics of language acquisition (1980:173). Intralingual errors, in this research, means errors found in the students' descriptive paragraph writings which deviated from the grammatical rules

of the target language, that was English. To make it clear, let us see the example of intralingual errors in the sentence *He goed to school by bus yesterday.* (Richards, 1980:173) The student is interfered by the regular .past verb when he/ she produces a sentence in the past in which the irregular verb form is supposed to be applied for the word 'go'. Thus, instead of 'goed', the student should use 'went' for the past form of 'go'. Other examples that frequently occur are:

- 1) *Father putted the books on the table.*
- 2) *The book costed Rp. 50.000.*
- 3) *I found 10 fishes in the pond.*

In example 1), and 2), the student fails in observing the rules of the irregular verb in the past form by adding -ed at the end of the verb. While, in example 3), the student thinks that -s ending noun is used to show plurality for all nouns. Instead, *fish* is the exclusion for this rule that the plural form of *fish* is *fish*. In this research, the intralingual errors investigated were over-generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized as proposed by Richards (1980:173). These errors were chosen because they were supposed to appear in the student's descriptive paragraph writings and were valuable for the reflection of learners' second foreign language acquisition process. In addition, to collect the data of intralingual errors is easier than another source of errors.

#### 1.4.1.1 Over-generalization

Over-generalization is intralingual errors caused by the transfer of the student's preceded knowledge into the new one. Over-generalization noted by Richards (1980: 174) shows instances where the student creates a deviant structure on the basis of his experience of other structure in the target language. It can be in the form of omission or addition of certain morphemes. The examples are as follows:

##### Wrong

- 1) *She can cooks.*
- 2) *He come from New Zealand.*

##### Right

- She can cook.*  
*He comes from New Zealand.*

In sentence 1), the student overgeneralizes the use of -s ending verb after the third person singular "she" in the Simple Present Tense when he/ she uses modal "can" that should be followed by simple form verb. In sentence 2), the student overgeneralizes the use of verb1 to any subject in simple present tense. The student thinks that all subjects must be followed by simple form verb.

#### 1.4.1.2 Ignorance of Rule Restrictions

Ignorance of rule restriction is a failure to observe the restrictions of existing structures that is the application of rules to contexts where they do not apply. Some rule restriction errors may be accounted for in terms of analogy or the result from the rote learning of rules (Richards, 1980: 175). To make it clear let us see the examples below:

##### Wrong

1. *The man whom I saw **him** is my uncle*
2. *I made him **to** do it*

##### Right

1. *The man whom I saw **v** is my uncle*
2. *I made him **v** do it*

(Richards, 1985: 175)

The errors made by the student in sentence 1, is because he/ she applies the rules of using the third person as an object. He/ she uses the third person as the object that he/ she thinks it is necessary to put an object after the verb as what he/ she has been taught elsewhere. While in sentence 2, the student puts 'to' before the verb 'do' for the analogy of the rules of the use of infinitives following the words *ask, help, etc.* into the word *make*. According to the rule, the verb 'made' is followed by infinitive without to.

#### 1.4.1.3 Incomplete Application of Rules

Incomplete application of rules is a part of intralingual errors which occur because of the deviant structure which represents the degree of development of the rules required to produce acceptable utterances in which redundancy might be an



explanatory factor. It means that a deviant structure is needed to develop the rule in order to produce acceptable utterances (Richards, 1980: 177). The examples of this type of errors are a statement form that are used as a question, or one of the transformations in a series that may be omitted like in the teacher-student interaction below:

Teacher's question	Student's response
1. Ask her how long it takes.	1. How long v it takes?
2. Will they soon be ready?	(How long <b>does</b> it take?)
	2. Yes, they v soon be ready.
	(Yes, they <b>will</b> soon be ready.)

(Richards, 1981:178)

In the example number 1 above, the student omits the auxiliary *does* because he is interfered by the teacher's question. He uses the statement form in place of the question form. Meanwhile, in the example 2, the student omits modal *will* because he is affected by the form of the teacher's question and he thinks that the meaning has been conveyed without the presence of *will*.

#### 1.4.1.4 False Concept Hypothesized

False concept hypothesized is intralingual errors caused by the student's wrong perception of rules of the target language. Richards (1980: 178) notes it as faulty comprehension of distinctions in the target language. It is intralingual errors which have to do with faulty rule learning at various levels and it is sometimes due to poor gradation of teaching item. This type is usually indicated by the wrong structure of the sentence that was caused by misunderstanding of the rule. The form *was*, for example, may be interpreted as the marker of the past tense such as in the sentence: *One day It was happened* instead of *One day it happened*. Meanwhile, *is* may be understood to be the corresponding marker of the present tense by producing *He is speaks French* instead of *He speaks French*.

#### **1.4.2 Descriptive Paragraph Writing**

Descriptive paragraph writing in this research means a writing test in the form of a descriptive paragraph that consists of 150-200 words describing persons or things based on the provided themes. The themes covered 'My favourite lecturer at campus', 'A special place that makes me secure', 'A place that is chaotic', 'My first lover', 'My most strange acquaintance', 'The most tasteless food I have ever had', and 'A person I admire so much'. The test was done in 60 minutes. It was given to the fourth semester students in one of Writing III course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/ 2005 academic year.

#### **1.4.2 The Fourth Semester English Students**

The fourth semester English students in the research are those who study at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year. They have been exposed to language skills in Intensive Course (IC) taking 18 credits in their first semester. Then, they were exposed to the higher stage of the English skills acquisition. They included Writing I and Writing II course, Reading I and Reading II course, Speaking I and Speaking II course, and Listening I and Listening II course. Writing I and Writing II course included descriptive paragraph writing as the material in the syllabus, so it is perceived that Writing III course participants have been experienced in composing descriptive paragraph writing.

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

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

#### **a. The Writing Course Lecturers**

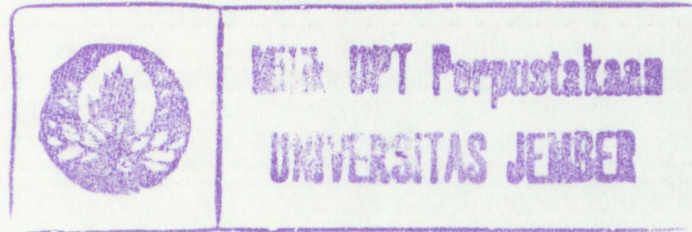
The Writing Course lecturers might use the research results as a reference to develop the students' writing skill. Through error analysis, a reflection of the students' error areas is revealed. By identifying the errors area, the lecturers may give remedial teaching to the areas and revise their teaching strategies in Writing III Course.

#### **b. The English Learners**

The results of writing test informed to the students can be used as feedback to the English learners to know the sorts of intralingual errors they made in their descriptive paragraph writing. So, they could make self-peer correction and they will be more careful in writing English so that they do not make the same errors in the future by observing the errors that occur in their writings and learn the error areas.

#### **c. The Other Researchers**

For the other researchers, the results of this research might be used as an input to conduct a further research dealing with the similar topic by using an experimental study on the influence of intralingual errors correction on the student's writing skill by providing the students' error correction in the students' writings.



## II. REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the research problem. They are the nature of language errors, language errors in language learning, the nature of error analysis, the types of errors, the sources of errors, descriptive paragraph writing, and the description of Writing III course.

### 2.1 The Nature of Language Errors

Errors mean deviations of the rule and system of language learned that may be caused by either the interference of the first language or the target language. Dulay (1981: 138) clarifies errors as "those parts of conversation or composition that deviate from some selected norm of mature language performance". To claim whether a language production is an error or not Dulay et.al (1981:139) say that it depends on the speaker uses. The utterance "*Who's your name?*", for instance, might be not an error in Maori English while it might be an error in American English. The utterance is well formed in Maori English, but if we follow the standard norm of British and American English, the use of *who* instead of *what* would be considered as an error.

Identifying the errors is, however, a difficult matter. People are still confused to determine the errors and often see errors with the same definition of what is called as mistakes. Corder (1980: 25) says that the problem of determining which ones are students' mistakes and which ones are students' errors is a difficult matter and it involves a much more sophisticated study. Further, he describes mistakes as those dealing with the memory lapses, physical condition such as tiredness and psychological condition such as strong emotion. Mistakes are caused by factors, such as fatigue and inattention, which are usually called as performance errors. Mistakes are often recognized and readily corrected because the language rule used is already known but forgotten. On the other hand, errors are noted as deviation of some systems of the target language the students made. Errors occur because the learners have not mastered the rules yet. As a result, errors are caused by lack of knowledge of

the second language rules, which are called competence factors. Regarding the difficulties in determining errors and mistakes, this research refers to the term *errors* to any deviations from the English rule system.

## 2.2 Language Errors in Language Learning

Errors are deviation of rule of language but necessary and essential in second language learning that are the flawed side of the students' speech or writing (Dulay, et.al, 1981: 138). It is because people cannot learn language without first systematically making errors. Jain (1980: 189) supports that the language students' errors are potentially important for the understanding of the processes of the second language acquisition and, consequently, the planning of courses. It means that errors help much in developing students' language mastery by providing the reflection of which parts of language need more attention. That is why, rather than trying to avoid errors, the teachers might use the information obtained from observing second language errors that determines the strategy that the students may be used in their instructional approaches (Hamayan, 1993: 124). Even though errors are perceived as naturally happen in language learning in spite of learners' best effort, the occurrence of errors is considered as a failure in the technique of teaching. The teachers, thus, are expected to find the best technique in teaching in an attempt to minimize the errors occurrence by regarding the sources of errors, and then analyze the errors. Further, Corder (1980: 19) explains that errors are the results of interference in the language learning of a second language. Considering the statement, it is concluded that errors might be caused by the student's first language structure that have been labeled as interlingual errors (Dulay, 1981: 102). Another source is the inability of the students to use the linguistic rules of the target language and they have not mastered the rule completely and then commit errors like over-generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. These kinds of errors are called as intralingual errors (Richards, 1980: 174).

Another vital aspect to be taken into account is the analysis of errors for its function in providing hints what errors are frequently produced by students. Thus, the planning of courses will be more manageable.

### 2.3 The Nature of Error Analysis

Since error analysis is considered as an important tool in reducing the number of errors, teaching and learning process utilizes it in the process. Language teaching progress can be reached by moving up from the teachers who master all problems solving toward the students' ability to be succeed in communication. A considerable attention to control and analyze the students' language achievement is the result of the moving. The best way to reach the purpose is by analyzing the errors.

