AN UNDERGRADUATED THESIS

AN ERROR ANALYSIS ON THE STUDENTS' WRITING PRODUCTS (A CASE STUDY AT THE ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE OF JURAI SIWO METRO)

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AN ERROR ANALYSIS ON THE STUDENTS' WRITING PRODUCTS (A CASE STUDY AT THE ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE OF JURAI SIWO METRO)

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
in English Education Study Program

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AN ERROR ANALYSIS ON THE STUDENTS' WRITING PRODUCTS (A CASE STUDY AT THE ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE OF JURAI SIWO METRO)

ABSTRACT

By:

SITI MASRIFAH

Writing is one of important language skills in learning English. It needs to be mastered for students of English as it can be the sources in knowing the quality of language learning achievement. For the students learning English as foreign language, it is not easy to write in English because English has different rules from their language. As a consequence, the differences sometimes cause them make errors in their writing products.

The research was aimed at describing the errors on the students writing products of English Education Study Program of State Islamic College of Jurai Siwo Metro. Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them. It means that the errors are the clearest evidence or input to find the new method or strategy of learning process, so that the teacher can guide the student to minimize errors.

A descriptive qualitative approach was referred to do the research. The data collection methods were interview and documentation. Regarding to the process of researching, the writer firstly interviewed the participants Secondly, the writer collected students' writing products. The writer took ten students as participants, 10 writing products of Writing 3 final exam and 34 writing products of portfolio assignment as her purposive sample.

The writer found the students' difficulties in writing were: most of the students felt hard to write and develop paragraph, they didn't have many ideas to be explored, lack vocabulary, less understanding about grammar, tenses and the rules of good sentences that relate with punctuation. Then the writer found the frequency of students' errors in *word order* was 13,8%, errors in *concord* was 24,5%, errors in *verb* was 31,8%, errors in *modals* was 12,5% and errors in *spelling* was 17,4%. In conclusion, the result of the research showed that there were many errors on the students' writing products. Those errors can be the source to find out the best appropriate feedback or treatment to reduce the students' errors.

AN ERROR ANALYSIS ON THE STUDENTS' WRITING PRODUCTS (A CASE STUDY AT THE ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE Of JURAI SIWO METRO)

ABSTRAK

Oleh:

SITI MASRIFAH

Writing adalah salah satu ketrampilan bahasa yang penting dalam mempelajari Bahasa Inggris. Writing perlu di kuasai oleh para mahasiswa Bahasa Inggris karena dapat menjadi sumber dalam mengetahui hasil pembelajaran. Sebagai mahasiswa yang mempelajari Bahasa Inggris tidaklah mudah untuk menulis tulisan Bahasa Inggris karena Bahasa Inggris memiliki perbedaan aturan dengan bahasa mereka. Dengan demikian, perbedaan-perbedaan tersebut kadang-kadang menyebabkan para siswa melakukan kesalahan didalam hasil tulisan mereka.

Penelitian ini bertujuan untuk menggambarkan kesalahan yang terdapat dalam tulisan para mahasiswa Program Studi Bahasa Inggris di STAIN Jurai Siwo Metro. Error analysis memungkinkan para guru menemukan sumber kesalahan dan lebih dari satu pendekatan terhadap kesalahan tersebut. Dapat diartikan bahwa kesalahan adalah bukti yang jelas atau masukan untuk menemukan metode dan strategi proses belajar, jadi guru dapat membimbing siswa untuk meminimalisir kesalahan.

Pendekatatan kualitatif deskriptif digunakan untuk mendeskripsikan data. Metode pengumpulan data yang digunakan adalah wawancara dan dokumentasi. Kronologi penelitian adalah, pertama penulis mewawancarai para partisipan. Selanjutnya penulis mengumpulkan hasil tulisan. Penulis mengambil sepuluh mahasiswa sebagai partisipan, 10 hasil tulisan tes akhir Writing 3 dan 34 hasil tulisan tugas Portfolio sebagai sampelnya.

Penulis menemukan kesulitan para mahasiswa dalam writing yaitu: hampir semua mahasiswa merasakan kesulitan untuk menulis dan mengembangkan paragraf, para mahasiswa tidak memiliki banyak ide untuk dituangkan, minimnya kosakata, kurangnya pemahaman terhadap tata bahasa, bentuk kalimat dan peraturan dalam membuat kalimat yang berhubungan dengan tanda baca. Penulis menganalisa hasil tulisan tersebut dan ditemukan jumlah kesalahan para mahasiswa dalam *word order* sebanyak 13,8%, *concord* 24,5%, *verbs* 31,8%, *modals* 12,5%, dan *spelling* 17,4%. Kesimpulan yang dapat diambil dari hasil penelitian ini adalah masih banyak kesalahan-kesalahan yang dilakukan oleh para mahasiswa dalam hasil tulisan mereka. Kesalahan-kesalahan tersebut dapat dijadikan sumber untuk menemukan umpan balik atau perlakuan yang terbaik dan sesuai, untuk mengurangi kesalahan-kesalahan para mahasiswa.

MOTTOS

The miracle is the secret of Allah.

Always think positively

We cannot learn without goofing.

DEDICATION PAGE

This undergraduated thesis is dedicated to:

- My greatest and most beloved parents, Muhammad Husein (Alm) and Siti Muakaddah. You are my first educator. The deepest thanks are for both of you. For the rest of my life I will always love you.
- My beloved brothers and sisters, Muhammad Baha Udin and his wife Supartun, Muhammad Ghozali, and Siti Maslahah you give the most motivation for me. And for the other beloved brothers and sisters, thank you is very much.
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- My friends in English Education Study Program.
- My Almamater STAIN Jurai Siwo Metro.

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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb

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RATIFICATION PAGE

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The undergraduated thesis entittled: AN ERROR ANALYSIS ON THE STUDENTS' WRITING PRODUCTS (A CASE STUDY AT THE ENGLISH EDUCATION STUDY PROGRAM OF STATE ISLAMIC COLLEGE OF JURAI SIWO METRO written by Siti Masrifah, Student Number 0735817 English Education Study Program, has been examined (Munaqosah) in Tarbiyah Departement on Monday, September 17th, 2012 at 14.30-16.30.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.

Metro, July 23, 2012

The writer



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Metro, May 9, 2012

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing has very urgent role in language learning. Being able to write is a vital skill for students of foreign language as much as for everyone using their own first language. In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge. In Indonesia, English has become as a foreign language. It becomes a compulsory subject for junior high school up to university level students. Mastery of writing as one of skills in English subject is a must. Therefore, writing plays important role in English learning and need to be mastered as it can be the sources in knowing the quality of language learning achievement.

Writing is often known as a productive written language skill. As a language skill, writing is probably the most difficult thing to be done in language. Because writing takes time and energy, we need special powers of our mind to take out the information which want to be conveyed. Writing can be very enjoyable as long as we have the ideas. Almost people can produce the best result of their writing if they know the means to achieve it.

The most beginning writers whose mother tongue is not English, to express what they intent are sometimes difficult. Writing in different language is not always as easy as writing in our language since there are some different rules in the writing systems and these differences sometimes make us make errors. Most of errors are caused by the students' assumption that the target language operates like the mother tongue. Another cause is different structure found between the two languages. Therefore, the students' mother tongue sometimes interferes with the target language and the students will be able to learn the elements of the target language which are similar to those with their own more easily than those which are not found in their native language. The errors will influence students' writing products, like essay, report, story, and the other which are the results of language learning.

The errors are the part or process which cannot be separated of the language learning especially English as foreign language. It means that the students' errors need not be signs of failure of language learning process. Furthermore, the errors are windows to the students' internalized understanding of the foreign language, and therefore they give teachers something observable to react to. The students who have not error in learning language automatically do not need to be treated. The teacher need not to try to fix something that isn't broken. It is inevitable that all learners make mistakes and commit errors. Therefore, the teachers realize that the students' errors made in process of constructing a new system of language is needed to be analyzed carefully. The analysis of errors thus has become a field of linguistics in that

sense. The field of language teaching benefit from findings of linguistics in many cases including error analysis.

Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them. It means that the errors are the clearest evidence or input to find the new method or strategy of learning process, so that the teacher can guide the student to minimize errors. Thus, because of the important of error analysis in improving language learning, the writer decides to analyze the errors on the student' writing product. The other researchers had analyzed students' errors such as error in translation, pronunciation, scientific writing etc. In this research the writer tries to analyze commonly errors which are made and committed by students on their writing products.

Regarding to all explanation above, the writer tries to study about writing error conducted by the third semester students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro. The writer got the data of the semester test score of writing two lecturers.

Table 1

The Score of Writing 2 for the Second Semester Students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro

NO	RANGE	FREQUENCY	PERCENTAGE	CATEGORY
1	81-90	11	25%	Excellent
2	71-80	7	15,45%	Very good
3	61-70	18	41%	Good
4	51-60	8	18,18%	Poor

Table above represents the students' writing score in writing two. It shows that many students of English Education Study Program of State Islamic College (STAIN) of Jurai Siwo Metro have good ability in writing, but writing is still difficult for them. It can be seen on their writing test result. Therefore, the research was conducted to explore the phenomenon.

B. Focus of the Study

Based on the background that has been presented above the writer identifies the problem as follows:

1. What are common errors on the students' writing products?
2. What are causes of errors on the students' writing products?
3. What are difficulties the students have in writing?

In this research, the writer focuses on what errors commonly found on the students' writing products, the causes of errors, and the students difficulties in writing

of English Education Study Program of State Islamic College of Jurai Siwo Metro in the Academic Year 2011/2012.

