



**ERROR ANALYSIS OF ENGLISH ESSAYS MADE BY
THE FIFTH SEMESTER OF ENGLISH STUDENTS
AT FACULTY OF HUMANITIES
BUNG HATTA UNIVERSITY**

THESIS

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LIST OF SYMBOL AND ABBREVIATIONS

#	=	space needed
*	=	unaccepted words or sentence in a language
Ø	=	unnecessary word
↷	=	wrong word order
CAH	=	contrastive analysis hypothesis
L1	=	first language
L2	=	second language
NL	=	native language
SLA	=	second language acquisition
TL	=	target language
V1	=	verb 1
V2	=	verb 2
V3	=	verb 3
GER	=	gerund
SP	=	spelling
VT	=	verb tense
TB	=	to be
WF	=	wrong word form
WW	=	wrong word

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ABSTRACT

This study attempts to investigate the errors that consist of 15 essays written by 15 students. The subjects of this study are from the fifth semester English students at Faculty of Humanities, Bung Hatta University. The object of this study is to identify the errors based on the types of errors in grammatical categories found in the essay writing tasks, as well as analyzing the categorizations of errors that causes to happen the interference of L1. Corder (1974), as a founder of error analysis states that error analysis is the part of investigation in learning process of language. There are some theories used to guide me in analyzing the data they are Dulay, Burt, & Krashen (1982), Cobuild (1990), Lyons (1995), Coulmas (1996), Yanti (1997), Azar (2002), Haryono (2002), Meyers (2005), Swan (2005), Quinn & Filak (2005), Werner & Nelson (2007), and Wingersky, Boerner, & Holguin-Balogh (2009), Ellis (1997), and Gass (2013). The result of this study is that the errors are found in some classifications, such as (1) tenses, (2) spelling, (3) gerund, (4) word choice, (5) word order, (6) the verb *be*. The errors are identified by seeing the error categorizations, such as from the sentence level errors, the element errors, and the main errors or the source of errors. This study uses qualitative method as basic of the research.

Keywords: *error analysis, interference, grammatical categories, learning process.*

CHAPTER I

INTRODUCTION

1.1. Background of The Problem

English has been an international language that some people around the world might understand it well, even though it is not a mother language for some countries, especially in Indonesia. English is a second language for this country. However, it is not all of Indonesian people that are able to use English in an exact way. They should learn how to use English well in daily life. In order to create the accurate English, it is an obligation for people to learn what we call “grammar”.

Grammar constitutes one of the steps in learning a language because it consists of the rules that describe structural forms of a language. That is what the experts explain in their book within giving a definition of grammar. Swan (2005, p. xix) mentioned in his book, “Grammar is the rules that show how words are combined, arranged, and changed to show certain kinds of meaning”. Furthermore, Harmer (1983, p.12) also stated that “grammar is the description of the ways in which words can change their forms and can be combined into sentence in that language”. From the both experts’ statements mentioned above, they hint that grammar totally defines to create certain kinds of meaning of words or sentence and lead to make a proper sentence in the rules of the language.

For the beginners, such as Indonesian students, it is probably hard to use the English grammar when they combine a sentence in accordance with the existed rules. It happens because they have not mastered all of the grammatical rules. Take a look at this example below:

*a) Teacher mother⁰ never tired in his student teaching children.

b) Teacher is never tired of her student teaching children.

In example (a), we can see that there are grammatical wrongs here. First, the student does not need to put the addition word of ‘mother’ because it only makes sense to use it in Indonesian language. Second, the student omits the verb *be* before the word “tired”. The student should put the verb *be* “is”, because there is a singular noun before the word “tired”. After that, the student actually talks about a woman teacher, but he uses ‘his’ as the possessive pronoun. Thus, it has to change into ‘her’. Third, after the word “tired”, he did not use the fixed preposition. The preposition ‘of’ is appropriate for the word as shown at example (b).

The above example shows us that this is one of examples that is likely done by a number of students still having the minimum knowledge for the grammars. Sometimes, the biggest obstacle of incapability of students in writing is that they are confused to match between Indonesian grammatical style and English grammatical style. Therefore, the usage of English grammars should be learnt, concerned, and comprehended well by Indonesian students.