The appearance of error analysis might be the refreshing alternative of the previous strategy called Contrastive Analysis. It believes that the second language acquisition is affected by how the first language is acquired by contrasting the rules of both to detect the error area which may appear in the language acquisition (Dulay, 1982: 140). The error analysis itself has to do with the investigation of the second language of second language learners (Corder, 1980: 9). Error analysis, according to Dulay (1982: 141), came along with a rich source of explanation for the many as yet unexplained but frequently observed learners' errors. Ellis (1986: 296) defines error analysis as a series of method to analyze the students' language errors to make language teaching run more effectively and efficiently covering data collection, error identification, error explanation, error classification, and error evaluation. Meanwhile, Sridhar (1985: 222) makes it more complex by including explanation of error frequency, identification of error area, and correction of error that is done systematically. In this research, the procedures of error analysis proposed by Ellis was applied to reach the objectives of the research.

Richards (1980:174) often classifies the errors into more than one type of errors that causes overlap. However, this case often occur in some researches regarding the weaknesses of error analysis. Dulay (1981:141-146) argues this by

presenting the weaknesses of error analysis which focuses on the difficulties in classifying a certain error into the proper error type and in explaining the errors. The research concerned with the statement, so, in classifying the errors, overlap was taken into account in which the error might be classified into more than one type of errors. Therefore, it would be found some of intralingual errors that might be classified into more than one type of errors. They were the errors that were under the category of the omission of the third person singular marker in the sentences that were classified into overgeneralization and incomplete application of rules. It was based on a consideration that overgeneralization claimed it to be its category because the students created the errors on the basis of his experience of the rules that most of the subjects in simple present form use the simple verb form. Having this rule, the students overgeneralized it with the third person subject that should be followed by -s ending verb. On the other hand, the errors could be classified into incomplete application of rules because the students felt that the omission of -s ending to the verb in the simple present form for the third person plural didn't affect the meaning of the sentence. Therefore, the errors, in the research, might be classified into overgeneralization so as into incomplete application of rules.

#### **2.4 Types of Errors**

In error analysis, the classification of error is certainly important. Politzer and Ramirez, in Dulay (1981: 147) introduce the error classification by presenting it in fairly traditional lines into errors in morphology, syntax, and vocabulary. The three main categories are further subdivided according to different parts of speech or parts of sentences. Meanwhile, Dulay (1981: 147-148) proposes error taxonomy that classifies errors into linguistic category taxonomy, surface strategy taxonomy, comparative analysis taxonomy, and communication effect taxonomy. Many error studies use linguistic category taxonomy as a reporting tool to organize the errors that have been collected.

## 2.5 The Sources of Errors

To support the attempt to minimize the errors occurrence, Norish (1989:67) proposes five possible sources of errors, namely course material, teaching strategies, examples of materials and the students. It means that an inappropriate material, which is very difficult, or a strategy which is boring for the students, is a possible source of an uninteresting teaching technique or unclear explanation to be a potential source of errors and so are irrelevant examples given in class. The student himself may not be concerned with the teacher's explanation, low motivated and reluctant to make a great effort to correct his errors. From another point of view, Corder (1980: 19) proposes the sources of error occurrence in language learning viewed from the side of the first language influence that is contradictory from the habits of the first language meaning that the students produced errors affected by the interference of the mother tongue that are called as Interlingual errors. In addition, Dulay (1981: 139) argues that errors refer to any deviation of the rule of the target language system, no matter what the characteristics or causes of the deviation might be. This clearly states that there is no inclusion of the first language system when the students produce the second language. These kinds of errors are called as intralingual errors (Richards, 1980: 174).

### 2.5.1 Interlingual Errors

According to Richards (1980: 173), interlingual errors are defined as errors caused by the interference of the students' mother tongue. In addition, Dulay (1982: 123) says that the interlingual errors are caused by the interference of the mother tongue or previously learned language. From those ideas, it can be concluded that interlingual errors might happen because there is interference of the students' native language construction of phrases and sentences. In this context, it is the interferences of bahasa Indonesia to the use of English. The interlingual errors are often at the beginning process of learning a foreign language. The examples are as follows:



a) *After thinking a little, I decided to start on the bicycle as slowly as I could as it was not possible to drive fast.* (After thinking a little, I decided to start on the bicycle as slowly as I could as it was not possible to ride it fast)

b) *I am feeling thirsty.* (I am thirsty)

(Selinker, 1980: 39)

In the sentence a) above, the students have the rule concept of the verb for treating the bicycle by translating from Indonesian '*mengendarai*' that has the same meaning as *drive* in English. In fact, the proper word is *ride* for treating the bicycle. The same thing happens when the students translate the sentence b) '*Saya merasa haus*' into *I feel thirsty* when they want to express their thirsty feeling in English that should be '*I am thirsty*'

### 2.5.2 Intralingual Errors

Richards (1980: 142) defines intralingual errors as the errors reflecting students' competence at a particular stage, and illustrate some of the general characteristics of language acquisition and these errors' origins are found in the structure of English itself and reference to the strategy by which a second language is learned and thought. Meanwhile, another definition is proposed by LoCoco, in Dulay (1981: 1430) by stating that intralingual errors occur when the first language does not have a rule which the second language has; the learner applies the second language rule, then producing errors, meaning that students still have mental of comparing the two languages they learned. However, between the two definitions above, Richards' statement is the one believed by many other linguists including Tarigan and Tarigan (1988: 85) who support by saying it as errors reflecting general norm learned in second language. The errors cover overgeneralization, ignorance of rule restriction, incomplete application of rule, and false concept hypothesized. Since the definition proposed by Richards is followed by many experts, it was more reliable to use the terms of intralingual errors proposed by Richards in this research. Thus, for the

convenience of the presentation, the following sections review the kinds of intralingual errors in terms of stated by Richards.

### 2.5.2.1 Overgeneralization

Intralingual errors caused by overgeneralization are errors in which the students gather certain related knowledge of language rules in order to produce a sentence with a new rule of their own. Jakobovits, in Richards (1980: 171) defines overgeneralization as the use of previously available strategies in a new situation, while Richards (1980: 171) himself supports that overgeneralization cover instances where the students create a deviant structure of two regular structures on the basis of his experience of other structure in the language. In this case, the student fails in following the rule of a correctly-structured sentence by using another rule of language. For example, the learners produce the examples below:

a) *He come from.* (He **comes** from)

(Richards, 1980:17)

b) *Indonesia **become** a rich country.* (Indonesia **becomes** a rich country)

c) *The PLTU **have** a good panorama.* (The PLTU **has** a great panorama)

d) *A good student **have** to study hard.* (A good student **has to** study hard)

(Sundari, 1998:23-24)

Since all grammatical persons take the same zero verbal ending except the third person singular in the present tense, omissions of the -s ending in the third person singular may be accounted for by the heavy pressure of all other endingless forms (Richards,1980:174).

However, the overgeneralization is not always caused by student himself but also by teacher's teaching techniques like drilling and transforming exercises of sentences that interfere each other that make the student over learns the structure. Given the instruction to change to continuous form from the present form, a student might produce

g) *He is walks quickly.* (He is **walking** quickly)

(Richards, 1980:172)

In this research, this type of errors was indicated by the classification adapted from Sundari's classification (1998:11) that was based on Richards' definition as follows:

1. The addition of the Verb 'be' in the sentences using main verbs.
2. The omission of third person singular markers in the sentences.

#### 2.5.2.2 Ignorance of Rule Restriction

Richards (1980:175) claims errors are classified into ignorance of rule restriction when the errors are made by the students by applying the rule into a context without taking into account on the restrictions of the language rule so that they put it on where it is not supposed to be applied. Some errors may be accounted

for in terms of analogy and/ or the rote learning of rules. Some clear examples are as follows:

a) *The man who I saw him.* (The man **whom** I saw)

(Richards, 1980:175)

b) *She is about to dying.* (She is about to **die**)

(Ariani, 1995:40)

In the above example, sentence a), shows a violation of the limitation of subjects in structure with *who*, while sentence b), shows a violation of the limitation of the use of the word after a preposition with *dying* instead of *die*.

An analogy seems to be the major factor of the misuse of preposition. It frequently appears mostly caused by analogy by using the same prepositions with similar verbs. The application of prepositions after certain words strongly influences the student when they produces a sentence using main verbs without any following preposition after (Richards, 1980:175). The examples of this kind of errors are

j) *In the Sunday morning, I go to Ambarawa alone.*

(*On Sunday morning, I go to Ambarawa alone.*)

(Sundari, 1998:35)

In this case, the student ignores the restriction of the rule of the use of a preposition for *Sunday morning* by using *in the* that should be *on*.

In this research, this type of errors was indicated by the classification adapted from Sundari's classification (1998:11) that was based on Richards' definition as follows:

1. The misuse of preposition *in, on, at*.
2. The misuse of gerunds (*Ving*) in the sentences.
3. The misuse of to-infinitives verbs in the sentences.
4. The misuse of verb forms after modal auxiliaries in the sentences.
5. The addition of articles *the* in the sentences.
6. The addition of articles *a/an* in the sentences.
7. The addition of *-s* plural marker in the sentences.

### 2.5.2.3 Incomplete Application of Rules

Incomplete application of rules are errors when the occurrence of structure whose deviancy represents the degree of development of the rules required to produce acceptable utterance. In this kind of error, redundancy may be an explanatory factor because the students concentrate on the communication function of the language not the grammatical rule (Richards, 1980: 177). Let us see the examples below:

a) *It is athletics body because he is neither fat nor slim.*

(*It is an athletics body because he is neither fat nor slim*)

b) *Those places attract many tourist.* (Those places attract many tourists)

(Sundari, 1998:31)

In sentence a), the student omits the article *an* since he/she feels that it is not important that the message has been conveyed. Another example is on sentence b), that the student omits the plural morpheme in *tourist* since he/she thinks that it is not

necessary to add the -s ending to indicate plurality since it doesn't affect the meaning of the sentence.

Another easy example to observe, proposed by Richards (1980:177), is the difficulty of the use of questions. Students might use the statement forms as questions in which the occurrence is influenced by the previous rule in an interaction. They sometimes fail to create an accepted utterance by producing a statement form of sentence that is used as a question or vice versa. For instance:

c) *You like comedy or tragedy film? (What do you like, tragedy or comedy film?)*

d) *He called me? (Did he call me?)*

(Richards, 1980:178)

From the example above, the student makes errors when he makes interrogative sentences without the presence of question words *what* and the auxiliary *did* at the beginning of the sentences indicating the accepted rule of interrogative sentences.