C. Objectives and Benefits of the Study

1. Objective of the Study

a. To know what common errors on the students' writing products.

b. To know what causes of errors on the students' writing products.

c. To know what difficulties the students have in writing.

2. Benefits of the Study

a. For the Students

This research is hoped for giving feed back to the students of English Education Study Program of State Islamic College of Jurai Siwo Metro by giving valuable input about errors they encounter and how to overcome them.

b. For the Lecturer

This research may be inspiration to the lecturers of English Education Study Program of State Islamic College of Jurai Siwo Metro to teach writing subject.

c. For Further Research

This research is expected as a contribution for other researcher to conductions further studies.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. Writing

a. The Concept of Writing

There is no particular definition about writing stated by an author or linguist. Writing is a process of sending messages from the writer to the readers. It is a process of expressing ideas or thoughts in words should be done at our leisure. It can be very enjoyable as long as we have the ideas and the means to achieve it.[1] By writing we may flow out a burden occupying our mind offer our ideas and concepts to others, and share our knowledge and experiences. Meanwhile, Steve Peha defined writing is the communication of content for a purpose to an audience.[2]

Based on the statement above it can be said that writing is not only transforming our thought or idea in written form but also it involves a specific skill since it uses the aspect of language such as grammatical structure, spelling and punctuating.

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[1]Sutanto Leo *et.al, English for Academic Purpose: Essay Writing,* Jakarta,penerbit Andi.2007,p.1

[2]Steve Peha, *The Writing Teacher's Strategy Guide. pdf.*

Writing becomes a difficult skill for any language user because writing presents a fairly challenging task for both native and nonnative speakers for English as a foreign language. In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language.[3] It defines that writing academic papers is particularly difficult.

Furthermore, writing is probably the linguistic skill that is least used by most people in their native language.[4] It means that we learn to write if someone teaches us and usually only if someone gives us assignment. Then, writing is the final product of several separate acts that hugely challenging to learn simultaneously.[5] It can be stated that writing needs a long process that takes time and energy. Based on the statement above we know that writing is not only difficult rare activities but also it needs much time to be done.

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[3] David Nunan, *Second Language Teaching and Learning*, Heinle & Heinle Publishers, Boston, 1999, p.271

[4] Paul davies and Eric pearse, *Success in English Teaching*, Oxford University Press, New York. 2002.p.96

[5] Trudy Wallace *et.al.*Teaching *speaking, listening and writing.pdf*

b. The Types of Writing

1) Description

Description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.[6] Description writing describes parts, qualities, and characteristics of the person or something that is described.

2) Argumentation

Argument is designed to convince or persuade somebody that something is true or should be done.[7] In other words, it can be said that argumentation writing attempts to convince the reader to accept a particular point of view or to take a specific action.

3) Narration

Narration writing tells a personal or fictional experience or tells a story based on a real or imagined event.[8] It illustrates that narration writing has a purpose to amuse the readers with actual or imaginary experiences in difference way.

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[6]George E.wishon and Julia M.Burks,*Let's Write English*,Van Reinhold Ltd.,Canada,1980,p.128

[7] *Ibid.*p.147

[8] http://EnzineArticles.com/?expert=Anis_Sidiq,21-10-2010

4) Exposition

Expository writing is writing that is designed to convey information or explain what is difficult to understand.[9] It means that exposition writing is used to explain a process or procedure or to give directions or instructions.

Those are the types of writing which are usually used. Those types must be known and learnt by students who are learning English. The students have to know what is the purpose and tense of the writing text.

c. Teaching Writing

The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as skill in its own right.[10] We will look at each of these in turn.

Reinforcement: some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new

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[9] *Ibid*

[10] Jeremy Harmer, *how to Teach English (An introduction to the practice of English language teaching)* person Educational Limited, England, 1998, p.79-80

language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

Language development: we can't be sure, but it seems that the actual process of writing helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the ongoing learning experience.

Learning style; some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

Writing as a skill: by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements – and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of our job is to give them that skill.

d. The Concept of Writing Product

Oxford Advanced Learner's Dictionary defines the word product as sth produced (by nature or by man).[11] Furthermore, written products are often the result of thinking, drafting, and revising procedures that require specialized skills, skills that not every speaker develops naturally.[12] In other words, it can be said that writing product is the result of transforming our thought or idea and process of monitoring any single words, rereading and revising.

In the teaching of writing we can either focus on the product of that writing or on the writing process itself. A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what the product should "look" like. When concentrating on the product, we are only interested in the aim of a task and in the end product.[13] Furthermore, product-oriented approaches focus on the final product, the coherent, error free text. Also, Brown added that a good deal of attention was placed on "model" compositions that students would emulate and on how well a student's final product measured up against a list of criteria that included

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[11] A.S, Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 1995, p.666

[12] Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd Ed), Addison Wesley, New York, 2001, p.335

[13] Jeremy Harmer,*The practice of English language teaching,* person Educational Limited, England, 2007, p.325

content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation. [14]

The final product of writing is not nearly so instant, and as a result the writer has a chance to plan and modify what will finally appear as the finished product. We have called this the writing process. Process focuses on the steps involved in drafting and redrafting a piece of work.[15] Then, process approaches do most of the following.[16]

1) Focus on the process of writing that least to the final written product;
2) Help student writers to understand their own composing process;
3) Help them to build repertoires of strategies for prewriting, drafting, and rewriting.
4) Give students time to write and rewrite;
5) Place central importance on the process of revision;
6) Let students discover what they want to say as they write;
7) Give students feedback throughout the composing process (not just on the final product) as they attempt to bring their expression closer and closer to intention;
8) Encourage feedback from both the instructor and peers;

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[14] Douglas Brown,*loc.cit.*

[15] David nunan,*op.cit.*p.272

[16] Douglas Brown,*loc.cit.*

9) Include individual conferences between teacher and student during the process of composition.

Based on the point out above, the process approach is aimed at helping the learner to develop a set of skills. Therefore, we not only pay attention on the final product but also we necessary give our attention on the writing process. Furthermore, the current emphasis on process writing must of course be seen in the perspective of a balance between process and product. The product is after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising, and editing. Without the final product firmly in view, we could quite simply drown ourselves in a sea of revisions. Process is not the end; it is the means to the end. In other words, we need both process and product.

Based on the explanation above it can be concluded that writing product is not nearly so instant. Because writing product is the result of transforming our thought or idea and process of monitoring any single words, grammatical use and mechanical consideration such as spelling and punctuation, it needs a long process that takes time and energy. There are many students' writing product such as the essay, the report, the story, and what the product should look like it depends on the assignment.

2. Error Analysis

a. Concept of Error Analysis

Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information.[17] It is inevitable that learners make mistakes in the process of foreign language and that process will be impeded if they do not commit errors and then benefit from various forms of feedback on those errors. Dulay & Burt, Richards stated that "you can't learn without goofing".[18] Thus, the researchers and the teachers of foreign language came to realize that the mistakes a person made in the process of constructing a new system of language is needed to be analyzed carefully, for they possibly held in them some of the keys to the understanding of language acquisition.

Corder noted, a learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the

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[17]Douglas Brown, *Principles of Language Learning and Teaching* (4th Ed), Addison Wesley, New York, 2000, p.216

[18] Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, Angkasa,Bandung,1990, p.140

language. It means that the students' errors need not be seen as signs of failure in learning language.[19]

Furthermore, errors are significant in three ways:

1) To the teacher: they show a student's progress

2) To the researcher: they show how a language is acquired, what strategies the learner uses.

3) To the learner: he can learn from these errors.

Error Analysis (hereafter EA) is the examination of those errors committed by students in both the spoken and written medium. Corder, who has contributed enormously to EA, writes thus: "The study of error is part of the investigation of the process of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process."[20]

Error analysis distinguishes between errors, which are systematic, and mistakes, which are not.

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[19]Douglas Brown, *Op.cit.* p.217

[20] http://www.proz.com/translation-articles/articles/633/

Linguists pay attention to the distinction between an error and a mistake, it is necessary to go over the definition of the two different phenomena. In order to analyze learner's errors in a proper perspective, Brown distinguishes errors and mistakes.[21] A mistake refers to a performance error that is either a random guess or a 'slip', in that it is a failure to utilize a known system correctly. Mistake refers to the failures to use language system correctly because of lack of attention fatigue, carelessness, memory lapses, and physical condition. It means that the students realize that they had made a mistake and can be self-corrected.

Whereas, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. As such, it is an error, most likely not a mistake and error that reveals a portion of learner's competence in target language. An error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In order words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

Moreover, to distinguish between an error and mistake, Ellis suggests two ways. The first one is to check the consistency or learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a

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[21] Douglas Brown, *loc.cit.*

mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his successful, they are mistakes.