Writing texts in English actually is a thing that can be either said ‘easy’ if we master the grammatical rules or ‘hard’ if we have lack knowledge of them. Even if we have no paying attention of the rules, it can arise some misinterpretations against the texts that we have written.

Nevertheless, it is still regarded as a normal thing as long as students keep learning and practicing how to form a sentence in a correct way. As Norrish

(1983, p. 27) (as cited in Komala, 2014) stated “it’s natural for the students as human being to make error, even many native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard recording of themselves” Therefore, making mistakes in learning English is something usually happened when we are speaking or writing in English language.

As the guidance of research, the writer has seen the previous researches in which it becomes guidance for the writer to see the kinds of mistakes done by students. The writer has been inspired from Yanti (1997) that her thesis studied about the error analysis in communication strategies. She described the kinds of errors in which she found them on the conversation in Minangkabau speakers in the transcripts.

The research related to error analysis in students’ writing has also inspired the writer done by Darus, & Subramaniam (2009). They found that there are six common errors done by the school students including verb tense, word choice, preposition, subject-verb agreement and word order. Sawalmeh (2013) does a research through the case of students of the Preparatory Year Program. He concludes based on the discussion of the findings and the examples described that the students in writing English essays committed ten common errors, such as verb tense, word order, subject/verb agreement, pronouns, spellings, capitalization, prepositions, articles, double negatives and sentence fragments. He says that it can also happen because the most of the students tried to transfer their L1 (first language) that can make them hard to fit.

The previous research that the writer has also seen is from Hsu (2013) in which he studied about the cause of grammatical errors and his research goes to the ESL teachers and learners. Another research that the writer has seen is from Thomas (2014). He studies the usage of English tenses by the first year of Engineering Students. The writer takes a conclude that there are common errors done frequently by the students as L2 (second language) learners, such as tenses (present tense, present perfect tense, present continuous tense, present perfect continuous tense, past tense, future tense, sequence of tenses, conditional clauses in tenses). Komala (2014) in her thesis studies the usage of wrongly English tenses from junior high school students.

From the cases described above, the writer is interested in analyzing the grammatical errors done by students. The research has a purpose to dig some information about what are the common errors frequently done by students and identify the types of error occurred to their essay writing tasks. The writer appoints the study with the title “Error Analysis of English Essays Made By The Fifth Semester of English Students at Faculty of Humanities, Bung Hatta University”.

1.2 Identification of The Problem

Some wrong usages of English grammar often happen in writings. It is visible from any kinds of grammars. From the problems described above, the writer will list all of the problems that can be studied from this topic, they are; (1) tense, (2) gerund, (3) spelling , (4) word order, (5) word choice, (6) the verb *be*,

(7) adverb (8) article, (9) pronoun (10) preposition, (11) regular and irregular verb (12) count and non-count noun (13) subject-verb agreement.

These lists describe the kinds of mistakes that already get used to do by English students at Bung Hatta University. The writer will study the lists of these kinds of grammars that the students make errors frequently.

1.3 Limitation of The Problem

Even though there are many problems that can be analyzed in this topic, the writer will focus and limit the problems to make this research more efficient in analyzing the grammatical errors, they are; (1) tenses, (2) spelling, (3) gerund, (4) word choice, (5) word order, and (6) the verb *be*.

1.4 Formulation of The Problem

From the background described above, the writer formulates the problem that can be research questions as follows:

1. What are the types of errors in grammatical categories found in the essay writing tasks of students of Bung Hatta University?
2. What are the categorizations of errors made by students of Bung Hatta University in their essay writing?
3. Is there any interference between first language and second language? If yes, in what form?

1.5 Purpose of The Research

From the formulation of the problems explained above, the writer proposes the purpose of the research:

1. To identify and classify the errors into types of errors found based on grammatical categories in the essay writings of students of Bung Hatta University.
2. To analyze the categorizations of errors made by students of Bung Hatta University in writing texts.
3. To describe the interference between first language and second language.

1.6 Significance of The Research

The writer expects that the research can give its contribution theoretically and practically. Theoretically, it can identify what has been common error in writing texts by students, and correct the errors to make the students' writings become grammatically structural. Practically, it makes the readers comprehend the rules of English language in formal writing, as well as giving the reference to the readers towards what has been phenomenon of Indonesian students within applying the grammars in written text.