The next example is a transformation in a series that is omitted (Richards, 1980:178). This can be caused when a question is used to elicit sentences and the answers are usually influenced from the questions given. Consider the following teacher-student interaction as an example:

Teacher's question	Students' response
1. What is he doing?	1. He <b>opening</b> the door. (He is <b>opening</b> the door)
2. Will they soon be ready?	2. Yes, <b>they soon be ready</b> . (Yes, <b>they will soon be ready</b> )

(Richards, 1980:178)

In the above interaction, the students' responses are influenced by the questions given in the question form, thus, the student produces a response adapted from the question without paying attention to the rule of producing a statement form. He omits the

auxiliary *is* and the modals *will* after the subject *he* and *they*. So, the correct forms of the responses are *He is opening the door* and *Yes, they will soon be ready*.

In this research, this type of errors was indicated by the classification adapted from Sundari's classification (1998:11) that was based on Richards' definition as follows:

1. The omission of the article *the* in *the* sentences.
2. The omission of the articles *a/an* in the sentences.
3. The omission of the plural markers in the sentences.
4. The omission of *to be/auxiliaries* without main verbs in the sentences.
5. The omission of third person singular marker in the sentences.

#### 2.5.2..4 False Concept Hypothesized

In addition to the wide range of intralingual errors which have to do with faulty rule learning, Richards (1980: 179) says that there is a class of developmental errors which derive from faulty comprehension of distinction of the target language. This error can be in the misinterpretation of the rule of the target language that is the false concept of English grammar and any other rules of English. Let us consider the following examples:

a) *The Watu Ulo beach is surrounding by various plants.*

(The Watu Ulo beach is surrounded by various plants.)

(Ariani, 1995: 126)

The student has the wrong concept of passive form that he thinks that all verbs following '*to be*' must be in the progressive form.

The student usually also has a false concept of the use of some words like *too* and *so*, *beside* and *besides*. They often misplace the words in the sentences.

b) *This is a too big house?*

(This is a very big house)

Richards (1980: 180)

c) *When the first I saw him, he was **too** young.*

(When the first I saw him, he was **so** young.)

Richards (1980: 185)

In the two examples above, the student thinks that the words *so* and *too* are that of synonyms, so, he could use them interchangeably. Instead, the form of the use of *too* is *too + adjective + infinitive* and *too* has negative effects to him, while the use of *so* is *so + adjective + that*.

In this research, this type of errors was indicated by the classification adapted from Sundari's classification (1998:11) that was based on Richards' definition as follows:

1. The use of continuous forms instead of present/past forms in narratives.
2. The misuse of verbs in present form instead of past form or vice versa.
3. The errors in passive forms
4. Miscellaneous errors

## 2.6 Descriptive Paragraph Writings

Since the research focused on intralingual errors in descriptive paragraph writing, it is essential to describe the descriptive paragraph writing. A paragraph is viewed as a part of writing in the form of a series of sentences developing one main idea about a certain specific topic. The main point of a paragraph is often stated in a topic sentence that controls the topic. It is supported by some supporting details and ended in a concluding sentence. A paragraph is not a mere piece of writing having its first line indented. Rather, it is the full expression of the parts of the blueprint and, all together, the full expression of the main idea (Brown and Yule, 1983: 95). The idea expressed in the paragraph is often stated in various cases and this underlies the distinction of paragraphs into several kinds. Muhyidin (1988: 1-149) proposes kinds of paragraph based on how the idea is developed into paragraph developed by structure, paragraph developed by examples, paragraph developed by time, paragraph

developed by cause and effect, paragraph developed by comparison, and paragraph developed by space or usually called as a descriptive paragraph.

The writing is called as a descriptive paragraph writing when it describes, explains, or defines an unfamiliar term by relating that with things which is already known. Wong (1999: 373) suggests 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. The object described can be in the form of a place or a person that is described orderly and fulfilling writing skills requirements (Muhyidin, 1998: 77-78)

A good descriptive paragraph consists of a topic sentence that control the relevant main idea supported by some supporting details and is concluded in a concluding sentence by considering the unity and coherence of the sentences in the paragraph. The topic sentence should follow the feeling, mood, image, or point of view that the reader wishes to convey, and uses colorful, vivid, highly descriptive words in supporting details. In a concluding sentence, the drawing of logical conclusion can be the best technique (Wong, 1999:373)

Not only the order of paragraph that needs to be taken into account but also the writing skills that are very complex. Based on that consideration, Heaton (1975: 135), then, proposes five main areas of the skills that can be effectively used in analyzing students' writing that cover language use, mechanical skills, treatment of content or the ability to think and develop thoughts, stylistic skills in manipulating sentences, and judgement skill or ability to select, organize and order relevant information. However, these skills of writing were not investigated because the descriptive paragraph writing, in this research, was used as a medium to get the main data that were the intralingual errors in the respondents' writings.

## **2.7 Intralingual Errors in Descriptive Paragraph Writings**

In the previous explanation, it has been stated that a good writing should be careful on the order of the paragraph, its unity, and coherence involving the latter four



main areas in writing skill proposed by Heaton (1975: 135). To fulfill the characteristics of a good writing, the learners often ignore the linguistic rule of language related to the language use area. They, therefore, commit errors by creating a new system of their own which they might think and expect to be identical to the correct structure of the target language. Those errors are sometimes caused by the limitation of the student's acquisition of the target language which is called as intralingual errors (Richards, 1980: 174) while they are focusing on the organization rule of paragraph. This research focused only on the intralingual errors and ignored the other kinds of errors. The intralingual errors that were employed in this research covered over-generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized as proposed by Richards.

### **2.8 The Description of Writing II and Writing III Course**

The Writing III Course at the English Education Program is one of the compulsory subjects. This subject has two credits (sks) with two hours in each meeting. The students allowed to take this subject must have passed Writing II course and those who did not pass this subject (Buku Pedoman Akademik FKIP UNEJ, 1998: 19). In Writing II course, the students have been familiar with the nature of a paragraph, its structures, its features and its development since the learning objective is to make the students develop the skills of expressing ideas in a well organized paragraph with ease and a fairly high degree of language accuracy, and to increase their awareness of the importance of lexical and grammatical mastery for the purposes of self expression (Depdikbud, 1999: 14). For the convenience of the research, Writing III course was chosen based on the consideration that those who have passed Writing II course have experienced in composing descriptive paragraph writing as one of the objectives of Writing II course.

### III. RESEARCH METHODS

This chapter presents some methods that were employed in the research. They were the research design, area determination method, respondent determination method, data collection methods, and data analysis method.

#### 3.1 Research Design

This research was intended to describe the types of intralingual errors in descriptive paragraph writing and the percentage of them made by the fourth semester students who take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year. The design of the research was established by considering the objectives of the research. For this reason, a descriptive study was employed in the research. A descriptive study is a study designed to find out a phenomenon that happens when the study is done that is intended to describe the phenomenon accurately and factually (Furchan, 1982:45). The procedures of the design were as follows:

1. Determining the research design, that was a descriptive research.
2. Determining the research area purposively.
3. Determining the respondents by using population method.
4. Administering the writing test (descriptive paragraph writing test) to gain the main data that were intralingual errors made by the fourth semester students who take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year.
5. Gathering the supporting data through interview and documents.
6. Conducting the error study by the activities below:
  - a. Collecting the errors by conducting the writing test to the respondents.

- b. Identifying the intralingual errors made by the students in their descriptive paragraph writing based on the four types of intralingual errors.
  - c. Classifying the intralingual errors into over-generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.
  - d. Explaining the errors that were classified into the four types of intralingual errors.
  - e. Evaluating each type of intralingual errors by calculating each type of intralingual errors in the percentage.
7. Drawing a conclusion to answer the research problems.

### **3.2 Area Determination Method**

The research area in this research was determined by employing purposive method. The English Education Program of the Faculty of Teacher Training and Education of the University of Jember was chosen as the research area based on some considerations and intentions. First, it was concerned with the availability of the data needed referring to previous researches on intralingual errors. Second, the writer wanted to give contribution to the teaching of writing by providing the description of intralingual errors in descriptive paragraph writings made by the fourth semester students who take Writing III Course in the 2004/ 2005 academic year. Third, the lecturer of Writing III Course gave permission to the researcher to conduct the research in the class.

### **3.3 Respondent Determination Method**

In determining the respondents, this research employed the population method since the total number of the respondents was 49 students. The respondents in the research were the fourth semester students who take Writing III Course in the fourth semester at the English Education Program.

### 3.4 Data Collection Methods

Instrument determination for data collection is important in order to get the valid and reliable data. In this research, the data collection was done by employing three instruments namely writing test, documentation, and interview.

#### 3.4.1 Writing Test

The writing test in this research was used as the media to get the main data that were intralingual errors made by the students in descriptive paragraph writing. It was given to the fourth semester students who take Writing III Course by writing a descriptive paragraph under the researcher's direction. The researcher directly gave the instruction to the test takers for the purpose of avoiding misunderstanding of the rule of the test. The form of the test was subjective test that asked the respondents to write a descriptive paragraph in 150-200 words length based on some topics provided in 60 minutes. The topics chosen were those that were relevant to the paragraph development chosen and familiar to the respondents in order to ease and encourage them in expressing their ideas and thoughts. This test was done in one of the Writing III Course meetings. Then, the intralingual errors were obtained from the students' writings.

Hughes (1996:11) divided test into four types based on the purpose of giving a test covering proficiency test, achievement test, diagnostic test, and placement test. This research used the achievement test with the consideration that the researcher wanted to find the students' grammar mastery in descriptive paragraph writing.

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 only if it covers a proper sample of the relevant structure. It can be restated that the test will have content validity when it covers the materials stated in the English curriculum used or in the course contents. Based on the idea, the test had content validity since it was constructed based on the course contents. 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) 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. The writing test is enclosed on Appendix-2

#### **3.4.2 Documentation**

Documentation in this research was used to gain the supporting data about the names of the respondents that were the fourth semester students who take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year.

#### **3.4.3 Interview**

Interview in the research was conducted with the lecturers of Writing II and Writing III Course to get the supporting data about the course contents Writing II and Writing III Course. Mc Millan (1992:133-134) divides interview into three kinds that are structured, semi structured, and unstructured interview. This research employed semi structured interview in which a list of interview questions was prepared and used as the interview guide during the process of interview informally. The interview guide is enclosed on Appendix-2

#### **3.5 The Procedures of Error Study**

The error study used in this research referred to the procedures proposed by Ellis (1994: 48) by analyzing the students' written work. The procedures were collecting errors, identifying errors, classifying errors, explaining errors and evaluating errors. Each of the procedures was discussed in detail in the following parts.

### 3.5.1 Collecting Errors

In doing the research, the first step taken by the researcher was collecting the data. According to Dey (1993: 4) collecting data involves selecting data and the techniques of data collection will affect what finally form the data. In this research, the data were the linguistic data in the form of written mode that was the students' intralingual errors in descriptive paragraph writing. To collect the data, the writing test was given to all the students taking Writing III Course in the 2004/2005 academic year. However, for the reliability of the test, the paragraph writings that were composed by the fourth semester students were investigated. Thus, other compositions written by other participants from other semesters were isolated to make homogeneous population.