Errors are usually classified in different categories, global and local errors. Global errors hinder communication and they prevent the learner from comprehending some aspects of message. Then, local errors only affect a single element of a sentence, but do not prevent a message from being heard

b. Sources of Error

In error analysis we have to identify the sources of error. According to Brown by trying to identify sources we can take another step toward understanding how the learner's cognitive and affective processes relate to the linguistic system and to formulate an integrated understanding of the process of second language acquisition.[22] The sources of error due to transferring rules from the mother tongue to the target language sometimes called "interlingual errors". Wilkins observes: "When learning a foreign language an individual already knows his mother tongue, and it is this which he attempts to transfer. The transfer may prove to be justified because the structure of the two languages is similar - in that case we get 'positive transfer' or 'facilitation' - or

[22] *Ibid.*, p.223

it may prove unjustified because the structure of the two languages are different - in that case we get 'negative transfer' - or 'interference'.[23]

As we have already seen, interlingual error is a significant source of error. While it is not always clear that an error is the result of transfer from the mother tongue to the target language, learners also make many errors, which show they are processing the second language in its own terms. Errors of this second type often called "intralingual errors". This type is often similar to those produced by the child in the mother tongue and suggests that the second language learner is employing similar strategies, notably generalization or simplification. Another source of error is developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

c. Classification of Errors

There are four important taxonomies and need to be known in the classification of errors, namely:

1) Linguistics Category Taxonomy

This is to classify errors according to either the language component or the particular constituent the errors influence. Language

[23] http://www.melta.org.my/ET/1996/main4.html

components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (vocabulary) and discourse (style). Constituents include the elements that comprise each language component. For example, with syntax it may ask whether the error is the main or subordinate clause, which constituent is affected: the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective and so forth.

2) Surface strategy taxonomy

This highlights the ways surface structures are altered. The students may omit necessary items or add unnecessary one, they may misform the items or disorder them. For example: he doesn't knows your name or he didn't went yesterday.

3) Comparative taxonomy

This is based on comparison between the structure of second language errors and certain other types of construction.

4) Communicative effect taxonomy

The communicative effect classification deals with errors from perspective of their effect on the listener or reader. This is about errors

that come from misunderstanding of the listeners or the readers to what the speaker says or writer writes.

Regarding to explanation above, the writer concludes that error analysis is the examination of errors committed by students. In error analysis we have to identify the sources of error. The researchers and the teachers of foreign language came to realize that the mistakes a person made in the process of constructing a new system of language is needed to be analyzed carefully. It is significant because it show a student's progress, show how a language is acquired, what strategies the learner uses, and the students can learn from these errors.

3. Error Analysis in Writing Product

a. Causes of Writing Errors

Research has shown (James) that learner of English final writing the most difficult thing they've got to do. There are three main types of error leads to misunderstanding or a total breakdown in communication.[24] There are lots of causes of this: the biggest is the use of translation from the mother tongue. By transforming word for word the students uses the wrong sentence patterns (grammar) and the wrong words (vocabulary). Another cause is choosing to write long and complicated sentences with for too many supplementary clauses. The longer the sentence the bigger is the chance of

[24] R.R Jordan, *Academic Writing Course,* Longman, England, 2003, p.91

making mistakes and failing to communicate the meaning. Therefore, in the early stages of students' writing, they shouldn't write sentences longer than 3 lines.

Furthermore, Barli Bram writes cause of errors in writing as follow:[25]

1) Meaning Problems

Learners wanting to write naturally in English must understand that their mother tongue and English, the target language, do not exactly the same rules. Indonesian and English, for example, differ considerably.

Because the two are different, we have to treat them to as two different languages. We cannot simply transfer the rules of Indonesian word order to English, to mention one example. If we force ourselves to do so, we will produce awkward expression expressions.

2) Clumsiness

Clumsy or awkward meanings often occur in writers' composition. These writers sometimes forget to treat English as foreign language; they write in English but they use their mother tongue or first language's rules. These writers basically try to translate word by word what they want to write from Indonesian into English. This happens particularly to those

[25] Barli Bram, *Write Well: Improving Writing Skills*, Kanisius, Yogyakarta, 1995, p.58-60

who have not mastered grammar, or those who possess in adequate 'special vocabulary'- terms and expressions.

3) Inter-language Interference

Another common problem which confronts learners of English is the tendency to apply every rule of their mother tongue and/or their first language into English. Unfortunately, this strategy normally does not work. Some beginning student writers time and again, however, cannot abandon this bad habit. They write in English, but use other dialects or language rules. As a result, the final product will contain 'interference'. This kind of writing surely needs to be edited or to be rewritten.

There are two suggestions to cope inter-language interference. Firstly, do not consider English to be the same as your mother tongue or first language. Secondly, familiarize yourself with English usage as much as possible; the more you read and listen to English, the better you will write.

b. Error Correction in Writing

Because the errors cannot be separated from the process of language learning, it is surely needed treatment to help to reduce and avoid the errors are usually happened in writing. Because writing unlike speaking, often includes an extensive planning stage, error treatment can begin in the drafting

and revising stage, during which time it is more appropriate to consider errors among several features of the whole process of responding to student writing.[26]

There is no particular way to correct the students' writing products. It depends on lecturer requirements or the purpose of teaching and learning process. One of English department in Indonesia makes the minimum requirements for students. The requirements insist that students who do not meet the minimum requirements will not pass the subjects. R.L. Fountain makes a list of the minimum requirements.[27] The requirements include, among other things, the use of concord or agreement, verbs, modals, and spelling.

English has own rule such as concord or agreement. Agreement means the state of having the same number, genre, or person.[28] Usually, concord is used in constructing phrase or sentence. The example of using the correct concord is "My mother buys a bicycle for me." It uses the masculine and feminine pronouns correctly. The other example is using the correct singular and plural forms verbs and pronouns.[29]

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[26] Douglas Brown,*op.cit.*p.355

[27] Barli Bram,*op.cit.*p.54

[28]Dedy Irwansyah, *Structure Course Material,*STAIN Jurai Siwo Metro.2009,p.17

[29] Barli Bram, *op.cit.p.55*

Verbs in English depend on tense used in the sentence or text. The function of a verb is to describe an action or a state of being.[30] It depends on past, present, or future form in the sentence. Sometimes, verb has different meaning adjusting the context.

The modal auxiliaries in English are: can, could, had better, may, might, must, ought to, shall, should, will, and would. The function of modal auxiliaries only as auxiliaries and do not change grammatical form in the way verbs do.[31] Modals do not take a final –s/es, even when the subject is *he, she, or it.*[32] The example of the correct modal used is "He can speak Arabic well".

Many of us who learn English might agree that most English words are spelled strangely. We find the spellings difficult to remember. Furthermore, English word where the spelling does not match the pronunciation can cause problem for learners. It means that incorrect spelling will cause incorrect meaning of the words.

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[30] Ann Batko, *When Bad Grammar Happens to Good People*, Career Press, New Jersey, 2004. p. 32

[31] George E.wishon and Julia M.Burks *op.cit*,p.230-238

[32] Betty Schrampfer Azar,*Understanding and Using English Grammar*(2nd ed.),binarupa Aksara & Prentice-Hall, Inc, Jakarta,1993,p.68-110

4. English Syllabus for the Third Semester Students of English Education Study Program

English education study program has syllabus as a standard writing correctly. The standard competency is the students be able to write outline and develop it to be narrative, descriptive, exposition, and persuasive/argumentation composition, in English correctly. The purposes of the teaching learning process are:

a. The students are able to write an outline for a narration composition.

b. The students are able to write an outline for a description composition.

c. The students are able to imitate, modify and explain the concept of narration, description, exposition and persuasion/argumentation.

d. The students are able to write the composition of narration, description, exposition, and persuasion/argumentation.

The students are also hoped to be able to identify grammatical error that relate to the narration, description, exposition, and persuasion/argumentation compositions. Before they collect their writing products, they must be sure that their writing products are correct. This experience can increase the quality of students writing products.

B. Theoretical Framework

Most schools around the world teach at least one foreign language. In the rest of the world, English is a foreign language. It means that English is taught in schools, often widely, but it doesn't play an essential role in national or social life. The average citizen does not need English or any other foreign language to live his daily life or even for social or professional advancement. In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language.

Furthermore, Richards and Schmidt define a foreign language as a language which is not the native language of large numbers of people in a particular country of region, is not used as a medium of instruction in schools and is not widely used as a medium of communication in government, media etc. [33] They note that foreign languages are typically taught as school subjects for the purpose of communicating with foreigners or for reading printed materials in the language.

A method that is based on the assumption that we learn another language as a child learns his native language will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue.[34] It may be

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33 http://en.wikipedia.org/wiki/Foreign_language

34 Ag. Bambang, Teaching English As A Foreign Language, Graha Ilmu,Yogyakarta, 2006, p.20

argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United States of America, in which people should learn English in the conditions where the language is used for communication in their daily lives. In Malaysia English is gained in the society where the people speak the language; in Malaysia English is a second language.

English is really a foreign language for language learners in Indonesia. In Indonesia English is learned only at schools and people do not speak the language in the society. Brown suggested that foreign language contexts are those in which students do not have ready-made context for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but efforts must be made to create such opportunities.[35]

As the students learn a new language, very often they do not know how to express what they want to say or write. So they make a guess on the basis of their knowledge of their mother tongue and of what they know of the foreign language. The process is one of hypothesis formulation and refinement, as the students develop a growing competence in the language they are learning. They move from ignorance to mastery of the language through transitional stages, and the errors they make are to be seen as sign that learning is taking place.

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[35]Douglas Brown, *op.cit* p.116

The most beginning writers whose mother tongue is not English, to express what they intent are sometimes difficult. Writing in different language is not always as easy as writing in our language since there are some different rules in the writing systems and these differences sometimes make us make errors. Most of errors are caused by the students' assumption that the target language operates like the mother tongue. Another cause is different structure found between the two languages. Therefore, the students' mother tongue sometimes interferes with the target language and the students will be able to learn the elements of the target language which are similar to those with their own more easily than those which are not found in their native language. The errors will influence students' writing products, like essay, report, story, and the other which are the results of language learning.