The test took some steps. The first was that the researcher directed the students in doing the test by mentioning the rule of the test. After that, the researcher asked the students to write a descriptive paragraph based on the topics given. When the time was over, the students' work was collected. From the students' writings collected, the researcher isolated the ones which were not the descriptive paragraph writing and those which were not written by the fourth semester students. Finally, the students' descriptive paragraph writings were gathered and then, the intralingual errors were identified

### 3.5.2 Identifying Errors

Each writing which was going to be analyzed were coded by giving a number to the writings that would be useful in identifying the errors. The identification of errors was done through several steps. The first step was that the students' writings gathered were read until the content of the writing was understood by the researcher. The next step was to find out the errors. This research used interlingual errors and intralingual errors interchangeably due to the objectives of the research that focused on the intralingual errors not the sources of errors. Then, the errors were underlined.

After that, the errors were tabulated. In tabulating the errors, errors were grouped based on the code of the writing.

### 3.5.3 Classifying Errors

The intralingual errors that were found in the students' writings were classified based on the types of the intralingual errors. They covered over-generalization, ignorance of rule restriction, incomplete application of rule and false concept hypothesized. The process of classifying the errors was begun by looking back at the writing for the purpose of understanding the context of the errors to ease the researcher in determining the type of the errors. In this step, the researcher classified the intralingual errors into their types by highlighting the errors with certain colours referring to each type in order to ease the classification process. The colours used were 'orange' for over-generalization, 'blue' for ignorance of rule restriction, 'pink' for incomplete application of rules, and 'green' for false concept hypothesized. 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 intralingual errors that were found in the students' writings. In this research, to answer the second research problem, quantitative statistical method was employed to calculate the frequency and the percentage of each type of intralingual errors found. The detail information of the statistical method is presented in the data analysis method.

### 3.5.4 Explaining Errors

After the intralingual errors were classified into the types of them, the next step taken was to explain the classification of the errors to give detail information of the classification by describing the errors found.

### 3.5.5 Evaluating Errors

This step covered the activity of the appraisal of each type of intralingual errors after the errors had been classified and explained. It was intended to draw the final conclusion of the error study and to answer the second research problem.

### 3.6 Data Analysis Method

In answering the research problems, two ways were employed. The first way was the descriptive paragraph writings were analyzed to find out the intralingual errors and the types of them by employing the procedures of error study proposed by Ellis (1986:296). Then, the intralingual errors found were described quantitatively by calculating each type of intralingual errors. It was intended to answer the second research problem, that was to find out the percentage of each type of intralingual errors. In this case, each type of intralingual errors was counted to get the error frequency that was used to find the percentage of the errors. The number of percentage of errors was calculated by employing the percentage formula by dividing the number of each type of intralingual errors made by the students with the total number of the whole intralingual errors made by the respondents. The percentage formula was adopted from Ali (1998:186) as follows:

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

Note:

E = the percentage of each type of intralingual errors made by the respondents.

n = the number of each type of intralingual errors made by the respondents.

N = the total number of the whole intralingual errors made by the respondents.



After calculating the number of the errors of the types of intralingual errors, the errors were classified based on 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 at the university level and the Evaluation of Learning Achievement (2000). The adaptation was applied by changing the range of the errors 10% higher than before by regarding that the respondents were the English prospective teachers. Thus, they are responsible to the success of English teaching learning process (Depdikbud, 1999:1-2). The classification level of each type of errors after adaptation is in the following table.

Table 1. The Classification Level of Each Type of Intralingual Errors

No	Range of Errors (%)	Classification of Errors
1	0.00 – 10.59	Very low
2	10.60 – 20.59	Low
3	20.60 – 30.59	Medium
4	30.60 – 40.59	High
5	40.60 – 100.00	Very High



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

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

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

The main data of the research were intralingual errors in descriptive paragraph writings that were gathered from a writing test. The results of the analysis were presented by following the steps of the error study employed in the research. They cover the result of collecting errors, the result of identifying errors, the result of classifying errors, the result of explaining errors and the result of evaluating errors.

##### 4.1.1 The Results of Collecting Errors

The error collection in the research was done through the writing test. There were 49 fourth semester students who take Writing III Course in the 2004/ 2005 academic year. From the test, descriptive paragraphs were gathered. Then, the paragraphs were read until the content of the paragraphs was understood. After reading the paragraphs, all of the errors were collected from the writings by underlining them.

From reading the writing test results, it was found that there were 5 paragraphs that weren't the descriptive paragraphs while the participants of the test were all the fourth semester students. Thus, there were 45 descriptive paragraphs left to be analyzed. Most of the respondents of the research produced 150 to 200 words in length, while some respondents made the paragraphs in less than 150 words. Some respondents made complex sentences, while the others made simple sentences.

It was found that the topics chosen by the respondents varied in number. The topic "My first lover" seemed to be the most familiar among the respondents. There were 17 respondents chose it to be developed into the paragraphs. Then, it was

followed by the topic “A special place that makes me secure” which was chosen by 15 respondents. Next, “A person I admire so much” was chosen by 6 respondents, and “My most strange acquaintance” was chosen by 4 respondents. There were 2 topics that were chosen only by 1 respondent each. They were “The most tasteless food I have ever had” and “My favourite lecturer at campus”. One topic that wasn't chosen by any respondents was “A place that is chaotic”. The topic that was chosen most reflected the respondents' needs of love, concerning with their searching of love, and thus, extremely respect love.

#### **4.1.2 The Results of Identifying Errors**

The error identification of the research was intended to gain the intralingual errors in the descriptive paragraph writings. The paragraphs that had been collected were read several times to understand the contents. Then, the intralingual errors found in the paragraphs were underlined. The tabulation of error identification can be seen on Appendix-4

The difficulty level of each student varied. In conclusion, most of the students still made intralingual errors in their descriptive paragraph writings which were the focus of the research.

#### **4.1.3 The Results of Classifying Errors**

Related to the first research problem, that is “What types of intralingual errors in the descriptive paragraph writing made by the fourth semester students taking Writing III Course in the 2004/ 2005 academic year?”, it was necessary to tabulate the classification of the intralingual errors into each type of them covering overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. The corrections of the errors in the following table employed the local error correction method in which the correction concerned with the physical performance or the grammatical rules of the sentences.

**Table 2. The Classification of the Types of Intralingual Errors Made by the Respondents in Their Descriptive Paragraph Writing**

No.	The Type of Intralingual Errors	Data Number	Errors Number	Examples of Errors	
				Errors	Corrections
1	Over Generalization	4	23	Some incident <u>were happened</u> in the world recently.	Some incidents <u>happened</u> in the world recently.
		4	24	Some mosques <u>are still stand</u> .	Some mosques <u>still stand</u> .
		6	30	My room <u>is express</u> .	My room <u>expresses</u> .
		8	33	He always <u>give</u> a good suggestion and advice.	He always <u>gives</u> a good suggestion and advice.
		8	34	He always <u>review</u> before....	He always <u>reviews</u> before....
		10	44	She always talks and <u>praise</u> .	She always talks and <u>praises</u> .
		11	50	Everyone <u>like</u> him.	Everyone <u>likes</u> him.
		11	52	The most interesting at him that <u>make</u> me like him is his hair, which black and thick.	The most interesting at him that <u>makes</u> me like him is his hair, which is black and thick.
		11	55	Thus, he <u>make</u> me fall in love to him,....	Thus, he <u>makes</u> me fall in love with him, ....
		15	63	She <u>speak</u> English frequently.	She <u>speaks</u> English fluently.
		15	66	Besides..., she <u>is also has</u> a good appearance.	Besides..., she <u>also has</u> a good appearance.
		15	68	..., and the combination of ... <u>show</u> her beauty.	..., and the combination of ... <u>shows</u> her beauty.
		16	70	He always <u>give</u> me many advice....	He always <u>gives</u> me many advice....
		16	73	... but he always <u>make</u> me comfort.	... but he always <u>makes</u> me comfort.
		16	76	He <u>help</u> me.	He <u>helps</u> me.
		18	84	He <u>speak</u> English so fast that make me easy to confuse.	He <u>speaks</u> English so fast that makes me easy to confuse.
		18	85	He speak English so fast that <u>make</u> me easy to confuse.	He speaks English so fast that <u>makes</u> me easy to confuse.
		18	86	He <u>wear</u> serban but wear shorts.	He <u>wears</u> serban but also wears shorts.
		18	87	He wear serban but <u>wear</u> shorts.	He wears serban but also <u>wears</u>

					shorts.
		20	92	She always <u>talk</u> to us.	She always <u>talks</u> to us.
		22	99	She always <u>care</u> with myself.	He always <u>cares</u> about me.
		23	104	He <u>like</u> to help anyone also.	He <u>likes</u> to help anyone also
		23	107	He <u>take</u> exercise program.	He <u>takes</u> exercise program.
		31	123	He <u>like</u> football very much.	He <u>likes</u> football very much.
		31	124	He always <u>play</u> it every evening....	He always <u>plays</u> it every evening....
		31	125	He <u>like</u> music too.	He <u>likes</u> music too.
		33	131	I think that my computer <u>help</u> me....	I think that my computer <u>helps</u> me....
		33	130	There is a set of computer in my room. This thing also <u>make</u> me comfort.	There is a set of computer in my room. This thing also <u>makes</u> me comfortable.
		35	137	It is <u>look</u> like hear....	It <u>looks</u> like hearing....
		35	140	... there's no place which <u>give</u> me secure.	...there's no place which <u>gives</u> me secure.
		39	153	She never <u>talk</u> to other people.	She never <u>talks</u> to other people.
		40	155	He always <u>forgive</u> the fault people.	He always <u>forgives</u> people's faults.
		40	158	He always <u>suggest</u> the people....	He always <u>suggests</u> the people....
		40	159	He always <u>think</u> others.	He always <u>thinks</u> others.
		40	160	Many Islam people, including me, <u>admires</u> him so much.	Many Islam people, including me, <u>admire</u> him so much.
		42	162	When I am on the bus, I usually have a talk with a person who <u>sit</u> beside me.	When I am on the bus, I usually have a talk with a person who <u>sits</u> beside me.
		43	166	People say first love never <u>die</u> .	People say first love never <u>dies</u> .
		43	168	He is a polite guy, he always <u>smile</u> and never get angry.	He is a polite guy, he always <u>smiles</u> and never get angry.
		43	169	He is a polite guy, he always smile and never <u>get</u> angry.	He is a polite guy, he always smile and never <u>gets</u> angry.
		43	171	...he always puts his book in order, never <u>draw</u> anything except note the lesson.	...he always puts his book in order, notes the lesson and never <u>draws</u> .

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Ignorance of rule restriction	1	6	I do love his good shape of his nose which added with <b>a thin lips</b> .	I do love his good shape of his nose which is combined with <b>thin lips</b> .
	1	7	All of his appearance attract me very much, <b>include</b> his height which is about 170 cm.	All of his appearance attract me very much, <b>including</b> his height which is about 170 cm.
	3	16	Most of all, I have very nice neighbours...and <b>may be will run</b> to my house if I shout asking help.	Most of all, I have very nice neighbours...and <b>may run</b> to my house if I shout to ask for help.
	3	17	Most of all, I have very nice neighbours...and may be will run to my house if I <b>shout asking help</b> .	Most of all, I have very nice neighbours...and may be will run to my house if I <b>shout to ask help</b> .
	4	19	I always feel at home when I am <b>in</b> the mosque.	I always feel at home when I am <b>at</b> the mosque.
	4	20	And here, <b>in</b> the mosque, we can see many different people from different status are gathered.	And here, <b>at</b> the mosque, we can see many different people from different status are gathered.
	6	27	My bedroom is my special place <b>that making</b> me secure.	My bedroom is my special place <b>that makes</b> me secure..
	9	35	A person...is one of <b>a</b> sporty boy.	A person...is one of <b>y</b> sporty boys.
	12	57	She had <b>a complicated attitudes</b> .	She had <b>complicated attitudes</b> .
	16	77	I <b>want be</b> his friend forever.	I <b>want to be</b> his friend forever.
	17	78	Mountain is...that <b>can makes</b> me feel secure.	Mountain is...that <b>can make</b> me feel secure.
	22	95	My nephew always asking me to <b>go to</b> everywhere.	My nephew always asks me to <b>go</b> everywhere.
	33	129	I <b>entered to</b> this room.	I <b>entered</b> this room.
	34	132	She played <b>in the</b> some famous movie.	She played <b>in</b> some famous movies.
	35	138	It is look like <b>hear</b> what I say.	It looks like <b>hearing</b> what I said.
	35	142	Thus, beach is...people who had <b>the bad feeling</b> .	Thus, beach is...people who had <b>bad feeling</b> .
	37	143	I have a favorite <b>lecturers</b> .	I have a favorite <b>lecturer</b> .

		38	145	He has <u>a beautiful eyes</u> .	He has <u>beautiful eyes</u> .
		38	146	I ever felt falling in love when I <u>was the third grade</u> .	I ever felt falling in love when I <u>was in the third grade</u> .
		44	177	In short, he is one of sporty boy who had <u>a good performance</u> ....	In short, he is one of sporty boys who had <u>good performance</u> ....
					20
3	Incomplete Application of Rules	1	3	He known as one of the cleverest <u>student</u> at school.	He known as one of the cleverest <u>students</u> at school.
		1	4	<u>He also</u> good looking.	<u>He is also</u> good looking
		1	8	<u>All of his physical appearance</u> attract me very much,....	<u>All of his physical appearances</u> attract me very much,....
		3	14	There are <u>mini television</u> .	There are <u>small televisions</u> or there is <u>a small television</u> .
		4	22	<u>Some incident</u> were happen.	<u>Some incidents</u> happenned.
		5	26	My sisters' and my <u>bedroom</u> are located on the east.	My sisters' and my <u>bedrooms</u> are located on the east.
		7	31	These are the <u>reason</u> why....	These are the <u>reasons</u> why....
		9	36	A person...is one of a sporty <u>boy</u> .	A person...is one of sporty <u>boys</u> .
		9	37	Football is one of his favorite <u>sport</u> .	Football is one of his favorite <u>sports</u> .
		9	38	He is one of the best <u>player</u> in his team....	He is one of the best <u>players</u> in his team....
		9	39	<u>He ever</u> joined a climbing competition.	<u>He has ever</u> joined a climbing competition.
		9	40	<u>He ever</u> been hiking....	<u>He has ever</u> been hiking....
		9	42	<u>I proud</u> of him.	<u>I am proud</u> of him.
		10	43	She <u>has principle</u> that life must struggle.	She <u>has a principle</u> that life must struggle.
		11	45	<u>His eyes so bright</u> and his smile so cheerful.	<u>His eyes are so bright</u> and his smile so cheerful.
		11	46	His eyes so bright and <u>his smile so cheerful</u> .	His eyes so bright and <u>his smile is so cheerful</u> .
		11	47	I like his body <u>which proportional</u> .	I like his body <u>which is proportional</u> .
		11	48	I like his body which	I like his body which is

				proportional <b>as normal boy.</b>	proportional <b>as a normal boy.</b>
		11	46	The most interesting at him that make me like him is <b>his hair which black and thick.</b>	The most interesting at him that make me like him is <b>his hair which is black and thick.</b>
		12	58	She has an opposite attitude for certain <b>attitude</b> that she has.	An opposite attitude from certain <b>attitudes</b> that she has.
		15	67	The combination of narrow eyes and small red <b>lip</b> that she has show her beauty.	The combination of the narrow eyes and small red <b>lips</b> that she has shows her beauty.
		16	72	He <b>is very kind person.</b>	He <b>is a very kind person.</b>
		17	79	I like going <b>to mountain.</b>	I like going <b>to the mountain.</b>
		17	80	I can see many beautiful <b>flower.</b>	I ca see many beautiful <b>flowers.</b>
		18	88	He has <b>beautiful pointed nose.</b>	He has <b>a beautiful pointed nose.</b>
		20	91	All the family <b>member.</b>	All the family <b>members.</b>
		23	108	He take <b>exercise program.</b>	He takes <b>an exercise program.</b>
		29	120	I will play <b>game</b> at my computer.	I will play <b>a game</b> at my computer.
		30	122	She like wearing <b>yellow short skirt</b> at her house,....	She likes wearing <b>a yellow short skirt</b> at her house, ....
		32	127	She won many singing <b>competition.</b>	She won many singing <b>competitions.</b>
		33	128	It <b>is very simple place.</b>	It <b>is a very simple place.</b>
		34	133	She played in the some famous <b>movie</b> in Indonesia.	She played in some famous <b>movies</b> in Indonesia.
		35	136	The beach <b>is perfect place</b> that I want to go.	The beach <b>is a perfect place</b> that I want to go.
		38	147	Pink <b>lip</b> and white skin make him look so handsome.	Pink <b>lips</b> and white skin make him look so handsome.
		39	152	She <b>always nice.</b>	She <b>is always nice.</b>
		42	163	There was a person <b>who beside me</b> greet me rudely.	There was a person <b>who was beside me</b> greet me rudely.
		43	170	<b>He always very kind</b> to me.	<b>He is always very kind</b> to me.
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4	False Concept Hypothesized	1	1	I have ever <b>fell</b> in love with....	I have ever <b>fallen</b> in love with....



		1	2	<u>He known</u> as one of the cleverest student at school.	<u>He is known</u> as one of the cleverest students at school.
		1	5	I do love... <u>which added</u> with a thin lips.	I do love... <u>which is added</u> with a thin lips.
		1	9	He is lucky by having good appearance and <u>good minded</u> .	He is lucky by having good appearance and <u>good mind</u> .
		2	10	It is also the place where I go when I <u>felt</u> sad.	It is also the place where I go when I <u>feel</u> sad.
		2	11	So, beach is the <u>most place that I really like</u> .	So, beach is the <u>place I like the most</u> .
		2	12	All my sadness will <u>gone</u> .	All my sadness will <u>go</u> .
		3	13	There are some facilities which <u>is</u> helpful.	There are some facilities which <u>are</u> helpful.
		3	15	There <u>is</u> a tape and my mobile phone.	There <u>are</u> a tape and my mobile phone.
		4	18	I <u>like much the mosque</u> .	I <u>like the mosque very much</u> .
		4	21	It's a large room with no <u>attached</u> on it.	It's a large room with no <u>attach</u> on it.
		5	25	There are diningroom and a kitchen <u>besides</u> it.	There are diningroom and a kitchen <u>beside</u> it.
		6	28	<u>Even</u> it's not large enough.	<u>Even though</u> it's not large enough.
		6	29	I feel secure and relax when I <u>was</u> in my room.	I feel secure and relax when I <u>am</u> on my room.
		8	32	I <u>feel</u> in a seventh heaven.	I <u>feel like</u> in a seventh heaven.
		9	41	And because of <u>his talented</u> in sport,....	And because of <u>his talent</u> in sport,....
		11	49	He is tall enough and <u>strength</u> .	He is tall enough and <u>strong</u> .
		11	51	<u>The most interesting at him</u> that make me like him is his hair which black and thick	<u>The most interesting thing at him</u> that make me like him is his hair which black and thick.
		11	54	However, he loved me so much, and his attention to me <u>make</u> me crazy.	However, he loved me so much, and his attention to me <u>made</u> me crazy.
		11	56	Thus, he make me fall in love.... I don't want to find <u>other boyfriend</u> .	Thus, he make me fall in love.... I don't want to find <u>another boyfriend</u> .
		13	59	The rice that I <u>cook</u> was too soft.	The rice that I <u>cooked</u> was too soft.
		13	60	I put lack of salt, so the taste <u>is</u>	I put lack of salt, so the taste

			insipid.	<b>was</b> insipid
	13	61	It <b>makes</b> the fried rice tasted not good.	It <b>made</b> the fried rice tasted not good.
	14	62	It was <b>build</b> by using....	It was <b>built</b> by using....
	15	64	She said that Java <b>is</b> a wonderful island with wonderful culture.	She said that Java <b>was</b> a wonderful island with wonderful culture.
	15	65	<b>Besides</b> smart and independent, she also....	<b>Beside</b> smart and independent, she also....
	15	69	The way she speaks and her body language <b>is</b> also good.	The way she speaks and her body language <b>are</b> also good.
	16	71	He always give me <b>many</b> advice.	He always gives me <b>a lot of</b> advices.
	16	75	He always <b>solving</b> my problem.	He always <b>solves</b> my problem.
	17	81	I will forget... if I <b>was</b> there.	I will forget... if I <b>am</b> there.
	18	82	He was a man who <b>come</b> from Iraq.	He was a man who <b>came</b> from Iraq.
	18	83	He has <b>a little bit beard</b> .	He has <b>a little beard</b> .
	20	89	I <b>depends</b> on my mother.	I <b>depend</b> on my mother.
	20	90	She <b>keeps</b> me when I was child.	She <b>kept</b> me when I was a child.
	20	93	She always <b>have</b> time.	She always <b>has</b> time.
	22	95	He has a good looking,.... I feel love <b>her</b> at my first time.	He has a good looking,.... I feel love <b>him</b> at my first sight.
	22	100	When I was sick, he <b>give</b> me attention.	When I was sick, he <b>gave</b> me attention.
	22	101	Everything that he <b>was doing</b> to me always make me love him.	Everything that he <b>did</b> to me always made me love him.
	22	102	Everything that he was doing to me always <b>make</b> me love him.	Everything that he did to me always <b>made</b> me love him.
	23	103	He always <b>help</b> me when I got any problem.	He always <b>helped</b> me when I got any problem.
	23	105	He is a <b>student university</b> now.	He is a <b>university student</b> now.
	23	106	He is a.... He <b>studied</b> at UNESA.	He is a.... He <b>studies</b> at UNESA.
	24	109	It is not easy to find a boy who <b>was</b> active....	It is not easy to find a boy who <b>is</b> active....
	24	110	I like him when he <b>played</b> guitar.	I like him when he <b>plays</b> guitar.