Therefore, the teachers realize that the students' errors made in process of constructing a new system of language is needed to be analyzed carefully. The analysis of errors thus has become a field of linguistics in that sense. The field of language teaching benefit from findings of linguistics in many cases including error analysis.

CHAPTER III

RESEARCH METHODOLOGY

A. Type and Characteristic of Research

The research is conducted using the appropriate method intended. There are several research methods that can be applied in a research about writing product either qualitative or quantitative. Type or kind of research is chosen based on its purpose.

The research is conducted to explore the phenomenon about students' error and considers the importance of quality of writing product to be explored. Therefore, the writer decides to use qualitative approach to investigate and to analyze the common errors on students' writing products. The research had been conducted in State Islamic College of Jurai Siwo Metro.

Qualitative research is an approach that called investigation approach because the researcher collects data by facing and interacting with the object directly.[1] It can be concluded that the data is conducted directly. The researcher analyzed and described every individual within their life and mind. The researcher must be able to describe the phenomenon through clear explanation. The researcher is not only

[1] Syamsudin AR, Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa,* Rosda, Bandung, 2001, p.73.

comparing two or more variables but also making the close situation among the researcher and the participants.

In the social sciences there are two major approaches to empirical research. The first one is quantitative research. The researcher conducts the research using numbers and data are collected by conducting survey. The second one is qualitative research. In this research, the researcher conducts the research closely with the participant using interview adjusting participant's said.

Qualitative research takes place in the natural setting. The qualitative research often goes to the site (home, office) of the participant to conduct the research.[2] It means that the writer had had more chance to do her research in many places she wants. Qualitative research is fundamentally interpretive. It means that the writer makes an interpretation of the data. This includes developing a description of an individual or setting, analyzing the data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned, and offering further questions to be asked.[3]

Furthermore, qualitative research is a research that aimed to describe, learn and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through a narration.

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[2] John W.Creswell, *Research Design Qualitative Quantitative and Mixed Methods Approach,* Sage Publication, New York, 2002,p.181

[3] *Ibid,* p.182

Qualitative research has some characteristics. Firstly, qualitative research uses multiple methods that are interactive and humanistic. The multiple methods can be applied appropriately the participant. Secondly, qualitative research is fundamentally interpretative. It can be assumed that the researcher can interpret the data. The researcher describes the participant, interpreting the data, and then drawing the conclusion about the data intended. Thirdly, the qualitative research is descriptive. The data collected is in the form of words of picture rather than number. Then, fourthly, the qualitative research is analyzed their data inductively. The last, the qualitative research are concerned with process rather than simply with outcomes or products.

B. Data Collection Instrument

The writer uses instruments gathering the data as follows:

1. Interview

Interview is a dialogue among people or group intended. In interview, the researcher conducts face-to-face interviews with participants, interviews participants by telephone, or engages in focus group interview with six to eight interviewees in each group.[4] The researcher has to conceptualize the project, establish access and make contact with participants, interview them, transcribe the data, and then work with the material and share what he or she has learned.

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[4] *Ibid*, p.188.

Esterberg stated that there are three types of interview. They are structured interview, semi structured interview, and unstructured interview.[5] In this case, the writer used structured interview that used prepared questions about the students' difficulties and the causes of errors in writing.

2. Documentation

During the process of creating the research, the writer may collect documents. This data source is relatively scientific data and easy to get. It is not reactive so that the subject can not hide something from the researcher.[6] These maybe public documents (like newspaper, magazines, minutes of meetings, official reports) or private documents (like journals, diaries, letters and e-mail). Documentation is used as written evidence in the research. Documentation also saves the time expense of transcribing. The researcher used the students' writing products to note the event or information related to students' errors. The researcher took ten writing products of Writing 3 final exam and 34 writing products of portfolio assignment as her purposive sample.

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[5] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif R&D,* Penerbit Alfabeta, Bandung, 2009 p. 233.

[6] Ag. Bambang Setiyadi.*Metode Penelitian untuk Pengajaran Bahasa Asing-Pendekatan Kuantitative dan Kualitatif,*Graha Ilmu,Yogyakarta,cetakan pertama.2006,p.249

C. Data Resource

The research can be conducted considering data resource previously. In the qualitative research there is no population as data resource, but usually called social situation consisting of three elements such as place, actors and activity. Lincoln and Gulba state that "naturalistic sampling is, then, very different from conventional sampling. Its purpose is to maximize information, not to facilitate generalization."[7] It can be inferred that the writer got the data from purposive sample as the participants. It meant that in determining sample, the researcher was not base on statistical calculation. The researcher took data from the writing lecturer. There were ten participants who became the data resource.

Furthermore, if the purpose is to maximize information, then sampling is terminated when no new information is forth-coming from newly sampled units: this redundancy is the primary criterion.[8] Thus, the writer chose students of the third semester students of English Education Study Program of State Islamic College Jurai Siwo Metro in Academic Year 2010/2011 as participants. The writer chose them because they passed writing one and writing two.

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[7] Sugiyono, *op.cit* p.219.

[8] *Ibid* ,p. 220.

D. Data Validity Procedures

Quantitative researches have statistics media that is often used to gain the validity aspect of the data. In qualitative research, there is also method usually used to approve that what the researcher found is real and suitable with the fact. The method usually used is triangulation.

Triangulation can be defined as combination of two or more methods to collect the data. The use of triangulation is to enrich data and make a more accurate conclusion. Triangulation is also used when the researcher is doubt of the data he has got. There are some kinds of triangulation offered, namely:[9]

1. Time Triangulation

Time triangulation can be in cross-sectional to collect the data from different sources in the same time. And can be in longitudinal to collect the data from the same sources in different time.

2. Place Triangulation

By this triangulation, collecting data is conducted and use different place for one kind of data. In this case the writer took the data of students' writing products not only one but some products

[9] Ag. Bambang Setiadi. *Opcit*,p.31

3. Theory Triangulation

Here, the researcher collected the data based on different theory or analyzed the same data by using the different theory.

4. Method Triangulation

The researcher used different methods for collecting one kind of data. The writer used documentations and interview method to collect the data.

5. Researcher Triangulation

Collecting the same data can be done by some researchers. In this research the writer did not use this triangulation because she works alone.

The researcher used three kinds of triangulation those were: place, theory and method triangulation. The researcher analyzed 44 of the students writing products, used some theories to analyze the data and used different method to collect the data. The methods were interview and documentations.

E. Research Procedure

The writer applies case study method in this research. Traditionally, the case study has been associated with qualitative methods of analysis. Indeed, the notion of a case study is sometimes employed as a broad rubric covering a host of non

quantitative approaches – ethnographic, clinical, anecdotal, participant-observation, process-tracing, historical, textual, field research, and so forth.[10]

Yin states that every case study should start with a general analytical strategy. These general analytical strategies with regards to case studies provide the researcher with a system by which s/he can set priorities for what it is they need to analyze and why.[11] It can be assumed that case study focuses in a person and community. Case study analyzes the phenomenon deeply in the community or group. An in-depth study of a single person, event, community or group is called a case study. Stake suggested that case studies in which the researcher explores in depth a program, an event, an activity, a process, of one or more individuals.[12] Based on the explanation above, the writer chose this method because the writer wanted to know deeper about students' error phenomenon of English department students of State Islamic College of Jurai Siwo Metro.

In addition, in writing a procedure for a qualitative proposal, the tasks listed below are recommended: [13]

1. Identify the specific strategy of inquiry that will be used.

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[10] John Gerring, *Case Study Research: Principles and Practices*, Cambridge University Press, New York 2007, p.10.

[11] www.ies.luth.se/home/users/timfos/thesis/Data%20Analysis.doc,

[12] John W. Creswell,*op.cit*,p.15

[13] *Ibid*.p. 183.

2. Provide some background information about the strategy, such as its discipline origin.

3. Discuss why it is an appropriate strategy to use the proposed study.

4. Identify how the use of the strategy will shape the types of question asked.

It can be concluded that the procedure of qualitative proposal must consider specific strategy and appropriate strategy to shape the types of question asked.

F. Data Recording and Analysis Procedures

1. Data Recording

Before entering the field, the writer plans her approach to data recording. This undergraduated thesis identified what the writer recorded and the procedures for recording data. The procedures that the writer uses were:[14]

a. Interview Protocol

Use interview protocol for recording information during a qualitative interview. This protocol includes the following components: a heading, instructions to the interviewer (opening statements), the key research questions, probes to follow key questions, transitions messages for the

[14] *Ibid.* p. 188

interviewer, space for recording the interviewer's comments, and space in which the researcher records reflective notes.

Researcher record information from interviews using handwritten notes, audio taping, or videotaping. During the interview, the researcher should take notes in the event that recording equipment fails. Planning in advance whether a transcriptionist had been used is important.

b. Documents and Visual Materials

The writer uses this procedure to note reflect information about the document or other materials as well as key ideas in the documents. For documents, it is helpful to note whether the information represents primary material (information directly from the people or situation under the study) or secondary material (secondhand accounts of the people or situation written by the others).