	24	111	His performance was.... He <b>likes</b> jokes and he likes to entertain.	His performance was.... He <b>liked</b> jokes and he liked to entertain.
	24	112	His performance was... He likes jokes and he <b>likes</b> to entertain.	His performance was... He liked jokes and he <b>liked</b> to entertain.
	25	113	When I met her, everything <b>look</b> natural.	When I met her, everything <b>looked</b> natural.
	25	115	She conducted engagement with <b>other</b> .	She conducted engagement with <b>somebody else</b> .
	26	116	... the way they <b>walks</b> .	... the way they <b>walk</b> .
	28	118	He is always fragrant, especially in the morning when we <b>went</b> to school together.	He is always fragrant, especially in the morning when we <b>go</b> to school together.
	29	119	When I <b>feel boring</b> , ....	When I <b>get bored</b> , ....
	30	121	She <b>like</b> wearing ....	She <b>liked</b> wearing....
	32	126	She <b>won't confident</b> .	She <b>won't be confident</b> .
	34	135	She said that the reason is...that <b>can't</b> be....	She said that the reason was...that <b>couldn't</b> be....
	35	139	It is look hear what I <b>said</b> .	It is look hear what I <b>say</b> .
	35	141	<b>In other hands</b> ,....	<b>On the other hands</b> ,....
	38	144	<b>I ever felt</b> falling in love....	<b>I had ever felt</b> falling in love....
	38	148	He is polite and also <b>wisely</b> in solving the problem.	He is polite and also <b>wise</b> in solving the problem.
	38	149	When the first time I <b>love</b> her, I felt so nervous when I have to stare at him.	When the first time I <b>loved</b> her, I felt so nervous when I had to stare at him.
	38	150	When the first time I love her, I felt so nervous when I <b>have to</b> stare at him.	When the first time I loved her, I felt so nervous when I <b>had to</b> stare at him.
	39	151	If I had a.... The girl <b>is</b> so....	I had a.... The girl <b>was</b> so....
	39	154	She never smiles at me when we <b>met</b> ....	She never smiles at me when we <b>meet</b> ....
	40	156	He always forgive the <b>fault</b> people.	He always forgive the <b>false</b> people.
	40	157	He never <b>do</b> something evil....	He never <b>does</b> something evil....
	42	164	Then, there was a person who beside me <b>greet</b> me rudely.	Then, there was a person who beside me <b>greeted</b> me rudely.

		42	165	There was something I <u>can</u> help.	There was something I <u>could</u> help.
		43	167	I <u>fall</u> in love... when I was in Senior High School.	I <u>fell</u> in love... when I was in Senior High School.
		43	172	...he always puts his book in order, never draw anything except <u>note</u> the lesson.	...he always puts his book in order, <u>notes</u> the lesson and never draws anything.
		43	173	I <u>know</u> this when I borrowed his book.	I <u>knew</u> this when I borrowed his book.
		44	174	He has good performance that can make me and other girls <u>fell</u> in love.	He has good performance that can make me and other girls <u>fall</u> in love.
		44	175	While he was walking, he always <u>helds</u> my hand calmly.	While he was walking, he always <u>held</u> my hand calmly.
		44	176	He is an interesting boy who <u>had</u> a good performance and personality.	He is an interesting boy who <u>has</u> a good performance and personality.
					79

In relation to the second research problem, that is, "What is the percentage of each types of intralingual errors in descriptive paragraph writing by the fourth semester students taking Writing III Course in the 2004/ 2005 academic year?", the errors found needed to be calculated. The errors of each type of intralingual errors were calculated by employing statistical formula proposed by Ali (1998: 186) in which the sums of each category of each type of intralingual errors were divided by the total number of the errors the types of intralingual errors.

**Table 3. The Recapitulation of the Percentage of the Accumulation of Each Categories of Each Types of Intralingual Errors**

No.	Types of Intralingual Errors	Categories of the Types of Intralingual Errors	The Frequency of Each Category	Te percentage of Each Category (%)
1.	Overgeneralization	1. The addition of the Verb 'be' in the sentences using main verbs.	4	9.76
		2. The omission of third person singular markers in the sentences.	37	90.20
			41	99.96

2.	Ignorance of rule restriction	<ol style="list-style-type: none"> <li>1. The misuse of preposition <i>in, on, at</i></li> <li>2. The misuse of gerunds (<i>Ving</i>) in the sentences.</li> <li>3. The misuse of to-infinitives verbs in the sentences</li> <li>4. The misuse of verb forms after modal auxiliaries in the sentences.</li> <li>5. The addition of articles <i>the</i> in the sentences.</li> <li>6. The addition of articles <i>a/an</i> in the sentences.</li> <li>7. The addition of <i>-s</i> plural marker in the sentences.</li> </ol>	<p>3</p> <p>4</p> <p>3</p> <p>2</p> <p>2</p> <p>5</p> <p>1</p>	<p>15</p> <p>2</p> <p>15</p> <p>10</p> <p>10</p> <p>25</p> <p>5</p>
			20	82
3	Incomplete Application of rules	<ol style="list-style-type: none"> <li>1. The omission of the article <i>the</i> in the sentences.</li> <li>2. The omission of the articles <i>a/an</i> in the sentences.</li> <li>3. The omission of the plural markers in the sentences.</li> <li>4. The omission of <i>to be/auxiliaries</i> without main verbs in the sentences.</li> <li>5. The omission of third person singular marker.</li> </ol>	<p>1</p> <p>7</p> <p>16</p> <p>11</p> <p>37</p>	<p>1.37</p> <p>9.59</p> <p>21.92</p> <p>15.07</p> <p>50.68</p>
			73	98.63
4	False concept hypothesized	<ol style="list-style-type: none"> <li>1. The use of continuous forms instead of present/past forms in narratives.</li> <li>2. The misuse of verbs in present form instead of past form or vice versa.</li> <li>3. The errors in passive forms</li> <li>4. Miscellaneous errors</li> </ol>	<p>14</p> <p>39</p> <p>3</p> <p>24</p>	<p>17.72</p> <p>49.37</p> <p>3.80</p> <p>30.38</p>
			79	101.27

In order to classify each type of intralingual errors found into the error classification level, the percentage of the types of intralingual errors need to be calculated in such a way that the total percentage was 100%, so the sums of each type

of intralingual errors were divided by the total number of intralingual errors found by employing the statistical formula proposed by Ali (1998: 186) as stated in the data analysis method.

**Table 4. The Recapitulation of The Percentage of Each Type of Intralingual Errors**

No	Types of Intralingual Errors	Frequency of errors	Percentage of errors (%)
1	Over-generalization	41	19.16
2	Ignorance of Rule Restriction	20	9.34
3	Incomplete Application of Rules	73	34.11
4	False Concept Hypothesized	79	36.91
	<b>Total</b>	<b>214</b>	<b>100</b>

#### 4.1.4 The Results of Explaining Errors

From the result of the identifying and classifying intralingual errors, it was found that the intralingual errors destroyed many descriptive paragraph writings of the students. There were 214 errors made by the students in the paragraph. The types of intralingual errors made covered over-generalization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized.

##### A. Over-generalization

Overgeneralization occurred in the students' writing as many as 41 errors or 99.96%. In this type of errors, the students over-generalized the use of previous rules they knew with others that looked similar into a deviant new structure of their own. Richards (1980: 174) says that overgeneralization generally involves the creation of a deviant structure in place of two regular structures in the sentences. In making sentences, the students often failed in the misuse of third person singular in which they put the simple form of verbs after all subjects in the sentences. This type of errors are found in the sentences number 33, 34, 44, 50, 52, 55, 63, 68, 70, 73, 76, 84, 85, 86, 87, 92, 93, 97, 98, 103, 107, 114, 123, 125, 130, 131, 137, 140, 153, 154, 156, 157, 158, 162, 166, 168, 171. In the errors above, the students omitted the -s ending

verbs to mark the third person singular because they generalize the use of simple verb forms for the plural subjects with the singular ones. The subject *he* should be followed by the *-s* ending verbs. But, the students were influenced by the third person plurals that were followed by the simple verb form. The other errors occurred because the addition of verb *be* in the sentences using main verbs.

By generalizing the use of verb *be*, the students thought that every sentence in the Simple Present must have verb *be*, and they were influenced by the use of verb *be* in the sentences using adjectives or nouns as in the errors of the sentences number 23, 24, 30, 66.

### **B. Ignorance of Rule Restriction**

The errors of ignorance of rule restriction were detected in the research as many as 20 errors or 82%. Richards (1980: 175) argues that this type of errors is a failure to observe the restriction of existing structures by applying certain rules into the new contexts where they should not be applied that may be accounted for in terms of analogy or from the result from the rote learning of rules. The examples are the errors in the sentences number 95 and 129. In the examples above, the students felt incomplete to use the word *entered* that nearly has the same meaning as *came into*. So, they added *to* after the word *entered* that was deviant. The same thing happened to the word *go* that should not be followed by *to* in *Go to everywhere*. At the same time, the plurals nouns were added by articles *a/ an*. The errors occurred like in the sentences number 6, 35, 57, 145, 177. These errors could be caused by the analogy of the students of the rules of plurality.

The failure in observing the restriction of the use of article that was also concerned with the students' writings like in the errors of the sentences number 132 and 142. For this error type, According to Richards (1980:176), the students tried to rationalize a deviant usage of articles from his previous experience in English. In this case, the students used *the* for things that have been clear and refer to certain things, then, they put it to a new context.

The students seemed to have difficulties in choosing the proper verb forms. The students tended to use the simple verbs and present participles interchangeably. Further, the students used the verb without regarding the modals like in errors of sentences number 16, 17, 78. They thought that the verb should agree with the subject, so, they put the third person singular markers after modals.

Another case in this type of errors was the misuse of prepositions. In this research, there were errors in the sentences number 19, 20, and 146 that were caused by the wrong choice of the proper prepositions.

### C. Incomplete Application of Rules

The incomplete application of rules errors were detected in the research as many as 73 errors or 98.63%. In this type of errors, redundancy was the explanatory factor because the students concentrated on the communication function of the language, not the grammatical rule (Richards, 1980: 177). The most errors commonly found in the research were in the form of the omission of articles in the sentences and the omission of plural marker in the sentences.

Deviances occurred because of the omission of articles in the sentences while the articles were quite necessary in conveying the messages of the sentences. The examples of errors were found like in the sentences number 26, 43, 48, 56, 72, 79, 88, 108, 120, 122, 128, 136.

On the other side, it might be difficult for the students to give plural markers to the noun related. There were certain agreements of the use of nouns that could be a dilemma for the students who were still learning and having lack of knowledge of English. For instance, some nouns, that refer to more than one thing, omit *-s* ending to mark plurality such as *fish*, *deer*, and so on. The noun that should appear with *-s* ending, *scissors* and *trousers* for instance, could influence their previous knowledge of nouns. In addition, the countable and uncountable noun rules might be confusing if the students didn't have enough experience in English. This might be the explanation



of the appearance of errors like in the sentences number 3, 8, 14, 22, 31, 36, 37, 38, 58, 67, 71, 80, 91, 127, 133, 147.

The students often failed in the misuse of third person singular in which they put the simple form of verbs after all subjects in the sentences. This type of errors are found in the sentences number 33, 34, 44, 50, 52, 55, 63, 68, 70, 73, 76, 84, 85, 86, 87, 92, 93, 97, 98, 103, 107, 114, 123, 125, 130, 131, 137, 140, 153, 154, 156, 157, 158, 162, 166, 168, 171. In the errors above, the students omitted the *-s* ending verbs to mark the third person singular because they generalize the use of simple verb forms for the plural subjects with the singular ones.

#### **D. False Concept Hypothesized**

This research revealed false concept hypothesized errors as the most intralingual errors found in the research as many as 79 errors (101.27%). This type of intralingual errors covered the faulty comprehension of distinction of rules of the target language (Richards, 1980: 178). In this research, the errors covered miscellaneous errors, like the errors in tense sequence, which mostly dealt with passive form and parallelism, and confusion of words that looked synonymous.

In composing compound or complex sentences, the people should notice the tense of the clause to make them compatible. In the errors above, the students produced the clauses that were not compatible in terms of tenses in sentences. The examples are errors like in the sentences number 10, 13, 29, 54, 59, 60, 61, 64, 81, 82, 90, 100, 101, 102, 104, 106, 110, 111, 112, 113, 121, 134, 135, 139, 149, 150, 151, 154, 161, 164, 165, 167, 173, 174, 176.

Other errors appeared behind this type of errors were the false concepts of the sentence construction such as errors number 11, 18, 83, 105. Those errors represented their lack of knowledge of word order concerning with the sentence construction. The errors related to the sentence structure is the omission of *to be* before past participle for passive forms like in the errors in the sentences number 2, 3, 4, 5, 42, 170. While the other errors were concerned with the choice of words that seemed synonymous

like in errors in the sentences number 1, 9, 12, 21, 25, 28, 41, 65, 83, 94, 115. The words like *beside* and *besides*, and *even* and *eventhough* seemed to have the same meaning for some students who couldn't differentiate them.

#### 4.1.5 The Results of Evaluating Errors

From the error classification, by considering the percentage of each type of intralingual errors, a conclusion could be drawn that the highest number of the type of intralingual errors occurred in the descriptive paragraph writings in the research was false concept hypothesized errors as many as 79 errors. It means that 36.91% of the whole intralingual errors were in this error area. Let us consider the recapitulation of each type of intralingual errors found in the research which provides the picture of the classification level of the errors in the table below.

**Table 4. The Recapitulation of Each Type of Intralingual Errors**

No	Types of Intralingual Errors	Frequency of errors	Percentage of errors (%)	Level
1	Over-generalization	41	19.16	Low
2	Ignorance of Rule Restriction	20	9.34	Very Low
3	Incomplete Application of Rules	73	34.11	High
4	False Concept Hypothesized	79	36.91	High
	<b>Total</b>	<b>215</b>	<b>100</b>	

The data on Table 4 revealed the errors type predominated the other types was false concept hypothesized errors in 36.91% in the high classification level. The following errors were incomplete application of rules errors in 34.11% in, also, the high classification level. Overgeneralization errors appeared next with 41 errors or 19.16% of the whole errors in the low level, and appeared at the very low level with 20 errors or 9.34% of the whole errors and was ignorance of rule restriction errors

## **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 number of the names of the respondents of the research. They are the fourth semester students taking Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year. The names of the respondents are enclosed on Appendix-3.

### **4.2.2 Interview**

Interview was employed in the research to gain the supporting data about the course contents of Writing II and Writing III. The interview was done informally with the lecturers of Writing II and Writing III Course as the interviewee by using semi-structured interview in which a list of questions was prepared to guide the interview. The course contents of Writing II discussed the paragraph development, identification of the topic sentence, identification of the supporting details and identification of the concluding sentence. The paragraph development involved paragraph developed by time, paragraph developed by structure, paragraph developed by examples, paragraph developed by comparison, paragraph developed by cause and effect, and paragraph developed by space or descriptive paragraph. Meanwhile, the main focus in Writing III was the essay writing. It could be concluded that the students of Writing III Course have experienced in writing descriptive paragraphs. However, the students still had problems concerning with writing and grammar skills. They had difficulties in making good sentences and choosing the appropriate word that affect the meaning of the sentence. To overcome this problem, many tasks were given and the time allocation for the meetings was long enough. At least, 3 - 4 tasks were given in 3 - 4 meetings.

### 4.3 Discussion

The type of intralingual errors found in the respondents' descriptive paragraph writings covered overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. The total number of the whole intralingual errors was 214 errors. From the total intralingual errors found, the number of false concept hypothesized errors predominated the errors and then followed by incomplete application of rules in a not significant number. The false concept hypothesized errors spread widely in the respondents' paragraphs. It means that most of the descriptive paragraphs contained this type of errors. Surprisingly, it was found that there were 4 paragraphs contained errors that were classified into this error type only. It means that more students committed this error type more than the others. According to Richards (180:178), false concept hypothesized errors deals with faulty comprehension of the distinctions in the target language that are sometimes due to a poor gradation of teaching items. In the research, it was found that the students often failed in parallelism in which they used simple present tense together with the simple past, and vice versa. It means that most of the students thought that there was no distinction in the use of both tenses in making a paragraph. Sundari's research findings showed that false concept hypothesized errors took 67.38% in which the most errors found were under the same category, that was the omission of the third person singular marker.

Appeared next was incomplete application of rules errors as many as 98.63 %. Mostly, the errors found were the omission of the third person singular marker. For this case, Richards (1980:174) argues that since all grammatical persons take the same zero verbal ending, except the third person singular in the present tense, omission of -s ending in the third person singular may be accounted for by the heavy pressure of all other endingless forms. Sundari's research notes that the students committing errors of omission of article 'the' were as the highest number of other categories.

In this research, there were errors that were classified into two types of intralingual errors, that were the overgeneralization and the incomplete application of rules as stated on the review of literature. The errors were the omission of the third person singular marker in the sentences. The results of the research stated that these errors were as many as 37 errors or 90.20% of the overgeneralization errors and 50.68% of the incomplete application of rules. They are the errors in number 33, 34, 44, 50, 52, 55, 63, 68, 70, 73, 76, 84, 85, 86, 87, 92, 93, 97, 98, 103, 107, 114, 123, 125, 130, 131, 137, 140, 154, 154, 156, 157, 158, 162, 166, 168, 171. This kind of errors predominated the other kinds of error category in the research. It proved that the students were often influenced by the endless form of verb while they were applying the third person singular in the sentence, and the students might think that the use of -s ending to the verb was not necessary that the meaning of the sentence has been conveyed without regarding the verb form in the simple present form.

The results of the data analysis as a whole proved that the intralingual errors were still familiar with the students' writings. The false concept hypothesized errors were the most commonly found in the research. This provided a warning for the lecturers of Writing II course to pay more attention on the gradation of teaching items regarding that the most errors made by the students under this category was caused by the poor gradation of teaching items (Richards, 1998:178). In writing a descriptive paragraph, the learners often concentrated on the development of the paragraph and ignored the grammar of the sentences. It led to the occurrence of errors. This finding emerged the lecturers of Writing II Course to intensify the grammar rules while training the students in composing descriptive paragraphs so as to make the students recognize that the use of grammar are meaningful in writing a descriptive paragraph. Besides, the lecturers are strongly expected to give feedback to the learners' grammatical errors. By giving feedback, the learners are highly expected to be aware of their error area in their descriptive paragraphs. Besides, more tasks on writing descriptive paragraphs might stimulate their improvement in writing.

## V. CONCLUSIONS AND SUGGESTIONS

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

### 5.1 Conclusions

Based on the results of the data analysis of the intralingual errors in descriptive paragraph writings made by the fourth semester students who take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year, it could be concluded the types of intralingual errors found in descriptive paragraph writings made by the fourth semester students who take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year covered overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.

To answer the second research problem, it was necessary to present the percentage of each type of intralingual errors found in the research that were obtained from the accumulation of each category of each type of intralingual errors. The percentage of each type of intralingual errors found in descriptive paragraph writings made by the fourth semester students who take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year were overgeneralization errors as many as 99.96%, ignorance of rule restriction errors as many as 82%, incomplete application of rules errors as many as 98.63%, and false concept hypothesized errors as many as 101.27%.

## 5.2 Suggestions

Based on the results of the research that have been described in the conclusion above, the suggestion of the study are given to the lecturers of Writing II Course and the students who take Writing II Course. The lecturers of writing II Course are suggested to pay more attention to the grammatical errors, especially to those that are caused by false concept hypothesized. This could be done by providing more tasks in composing descriptive paragraph writings and giving a remedial teaching to the students to improve the grammar mastery in writing descriptive paragraph writings. In addition, the lecturers of Writing II Course were expected to revise their gradation of teaching items concerning that the cause of false concept hypothesized errors was the poor gradation of teaching items. Besides, the students were expected to be more cautious of the grammar of their writing while they are developing descriptive paragraph writings.