2. Data Analysis

In their extensive writing on qualitative data analysis, Miles and Huberman define data analysis, as consisting of three concurrent flows of activity: (1) Data reduction, (2) Data display, and (3) Conclusion drawing/verification. Upon first obtaining data during a data collection period,

Miles and Huberman explain these three stages of qualitative data analysis as follows:[15]

a. Data Reduction

Data reduction should not be separated from analysis, but as a part of it. This reduction of the data is analysis that helps to sharpen, sort, focus, discard, and organize the data in a way that allows for "final" conclusions to be drawn and verified. They add that data can be reduced and transformed through such means as selection, summary, paraphrasing, or through being subsumed in a larger pattern.

b. Data Display

Data display is the second major activity which the researcher should go through, and this means taking the reduced data and displaying it in an organized, compressed way so that conclusions can be more easily drawn. Here, data display can be conducted in the table, graphic, chart, and etc. The most frequent form of display data for qualitative research data in the past has been narrative text. It is further explained that good displays are a major avenue to valid qualitative analysis.

[15] www.ies.luth.se/home/users/timfos/thesis/**Data%20Analysis**.doc

c. Conclusion

Conclusion drawing and verification is the final analytical activity for the qualitative research. The researcher begins to decide what things mean. They do this by noting regularities, patterns (differences/similarities), explanations, possible configurations, causal flows, and propositions. The conclusion of research can be change after the research conducting. It means that the researcher finds the new evidence about the problem before.

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. STAIN Jurai Siwo Metro

STAIN (State Islamic College) of Jurai Siwo Metro is one of higher education institutions in Metro. It, in addition, is the only one state Islamic college in this city. As one of favorite universities that always are chosen by many students who had been graduated from Senior High School, STAIN Jurai Siwo Metro has vision and mission. Its vision is to create a qualified and competitive Islamic institution. To accomplish the vision, it composes some missions, namely developing three pillars of university, creating an academic person which is smart, skillful, and has a good normal, and developing and spreading technology and Islamic culture.

It was built on April 23-25, 1997 based on explanation letter of President no 11 in the year 1997. STAIN Jurai Siwo Metro is located in Jl. Ki Hajar Dewantara 15 A Iring Mulyo East Metro, Metro city. It has two faculties, namely Tarbiyah and Syari'ah.

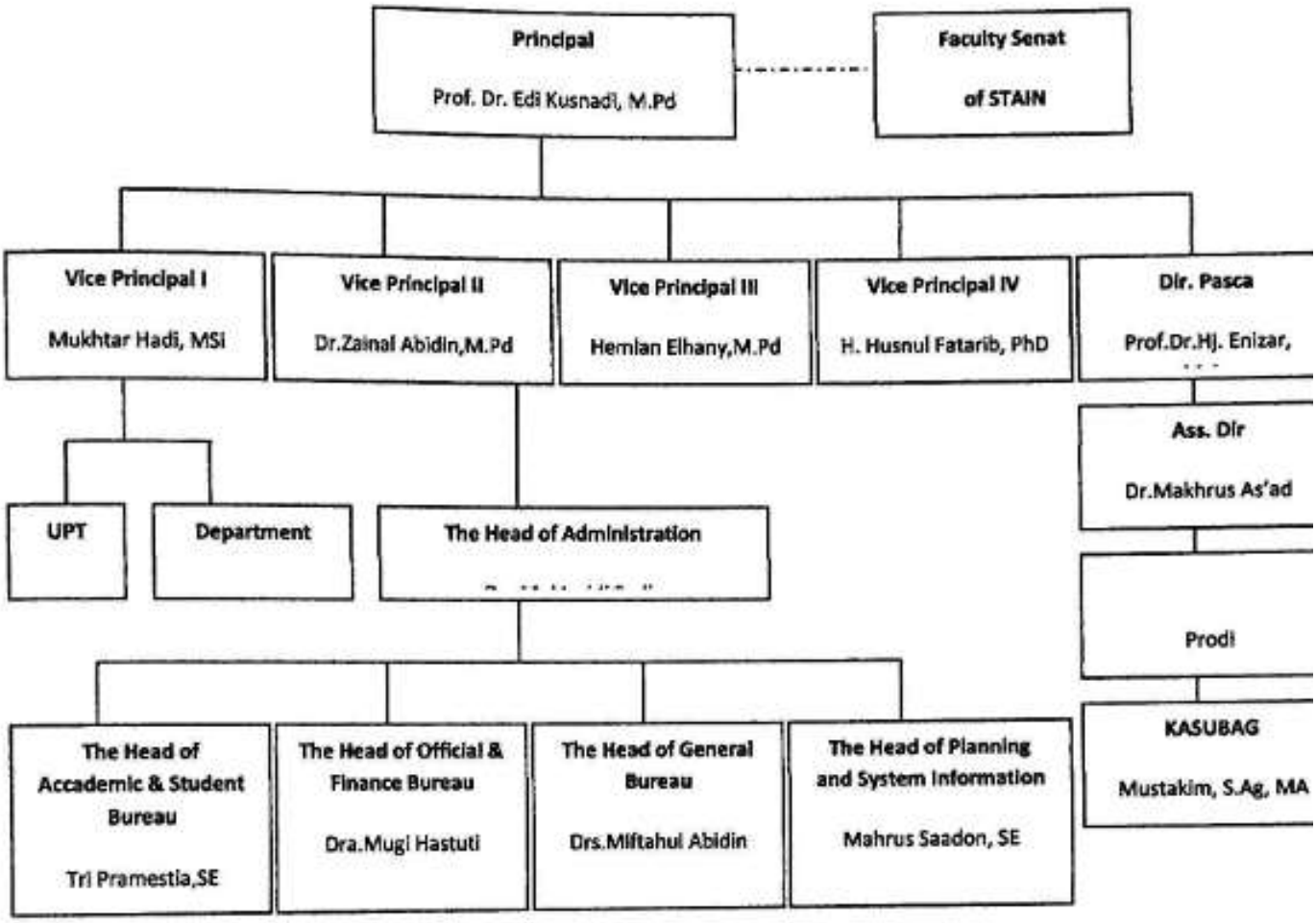


Figure I : *Organization Structure of STAIN Jurai Siwo Metro*

2. English Education Study Program

English Education Study Program (PBI) is one of Strata 1 (S1) majors of Tarbiyah Faculty in State Islamic College (STAIN) Jurai Siwo Metro. Historically, Diploma 3 (D3) of English Education Program was opened in 2002 and because of stakeholders' instruction, 2007 the D3 program was converted to S1 PBI. The decision is based on SK Direktur Jendral Pendidikan Tinggi Islam No: Dj.I/220.C/2007 May 28, 2007 about Legalization of Conducting S1 of English Major in State Islamic College (STAIN) Jurai Siwo Metro.

English Education Study Program has the vision, namely: creating professional students in English Education who can integrate Islamic values and academic dimensions. It is hoped, the students will have a high bargaining in globalization era. The vision then is enlarged in some missions, namely:

a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.

b. Building and developing humanist, democratic, and modern academic atmosphere.

c. Growing the professionalism ethic through theoretical knowledge basic mastery.

d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

e. Applying integrated education system which is able to give a significant input for education development.

Based on the vision and mission, English Education Study Program (PBI) Major decides three purposes of implementing education:

a. Preparing the students to be an Islamic English teacher who can actualize society benefit values, science, technology, art and also be able to be agent of chance in the society.

b. Preparing the students to be professional English teacher who can practice, develop, and enlarge English education with Islamic spirit.

c. Giving a meaningful input for developing English education and Islamic culture for society's benefit.

In the context of IPO (input, process, and output), English Education Study Program (PBI) major of State Islamic College (STAIN) Jurai Siwo Metro can shortly described as follows. Firstly, it is related to the students' input. From the education background, English Education Study Program (PBI) students are graduated from MAN/MAS/Pesantren, and SMU/SMK. From the family's social and economic condition, some English Education Study Program (PBI) students come from low and middle economic.

Secondly, related to education process. English Education Study Program (PBI) lecturing is handled by the institutional lecturer, uninstitutional lecturer, and additional lecturer with education classification as follows: 4 people of S3, 19 of S2, and 3 of S1. The ratio of lecturer and students is 1: 21. The number of institutional lecturer is 14 people, 9 uninstitutional lecturers, and 5 additional lecturers. To increase lecture's work and supporting media effectively, control system is done toward infraction and giving punishment according to the rule. Related to the this case, there is a role that manage the students, lecturer, and educator, and also OPS (Operational Procedure Standard) which manage learning

that produced by quality guaranty institution unit. Beside that, PBI is supported by local curriculum appropriated with Islamic Institutional context, education and professionalism. The combination then is explored in five categories of lecturing lesson, namely:

a. Mata Kuliah Pengembangan Kepribadian (MPK) 13,64%

b. Mata Kuliah Keilmuan dan Keterampilan (MKK) 42,21%

c. Mata Kuliah Keahlian Berkarya (MKB) 20,78%

d. Mata Kuliah Perilaku Berkarya (MPB) 15,58%

e. Mata Kuliah Berkehidupan Bermasyarakat (MBB) 7,79%

The assessment toward English Education Study Program (PBI) students always be holistic so that contains three education aspects, namely: cognitive, affective, and psychomotor. In addition, the assessment contains intelligence, activation, and behavior. Meanwhile, to increase academic quality, English Education Study Program (PBI) Major frequently develop conductive academic atmosphere so that there is a dynamic, open, and polite relationship among the academy civitas. Therefore, appropriate number of lecturer, control system and good assessment, applicative curriculum plan, good academic atmosphere, hopefully becomes the independent elements that empower education process in

English Education Study Program (PBI) Major of State Islamic College (STAIN) Jurai Swo Metro.

Thirdly, from output dimension (graduate), every students who study in English Education Study Program (PBI) Major State Islamic College (STAIN) Jurai Siwo Metro, is predicted to be professional in English.

B. Description of Data Analysis

Writing is often known as a productive written language skill. As a language skill, writing is probably the most difficult thing to be done in language. Writing is one of language skills that must be mastered by the students of English Education Study Program. The most beginning writers whose mother tongue is not English, to express what they intent are sometimes difficult. Writing in different language is not always as easy as writing in our language since there are some different rules in the writing systems and these differences sometimes make us make errors.

Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them. It means that the errors are the clearest evidence or input to find the new method or strategy of learning process, so that the teacher can guide the student to minimize errors. Thus, because of the important of error analysis in improving language learning, the writer decided to analyze the errors on the students' writing products.

Regarding to the object of this research the researcher analyzed the students' writing products of English Education Study Program of State Islamic College. In this chapter the researcher describes the data that used as primary source. The data is gotten by interview result and final test of writing 3 and portfolio assignment as documentation.

C. Description of Findings

1. Interview Result

The researcher conducted interview toward ten students of the third semester on February 3, 2012 and. The researcher gave the participants ten questions related to the writing. The interview used structured interview. Here is the interview result.

The first question is about the students' opinion toward writing. Student 1 has opinion that writing is one of the important subjects and skills in English. Student 2 said that writing is the basic to master English Language. Student 3 stated that writing is an important subject in English Department. Different with other student 4 has opinion that writing is one of way to express our mind with a word, sentences in paper. Student 5 said that writing has function to express what we want. In line with student 4 and 5, student 6 stated that writing is the process to share something in our heart. "Writing is the process to share in our heart, what we feel, what we want and something that we don't like," said her. Then student 7

said that writing is one of the main unsure in language. Student 8 has opinion that writing is of the basic learning in English. The next, student 9 stated that writing is the study of the written English. The last, student 10 said that writing is one of our basic competences.

The second question is "Are you interested in writing?" Almost of students answered that they are interesting in writing. Only student 2 and 9 stated that they are not interesting in writing because writing is too complex. "I don't like writing because when we learn writing subject it is too complex and I can't string well," said student 2.

The third question is about when they write. Most of the students answered that they write when they get assignment from the lecturer. Different with student 1 who answered that she writes when she has spare time, "On my spare time," she said. Then student 7 and 8 answered that they write when they have something or topic to write. The next student 10 answered that she writes when she wants to write.

The fourth question is students' opinion about the important role of writing in human life. Student 1 has opinion that writing has important role in all of activities in human life. Many things in this world use writing for example: in our job, school, supermarket, way and etc. Almost same with student 1 student 2 stated that writing has influence in human life because through writing we can

give information to other about knowledge and get the money. In line with student 2, student 3 answered "Writing is very important in human life because through writing products such as news paper, magazine, story book and etc. we will get information or entertain." Student 4 stated that writing has important role in human life especially for education. Then student 5 stated that writing is the skill that must be mastered because we can improve the other our skills through writing. Same with student 2 and 3, student 6 said that writing product gives information. Next, student 7 has opinion that writing can change the world becomes readable. Student 8 stated that writing is the media to convey some information. Student 9 answered that writing is very important for us because writing can relate with our daily activity. The last, student 10 stated that writing makes our life's journey becomes colorful.

The fifth question is about the students' interest in writing class, studying writing practically or theoretically. Almost of students answered that they like studying writing practically because practice makes perfect. By practicing writing we can improve our writing ability. Student 9 likes studying writing theoretically, "Theoretically, because I don't really like writing. It is easier to understand when we know the theory," said him.

The sixth question is about the technique that is frequently use by the writing lecturer. Almost of the students answered that their writing lecturer gave individual assignment. "Individual assignment," student 1 said. Student 2, 4, 5 and

7 answered that writing lecturer use in pair, make a group and discussion technique also. "Much techniques which is done by my lecturer such as discuss, in pair, and etc," student 4 answered.

The seventh question is "Is writing difficult for you? Why?" Student 1 feels that writing is difficult, "Sometimes I feel writing easy but sometimes I feel hard and difficult. It depends on the material," said her. Same with student 1 all of the others students answered that writing is difficult.

The eighth question is about the students' difficulties in writing. Student 1, 2, 4, 5, and 10 answered that their difficulties are poor vocabulary and grammar of the text. Whereas student 3, 7 and 8 answered that their difficulty is about making and developing a good paragraph. The student 6 answered some her difficulties: she can't explore her idea because of her little knowledge, she feels hard when she has to choose and give the explanation about the topic, and she confuses about tenses in English. Different with the others students, student 9 answered "Capital letter and punctuation."

The ninth question is about the other sources in learning writing except their teacher. Student 1 answered "I learn writing by myself. I use novel and the other text for improve my writing skill". The other students answered that their other sources in learning writing are their friends, other writing books, other lecturers, magazine, newspaper and browsing internet and goggle.

The last question is about the students' favorite writing types: description, narration, exposition, and argumentation. Student 1 answered that she likes all of them because the all of the texts always use in writing subject. Student 2 answered that he likes to write argumentation text because he likes to give his opinion. Student 3 said that she likes description text. Student 4 answered that she likes narration. Student 5 answered that she likes to write description text because she can describe things, people and place. In line with student 5, student 6 likes to write description text because of the same reasons. Student 7 said that she likes to write narration because it is the easier than other types. Student 8 answered that she like argumentation text because she likes giving her opinion. Student 9 answered "Description and narration because those are easier to write". Student10 answered that she likes description text.

Regarding to the interview result above it can be concluded that writing is one of important subject in learning English. As a productive skill writing is a difficult thing to be done. Although the most of students are interesting in writing, they still feel hard to write and develop the paragraph. Students cannot do that because they don't have many ideas to be explored, lack vocabulary, less understanding about grammar, tenses and the rules of good sentences that relate with punctuation.

2. Data Analysis Result

The researcher had analyzed 10 the students' writing products of Writing 3 final exam and 34 writing products of portfolio assignment. Based on that analyzed the researcher found the frequency of the students errors in *word order* was 48 items; *concord* was 80 items; *verb* was 104 items; *modal* was 41 items; *spelling* was 61 items.

The writer classified the data into some categories of errors. The data of errors which the writer found were written on the table bellow.

Table 2

The Examples of Errors in Word Order

No	The Students' Code	The Errors in Word Order	The Correct Examples	Percentage of Students' Errors
1	Student 1	They *more interesting The becak driver *more suffer than before The statement *really using They *dating in the becak They still *school	They are more interesting The becak driver are more suffering than before The statement is really using. They are dating in the becak. They still study at the school	11 %
2	Student 2	Financial planning *very important	Financial planning is very important	8%

		Financial *not only important	Financial is not only important	
		I *really proud	I am really proud	
		Who *her name?	Who is her name?	
3	Student 3	They *winner	They are winner	29%
		The people who *not choose	The people who do not choose	
		Becak is a transportation *not use	Becak is a transportation that is not used	
		Becak *not make air pollution	Becak doesn't make air pollution	
		Becak *very slow	Becak is very slow	
		It *very slowly	It is very slowly	
		Becak also *not use	Becak also doesn't use	
		It *only	It is only	
		I *very surprise	I am very surprising	
		I *still working	I am still working	
		The teacher *out from	The teacher get out from	
		My friend in class *noisly	My friend in class is noisy	
		A mother *very important role	A mother has very important role	
4	Student 4	It *better	It is better	6%
		In general election *too many parties	In general election there are too many parties	
		There *a some competition	There are some competitions	
5	Student 5	They *doing corruption	They are doing	13%

		corruption Method *not good use The teacher *not practice The boy in my class *very naughty The class *very crowded Their children *not study	corruption Method is not good to use The teacher doesn't practice The boy in my class is very naughty The class is very crowded They children do not study	
6	Student 6	Anything that *not important Financial planning *very important My classmate *always serious Indonesian woman *straight They *going to study They *still young	Anything that is not important Financial planning is very important My classmate is always serious Indonesian woman is straight They are going to study They are still young	13%
7	Student 7	It *nothing There *many modern transportation It *fastest The donkey *getting	It is nothing There are many modern transportation It is fastest The donkey is getting	8%
8	Student 8	Many societies *interested with	Many societies are interested in	2%
9	Student 9	Woman *just in the	Woman is just in the	2%

		kitchen	kitchen	
10	Student 10	They *too tired It *quite different	They are too tired It is quite different	4%

The data above shows that the students repeat the same error in word order. They missed verb in sentence. It is caused by students' interference from Indonesian language to English. Word order is very important to be mastered by students because it is the basic of English sentence structure. A correct sentence must consist of, at least, a subject and predicate/verb. Here are the structures of correct sentences:

1. Subject + Verb
2. Subject + Verb + Complement
3. Subject + Verb + Object

Table 3

The Examples of Errors in Concord (Subject-Verb Agreement)

No	The Students' Code	The Errors in Concord (Subject-Verb Agreement)	The Correct Examples	Percentage of Students' Errors
1	Student 1	It just *disturb Becak *become a thing The tourist *want to	It just disturbs Becak becomes a thing The tourist wants to	12%

		know Jakarta and Surabaya *needs becak The young people *likes Korean drama *make Indonesian drama *bring Work *make World *need them The young people *has a choice	know Jakarta and Surabaya need becak The young people like Korean drama makes Indonesian drama brings Work makes World needs them The young people have a choice	
2	Student 2	Financial planning *give we Financial planning *become the basic **Narration text** Her home *didn't far (dialogue)	Financial planning gives we Financial planning becomes the basic Her home was not far	6%
3	Student 3	This condition *make …..that *parties …..that case *cause The parties *doesn't matching They *doesn't care It only *use Becak *haven't strip alone A wife *do not just..	This condition makes ….that party ….that case causes The parties are not matching/don't match They don't care It only uses Becak hasn't strip alone A wife doesn't just Their children have been	12%

		Their children *has been completed All of *a sudden	completed All of sudden nesses	
4	Student 4	Every people *say Everything *need money In a big *cities ….a broke *countries Many people in our country *is too old Working and going to school *is … Some *way Some work *experience Most woman *believes She *have schedule She *go to the office She *prepare *Mrs. Susilo Bambang Yudoyono There was *a much	Every people says Everything needs money In a big city A broke country Many people in our country are too old Working and going to school are… Some ways Some work experiences Most woman believe She has schedule She goes to the office She prepares Mr. Susilo Bambang Yudhoyono There was much	17%
5	Student 5	Becak *make traffic jam Many people *has safety in bank We are being *student The teacher *give us The teacher *write	Becak makes traffic jam Many people have safety in bank We are being students The teacher gives us The teacher writes	8%

		.....and *give us He always *disturb his friends	.....and gives us He always disturbs his friends	
6	Student 6	There *is some reasons It *have the advantages ...our money, our time and life *is useful A career *women ...many *woman A woman *choose A woman * have It *make them It *depend on *That memories One of *boy My class and my friends *was	There are some reasons It has the advantages ...our money, our time and life are useful A career woman ...many women A woman chooses A woman has It makes them It depends on Those memories One of boys My class and my friends were	15%
7	Student 7	Many *thing Every necessary always *make planning The transportation in big cities *need Becak *have not some function Many *woman A career *women	Many things Every necessary always makes planning The transportation in big cities needs Becak has not some functions Many women A career woman	7%
8	Student 8	It *cause	It causes	6%

		The number of parties *is 38 parties This case *make Indonesia *have many parties All of *city	The number of parties are 38 parties This case makes Indonesia has many parties All of cities	
9	Student 9	Every *children need It just *make	Every child needs It just makes	2%
10	Student 10	General election in Indonesia *give purpose It also *determine Those *differential Each of the *leader Many parties *is Becak *help us A career *women One of *advantage It quite *need It *happen It also *cut	General election in Indonesia gives purpose It also determines Those differences Each of the leaders Many parties are Becak helps us A career woman One of advantages It quite needs It happens It also cuts	13%

The data above shows us that students' errors in concord are the most frequently made by the students. The students used incorrect singular and plural form for verbs or pronouns, quantity word (*those*), preposition (*the number of*). To construct a correct sentence structurally, the verb must agree with the subject. The

students must be able to identify the subject either singular or plural. Thus, the words must be concord in tense and time signal, position as subject or object, countable or uncountable, and many others.

Table 4

The Examples of Errors in Verb

No	The Students' Code	The Errors in Verb	The correct examples	Percentage of Students' Errors
1	Student 1	Nowdays, there *were	Nowadays, there are	
		.....for *ban the traditional transportation	.....for banning the traditional transportation	
		It *is can increase	It can increase	
		It *is not help people	It doesn't help people	
		There *were so many	There are so many	
		It's *happen for a long time	It happens for a long time	
		They *didn't sacrifice	They don't sacrifice	13%
		.....for *repair	.....for repairing	
		Narration Text		
		I was *prayed	I was pray	
		..... *taken bath	..... took bath	
		There *are so many	There were so many	
		..... which *make	..... which made	
		My younger sister was *wait for me	My younger sister was waiting for me	

2	Student 2	For *help us The people always *given a nice … for *granted **Narration Text** His father *is sock You do not *married with her (dialogue) They *sit in veranda ….. and they *speak The young man *stand up He *look so pale His mother *feel There *is the secret	For helping us The people always give a nice For granting His father was sock You do not marry with her (dialogue) They sat in veranda …… and they spoke The young man stood up He looked so pale His mother felt There was the secret	11%
3	Student 3	…..for *choose them There is no *use They make *is that They *developed **Narration Text** …..*has been demonstrated I *look for my hat There *is a flag ceremony The ceremony *begins	…..for choosing There is no using They make that They develop ….had been demonstrated I looked for my hat There was a flag ceremony The ceremony began	17%

		My hat had I *use The lesson *has a homework I immediately *do that When I *do it Time *is over Hours lesson *is empty It *turns out That *is being made I *tell the problem The issue *has been completed	My hat had I used The lesson had a homework I immediately did that When I did it Time was over Hours lesson were empty It turned That was being made I told the problem The issue had been completed	
4	Student 4	We *don't free from money We *are not buy a car We are not *be .....of *sleep ... for *pay In the last few decades, women *have made **Narration Text** Ceremony *is opened So *do I ..... *look on television A competition *is opened	We are not free from money We do not buy a car We are not being .....of sleeping .....for sleeping In the last few decades, women had made Ceremony was opened So did I ....looked on the television A competition was	12%

			opened	
		A sea game was *declare	A sea game was declared	
		I and my family *look	I and my family looked	
		Indonesian people *has hoping	Indonesian people had hoping	
5	Student 5	It *is make people	It makes people	
		.....for *go by it	.....for going by it	
		They are *introduction	They are introductions	
		It *is make me	It makes me	8%
		... for *visit	...for visiting	
		....for *join	...for joining	
		That *is make us happy	That makes us happy	
		.... for *study	...for studying	
6	Student 6	It's *mean that	It means that	
		....to *going study	....to go to study	
		They *were a student	They are students	
		... who *lived	....who lives	
		Parent *were tired	Parent were tired	
		Will be *devide	Will be divided	17%
		Narration Text		
		...to *cleaned	....to clean	
		*I'm looking myself	I was looking my self	
		I didn't *knew	I didn't know	
		*I'm sharing	I was sharing	

		She *is my best friend I *am socked He *want to It *was made me He *is crazy I didn't *met Never *smile *I'm not confused	She was my best friend I socked He wanted to It made me He was crazy I didn't meet Never smiled I did not confuse	
7	Student 7	We *was great everyday If we have *saving ….to *spent Family have….and always *communication **Narration Text** They *come They *hope	We are great everyday If we have saved ….to spend Family have….and always communicate They came They hoped	6%
8	Student 8	Those factors have *make **Narration Text** Bus of Pemda *is cheaper We *take a time We played a game, *swim and…	Those factors have made Bus of Pemda was cheaper We took a time We played a game, swam and…	4%
9	Student 9	It doesn't *made In the past the obligation	It doesn't make In the past the obligation of women was just to	3%

		of women *is just to care ....for study	care .....for studying	
10	Student 10	Financial planning is commonly *do by people There is no *use *Fell tired Some of them are wisely *fill it They *accepted ....just *picked The farmer *sprayed **Narration Text** We *need 8 hours We *know	Financial planning is commonly done by people There is no using Feel tired Some of them are wisely feeling it They accept ....just pick The farmer prays We needed 8 hours We knew	9%

Based on the data above we know that the students failed to use the suitable verbs in tenses (*Now days, there *were*). The verb form that must be used after preposition (for example: *for helping*). The students also failed to use suitable verb in passive structure (*financial planning is commonly *do by people*) the suitable passive form must follow the formula (Verb "be" + Past Participle).

Table 5

The Examples of Errors in Modal

No	The Students' Code	The Errors in Modal	The Corrects Examples	Percentage of Students' Errors
1	Student 1	We also can *going They may *remembering They should *be know The government should not *banned becak Indonesia can *being They might *kept You must *ready	We also can go They may remember They should be known The government should not ban becak Indonesia can be They might keep You must be ready	17%
2	Student 2	We can *life The government can *limitation You can *married ….. cannot *repaired … can *graps	We can be life/we can live The government can limit You can marry ….cannot be repaired ….can graph	12%
3	Student 3	The Indonesian people must (*be) choose They cannot *known They will not *confused They (*are) cannot *known	The Indonesian people must choose They cannot know They will not confuse They cannot know	10%
4	Student 4	It may *for our country	It may be for our	2%

			country	
5	Student 5	We must *safety ...must *balance We must *intelligent Students should *is	We must be safety ....must be balance We must be intelligent Students should be	10%
6	Student 6	They can *doing anything I can't *got I could *also remembered They must *thought They cannot *doing They must *can	They can do anything I can't get I could also remember They must think They cannot do They must/they can	15%
7	Student 7	We must *great We can *to save We must *to be able We can *great and saving We will *fastest make them They want *helped	We must be great We can save We must be able We can be great and save We will be the fastest to make them They want to help	15%
8	Student 8	Many society will *unbelieve We shouldn't *fighting The students will *don't have	Many society will be unbelief We shouldn't fight The students will not have	7%
9	Student 9	It can *makes	It can make	2%

10	Student 10	We may *unknown They may *reluctant ....can *lighter It may *occurs	We may not know They may be reluctant ....can be lighter It may occur	10%

The data above shows us that students haven't understood deeply about *the modal auxiliaries*: *can, must, will,* etc. *Modals* are always followed by base form of verb.

Table 6

The Examples of Errors in Spelling

No	The Students' Code	The Errors in Spelling	The Corrects Example	Percentage of Students' Errors
1	Student 1	*Its even makes the poor people *Its sure makes another *Its makes *they love back It's *effeted If you *deciced	It even makes the poor people It sure make another It make their love be back It is effected If you decided	8%
2	Student 2	We must keep and *developming But also *influece Made people *confuce *Their always make the	We must keep and develop But also influence Make people confuse They always make the	11%

		*enemis There is *improper The big *contry Our *hourse	enemies There is improvement The big country Our house	
3	Student 3	……the *requrement ……*distrub They claim that *educain A man who was *worthiy	….the requirement ….disturb They claim that education A man who was worthy	7%
4	Student 4	Go somewhere *whit it In *conclution Becak can be a *confortable In the modern *area Someone *confiuse to *choosen They will confiuse …*expecially.. *Mrs. Susilo Bambang Yudhoyono …whith…	Go somewhere with it In conclusion Becak can be a comfortable In the modern era Someone confuses To choose They will confuse ….especially Mr.Susilo Bambang Yudhoyono ….with….	16%
5	Student 5	*More fast than becak Take *adventage I *thing	Faster than becak Advantage I think	5%
6	Student 6	We *unrealise our	We unrealized our	11%

		money In modern *word This *decide For *yor life I always standed I *star to *used I never *belived	money In modern world This decision For your life A always stand I start to use I never belief	
7	Student 7	We *willn't *bycycle He lets his *ather *Carrer ....*birt	We won't Bicycle He lets his other Career ...birth	8%
8	Student 8	....*democration ....*birocration ....*thristy ....*prespiority ....*empacts ....*birocracy ....*unbelieve ....*empact ....*frienship	....democracy ....bureaucracy ....thirsty ....prosperity ....impact ....bureaucracy ....unbelief ....impact ....friendship	15%
9	Student 9	....*unemployers ....*unregurally .....*expecially	....unemployed ....regularly ....especially	13%

		.....*perpective .....*withoot ....*of coorse ....*the are many children ....*fulfil	....perspective ....without ....of course ....there are many children ....fulfill	
10	Student 10	.....*unpolution ....*thingking .....*becoue	....involution ....thinking ....because	5%

Based on the data above, we can see that the students' interference from Indonesia language English influenced the students to make the correct spelling of word. The example words of Indonesian language are *demokrasi, birokrasi,* etc. The phenomenon happened because students didn't want to look for the correct spelling of those words in dictionary. The students also gave additional letter that was not needed (**Its even makes the poor people*).

The result of interview and data analysis above show us the students' errors, causes of students' errors and the students' difficulties in writing.

1. Students' Errors on the Writing Products

The result of data analysis above shows us that there are many errors that are made and committed by the third semester students of English Study Program of Jurai Siwo Metro. Based data analyzed the researcher found five commonly errors namely *word order* was 48 items; *concord* was 80 items; *verb* was 104 items; *modal* was 41 items; *spelling* was 61 items.

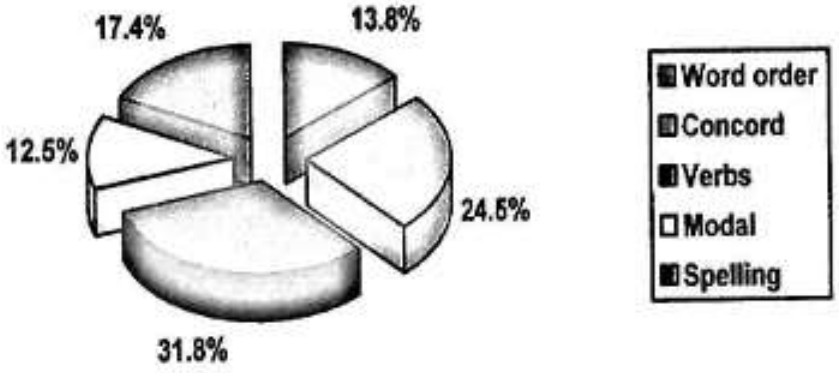


Figure II. *Frequency of Students' Errors on the Students' Writing Products*

The figure above described about frequency of students' errors. It was computed by the total of one aspect divided by the total of all aspect, then times 100%. For example, to calculate the percentage of word order error aspect frequency 48 divided 334, then times 100%. From the figure above it can be concluded that the frequency of students' errors in word order 13,8%, concord 24,5%, verb 31,8%, modals 12,5%, and spelling 17,4%. Those errors cannot be

signed as the failure of English learning process. On the other hand, those errors are signs that the process of learning had been done. Those errors can be the sources to find out the best appropriate feedback or treatment to reduce the students' errors.

2. Causes of Errors

The biggest cause of errors is interference. The students apply every rule of their mother tongue or their first language into English. They write in English but they use their mother tongue or their first language. The students try to translate word by word what they want to write from Indonesian into English. Some examples of table 2 show us the students' interference from Indonesian into English:

1. They *more interesting
2. Financial planning *very important.
3. Who *her name?

The students assume that English has same rule with Indonesian. Those sentences are not perfect because there are no "verbs". Different with Indonesian, English has the rule that sentence at least consists of subject and verb. Table 6 also shows us this phenomenon. The student assumes that the English word has same spelling with Indonesian (for example: *democration, birocration*). The

interview result also shows us the cause of errors. The third question is about when they write. Here is the interview result.

R : When do you do writing?

STD 2 : I begin writing every any assignment from teacher to write down something, outside it I seldom write.

STD 3 : When I only get assignment and I have spare time.

STD 5 : Every day, when I write my diary and if any assignment from campus.

STD 6 : I write something whenever and wherever I learn.

STD 9 : I just do writing when I have an assignment.

This interview result shows us that students write when they get assignment. The frequency of writing English can also become the cause of students' errors because as we know that practice makes perfect.

3. The Difficulties in Writing

Writing becomes the difficult skill for the students who are studying English. All participants of this research fell hard to write in English because of some difficulties. Those difficulties can be shown by the interview result below.

R : Is writing difficult for you? Why?

STD 1 : Sometimes I feel writing easy, but sometimes I feel hard and difficult its depends on the material.

STD 2 : Yes it is, beside we must master of vocabulary we must know our sentences grammar, and when we are writing we have to careful about our words, sentence, phrase, clause, I think many requirements to make good writing.

STD 3 : Yes, but it is more easy than speaking subject because we have studied structure and grammar.

STD 4 : Yes, I am. It difficult for me because in writing we must remember about grammatical.

STD 5 : Yes, it is. I haven't many vocabularies and my grammar low.

STD 6 : Yes, it is. Because sometimes I haven't idea to write.

STD 7 : Yes, sometime I often feel it so difficult because I lack my idea

STD 8 : Of course, because for making a good writing, we must focus and to be focus is difficult enough.

STD 9 : Yes, because writing involve grammar.

STD 10 : Yes, of course, because there are still lots of technique that we have to know.

R : What difficulties do you usually face in writing?

STD 1 : Vocabulary and the grammar of text.

STD 2 : I am poor vocabulary so I am difficult to improve my writing ability.

STD 3 : My difficulty only make a good statement or paragraph.

STD 4 : Yes, I am. It difficult for me because n writing we must remember about grammatical.

STD 5 : I'm confused with grammar, vocabulary and correlate.

STD 6 : I have some difficulties in writing. The first is I can't explore my idea, because I don't have many knowledge. The second is I have difficulties when I must choose one of the topics. The last is I am very confuse when I face some problem about tenses.

STD 7 : I can't develop my idea into large paragraph.

STD 8 : I difficult to get a good idea.

STD 9 : Capital letter and punctuation.

STD 10 : Poor vocabulary and a good rule.

Regarding to the interview result above it can be concluded that writing is a difficult skill to be done. The most of students feel hard to write and develop the paragraph. Students cannot do that because they don't have many ideas to be explored, lack vocabulary, less understanding about grammar, tenses and the rules of good sentences that relate with punctuation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Regarding to the data analysis, the writer would like to conclude the research as follows:

1. The errors are commonly found on the students' writing products of the third semester of English Education Study Program of State Islamic College of Jurai Siwo Metro. The researcher had analyzed 10 of the students' writing products of writing 3 final exam and 34 writing products of portfolio assignment. The researcher found the frequency of the students errors in *word order* are 48 items (13,8%); *concord* are 80 items (24,5%); *verb* are 104 (31,8%); *modals* are 41 (12,5%); *spelling* are 61 (17,4%).
2. There are lots of causes of errors: the biggest is the use of translation from the mother tongue. By transforming word for word the students uses the wrong sentence patterns (grammar) and the wrong words (vocabulary). The students' interferences from Indonesian language to English influence the students' errors. The students assume that English has same rule with Indonesian. Another cause is choosing to write long and complicated sentences with for too many supplementary clauses. The longer the sentence the bigger is the chance of making mistakes and failing to communicate the meaning.

Therefore, in the early stages of students' writing, they shouldn't write sentences longer than 3 lines.

3. As a productive skill writing is a difficult thing to be done. Although the most of students are interesting in writing, they still feel hard to write and develop the paragraph. Students cannot do that because they don't have many ideas to be explored, lack vocabulary, less understanding about grammar, tenses and the rules of good sentences that relate with punctuation.
4. Those errors cannot be signed as the failure of English learning process. On the other hand, those errors are signs that the process of learning have done. Those errors can be the sources to find out the best appropriate feedback or treatment to reduce the students' errors.

B. Suggestion

Considering the discussion of the research, the writer would like to give the suggestion as follows:

1. For the lecturers:

   The lecturers should realize that the students study English as a foreign language not a second language so that the lecturers are hoped to find out the best appropriate feedback or treatment to reduce the students' error on the students' writing products.

2. For the students:

   The students should study about errors deeply in order to avoid the same errors in their writing products.

3. For the researcher:

The researcher should enhance her knowledge to support her research. The researcher should study about errors and causes of errors deeply. The researcher should enhance her knowledge about grammatically and systematically in writing to improve the quality of her writing product.

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