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RESEARCH MATRIX

TITLE	PROBLEM	TERM	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Analysis of Intralingual Errors in Descriptive Paragraph Writing by the Fourth Semester Students Taking Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 Academic Year	<p>1. What types of intralingual errors are found in descriptive paragraph writing by the fourth semester students taking Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year?</p> <p>2. What is the percentage of each type of intralingual errors found in descriptive paragraph writing by the fourth semester students taking Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year?</p>	Intralingual errors	<ol style="list-style-type: none"> <li>Over-generalization</li> <li>Ignorance of rule restriction</li> <li>Incomplete application of rules</li> <li>False concept hypothesized</li> </ol>	<p><u>Respondents:</u> The fourth semester students taking Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 academic year</p> <p><u>Informant:</u> Lecturers of Writing II and III Course</p>	<p><u>Research design:</u> Descriptive research</p> <p><u>Area determination method:</u> Purposive method</p> <p><u>Respondent determination method:</u> Population</p> <p><u>Data collection method:</u> Primary data: Writing test Supporting data: documentation interview</p> <p><u>Data analysis method:</u> <math>E = \frac{n}{N} \times 100\%</math> (Ali, 1998: 186)</p> <p><u>Note:</u> E: the percentage of each type of intralingual errors n: the number of each type of intralingual errors N: the total number of the whole intralingual errors</p>

## INSTRUMENT GUIDE

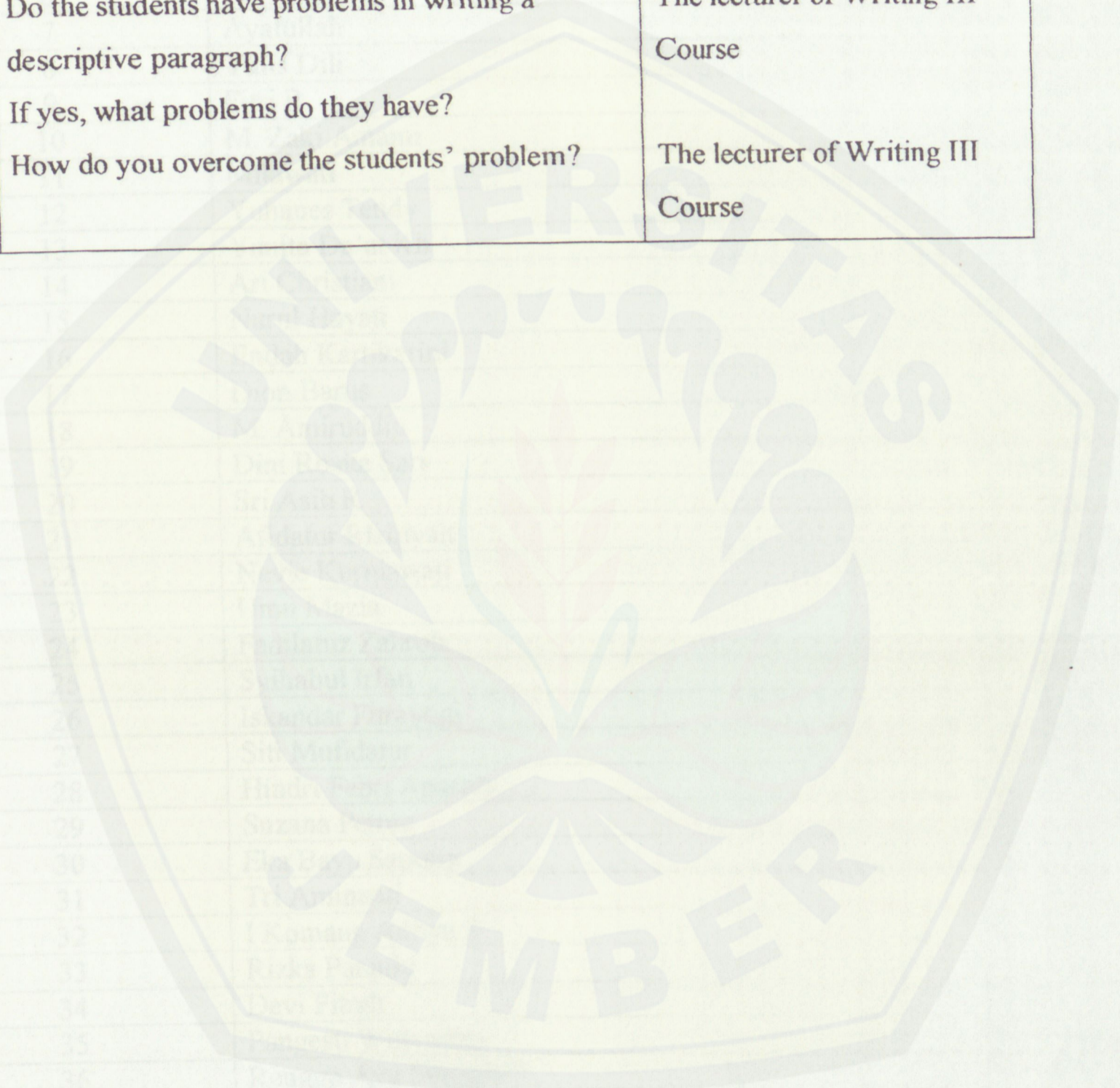
**Writing Test**  
**Subject: English**  
**Time: 60 minutes**

**Read the instruction carefully!**

1. Write a descriptive paragraph writing that consists of approximately 150-200 words.
2. Choose one of the topics provided to be developed
  - a. My favourite lecturer at campus
  - b. A special place that makes me secure
  - c. A place that is chaotic
  - d. My first lover
  - e. My strangest acquaintance
  - f. The most tasteless food I have ever felt/ had
  - g. A person I admire so much as a role model

Guide of Interview

No.	Questions	Data Resources
1	Could you explain the course contents of Writing II Course?	The lecturer of Writing II Course
2	Could you explain the course contents of Writing III Course?	The lecturer of Writing III Course
3	Do the students have problems in writing a descriptive paragraph? If yes, what problems do they have?	The lecturer of Writing III Course
4	How do you overcome the students' problem?	The lecturer of Writing III Course



## Appendix-3

## The Names of Respondents

Respondent Numbers	The Names	Registration Number
1	Uswatun Hasanah	03 - 384
2	Ratih Citra Dewi	03 - 116
3	Fatimah Az Zahra	03 - 332
4	Hendra Sukma	03 - 201
5	Fransisca Nunik T	03 - 162
6	Adri Nirmala	03 - 192
7	Ayatullah	03 - 367
8	Yulis Dili	03 - 304
9	Fitri R	03 - 160
10	M. Zaki Amami	03 - 319
11	Milawati	03 - 011
12	Yohanes Tendy	03 - 212
13	Yunita Da'at Kh	03 - 360
14	Ari Christiani	03 - 318
15	Nurul Hayati	03 - 053
16	Endah Kartikarini	03 - 249
17	Dion Barus	03 - 019
18	M. Amiruddin	03 - 322
19	Dini Rosita Sari	03 - 177
20	Sri Asih R	03 - 214
21	Afidatur Rizqiyah	03 - 123
22	Nevie Kurniawati	03 - 170
23	Umu Mazia	03 - 187
24	Fadilatuz Zahroh	03 - 070
25	Syihabul Irfan	03 - 035
26	Iskandar Fitrayogi	03 - 012
27	Siti Mufidatur	03 - 209
28	Hindri Febri Anasari	03 - 157
29	Suzana Petrus	03 - 118
30	Eka Bayu Saputra	03 - 140
31	Tri Aminanti	03 - 028
32	I Komang Aditya S	03 - 014
33	Rizka Pamula	03 - 151
34	Devi Fitrah	03 - 221
35	Pangesti Wulandari	03 - 241
36	Renggo Ayu Singgih P	03 - 124
37	Khusnul Khotimah	03 - 130
38	E vi Liyantini	03 - 021
39	Nur Aini Inda I	03 - 185
40	M. Saifur Rizal	03 - 309
41	M. Santoso	03 - 041
42	Mei Cadika P	03 - 164
43	Badiatul Alawiyah	03 - 209
44	Istiqomah	03 - 328

## Appendix-4

The Tabulation of Error Identification

Respondent Number	The Number of Intralingual Errors
1	9
2	3
3	5
4	7
5	2
6	4
7	1
8	3
9	8
10	2
11	12
12	2
13	3
14	1
15	7
16	7
17	4
18	7
19	-
20	6
21	-
22	6
23	6
24	4
25	2
26	1
27	-
28	1
29	2
30	2
31	3
32	2
33	4
34	3
35	6
36	-
37	1
38	7
39	4
40	6
41	-
42	4
43	7
44	5
	214

## Appendix-5

The Tabulation of Error Classification

Respondent Number	Overgeneralization	Ignorance of rule restriction	Incomplete application of rules	False concept hypothesized
1	-	2	3	4
2	-	-	-	3
3	-	2	1	2
4	2	2	1	2
5	-	-	1	1
6	1	1	-	2
7	-	-	1	-
8	2	-	-	1
9	-	1	6	1
10	1	-	1	-
11	3	-	5	4
12	-	1	1	-
13	-	-	-	3
14	-	-	-	1
15	3	-	1	3
16	3	1	1	2
17	-	1	2	1
18	4	-	1	2
19	-	-	-	-
20	2	-	1	3
21	-	-	-	-
22	1	1	-	4
23	2	-	1	3
24	-	-	-	4
25	-	-	-	2
26	-	-	-	1
27	-	-	-	-
28	-	-	-	1
29	-	-	1	1
30	-	-	1	1
31	3	-	-	-
32	-	-	1	1
33	2	1	1	-
34	-	1	1	1
35	2	2	1	1
36	-	-	-	-
37	-	1	-	-
38	-	2	1	4
39	1	-	1	2
40	4	-	-	2
41	-	-	-	-
42	1	-	1	2
43	4	-	-	3
44	-	1	1	3

DEPARTEMEN PENDIDIKAN NASIONAL  
 UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

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NIM/Angkatan : 010210401116/2001

Jurusan/Program Studi:PBS/Pend. B. Inggris

Judul Skripsi : The Analysis of Intralingual Errors in Descriptive Paragraph Writings Made by the Fourth Semester Students Who Take Writing III Course at the English Education Program of the Faculty of Teacher Training and Education of the University of Jember in the 2004/2005 Academic Year

Pembimbing I :

Pembimbing II : Dra. Siti Sundari, M.A

**KEGIATAN KONSULTASI**

No.	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	25 September 2004	Judul	
2	11 Oktober 2004	Matrix	
3	27 Mei 2005	Bab I	
4	27 Mei 2005	Bab II	
5	27 Mei 2005	Bab III	
6	30 Juni 2005	Seminar Proposal Skripsi	
7	7 September 2005	Bab IV	
8	29 September 2005	Bab V	
9	5 Oktober 2005	Bab I, II, III, IV, V	
10			
11			
12			
13			
14			
15			

Catatan:

3. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
4. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi