**CHAPTER I**

**INTRODUCTION**

 This chapter provides introduction. It consists of background, research questions, objectives of the research, significance of the research, and scope of the research.

1. **Background**

English is a foreign language. All of human being in the world has a different language. English includes a kind of language that has important role in the human life. English language is a second language (L2) in some countries. That is why English should be learned by people around the world because nowadays it becomes an international language. As EFL learners belonging to the Asian cultural circle, Indonesian, Thai and African cultural circle, Sudan students may exhibit both similarities and differences in their English writing.

Over the decades, there has been a growing number of English academic essay-writing as one of the important skill which students must acquire. One of very vital English language elements is a grammar. The importance of grammar is about the importance of good writing in general, because the two are certainly related. When the students write or speak, they use of grammar reveals a great deal about their understanding of language and their level of competence in using it. By expressing idea through writing, someone can improve the way of delivering ideas and opinion in more way. That is appropriate since she/he can revise her/his writing before being read by other people, writing is one way to get more information and knowledge, writing helps in learning process.

The four language skills writing is the most difficult skill because people hopefully will be accurate in this skill. As Harmer (1991:53) points out that writing skill is expected to be correct. From the point of view of language teaching, therefore, there is often greater pressure for written accuracy rather than the speaking. Writing is one of difficult skills in English. Students may have not been taught to make their ideas flow on the paper; they do not know how to start writing. They feel stupid when they cannot find suitable words, as well as feel afraid of being criticized when faced a topic and blank paper. It is known that there are many kinds of compositions unfortunately most students cannot differentiate them. Then it makes students fail in making a good composition.

There are at least three factors that may affect students’ difficulty in writing they are: 1) lack of knowledge on how to express ideas in the form of writing, 2) lack of background knowledge of what they have to present to the readers, and 3) lack of knowledge about kinds of composition.

When using English, many people are often influenced by their native language structure, they were not aware of those influences. Language interference is a nature phenomenon that occurs in bilingual or multilingual countries. According to Lekova (2010: 320) communication between the two language systems is the reason for the interference which is a negative transfer of language habits and skills from the mother tongue or from a foreign language to another foreign language or is a change in linguistic structures and structural elements.

The interference from mother tongue is one that strongly influences students’ composition. Nevertheless, in many assumptions, interference is not the only one that caused student to make errors in writing, there are other factors such as overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized which are part of intralingua and developmental errors. These four causing factors interest the researcher to do a scientific investigation on them. Moreover, the researcher should not at subject’s errors as only a negative matter but she should, in contrary see errors as beneficial contribution to the teacher and students themselves. This statement is also supported by Ellis (2003), who says:

“there are good reasons for focusing on errors. First, they are conspicuous feature of learner language, raising the important question of ‘why do learners make errors?’. Second, it is useful for teachers to know what errors learners make. Third, paradoxically it is possible that making errors may actually help learners to learn when they self-correct the errors they make.”

Errors in writing are often found by international students. This work knows that some issues that have become problems in accepting new international students. Nowadays in UIN Makassar there are some International students that given scholarship. They are from Thailand and Sudan. Starting from 2013 the department of Islamic religion will continue giving scholarship from countries where Muslim is minority, especially Thailand and Sudan. Most of the students given the scholarship are from Islamic boarding schools in Thailand and Sudan. The way to communicate with the Indonesian students in the campus and their new environment is using English. But for the students with less English knowledge background will often produce language interference.

This study benefits the field in applying Error Analysis theory in order to classify errors based on various criteria and attempts to investigate the errors made by the student in composing descriptive text. More specifically, this research focuses on the comparative analysis of errors in English essays between Indonesian students and International students. It aims to describe the types of errors that students make in their writing. Therefore the analysis of learners’ language has become an essential need to overcome some difficulties in learning a new language particularly in writing.

Based on the background above, the researcher will conduct this research under the title”

***“Grammatical Errors in Writing Made by Students of UIN Alauddin Makassar : A Comparison Between Indonesian Students and International Students”***

1. **Research Questions**

Based on the background as previously stated, the researcher formulates the following research question.

1. What types of error made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text?
2. What are the causing factors of error made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text?
3. What are the differences and similarities made by Indonesian students and International student of UIN Alauddin Makassar in writing descriptive text?
4. **Objective of the Research**

Referring to the preceded problem statements, the researcher reveals the objectives of this research as follows:

1. To find out the types of error made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text.
2. To find out the causing factors of error made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text.
3. To find out the differences and similarities made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text.
4. **Significance of the Research**

The result of the research expected to be a piece of theoretically and practically useful resource or reference in English teaching and learning process, particularly on the teaching and learning of writing.

Theoretically, the description of the students’ grammatical errors in writing skill provided valuable insight to prove the ability in writing. The study can reveal information on the quality of students’ writing which is very important for the theory of writing, especially on how to develop writing skill as one of alternative to make the students more active and creative. The findings will also enrich the concept of teaching methodology for writing in English.

Practically, the findings are beneficial for language teachers as well as for the students. In language teaching, especially teachers to teach writing, after they knowing the result, they can evaluate the effectiveness of their writing assessment as an approach to authentic assessment by emphasizing on process and produce oriented to develop students’ writing skill. The students are taught on how to produce various or kinds of paragraph. In this case, the process of writing descriptive text must increase the students’ motivation in writing.

Relating to the description above, the significance of this research can be described as follows:

1. To present the kinds of error made by Indonesian students and International students of UIN Alauddin Makassar under the clarification of English grammar theory. That is a way to improve the students’ competence in learning English Grammar, particularly on the subject matter of grammar and writing production.
2. To give useful contribution to English teacher in giving awareness to the students to write English.
3. **Scope of the Research**

The scope of the research viewed in three aspects, namely discipline, content, and activity. By discipline, this research is under the applied linguistics. By content, it discusses and describes errors made by Indonesian students and International students of UIN Alauddin Makassar in terms of grammatical areas consists of error types of intralingual and developmental errors such as: errors in the production of verb groups, error in the distribution of verb groups, miscellaneous errors, errors in the use of preposition, errors in the use of article. In addition, the researcher will investigate the causing factors of errors in term of typical intralingual and developmental errors such as: overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized, which are part of intralingua and developmental errors and terms of interlanguage that is interference of the learners’ mother tongue.

By activity, this research limited the study on the students’ work in writing descriptive text, since this text is considered important and has been learnt by Indonesian students and International students of UIN Alauddin Makassar.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This section provides a short description of the theoretical framework used to clarify the subject of students’ errors of English grammar in writing descriptive text. The clarification of relating theory becomes very important to be used as the basic assumption to make the description of the study brightly.

In the review of related literature, the researcher exposes previous related research findings, some pertinent ideas, and conceptual framework.

1. **Previous Related Research Findings**

Writing is one of language skills that is very important in language teaching and learning process. It has made many researchers explore and expose the implementation of various techniques in teaching and writing production.

Some researchers have done studies that focus on students’ ability of writing as one of the productive language skills. Their findings are as contribution to increase English teaching, mainly writing subject, as is the following:

Haryanto (1985) drew conclusion that the grammatical errors in writing are of four types: grammatical errors cause by interference, overgeneralization, the strategy of target language communication and the strategy of foreign language learning. He added that the interference of the Indonesian language structure is the most dominant causing factor of the students’ errors.

Bhela (1999: 22) stated that if the structures of the two languages are distinctly different, then one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2.

Gaffar (2011) found that the dominant types of error made by the students in SMA Negeri 1 Pangkajene were error of omission, error of addition and error of disordering and the sources of errors made by the students in translating sentences from Indonesia into English based on the tenses they have studied were interlanguage transfer, intralanguage transfer and the context of learning which are caused by the interference, overgeneralization, ignorance of the rule restriction, and false concept hypothesized.

Dubib (2013) concluded that lack of knowledge of rules of the target language seems to be the main factor in causing the written production of the errors. This lack of knowledge causes the learners to use incorrect forms of the morpheme or structure, which leads to the misinformation error type. Furthermore, this rule ignorance leads students to omit the verb *to be* entirely in many sentences. Similarly, this inadequate knowledge has caused other problems, such as writing ambiguous sentences or sentences without a subject. Clearly, it is very important for students or learners of a foreign language to have a strong foundation in the rules of the target language.

Wang (2013) stated that Through Error Analysis Approach, the errors in the English writings of 13 junior non-English major students found problems of Chinese learners of English lie mostly in grammatical and lexical level. Then detailed analysis of these errors show that apart from the learner’s carelessness and incompetent knowledge of the target language, mother-tongue transfer is also an important reason that causes the English learners’ unsuccessful mastery of the target language.

Projo (2013:3) found the kinds of errors that made by third semester students are interlingual error is 20.5%, erroneous input is 27%, inherent difficulty 6.8%, omission 34%, misinformation 9%, and misordering 2.2%. The most error made by the third semester students of Muhammadiyah University of Purworejo in Academic year 2012/2013 is Omission.

In addition, Hussain (2013) has found that the learner’s at intermediate level in Pakistan commit errors of each and every type due to L1 interference, faulty teaching methods and testing systems. This research suggests and recommends changes in the current teaching, testing, and methods. Finally, there are also suggestions for curriculum development and the researcher conclude that English writing of many Pakistani beginning EFL students is a process of translation especially in government schools and colleges, a fact confirmed by the current study. This study shows that various errors the students make at intermediate level are due to translation from L1 to L2.

From some previous related research findings above, the researcher can draw conclusion that the students still have low ability in writing English Composition. There are some errors made in writing but they might not realize them. Thus, error analysis must be done in order to identify and classify students’ errors particularly in writing. Furthermore, what make this research different from other is that the preliminary intension of this study tries to investigate the students’ error based on different country.

1. **Some Pertinent Ideas**

The purpose of this part is to provide a deeper understanding of descriptive writing and some errors which are sometimes found in the text. This section contains the concept of writing, concept of error, types of errors, the causing factors of error.

1. **Concept of Writing**
2. **Definition of Writing**

Writing is thinking on paper. Thinking is a mood at work, finding facts, seeing relationship, testing the truth of them, reaching conclusion, and forming option. In this way, our mind produces a huge variety of ideas, and the facts that support them are materials, which go into any piece of writing (Mayer, 1992). In other sense, writing can be a way of expressing idea through written form or a process of building larger units from smaller ones that is the writer uses words to make a composition or essay writing.

Writing is productive skill (Harmer, 1991) which involves thinking and emotion. It is a medium of communication. Through writing, message can be long time. Writing cannot be mastered at once but need practice. The practice may include imitating or copying words and sentences from the given ideas, or expressing free ideas based on the writer’s knowledge, experience and point of view.

Basically, writing means producing or reproducing oral message into written language. Lindblom (1983) defines that writing as a way of learning to focus our mind on important matters, and learning about them. By writing activity a person can find the solution of a difficult problem. Then the person expresses it by writing. This process of writing needs a greater attention on the problem. In this condition, a writer gives some efforts to explore as many ideas as possible and tries to communicate.

1. **Types of Writing**

Bell and Burnady (1984) point out that writing is an extremely complex cognitive activity on which the writer is required to demonstrate control of number of variable simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, and punctuation, spelling, and letter formation. Beyond these sentences, the writer must be able to structure and integrate information into cohesive and coherence paragraph and text.

There are two different views kinds of writing. Those are product approach and process approach. The product approach to writing focuses on the end of result of the act of composition, the letter, essay story, and so on. The process approach of writing sees the act of composition form a very different perspective, focusing as much on the means where by the completed text is created as the product itself. When we consider how other will read what we write, we learn how our opinion compare with other. We also discover how we can make differences in what other think and say. Writing can be a media expressing feeling and self expression and it can be enjoyed not only the writer herself but by the reader as well. That is why people want to write to express their feeling, ideas or thought and to be read by others. Communication occur between the writer and the regardless of the reader’s agreement.

Byrne (1884: 1) states that writing is clearly much more than production of graphic symbols a speech more than the production, to form words to arrange to form sentence. As a rule, particular order and linked together in certain ways. Writing involves the encoding of message some kinds that is to translate through out into language

1. **The Importance of Writing**

There are many reasons why writing is important. According to Raimes (1983:1) the reason are as follow: (i) people can read something because of writing so that they know everything, (ii) through writing, we can express our idea, especially our feeling to other people without being ashamed because the reader is not present in front of the writer to have face to face communication, (iii) by expressing idea through writing, the writer can improve the way of delivering ideas and opinion in more way that is appropriate since she/he can revise her/his writing before being read by other people, (iv) writing is one way to get more information and knowledge, (v) writing helps in learning process.

Raimes (1983: 31) states some reasons about the importance of writing: 1) writing the reinforces the grammatical structure, idiom, and vocabulary that have been teaching to the students, and 2) when the student write, the necessary become very involved with the new language, the effort to express.

1. **The Characteristics of Good Writing**

To determine whether a paragraph is effective or not, there are some characteristics that can be identified as assign of an effective paragraph. Saraka (1988: 6) states an effective paragraph is paragraph that possesses what is often called unity, completeness, order, and coherence. Each of the characteristics of an effective paragraph is explained below:

1. Unity. Saraka (1988:61) states that by unity we mean that every sentence in a paragraph contribute to developing one central idea. Furthermore Lorch (1984:109) comments that unified paragraph is one in which every support sentences related directly to the topic is one of two ways: a) by stating a point of support from the argument. b) by explaining in more detail what a point of support means. It is implied from the statements above that in a paragraph that possessor unity there is only one main idea stated in the supporting sentence. Unity is very important to assure that the readers can focus their attention in reading and comprehending the message of the paragraph.
2. Completeness. The completeness of the paragraph is related to how much information is being presented in the supporting sentences should give enough, as well as specific information that explain, describe, or support the main idea. A complete paragraph can supply and convince the readers with enough information about the main idea.
3. Order. Lorch (1984: 89) defines order as the agreement of info in a paragraph by order, we mean that by the organization of information is presented a desirable sequence since you control the presentation of information in paragraph and need to decide which information will present first in paragraph.
4. Coherence. Oshima, et al. (1997) suggests that in order to have coherence in writing, the movement from one sentence to the next must be logical and smooth. There must be not sudden jumps. Each sentence should follow smoothly in to the next one.
5. **Concept of Error**
6. **Definition of Error**

Jenner in Atmowardoyo (1985) explains that the term “error” is taken to mean some idiosyncratic or unnative like piece of language produced by a foreign language learners. This piece of language is produced regularly and systematically. Some errors are typical for groups of learners who have the same mother tongue.

Identifying an error goes beyond explaining what an error is. However, as 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.

According to Richard (1992) a student makes a mistake when writing or speaking are due to lack of attention, fatigue, carelessness, or some other aspects of performance 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 other words, it occurs because the learner does not know what is correct, and thus it cannot be self corrected.

To distinguish between an error and mistake, Ellis (2003) suggests two ways. The first one is to check the consistency of learner’s performance. If he sometime uses the correct form and sometimes the wrong one, it is a mistake. However, if he or she always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his or her own deviant utterance. Where he or she unable to, the deviations are errors: where he is successful, they are mistakes.

1. **Division of Error**

A number of different categories for describing errors has been identified by some schoolars. Firstly, Corder (1974) classifies the error in terms the difference between the learners’ utterance and the reconstructed version. In this way, error fall into four categories:

1. Omission of some required element;
2. Addition of some unnecessary or incorrect element;
3. Selection of incorrect element; and
4. Misordering of the elements,

An error also can include a phoneme, a morpheme, a word, a sentence, or even a paragraph. Secondly, Brown (2000) stated that errors may also be viewed as being either:

1. Global Error

A global error is one which involves the overall structure of a sentence. In other words, it is an error in the use of a major element of sentence structure, which makes a sentence or utterance difficult or impossible to understand. He stated that global errors hinder communication. On the global errors, kinds of errors are classified by Corder (1973:277) into four main types categories which are explain above. They prevent the message from being comprehend as in the example below:

*“I like take taxi but my friend said so not we should be late for school”.*

1. Local Error

Local error is an error in the use of element of sentence structure, but does not cause problems of comprehension. On the other hand, it does not prevent the message from being understood because there is usually a minor violation of one segment of a sentence that allows the hearer to guess the intended meaning.

*“If I heard from her, I would let you know”*

1. Developmental Error

An error in the language use of first and second language learner which is the result of a normal pattern of development, and which is common among language learners. For example, in learning English, L1 and L2 often produce verb forms such as *comed, goed, and breaked* instead *came, went, and broke.* This is thought to be because they have learned the rule for regular tense formation then apply it to all verbs. Later such as error disappear as the learner’s language ability. These are a natural or developmental stage in language learning.

In another way, errors in language learning can be divided into two types according to their characteristics. They are systematic and unsystematic error. The first is systematic error which is produced regularly and systematically with the same non-native features. This piece of language is logical or correct to the students, but not to the native speaker. It is called *“error”*. The next type is unsystematic error frequent error of performance which Corder calls “*mistake”* There are due to memory lapses, physical states, for instance fatigue and psychological condition such as strong emotion.

Another linguist, Richards (1971) in his article entitled A Non-Contrastive Approach to Error Analysis classified errors into interlanguage, intralingual and developmental errors. So he added developmental error as type of errors according to t heir sources. He then explained that intralingual and developmental errors reflect the learners’ competence at a particular stage, and illustrate some of the general characteristics of language acquisition. Their origin are found within the structure of English itself, and through reference to the strategy by which a second language is acquired and taught. A sample of such errors is shown in table 2.1 which is adapted from Richard’s article as follows:

**Table 2.1 Typical Intralingua and Developmental Errors**

**(Richard, 1971)**

|  |  |  |
| --- | --- | --- |
| Types of Errors | Formula | Sentence Example |
| Errors In the Production Of Verb Groups | 1. *Be+ verb stem* for *verb stem*
 | He is speaks French We are walk to school |
| 1. *Be + verb stem + ed +* for *verb stem + ed*
 | He was died last yearThe are opened the door |
| 1. *Wrong form after do*
 | He didn’t foundShe didn’t asks me |
| 1. *Wrong form after modal verb*
 | We can took him outThey can used |
| 1. *Be omitted before verb + stem + ed (participle)*
 | He born in Indonesia |
| 1. *–ed omitted after be+participle verb stem*
 | He was punish |
| 1. *Be omitted before verb –ing*
 | They running very fast |
| 1. *Verb stem for stem + s*
 | He speak German well |
| Errors In the Distribution of Verb Group | 1. *Be + verb + ing* for *be + verb+ ed*
 | The country was discovering by Columbus |
| 1. *Be + verb + ing*  for *verb stem*
 | She is coming from Bone |
| 1. *Be + not + verb + ing* for  *+ do + not + verb*
 | We are not having a present continuous tense and we are not knowing when to use it. |
| 1. *Be + verb+ ing* for *verb + ed in narrative*
 | …in the afternoon we were going back. On Saturday, we were going down town, and after that we were meeting my sister. |
| 1. *Verb stem*  for *verb + ed in narrative*
 | There were two animals who do not like each other. One day they go into a wood and there is no water. The monkey says to the elephant. |
| 1. *Have + verb + ed* for *verb + ed*
 | He had come today. |
| 1. *Have + be + verb + ed* for *be + verb + ed*
 | He has been married long ago |
| 1. *Verb (+ed)* for *have + verb + ed*
 | We correspond with them up to now |
| 1. *Be + verb + ed*  for *verb stem*
 | The machine is comed from French |
| Errors in the Use of Preposition | * With instead of ø
 | Met with her. |
| * With instead of *from.*
 | Suffering with a cold |
| * With instead of *against.*
 | Fight with tyranny |
| * With instead of *of*
 | Consist with |
| * With instead of at
 | Laughed with my words |
| * In instead of ø
 | In the next day |
| * In instead of *on*
 | In TV |
| * In instead of *with*
 | Fallen in love in Bella |
| * In instead of *for*
 | In this purpose |
| * In instead of *at*
 | In this time |
| * In instead of *to*
 | Go in Poland |
| * In instead of *by*
 | The time in your watch |
| * At instead of ø
 | At last year |
| * At instead of *by*
 | Held her at the left arm |
| * At instead of *in*
 | Interested at it |
| * At instead of *to*
 | Went at shop |
| * At instead of *for*
 | At the first time |
| * For instead of ø
 | Serve for God |
| * For instead of *in*
 | One bath for seven days |
| * For instead of *of*
 | The position for… |
| * For instead of *from*
 | A distance for one country to another |
| * For instead of *since*
 | Been here for the 6th of June |
| * On instead of ø
 | Played on the piano |
| * On instead of *in*
 | On many ways |
| * On instead of *at*
 | On the end |
| * On instead of *with*
 | Angry on him |
| * On instead of *of*
 | Countries on the world |
| * On instead of *to*
 | Pays attention on it |
| * Of instead of ø
 | Age of 44, drink less of wine |
| * Of instead of *in*
 | Rich of vitamins |
| * Of instead of *by*
 | Book of Harmer |
| * Of instead of *on*
 | Depends of civilization |
| * Of instead of *for*
 | A reason of it |
| * To instead of ø
 | Join to them |
| * To instead of *for*
 | An occupation to them |
| * To instead of *of*
 | Her love to him |
| Errors in the Use of Articles | 1. Omission of *the*
 | Sun is very hot |
| 1. *The* used instead ofø
 | The Shakespeare, the Sunday |
| 1. *A* used instead of *the*
 | A sun becomes red |
| 1. *A* instead of ø
 | A bad news, a gold |
| 1. Omission of *a*
 | He was good boy |
| Errors in the Use of Question | 1. Omission of inversion
 | * When she will be 15?
* Why this man is cold?
 |
| 1. *Be* omitted before *verb* + ing
 | * When Yus coming?
* What he saying?
 |
| 1. Omission of *do*
 | What he said? |
| 1. Wrong form of auxiliary, or wrong form after auxiliary
 | * Do he go there?
* Did he finished?
* Did he went?
 |
| 1. Inversion retained in embedded sentences
 | Please write down what is his name? |
| Miscellaneous Errors | 1. Wrong verb form in adverb clause of time
 | I shall meet him before the train will go |
| 1. Object omitted or included unnecessarily
 | We saw him play football and we admired |
| 1. Errors in tense sequence
 | * He said that there is a boy in the garden
* When I came back, I am tired
 |
| 1. Confusion of *too, so, very*
 | * I am very lazy to stay home
* The man became so exhausted and fell on the floor
* Honey is too much sweet
 |

1. **Definition of Error Analysis**

The following definitions of error are derived from several views; one of the goals of this writing is to identify the students’ error which may be done by means of error analysis. B. Jenner says in Atmowardoyo (1985: 2) Error analysis is most useful for handling the target language. Examination of errors can show how carefully planned explanation can considerably be distorted in the mind of the learner, whose experience and expectations may be quite different from those of the teachers. Consequently, it can give the teacher valuable feedback on his own teaching, what particular strategies are most likely to lead a learner to the making of errors. A study of errors then in the long run point out the way to improve teaching strategies and classroom techniques.

Weber (in Haryanto, 1985: 3) says that” errors may occur in the productive or receptive mode of the written or spoken medium . collection error from both media and modes is possible. However, it is the easiest to collect them from the written texts. Obviously, these will not yield all the errors a learner is making.

1. **Causing Factors of Errors**

Richards (1974:174-178) explain in his article that the causes of error include intralingua errors and developmental errors. Intralingua errors are those which reflect the general characteristic of rule learning, such as faulty generalization, incomplete application of the rules, and failure to learn conditions under which rules apply. Developmental errors illustrate the learner attempting to build up hypothesis about the English language from his limited experience of it in the classroom or textbook. Below is the brief explanation on each cause:

1. Over-generalization. Jakobovits defines generalization or transfer as the use of previous available strategies in new situations. Over generalization cover instances where the learner creates a deviant structure on the basis of his experience of other structure in the target language. For example *he can sings, we are hope, it is occurs, he come from*. Over generalization generally involves the creation of one deviant structure in place of two regular structure. It may be the result. It may be the result of the learner reducing his linguistic burden.
2. Ignorance of rule restrictions. Closely related to the generalization of deviant structure is failure to observe the restriction of existing structures. That is, the application of rules to contexts where they do not apply. *The man I saw him* violates the limitation on subjects on structures with whom. *I made him to do it* ignores restriction on the distribution of *make*. These are again a type of generalization or transfer, since the learner is making use of previously acquired rule in new situation. Some rule restriction error may be accounted for in terms of analogy; other instances may result from the rote learning of rules.
3. Incomplete application of rules. Under this category we may not the occurrence of structures whose deviancy represents the degree of development of the roles required to produce acceptable utterance. For example, across background language, systematic difficulty in the use of question can be observed. The use of question is a common teaching devise. Typically they are used, not to find out something, but as a means of eliciting sentences. Alternatively, the statement from may be use as a means of eliciting question through a transform exercise. Classroom observation suggests that the use question may be unrelated to the skills it is meant to establish. Here are some examples:

Teacher Questions Students’ Response

*What was she saying? She saying she would ask him.*

*What does she tell him? She tell him to hurry.*

*What’s he doing? He opening the door.*

*What does he have to do? He have to do write the address.*

1. False concept hypothesized. In addition to the wide range of intralingual errors which it was have to do with faulty rule-learning at various levels. There is a class of developmental errors which derive from faulty comprehension of distinction in the target language. These are sometimes due to poor gradation of teaching items. The form *was*, for example, may be interpreted as a marker of the past tense, giving *one day it was happened* and *is* may be understood to be the corresponding marker of the present tense: *he is speaks French.* In another time, we find the continuous form instead of the simple past in narrative; elsewhere we encounter confusion between *too, so,* and *very* between *come*, and *go* and so on.
2. Interference. interference is an error resulting from the transfer of grammatical and/or stylistic elements from the source language to the target language. Many people when using English are often influence by their native language structure, they were not aware of those influences. Language interference is a nature phenomenon that occurs in bilingual or multilingual countries. According to Lekova (2010: 320) communication between the two language systems is the reason for the interference which is a negative transfer of language habits and skills from the mother tongue or from a foreign language to another foreign language or is a change in linguistic structures and structural elements. The interference from mother tongue is one that strongly influences students’ composition.
3. **Grammar in Language**
4. **Definition of Grammar**

Brown (1994:137) defines grammar as a system of rules governing the conventional arrangement and relationship of word in a sentence. There are grammatical rules to deal with major aspects of language: phonology, morphology, syntax and semantics. Grammar is a complete and precise description of the properties human language process. A theory of grammar is a specification of what kind of grammar language can have, and what sorts of things must be presented in the grammar of every language.

1. **The Grammatical Features**

In the classifying the errors, it is important to have standard term for naming the grammatical categories in which the students make errors. Then, grammatical features are necessary to be explained before deciding which errors are included in a certain grammatical feature, and certainly the explanation of them should be based on standard book, the grammar used this purposes. Azar (2013: 56-63) provide the grammatical features that are modern, comprehensive, descriptive, and familiar. These grammatical features are presented below.

**Table 2.2 Using Be and Have**

|  |
| --- |
| Noun + Is + Noun: Singular |
| Example |  **Explanation** |
| Canada is a country. | "Singular" means "one, not two or more."Canada = a singular noun. Is = a singular verb, country = a singular noun. |
| Mexico is *a* country | Frequently comes in front of singular nouns. In (b): *a* comes in front of the singular noun *country. A* is called "an article." |
| *A* cat is *an* animal. | *A* and *an* have the same meaning. They are both articles. *A* is used in front of words that begin with consonants: *b,* c, *d, f;* g, *h, j, k, etc.* Examples: *a bed, a cat, a dog, a friend, a girl. An* is used in front of words that begin with *a,* e, *i,* and *o.* Examples: *an animal, an ear, an island.* |
| Noun + are + noun + plural |
| *Cats are animals* | "Plural" means "two, three, or more."*Cats* = a plural noun*are* = a plural verb*animals* = a plural noun |
| Be + Adjective |
| * A ball is round
* Balls are round
* Mary is intelligent
* Mary and Tom are intelligent
 | Round and intelligent are adjective. Adjectives often follow a form of be (am, *is,* are). Adjectives describe or give informationabout a noun or pronoun that comes at thebeginning of a sentence. |
| Using Have and Has |
| Singular | **Plural** | I, You, We, They + haveShe, he, it + has |
| * I have a pen
* You have a pen
 | * We have pens
* They have pens
 |
| * He has a pen
 | * You have pens
 |

**Table 2.3 Expressing Present Time**

|  |
| --- |
| Using Frequency Adverbs: Always, Usually, Often, Sometimes, Seldom, Rarely and Never |
| Example | **Explanation** |
| * Uly always comes to class
* Hery usually comes to shop
* Izza often watches movie
* I sometimes go market
* They seldom drink coffee
* She rarely eat meatball
* We never eat paper
 | *Always, usually, often, sometimes, seldom, rarely* and *never* are called"frequency adverbs." they come betweenThe subject and the simple present verb. |
| Preposition of Time |
| We have class at one o'clock. | *At is* a specific time on the clock |
| * My birthday is in October
* I was born in 1960.
* We have class in the morning.
* Bob has class in the afternoon.
* I study in the evening.
 | in + specific monthin + specific yearin + the morningin + the afternoonin + the evening |
| * I have class on Monday.
* I was born on October 31,1975.
 | on + a specific day of the weekon + a specific date |
| We have class from 1: 00 to 2: 00 | From (a specific time) to (a specific time) |
| Be + Ing The Present Progressive Tense |
| * *Am* + -ing.

I am sitting in class right now.* *Is* + *-ing*

She is sitting in class right now* *Are* + *-ing*

You are sittingin class right now. | When we say this sentence, I am in class. I am sitting. I am not standing. The action(sitting) is happening right now, and I amsaying the sentence at the same time.am, is, are = helping verbs. Sitting = the main verb. Am, is, are = the present progressive tense |

**Table 2.4 Noun and Pronouns**

|  |
| --- |
| Noun Subject and Object |
| Example | Explanation |
| * Birds fly.
* John is holding a pen.
 | A noun is used as the subject of a sentence. A noun is used as the object of a verb. Birds is a noun. It is used as the subject of the sentence. Pen is a noun. It has the article a in front of it; a pen is used as the object of the verb is holding. |
| Adjective + Noun |
| * I don't like cold weather.
* Alex is a happy child.
* The hungry boy has a fresh apple
 | Adjectives describe nouns. In grammar, we say that adjectives "modify" nouns. The word "modify" means "change a Little." adjectives give a little different meaning to a noun: Cold weather, hot weather, nice weather, bad weather. Adjectives come in front of nouns. |
| Subject Pronouns and Object Pronouns |
| Subject Pronouns Object Pronounsa. I Speak English. b. Bob Knows Me.c. You Speak English. d. Bob Knows You.e. She Speaks English. f. Bob Knows Her.g. He Speaks English. h. Bob Knows Him.i. It Starts At 8: 00. J. Bob Knows It.k. We Speak English. l. Bob Talks To Us.m. You Speak English. n. Bob Talks To You.o. They Speak English. p. Bob Talks To Them  |  **Subject – Object**I - m eYou - youShe - herHe - himIt - itWe - usYou - youThey – them |

**Table 2.5 Expressing Past Time**

|  |
| --- |
| Using Be: Past Time |
| Present Time* I *am* in class *today.*
* Alice *is* at the library *today.*
* My friends *are* at home *today.*

Past Time* I *was* in class *yesterday.*
* Alice *was* at the library *yesterday.*
* My friends *were* at home *yesterday.*
 | **Simple Past Tense Of Be****Singular**I was you were (one person)she was he wasit was**Plural** we wereyou were (more than one person)they were |
| The Simple Past Tense Using –Ed |
| Simple PresentI walk to school every dayYus walks to school every daySimple PastI walked to school yesterdayYus walked to school yesterday | Verb + -ed= the simple past tenseI, you, we, they, she, he, it + walked (verb+ -ed). |

**Table 2.6 Expressing Future Time**

|  |
| --- |
| Future Time Using Be Going To |
| * I am going to go downtown tomorrow.
* Nayla is going to be here tomorrow afternoon. future.
* We are going to come to class tomorrow morning.
 | Be going to expresses (talks about) the futureFORM: Am, is, are+ going + infinitive. |
| * I'm not going to go downtown tomorrow.
* Ann isn't going to study tonight.
 | Negative: *be* + *not +going to* |
| * Are you going to come to class tomorrow?"

"No, I'm not."* Is Jim going to be at the meeting tomorrow?"

"Yes, he is."* "What time are you going to eat dinner tonight?"

"Around six." | Question: be + subject + going toA form of be is used in the short answer to Yes, No question with be going to. |
| Future Time: Using *Will* |
| STATEMENT* Mike will go to the library tomorrow.
* Mike is going to go to the library tomorrow.
 | The examples have basically the same meaning. |
| Incorrect: Mike will *goes* there.Incorrect: Mike *wills* go there.Incorrect: Mike will *to* go there | The simple form of a verb follows *will*. ***Goes*** is NOT correct |
| There is never a final **-s** on ***will*** for future time. |
| ***Will*** is not followed by an infinitive with ***to.*** |
| CONTRACTIONSI will come = *I'll* come.You will come = *You'll* come.She will come = *She'll* come.He will come = *He'll* come.It will come = *It'll* come.We will come = *We'll* come.They will come = *They'll* come. | ***Will*** is connected to ***'ll*** with subject pronouns. These contractions are common in both speaking and writing. |
| NEGATIVE* Bob *will not* be here tomorrow.
* Bob *won't be* here tomorrow.
 | Negative contraction:***will*** + ***not*** = ***won't*** |

**Table 2.7 Verb Summary: Present, Past, Future**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Statement | Negative | Question |
| Simple Present | * *I eat* lunch every day.
* He *eats* lunch every day.
 | * *I don't eat* breakfast.
* *She doesn’t* eat breakfast
 | * *Do* you *eat* breakfast?
* *Does she* eat lunch?
 |
| Present Progressive | * *I am eating* an apple right now.
* She *is eating* an apple.
* They *are eating* apples.
 | * *I am not eating* an apple right now.
* She *isn't eating* a pear.
* *They are not* *eating* apples
 | * *Am I eating banana?*
* *Is* he *eating* a banana?
* *Are they eating* banana?
 |
| Simple Past | He *ate* lunch yesterday. | He *didn't eat* breakfast | *Did* you *eat* breakfast? |
| Be Going to | * ***I am going to eat*** lunch at noon.
* She ***is going to eat*** lunch at noon.
* They ***are going*** to ***eat*** lunch at noon.
 | * ***I'm not going to eat*** breakfast tomorrow.
* She ***isn't going*** to ***eat*** breakfast tomorrow.
* They ***aren't going to eat*** breakfast tomorrow.
 | * ***Am I going to see*** you tomorrow?
* ***Is*** she ***going to eat*** lunch tomorrow?
* ***Are*** they ***going to eat*** lunch tomorrow?
 |
| Will  | He will *eat* lunch | He *won't eat* breakfast tomorrow | *Will* he *eat* lunch tomorrow? |

1. **The Importance of Grammar**

The importance of grammar is about the importance of good writing in general, because the two are certainly related. When the students write or speak the use of grammar reveals a great deal about our understanding of language and our level of competence in using it. Sometimes it indicates the amount of formal education we have acquired, but this is not always the case. Some educated public figures who should know better make grammatical errors.

As the importance of using correct grammar in writing, consider this, we live in a competitive world, and in order to succeed, we have to distinguish ourselves from others, we have to be smart, fast, and more talented. When writing we can distinguish ourselves by demonstrating mastery of language. Using correct grammar set us apart in a very positive light from those who have not achieved the same degree of mastery. When we use language correctly, we look good. Good grammar is very important in writing. Grammar is part of the write a paragraph, writing is grammar, writing is organization, writing is creativity, writing is voice. Writing is sentence fluency.

1. **The Concept of Native language**

Gass (2008:7) states that Native language refers to the first language that a child learns. It is also known as the primary language, the mother tongue, or the L1 (first language).

Bloomfield (1933: 43) states that the first language a human being learns to speak is his native language so he is a native speaker of this language. However, this definition seems to be too restricting. In fact, the first learned language can be replaced by a language that is acquired later through the more frequent and fluent use of the later-acquired language where the first language is no longer useful, no longer generative or creative and therefore no longer first.

1. **The Concept of Second Language**

Second language acquisition stands in contrast to first language acquisition. It is the study of how learners learn an additional language after they have acquired their mother tongue. The systematic study of how people acquire a second language is a fairly recent phenomenon. People have had to learn a second language not just as a pleasing pastime but often as a mean of obtaining an education or securing employment.

Ellis (2003:3) states that second language acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or out-side of classroom and second language acquisition is the study of this.

Cook (2006) states that the word ‘language’ is understood in different ways by those carrying out second language acquisition research, including

* language as a property of human beings,
* language as an institutional abstraction,
* language as a collection of sentences,
* language as social behavior, as knowledge in the mind,
* language as a form of action.

The word ‘second’ in ‘second language’ is typically undefined in second language acquisition research, apart from being sometimes contrasted with ‘foreign’. A language can be:

* second by official fiat when other languages are laid down as first by law,
* second by chronological sequence in that the person learns it after the first,
* second by priority, usually discussed in terms of dominance,
* second contrasted with foreign by function or location.

For many children learning a second language, the process does not seem natural or automatic, and it can be associated with many negative experiences and memories.

1. **Conceptual Framework**

Indonesian and International Students’ Writing

Analysis and Identification Students’ Grammatical Errors In Writing

The Types of Error

* Errors in the production of verb
* Error in the distribution of verb group
* Errors in the use of preposition
* Errors in the use of question
* Miscellaneous errors

Interview The Causing Factors Of Error

The Causing Factors of Error

* Over-generalization
* Ignorance of rule restriction
* Incomplete application of rule
* False concept hypothesized
* interference

Similarities and Differences of Indonesian And International Students’ Writing

Figure 2.1 conceptual framework of the research

The conceptual framework of this research consist of some major points which are interrelated one another as shown in figure 2.1. It begins with the students’ writing in this case the works of sampled students in composing descriptive text. Then, the students’ writing is assumed to have some errors. After that the students’ errors in their writing are then analyzed using error analysis technique which has certain procedures namely analyzing and identification. The classification of students’ error is based on one main division namely errors dealing with grammatical area. Besides that, the students’ errors are also classified based on their causing factor of errors and interview as the process to find the causes of the error analysis.

**CHAPTER III**

**RESEARCH METHOD**

This chapter explains the procedure of using this study. The error analysis in using grammatical errors in writing production for Indonesian students and International students of UIN Alauddin Makassar. It elaborates the research design, research subject, instrument of the research, the procedure of data collection and technique of data analysis.

1. **Research Design**

Research design applied in this research is descriptive design. This method determines and describes the way things are (Gay et al. 2006: 159). In addition, Atmowardoyo (2010: 23) argues that a descriptive research might be conducted for any of the following purposes:

1. to describe prevailing practice or condition.
2. to describe relative importance of, interest in, certain topics or problems.
3. to discover level of difficulty of presentation in textbooks or in other publication.
4. to analyze types of errors in students’ work.
5. to analyze the use of symbols representing persons, political parties or institution, countries, or point of view.
6. to identify literary style, concepts, or belief of a writer
7. to explain the possible causal factors related to some outcomes, action, or event.

Therefore, to conduct this research which related to error analysis, the researcher will apply descriptive research in order to describe students’ error. In addition to that, the procedure of the error analysis included the following four steps (Huang in Atmowardoyo, 2010):

1. Data collection, usually from students’ composition;
2. Identification of errors, that is identifying any grammatical errors through the process of coding;
3. Classification of errors into error types which might be grouped in accordance with the grammatical area. In this research the researcher classify based on Richard’s errors categories and the causing factor of errors in term of typical intralingual and developmental errors (e.g. errors in the production of verb, errors in the distribution of verb group, errors in the use of preposition, article, errors in the use of question, and miscellaneous errors), the causing factors (overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesized, interference, and other causes).
4. Statement of error frequency.
5. **Research Subject**

The subjects of this research are the students of International students (Thai and Sudan students) and Indonesian students. The researcher selected 15 students to be observed (5 students each country). Convenience sampling or accidental sampling as the sampling technique use in this research. The researcher used convenience sampling or accidental sampling to take the subject of this research. According to Gay et.al. (2006: 112). Convenience sampling or accidental sampling is the process of selecting sample where the sample whoever happens to be available at the time. Two examples of convenience sampling are the use of volunteers and the use of existing groups just because they are there.

1. **Research Instrument**

To obtain the data needed, the researcher employed writing test as the instrument of the research. The writing test required the students to compose a descriptive text that they like most using their own words. They chose three optional topics related to the descriptive text. (see appendix 1).

1. **Procedure of Collecting Data**

The researcher firstly administrates the test in form of writing test to the students. In this study, the students were required to write a composition of about 120-150 words. Next, the students’ writings were collected by the researcher. At the end, the students’ writings or compositions were analyzed by error analysis technique.

1. **Technique of Data Analysis**

The data was collected from writing test that was analyzed by using error analysis technique. The error analysis technique of this research comprised of three steps which is adapted from error analysis procedure (Atmowadoyo, 2010) as follows:

1. Identification of students’ errors, that is identifying any grammatical errors through the Richards’ theory;
2. Classification of students’ errors into error types which are grouped in accordance with the grammatical area (e.g. errors in the production of verb, errors in the distribution of verb group, errors in the use of preposition, article,, etc), and the causing of factors of errors
3. Statement of error frequency and percentage.
4. Statement of the differences and the similarities of students’ writing.

**CHAPTER IV**

**FINDINGS AND DISCUSSIONS**

This chapter deals with the findings and discussions of the research. The research findings show the data obtained from the test result in order to see the errors made by the Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text. The discussion contains the description and interpretation of the research findings. It would be based on the analysis of data collected.

1. **Findings**

The data described in this finding was taken from the students’ descriptive writing result of Indonesian students and International students of UIN Alauddin Makassar. There were three optional topics that they might choose; The experience of learning at UIN Alauddin Makassar, The favorite place in Makassar, and The greatest culture of my country. The students’ writings were identified and classified based on some errors categories or types. Then, frequency and percentage of errors is presented in order to ease readers understand the data. Detail description of the data can be seen as follows:

1. **The Errors of Indonesian Students’ Writing**

The data of Indonesian students’ errors was obtained from 5 students. The distribution of data accumulation of students’ writing errors of Indonesian students can be shown on figure 2.2. The result of the students’ writings show that the number of students’ error in the production of verb group is 2 errors (6.45%), error in the distribution of verb groups: no error (0%), errors in the use of preposition: 8 errors (25.80%), errors in the use of articles: 2 errors (6.45 %), error in the use of question: no error (0%), miscellaneous errors: 4 errors (12.90%), and the other errors 15 errors (48.38%). So the total number of Indonesian students’ error deals with the grammatical area is 31 errors (99.98%). It shows that the error of preposition is the most frequent error found in Indonesian students’ writing.

The analysis of those errors is explained in more detail as follows:

1. **Errors in the Production of Verb Group**

Figure 2.2 shows that the number of error in the production of verb groups is 2 errors (6.45 %). Error in the production of verb groups is consists of *be + verb stem* for *verb stem*: no error (0%), *be + verb stem + ed* for *verb stem + ed*: no error (0%), wrong form after *do*: no error (0%), wrong form after *modal verb*: no error (0%), *be* omitted before *verb + stem + ed (participle)*: no error (0%), *ed* omitted after *be + participle verb stem*: no error (0%), *be* omitted before *verb – ing*: no error, verb stem for stem + s: 2 errors (6.45%) as shown on figure 2.3

 A1 : *be + verb stem* for *verb stem*

 A2 : *be + verb stem + ed* for *verb stem + ed*

A3 : wrong form after *do*

A4 : wrong form after *modal verb*

A5 : *be* omitted before *verb + stem + ed (participle)*

 A6 : *ed* omitted after *be + participle verb stem*

A7 : *be* omitted before *verb – ing*

A8 : verb stem for stem + s

1. ***be + verb stem* for *verb stem***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be + verb stem + ed* for *verb stem + ed***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be + verb stem + ed* for *verb stem + ed***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **wrong form after *modal verb***

Error for this formula was not found

1. ***be* omitted before *verb + stem + ed (participle)***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***ed* omitted after *be + participle verb stem***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be* omitted before *verb – ing***

None of students produced error for this sub-type

1. **verb stem for stem + s**

There are 2 errors (6.45%) in this sub-type. The students use verb stem for positive simple present, it was true but there was exception for the third person singular (he, she, it), the stem must be added (s/es).

For example : \*This university **change** a lot of things. (I. 1S)

It should be : This university changes a lot of things.

Another example : \*The lecturer **give** a discussion. (I. 5S)

Correction : The lecturer gives a discussion

1. **Errors in the Distribution of Verb Groups**

Figure 2.2 shows that no error (0%) in the distribution of verb groups. Error in the distribution of verb groups consist of: *Be + verb + ing* for *be + verb+ ed:* no error (0%), *Be + verb + ing*  for *verb stem:* no error (0%), *Be + not + verb + ing* for  *+ do + not + verb:* no error (0%), *Be + verb+ ing* for *verb + ed in narrative:* no error (0%), *Verb stem*  for *verb + ed in narrative:* no error (0%), *Have + verb + ed* for *verb + ed:* no error (0%), *Have + be + verb + ed* for *be + verb + ed:* no error (0%), *Verb (+ed)* for *have + verb + ed:* no error (0%), and *Be + verb + ed*  for *verb stem:* no error (0%).

1. **Errors in the Use of Preposition**

Figure 2.2 shows that error in the use of preposition is 8 errors (25.80%). Errors in the use of preposition consist of : *With* instead of ø: no error (0%)*,* With instead of *from:* 2 errors (6.45%)*, With* instead of *against*: no error (0%)*, With* instead of *of*: no error (0%)*,* With instead of at: no error (0%), In instead of ø: 3 errors (9.67%), In instead of *on*: no error (0%)*,* In instead of *with*: no error (0%)*,* In instead of *for*: no error (0%)*,* In instead of *at:* 1 error (3.22%)*,* In instead of *to:* 1 error (3.22%)*,* In instead of *by*: no error (0%)*,* At instead of ø: no error (0%), At instead of *by*: no error (0%)*,* At instead of *in*: no error (0%)*,* At instead of *to*: no error (0%)*,* At instead of *for*: no error (0%)*,* For instead of ø: 1 error (3.22%), For instead of *in*: no error (0%)*,* For instead of *of*: no error (0%)*,* For instead of *from*: no error (0%)*,* For instead of *since*: no error (0%)*,* On instead of ø: no error (0%), On instead of *in*: no error (0%)*,* On instead of *at*: no error (0%)*,* On instead of *with*: no error (0%)*,* On instead of *of*: no error (0%)*,* On instead of *to*: no error (0%)*,* Of instead of ø: no error (0%), Of instead of *in*: no error (0%)*,* Of instead of *by*: no error (0%)*,* Of instead of *on*: no error (0%)*,* Of instead of *for*: no error (0%)*,* To instead of ø: no error (0%), To instead of *for*: no error (0%)*,* and To instead of *of*: no error (0%). As shown in figure 2.4.

C1 : *With* instead of ø, *from, against, of, at*.

C2 : In instead of ø, *on, with, for, at, to, by*.

C3 : At instead of ø, *by, in, to, for*.

C4 :For instead of ø*,* *in, of, from, since*.

C5 : On instead of ø, *in, at, with, of, to*.

C6 : Of instead of ø, *in, by, on, for*.

C7 : To instead of ø, *for, of*.

1. ***With* instead of (ø, *from, against, of, at*)**

There are 2 errors (6.45%) in this sub- type on student writing. The student produced *with* preposition error in sentence as seen in the following example:

For example :\* …marriage celebration of moeslem is different **with** Christian. (I. 3S)

It should be : …marriage celebration of Moslem is different from Christian.

Another example :\*…in Java is different **with** what exists in Sumatera. (I. 3S)

Correction : …in Java is different from what exists in Sumatera.

 The sample might not familiar with correct preposition so the student just copied the literal translation of word “dengan” from dictionary with preposition *with,* whereas *from* was more appropriate.

1. **In instead of (*ø, on, with, for, at, to, by*)**

The students’ errors in this sub-type are 5 errors (16.12%). The following examples show that there are preposition which is unnecessary in this sentence. So, preposition in should be omitted.

For example : \*I have ever studied **in** there. (I. 4S)

It should be : I have ever studied there.

Another example :\* …nice pool **in** there. (I. 4S)

Correction : …nice pool there.

There was also an error that different with the problem above. The student produced *in* preposition to connect verb and noun, whereas she did not need to do that because in these sentence it was needed direct object, so preposition in can be omitted. As seen in the following example:

For example :\* I also join **in** many organizations. (I. 1S)

Correction : I also join many organizations.

1. **At instead of (*ø, by, in, to, for*)**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **For instead of (*ø, in, of, from, since*)**

Only 1 error (3.22%) on students writing related to preposition *for*. In the following example, preposition *for* should be omitted in order to make the sentence sounded better.

For example :\* …at UIN Alauddin Makassar **for** almost a year now. (I. 4S)

It should be : …at UIN Alauddin Makassar almost a year now.

1. **On instead of (*ø, in, at, with, of, to)***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Of instead of (*ø, in, by, on, for)***

None of students produced error for this sub-type.

1. **To instead of (*ø, for, of)***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Errors in the Use of Articles**

Figure 2.2 shows that the error in the use of articles is 2 errors (6.45%). Errors in the use of articles consist of: Omission of *the:* no error (0%)*, The* used instead ofø: no error (0%), *A* used instead of *the:* no error (0%)*, A* instead of ø: (0%), and Omission of *a:* 2 errors (6.45%). As shown in figure 2.5.

D1 : Omission of *the*

D2 : *The* used instead ofø

D3 : *A* used instead of *the*

D4 : *A* instead of ø

D5 : Omission of *a*

1. **Omission of *the***

None of students produced error for this sub-type.

1. ***The* used instead ofø**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. ***A* used instead of *the***

Error for this formula was not found.

1. ***A* instead of ø**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Omission of *a***

This is the last sub-type of article errors. 2 errors (6.45%) discovered for this part. In the examples they omitted the use of preposition *a*. since the noun has been known that is singular, it was necessary to put *a* after auxiliary.

For example : \*I am student. (I. 1S)

It should be : I am **a** student.

Another example : \*UIN Alauddin is very nice and big place. (I. 4S)

Correction : UIN Alauddin is **a** very nice and big place.

1. **Errors in the Use of Questions**

Figure 2.2 shows that no error in the use of questions. Errors in the use of question are consist of: *Omission of inversion:* no error (0%), *Be* omitted before *verb* + ing: no error (0%), Omission of *do:* no error (0%), *Wrong form of auxiliary, or wrong form after auxiliary:* no error (0%), and *Inversion retained in embedded sentences:* no error (0%).

E1: *Omission of inversion*

E2: *Be* omitted before *verb* + ing

E3: Omission of *do*

E4: *Wrong form of auxiliary, or wrong form after auxiliary*

E5: *Inversion retained in embedded sentences*

1. **Miscellaneous Errors**

Figure 2.2 shows that miscellaneous errors are 4 errors (12.90%). Miscellaneous errors consisted of: *Wrong verb form in adverb clause of time:* no error (0%), *Object omitted or included unnecessarily:* no error (0%), *Errors in tense sequence:* 4 errors (12.90%), and *Confusion* of *too, so, very:* no error (0%). As shown in figure 2. 6.

 F1 : *Wrong verb form in adverb clause of time*

 F2 : *Object omitted or included unnecessarily*

F3 : *Errors in tense sequence*

F4 : *Confusion* of *too, so, very*

1. **Wrong verb form in adverb clause of time**

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **Object omitted or included unnecessarily**

Error for this formula was not found.

1. **Errors in tense sequence**

The students produced this error. There were 4 errors (12.90%). The student used wrong form of verb. She used verb present tense whereas she should use verb for past tense. As the example below:

For example :\* When I was in the first semester I always **think** that I **will** change my major and **reach** my real dream. (I. 1S)

It should be : When I was in the first semester I always thought that I would change my major and reached my dream.

Another example :\* UIN **have** many programs. (I. 2S)

Correction : UIN has many programs.

1. **Confusion of *too, so, and very***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Other Errors**

Figure 2.2 shows that the number of errors in the other errors is 15 errors (48.38%). Other errors consisted of: other error verb: 2 errors (6.45%), confusion of part of speech: no error (0%), singular/plural morpheme: 4 errors (12.90%), pronoun: no error (0%), gerund: 3 errors (9.67%), Indonesian language: 2 errors (6.25%), adjective phrase: no errors (0%), lexical word: 3 errors (9.67%), omission/addition of subject: 1 error (3.22%), diction: no error (0%), and other preposition error: no error (0%). As shown as follows:

G1: other error verb

G2: confusion of part of speech

G3: singular and plural morpheme

G4: pronoun

G5: gerund

G6: Indonesian language

G7: adjective phrase

G8: lexical word

G9: omission/addition of subject

G10: diction

G11: other preposition error

1. **Other Error Verb**

In this part, there were 2 errors (6.45%) discovered on students descriptive writing. In these sentences, the students produced errors in omission of auxiliary verb. As the sample below:

For example : \*I am still active and always active. (I. 1S)

It should be : I am still active and always **be** active.

Another example : \*….even thought we different. (I. 5S)

Correction : …even thought we are different.

1. **Confusion of part of speech**

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **Singular and plural morpheme**

There were 4 errors (12.90%) on students writing. The students did not comprehend about plural morpheme in noun form. They cannot distinguish countable and uncountable noun, so they missed *s/es* to demonstrate plural meaning while English required alteration by adding *s/es* at the end plural count nouns.

For example : \* This university changes a lot of **thing** in myself. (I. 2S)

It should be : This university changes a lot of things to myself.

Another example : \* “Tudang Penni” is one of **activity** of marriage celebration. (I. 3S)

Correction :“Tudang Penni” is one of activities of marriage celebration.

1. **Pronoun**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Gerund**

One student committed error for this part, there were 3 errors (9.67%). The example would be given as follows:

For example : \* not only learn about those languages but also learn about **be** more independent, **manage** the time well, as well as **respect** to others. (I. 2S)

It should be : not only learn about those languages but also learn about being more independent, managing the time well, as well as respecting to others.

1. **Indonesian language**

Error on student writing was Indonesian language, the student composition on her writing did not translate fully. She was failing to put English word whether she really did not know or forget the word.

For example : \* I do not want to get **Bt** anymore. (I. 1S)

It should be : I do not want get bad mood anymore.

1. **Adjective phrase**

Error for this formula was not found.

1. **Lexical word**

There were 3 errors (9.67%) in lexical word which found on students’ writing.

For example : \*…like marriage celebration of **muslims.** (I. 3S)

it should be : …like marriage celebration of Moslems.

Another example : \*…but also learn **abot**… (I. 2S)

Correction : …but also learn about...

The examples above show that the students have wrong lexical in producing words. The whole of their writing used “muslims and abot” to indicate “Moslems and about” as the right lexical word.

1. **Omission/addition of subject**

The percentage of student error for this part was only (3.22%) 1 error. The student missed subject to demonstrate the sentence. The writer gave example below:

For example : \* Tudang Penni is a buginess language, …in English means “Sitting at Night”. (I. 3S)

It should be : Tudang Penni is a buginess language, in English, it means “Sitting at Night”.

1. **Diction**

None of students produced error for this sub-type.

1. **Other preposition error**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **The Causing Factors of Indonesian Students’ Writing Errors**

The classifications of errors based on their causing factors were some in numbers. The divisions were overgeneralization: 2 errors (6.45%), ignorance of rule restriction: 5 errors (16.12%), incomplete application of rules: 1 error (3.22%), false concepts hypothesized: 18 errors (58.06%). Interference: no error (0%). There were also other causes which do not include in those divisions, such as lack of vocabulary: 2 error (26.45%) and memory limitation: 3 errors (9.67%)**.** Complete description of the causing factor of errors was shown in figure 2.8

Specific classification for each error causes on the figure 2.8 provided on the appendix. The analysis of those causing factors of errors was explained in more detail as followed:

1. **Overgeneralization**

Some errors related to overgeneralization were: 2 errors (5.88%). These errors dealt with production of verb group. The students generalized structure in sentence by using two rule structures whereas it was not appropriate. This percentage showed that overgeneralization was not the most dominant causing factors of errors but it had a role in making errors. Some examples of students’ sentence regarding overgeneralization were given as followed:

This university :\* This University **change** a lot of things. (I. 2S)

It should be : This University changes a lot of things.

Another example : \*The lecturer **give** a discussion. (I. 5S)

Correction : The lecturer gives a discussion.

So, overgeneralization generally involved the creation of one deviant structure in place of two regular structures. It is the result of the learner reducing their linguistic burden.

1. **Ignorance of Rule Restriction**

The errors that dealt with this causing factor were quite many. It related verb errors generally. The number and percentage in this error were: 5 errors (14.70%). The students ignored the appropriate structure by omitting verb or auxiliary verb in sentence. They sometimes did not comprehend about gerund or they ignored about tense on their writing. Some of the examples were in sentence below:

For example :\* I am still active and always active. (I. 1S)

It should be : I am still active and always **be** active.

Another example : \*….even thought we different. (I. 5S)

Correction : …even thought we are different.

Another example : \* Not only learn about those languages but also learn about **be** more independent, **manage** the time well, as well as **respect** to others. (I 2S)

It should be : Not only learn about those languages but also learn about being more independent, managing the time well, as well as respecting to others.

 This cause is the result of students’ failure to observe the restriction of existing structures.

1. **Incomplete Application of Rules**

There was only 1 error (2.94%) which found for this causing factor. The error that dealt with incomplete application of rules is the student omitted subject in her sentence. This meant that error caused by incomplete application rules was very little in number. The example of this cause was shown in sentence below:

For example : \* Tudang Penni is a buginess language, in English… means “Sitting at Night”. (I. 3S)

It should be : Tudang Penni is a buginess language, in English, **it** means “Sitting at Night”.

 The use of subject was common teaching device from teachers. They use subject typically not to find out something, but as a means of eliciting sentences.

1. **False Concept hypothesized**

For this causing factor, there were a big number of errors: 18 errors (52.94%). The students had false concept hypothesized in constructing sentence. They did not understand a distinction in the target language. There were several types of errors occurred for instance errors in the use of preposition: 8 errors (23.52%), errors in the use of article 2 errors (5.88%), miscellaneous errors: 4 errors (11.76%), and other errors: 4 errors (11.76%). This factor was quite big in percentage. The example can be seen below:

For example : \*…marriage celebration of Moslem is different **with** Christian. (I.3S)

It should be : …marriage celebration of Moslem is different from Christian.

Another example : \*…in Java is different **with** what exists in Sumatera. (I.3S)

Correction : …in Java is different from what exists in Sumatera.

Another example : \* When I was in the first semester I always **think** that I **will** change my major and **reach** my real dream. (I. 1S)

It should be : When I was in the first semester I always thought that I would change my major and reached my dream.

1. **Interference**

There was not error for this causing factor. Based on interview, the students of Indonesia stated that they cannot still distinguish using the right grammar in the context of their sentence. Even though they have been given explanation and they have been studied about the English grammar. This fact explains that which is caused by the interference of the learners’ mother tongue is not a major error in the way bilingual construct sentences and uses the language but there is reflect from the learners’ competence at a particular stage and illustrate some of the general characteristics of language acquisition.

1. **Lack of Vocabulary**

The error that dealt with this causing factor was only 1 error (2.94%). The error related to this category is under other error particularly Indonesian language.

For example : \* I do not want to get **Bt** anymore. (I. 1S)

It should be : I do not want get bad mood anymore.

1. **Memory Limitation**

For this causing factor there were 3 errors (8.82%). The error dealt with lexical word. The students had known and looked the right words but they forgot to put the right letter for producing right word.

For example : \*…like marriage celebration of **muslims.** (I. 3S)

it should be : …like marriage celebration of Moslems.

Another example : \*…but also learn **abot**… (I. 2S)

Correction : …but also learn about…

1. **The Errors of Thai Students’ English Writing**

The data of Thai students’ error was obtained from 5 students. The distribution of data accumulation of students’ writing errors of Thai students can be shown on figure 2.9. The result of the students’ writing show that the number of students’ error in the production of verb group is 3 errors (5.76%), errors in the distribution of verb groups: 3 errors (5.76%), errors in the use of preposition: 2 errors (3.84%), errors in the use of articles: 5 errors (9.61%), error in the use of question: no error (0%), miscellaneous error: 1 error (1.92%), and the other errors 38 errors (73.07%). So the total number of Thai students’ errors deals with the grammatical area is 52 errors (99.98%). It shows that the error in the use of article is the most frequent error found in Thai students’ writing.

The analysis of those errors is explained in more detail as follows:

1. **Errors in the Production of Verb Group**

Figure 2.9 shows that the numbers of errors in the production of verb groups are 3 errors (5.76%). Errors in the production of verb groups is consists of *be + verb stem* for *verb stem*: no error (0%), *be + verb stem + ed* for *verb stem + ed*: no error (0%), wrong form after *do*: no error (0%), wrong form after *modal verb*: no error (0%), *be* omitted before *verb + stem + ed (participle)*: no error (0%), *ed* omitted after *be + participle verb stem*: no error (0%), *be* omitted before *verb – ing*: no error, verb stem for stem + s: 3 errors (5.76%) as shown on figure 2.10.

A1 : *be + verb stem* for *verb stem*

 A2 : *be + verb stem + ed* for *verb stem + ed*

A3 : wrong form after *do*

A4 : wrong form after *modal verb*

A5 : *be* omitted before *verb + stem + ed (participle)*

 A6 : *ed* omitted after *be + participle verb stem*

A7 : *be* omitted before *verb – ing*

A8 : verb stem for stem + s/es

1. ***be + verb stem* for *verb stem***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be + verb stem + ed* for *verb stem + ed***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be + verb stem + ed* for *verb stem + ed***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **wrong form after *modal verb***

Error for this formula was not found

1. ***be* omitted before *verb + stem + ed (participle)***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***ed* omitted after *be + participle verb stem***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be* omitted before *verb – ing***

None of students produced error for this sub-type

1. **verb stem for stem + s**

There are 3 errors (5.76%) in this sub-type. The students use verb stem for positive simple present, it was true but there was exception for the third person singular (he, she, it), the stem must be added (s/es).

For example :\* It **become** the foundation of social and culture majority. (T. 1S)

It should be : It becomesthe foundation of social and culture majority.

Another example :\* Office for national statistics **indicate** that… (T. 1S)

Correction : Office for national statistics indicatesthat…

1. **Errors in the Distribution of Verb Groups**

Figure 2.9 shows that there are 3 errors (5.76%) in the distribution of verb groups. Error in the distribution of verb groups consist of: *Be + verb + ing* for *be + verb+ ed:* no error (0%), *Be + verb + ing*  for *verb stem:* 3 errors (5.76%), *Be + not + verb + ing* for  *+ do + not + verb:* no error (0%), *Be + verb+ ing* for *verb + ed in narrative:* no error (0%), *Verb stem*  for *verb + ed in narrative:* no error (0%), *Have + verb + ed* for *verb + ed:* no error (0%), *Have + be + verb + ed* for *be + verb + ed:* no error (0%), *Verb (+ed)* for *have + verb + ed:* no error (0%), and *Be + verb + ed*  for *verb stem:* no error (0%). As shown as follows:

B1 :*Be + verb + ing* for *be + verb+ ed*

B2 : *Be + verb + ing*  for *verb stem*

B3 : *Be + not + verb + ing* for  *+ do + not + verb*

B4 : *Be + verb+ ing* for *verb + ed in narrative*

B5 : *Verb stem*  for *verb + ed in narrative*

B6 : *Have + verb + ed* for *verb + ed*

B7 : *Have + be + verb + ed* for *be + verb + ed*

B8 : *Verb (+ed)* for *have + verb + ed*

B9 : *Be + verb + ed*  for *verb stem*

1. ***Be + verb + ing* for *be + verb+ ed***

None of students produced error for this sub-type.

1. ***Be + verb + ing*  for *verb stem***

This is the second sub-type of errors in the distribution of verb groups. 3 errors (5.76%) discovered for this part. Two samples are available in this section.

For example : \* there are about four hundred people **representing** 0.7 percent of the population. (T. 1S)

It should be : There are about four hundred people represent 0.7 percent of the population.

Another example : \* There are 70.000 people **living** in Bangkok and other major cities. (T. 1S)

It should be : There are 70.000 people live in Bangkok and other major cities.

1. ***Be + not + verb + ing* for  *+ do + not + verb***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. ***Be + verb+ ing* for *verb + ed in narrative***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. ***Verb stem*  for *verb + ed in narrative***

None of students produced error for this sub-type.

1. ***Have + verb + ed* for *verb + ed***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***Have + be + verb + ed* for *be + verb + ed***

None of students produced error for this sub-type.

1. ***Verb (+ed)* for *have + verb + ed***

Error for this formula was not found.

1. ***Be + verb + ed*  for *verb stem***

None of students produced error for this sub-type.

1. **Errors in the Use of Preposition**

Figure 2.9 shows that error in the use of preposition is 2 errors (3.84%). Errors in the use of preposition consist of : *With* instead of ø: no error (0%)*,* With instead of *from:* no error (0%)*, With* instead of *against*: no error (0%)*, With* instead of *of*: no error (0%)*,* With instead of at: no error (0%), In instead of ø: 2 errors (3.84%), In instead of *on*: no error (0%)*,* In instead of *with*: no error (0%)*,* In instead of *for*: no error (0%)*,* In instead of *at:* no error (0%)*,* In instead of *to:* no error (0%)*,* In instead of *by*: no error (0%)*,* At instead of ø: no error (0%), At instead of *by*: no error (0%)*,* At instead of *in*: no error (0%)*,* At instead of *to*: no error (0%)*,* At instead of *for*: no error (0%)*,* For instead of ø: no error (%), For instead of *in*: no error (0%)*,* For instead of *of*: no error (0%)*,* For instead of *from*: no error (0%)*,* For instead of *since*: no error (0%)*,* On instead of ø: no error (0%), On instead of *in*: no error (0%)*,* On instead of *at*: no error (0%)*,* On instead of *with*: no error (0%)*,* On instead of *of*: no error (0%)*,* On instead of *to*: no error (0%)*,* Of instead of ø: no error (0%), Of instead of *in*: no error (0%)*,* Of instead of *by*: no error (0%)*,* Of instead of *on*: no error (0%)*,* Of instead of *for*: no error (0%)*,* To instead of ø: no error (0%), To instead of *for*: no error (0%)*,* and To instead of *of*: no error (0%). As shown in figure 2.12.

C1 : *With* instead of ø, *from, against, of, at*.

C2 : In instead of ø, *on, with, for, at, to, by*.

C3 : At instead of ø, *by, in, to, for*.

C4 : For instead of ø*,* *in, of, from, since*.

C5 : On instead of ø, *in, at, with, of, to*.

C6 : Of instead of ø, *in, by, on, for*.

C7 : To instead of ø, *for, of*.

1. ***With* instead of (ø, *from, against, of, at*)**

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **In instead of (*ø, on, with, for, at, to, by*)**

The students’ errors in this sub-type are 2 errors (3.84%). The following example shows that there are preposition which is unnecessary in this sentence. So, preposition *in* should be omitted.

For example :\* Many people like to visit **in** Malino as beautiful panorama. (T. 3S)

It should be : Many people like to visit Malino as beautiful panorama.

Another example : \*…but I do not join **in** meeting club. (T. 5S)

Correction : …but I do not join the meeting club

In the example above, the student produced *in* preposition to connect verb and noun, whereas they did not need to do that because in that sentence it was needed direct object, so preposition *in* can be omitted.

1. **At instead of (*ø, by, in, to, for*)**

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **For instead of (*ø, in, of, from, since*)**

None of students produced error for this sub-type.

1. **On instead of (*ø, in, at, with, of, to)***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Of instead of (*ø, in, by, on, for)***

None of students produced error for this sub-type.

1. **To instead of (*ø, for, of)***

Error in this sub-type is unavailable; it means none of students produce error for this formula.

1. **Errors in the Use of Articles**

Figure 2.9 shows that the error in the use of articles is 5 errors (9.61%). Errors in the use of articles consist of: Omission of *the:* 5 errors (9.61%)*, The* used instead ofø: no error (0%), *A* used instead of *the:* no error (0%)*, A* instead of ø: (0%), and Omission of *a:* 0 error (0%). As shown in figure 2.13.

D1 : Omission of *the*

D2 : *The* used instead ofø

D3 : *A* used instead of *the*

D4 : *A* instead of ø

D5 : Omission of *a*

1. **Omission of *the***

This is the first sub-type of article errors. 5 errors (9.61%) discovered for this part. Two samples were available in this section. They omitted preposition *the* since the place has been known so it was necessary to put *the* before a noun phrase.

For example : \* **North**, it has a lot of trees and mountains. (T. 2S)

It should be : The North , it has a lot of trees and mountains.

Another example : \* but I do not join **meeting** club. (T. 5S)

It should be : but I do not join themeeting club.

1. ***The* used instead ofø**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. ***A* used instead of *the***

Error for this formula was not found.

1. ***A* instead of ø**

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **Omission of *a***

None of students produced error for this sub-type.

1. **Errors in the Use of Questions**

Figure 2.9 shows that no errors in the use of questions. Error in the use of question is consisted of: *Omission of inversion:* no error (0%), *Be* omitted before *verb* + ing: no error (0%), Omission of *do:* no error (0%), *Wrong form of auxiliary, or wrong form after auxiliary:* no error (0%), and *Inversion retained in embedded sentences:* no error (0%).

E1 : *Omission of inversion*

E2 : *Be* omitted before *verb* + ing

E3 : Omission of *do*

E4 : *Wrong form of auxiliary or wrong form after auxiliary*

E5 : *Inversion retained in embedded sentences*

1. **Miscellaneous Errors**

Figure 2.9 shows that miscellaneous error is 1 error (1.92%). Miscellaneous errors consisted of: *Wrong verb form in adverb clause of time:* no error (0%), *Object omitted or included unnecessarily:* no error (0%), *Errors in tense sequence:* 1 error (1.92%), and *Confusion* of *too, so, very:* no error (0%). As shown in figure 2.14.

 F1 : *Wrong verb form in adverb clause of time*

 F2 : *Object omitted or included unnecessarily*

F3 : *Errors in tense sequence*

F4 : *Confusion* of *too, so, very*

1. **Wrong verb form in adverb clause of time**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Object omitted or included unnecessarily**

Error for this formula was not found.

1. **Errors in tense sequence**

Only 1 student produced this error. There was 1 error (1.92%). The student used wrong form of auxiliary. She used auxiliary *do* for verb participle whereas she should use auxiliary *have* for perfect tense. As the example below:

For example :\* **do** you ever eaten Thai food? Test now! (T. 2S)

It should be : have you ever eaten Thai food? Test now!

1. **Confusion of *too, so, and very***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **Other Errors**

Figure 2.9 shows that the number of errors in the other errors is 38 errors (73.07%). Other errors consisted of: other error verb: 8 errors (15.38%), confusion of part of speech: 4 errors (7.69%), singular/plural morpheme: 8 errors (15.38%), pronoun: no error (0%), gerund: no errors (0%), Indonesian language: 0 errors (0%), adjective phrase: no errors (0%), lexical word: 8 errors (15.38%), omission/addition of subject: 3 errors (5.76%), diction: 3 errors (5.76%), and other preposition error: 4 errors (7.69%). As shown as follows:

G1 : other error verb

G2 : confusion of part of speech

G3 : singular and plural morpheme

G4 : pronoun

G5 : gerund

G6 : Indonesian language

G7 : adjective phrase

G8 : lexical word

G9 : omission/addition of subject

G10 : diction

G11 : other preposition error

1. **Other Error Verb**

In this part, there were 8 errors (15.38%) discovered on students descriptive writing. In these sentences, the students produced errors in omission of auxiliary verb. They did not put *be* before using adjective and noun. They followed their experience in another language and they did not obey the grammatical area. As the sample below:

For example :\* the population mostly gardener. (T. 4S)

It should be : The population is mostly gardener.

Another example : \* Malino one vocation spot for families. (T. 3S)

Correction : Malino is one vocation spot for families.

1. **Confusion of part of speech**

There are 3 students committed errors for this part, there were 4 errors (6.89%). There were students confusion about part of speech. They used adjective to demonstrate noun or use adjective to demonstrate verb, etc.

For example :\* The **majorith** of the southern part of Thailand under 99 percent of the mosques in the country is Sunni. (T. 1S)

It should be : The majority of the southern part of Thailand under 99 percent of the mosques in the country is Sunni.

Another example : \*...own unique **cultural** and geographic features. (T. 2S)

Correction : …own unique culture and geographic features.

1. **Singular and plural morpheme**

There were 8 errors (15.38%) on students writing. The students did not comprehend about plural morpheme in noun form. They cannot distinguish countable and uncountable noun, so they missed *s/es* to demonstrate plural meaning while English required alteration by adding *s/es* at the end plural count nouns.

For example :\* it has a rain almost all **year**. (T. 2S)

It should be : it has a rain almost all years.

Another example : \* The distance from Makassar city to Malino is about 3 **hour**. (T. 4S)

Correction : The distance from Makassar city to Malino is about 3 hours.

1. **Pronoun**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Gerund**

Error for this formula was not found.

1. **Indonesian language**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Adjective phrase**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Lexical word**

There were 8 errors (15.38%) in lexical word which found on students’ writing. As the example below

For example :\* Hindu has reached about one **thousend** people. (T. 1S)

It should be : Hindu has reached about one thousand people.

Another example : \* In the North, it has a lot of trees and **moutains**. (T. 2S)

Correction : In the North, it has a lot of trees and mountains.

The examples above showed that student had wrong lexical in producing word. The whole of their writing used “thousend” and moutains” to indicate “thousand and mountains” as the right lexical word.

1. **Omission/addition of subject**

The percentages of student errors for this part were (5.76%) 3 errors. The student missed subject to demonstrate the sentence. Besides that, the student addition subject whereas the subject did not need to put, so the subject should be omitted. The writer gave example below:

For example : \* to reach there, …feel tired as well. (T. 3S)

It should be : to reach there, **I** feel tired as well.

Another example : \* The distance **it** is far away from dormitory. (T. 3S)

Correction : The distance is far away from dormitory.

1. **Diction**

There were 3 errors (5.76%) found for incorrect choice of word/diction. Some students made errors when choosing appropriate English word. Sample (T. S1) wrote “at the bottom” for “ under” while sample (T. S2) wrote “the weather hot and wet” for” summer and autumn” in her composition.

For example : \* the majorith of the southern part of Thailand **at the bottom** 99 percent of the mosque in the country is Sunni. (T. 1S)

It should be : the majority of the southern part of Thailand under 99 percent of the mosque in the country is Sunni.

1. **Other preposition error**

There are 4 errors (7.69%) in this sub- type on student writing. The students produce various errors in preposition. They omitted *of* preposition, whereas they used to put *of*  in order to make sentence sounded better, and the other error, they put  *for* whereas *to* was more appropriate. As seen in the following example:

For example :\* Despite the overarching strength and unity of Thai culture, each… (T. 2S)

It should be : Despite **of** the overarching strength and unity of Thai culture, each…

Another example :\* Therefore, people eat sticky for warm their body. (T. 2S)

Correction : Therefore, people eat sticky **to** warm their body.

The student might not familiar with correct preposition so the student just copied the literal translation of word “untuk” from dictionary with preposition *for,* whereas *to* was more appropriate.

1. **The Causing Factors of Thai Students’ Writing Errors**

The classifications of errors based on their causing factors were some in numbers. The divisions were overgeneralization: 7 errors (13.46%), ignorance of rule restriction: 8 errors (15.38%), incomplete application of rules: 3 errors (5.76%), false concepts hypothesized: 10 errors (19.23%). Interference: 13 errors (25%). There were also other causes which do not include in those divisions, such as lack of vocabulary: 3 errors (5.76%) and memory limitation: 8 errors (15.38%)**.** Complete description of the causing factor of errors was shown in figure 2.16.

Specific classification for each error causes on the figure 2.16 provided on the appendix. The analysis of those causing factors of errors was explained in more detail as followed:

1. **Overgeneralization**

Some errors related to overgeneralization were: 7 errors (13.46%). These errors dealt with production of verb. The students generalized structure in sentence by using two rule structures whereas it was not appropriate. This percentage showed that overgeneralization was not the most dominant causing factors of errors but it had a role in making errors. Some examples of students’ sentence regarding overgeneralization were given as followed:

For example :\* It **become** the foundation of social and culture majority. (T. 1S)

It should be : It becomesthe foundation of social and culture majority.

Another example :\* Office for national statistics **indicate** that… (T. 1S)

Correction : Office for national statistics indicatesthat…

For example :\* There are about four hundred people **representing** 0.7 percent of the population. (T. 1S)

It should be : There are about four hundred people represent 0.7 percent of the population.

So, overgeneralization generally involved the creation of one deviant structure in place of two regular structures. It is the result of the learner reducing their linguistic burden.

1. **Ignorance of Rule Restriction**

The errors that dealt with this causing factor were quite many. It related verb errors generally. The number and percentage in this error were: 8 errors (15.38%). The students ignored the appropriate structure by omitting verb or auxiliary verb in sentence. They sometimes did not comprehend about gerund or they ignored about tense on their writing. Some of the examples were in sentence below:

For example : \* The population mostly gardener. (T. 4S)

It should be : The population is mostly gardener.

Another example : \* Malino one vocation spot for families. (T. 3S)

Correction : Malino is one vocation spot for families.

This cause might be result of students’ failure to observe the restriction of existing structures.

1. **Incomplete Application of Rules**

There were 3 errors (5.76%) which found for this causing factor. The errors that dealt with incomplete application of rules is the student omitted subject in her sentence. This meant that error caused by incomplete application rules was little in number. The examples of this cause were shown in sentences below:

For example :\* to reach there, …feel tired as well. (T. 3S)

It should be : to reach there, I feel tired as well.

Another example : \* The distance **it** is far away from dormitory. (T. 3S)

Correction : The distance is far away from dormitory.

 The use of subject was common teaching device from teachers. They use subject typically not to find out something, but as a means of eliciting sentences.

1. **False Concept hypothesized**

For this causing factor, there were 10 errors (19.23%). The students had false concept hypothesized in constructing sentence. They did not understand a distinction in the target language. There were several types of errors occurred for instance errors in the use of preposition: 2 errors (3.84%), other errors 8 errors (15.38%). The example can be seen below:

For example :\* Many people like to visit **in** Malino as beautiful panorama. (T. 3S)

It should be : Many people like to visit Malino as beautiful panorama.

Another example :\* The **majorith** of the southern part of Thailand under 99 percent of the mosques in the country is Sunni. (T. 1S)

It should be : The majority of the southern part of Thailand under 99 percent of the mosques in the country is Sunni.

Another example : \*...own unique **cultural** and geographic features. (T. 2S)

Correction : …own unique culture and geographic features.

1. **Interference**

The errors which dealt with interference were a big number of errors, there were 13 errors (25%). In detail, errors in the use of article: 5 errors (9.61%), other errors (singular/plural morpheme): 8 errors (15.38%). The students had negative transfer from their native language to the target language. A few examples were given below:

For example : \* **North**, it has a lot of trees and mountains. (T.2S)

It should be : The North, it has a lot of trees and mountains.

Another example : \* it has a rain almost all **year**. (T. 2S)

It should be : it has a rain almost all years.

Another example :\* The distance from Makassar city to Malino is about 3 **hour**. (T. 4S)

Correction : The distance from Makassar city to Malino is about 3 hours.

This cause is the result of Thai students’ failure. Based on interview there is not article and plural form in Thai language, beside that, they do not have final ‘s’ in their sound system. So that, the use of article and addition “s/es” for plural morpheme are error that cause by interference.

1. **Lack of Vocabulary**

The errors that dealt with this causing factor were 3 errors (5.76%). The errors related to this category are under other error particularly incorrect choice of word/diction.

For example :\* the majorith of the southern part of Thailand **at the bottom** 99 percent of the mosque in the country is Sunni. (T. 1S)

It should be : the majority of the southern part of Thailand under 99 percent of the mosque in the country is Sunni.

1. **Memory Limitation**

For this causing factor there were 8 errors (15.38%). The error dealt with lexical word. The students had known and looked the right words but they forgot to put the right letter for producing right word.

For example :\* Hindu has reached about one **thousend** people. (T. 1S)

It should be : Hindu has reached about one thousand people.

Another example :\* In the North, it has a lot of trees and **moutains**. (T. 2S)

Correction : The North, it has a lot of trees and mountains.

1. **The Errors of Sudan Students’ English Writing**

The data of Sudan students’ errors was obtained from 5 students. The distribution of data accumulation of students’ writing errors of Sudan students can be shown on figure 2.17. The result of the students’ writing show that the number of students’ error in the production of verb group is 1 error (2.04%), error in the distribution of verb groups: no error (0%), error in the use of preposition: 1 error (2.04%), errors in the use of articles: 3 errors (6.12%), errors in the use of question: 3 errors (6.12%), miscellaneous errors: 5 errors (10.20%), and the other errors 36 errors (73.46%). So the total number of Sudan students’ errors deals with the grammatical area is 49 (99.97%). It shows that miscellaneous error is the most frequent error found in Sudan students’ writing.

The analysis of those errors is explained in more detail as follows:

1. **Errors in the Production of Verb Group**

Figure 2.17 shows that the number of error in the production of verb groups is 1 error (2.04%). Errors in the production of verb groups is consists of *be + verb stem* for *verb stem*: no error (0%), *be + verb stem + ed* for *verb stem + ed*: no error (0%), wrong form after *do*: no error (0%), wrong form after *modal verb*: no error (0%), *be* omitted before *verb + stem + ed (participle)*: no error (0%), *ed* omitted after *be + participle verb stem*: no error (0%), *be* omitted before *verb – ing*: no error, verb stem for stem + s: 1 error (2.04%) as shown on figure 2.18.

A1 : *be + verb stem* for *verb stem*

 A2 : *be + verb stem + ed* for *verb stem + ed*

A3 : wrong form after *do*

A4 : wrong form after *modal verb*

A5 : *be* omitted before *verb + stem + ed (participle)*

 A6 : *ed* omitted after *be + participle verb stem*

A7 : *be* omitted before *verb – ing*

A8 : verb stem for stem + s/es

1. ***be + verb stem* for *verb stem***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be + verb stem + ed* for *verb stem + ed***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be + verb stem + ed* for *verb stem + ed***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **wrong form after *modal verb***

Error for this formula was not found

1. ***be* omitted before *verb + stem + ed (participle)***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***ed* omitted after *be + participle verb stem***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***be* omitted before *verb – ing***

None of students produced error for this sub-type

1. **verb stem for stem + s**

There was 1 error (2.04%) in this sub-type. The student used verb stem for positive simple present, it was true but there was exception for the third person singular (he, she ,it), the stem must be added (s/es).

For example :\* It **begin** a collection of small kingdom. (S.2S)

It should be : It beginsa collection of small kingdom.

1. **Errors in the Distribution of Verb Groups**

Figure 2.17 shows that there is no error in the distribution of verb groups. Error in the distribution of verb groups consist of: *Be + verb + ing* for *be + verb+ ed:* no error (0%), *Be + verb + ing*  for *verb stem:* no error (0%), *Be + not + verb + ing* for  *+ do + not + verb:* no error (0%), *Be + verb+ ing* for *verb + ed in narrative:* no error (0%), *Verb stem*  for *verb + ed in narrative:* no error (0%), *Have + verb + ed* for *verb + ed:* no error (0%), *Have + be + verb + ed* for *be + verb + ed:* no error (0%), *Verb (+ed)* for *have + verb + ed:* no error (0%), and *Be + verb + ed*  for *verb stem:* no error (0%).

1. **Errors in the Use of Preposition**

Figure 2.17 shows that error in the use of preposition is 1 error (2.04%). Errors in the use of preposition consist of : *With* instead of ø*,* With instead of *from:* no error (0%)*, With* instead of *against:* no error (0%)*, With* instead of *of:* no error (0%)*,* With instead of at*:* no error (0%), In instead of ø: no error (0%), In instead of *on:* no error (0%)*,* In instead of *with:* no error (0%)*,* In instead of *for:* no error (0%)*,* In instead of *at:* no error (0%)*,* In instead of *to:* no error (0%)*,* In instead of *by:* no error (0%)*,* At instead of ø*:* no error (0%), At instead of *by:* no error (0%)*,* At instead of *in:* no error (0%)*,* At instead of *to:* no error (0%)*,* At instead of *for:* no error (0%)*,* For instead of ø*:* no error (0%), For instead of *in:* no error (0%)*,* For instead of *of:* no error (0%)*,* For instead of *from:* no error (0%)*,* For instead of *since:* no error (0%)*,* On instead of ø*:* no error (0%), On instead of *in:* no error (0%)*,* On instead of *at:* no error (0%)*,* On instead of *with:* no error (0%)*,* On instead of *of:* no error (0%)*,* On instead of *to:* no error (0%)*,* Of instead of ø*:* 1 error (2.04%), Of instead of *in:* no error (0%)*,* Of instead of *by:* no error (0%)*,* Of instead of *on:* no error (0%)*,* Of instead of *for:* no error (0%)*,* To instead of ø*:* no error (0%), To instead of *for:* no error (0%)*,* and To instead of *of:* no error (0%). As shown in figure 2.19.

C1 : *With* instead of ø, *from, against, of, at*.

C2 : In instead of ø, *on, with, for, at, to, by*.

C3 : At instead of ø, *by, in, to, for*.

C4 :For instead of ø*,* *in, of, from, since*.

C5 : On instead of ø, *in, at, with, of, to*.

C6 : Of instead of ø, *in, by, on, for*.

C7 : To instead of ø, *for, of*.

1. ***With* instead of (ø, *from, against, of, at*)**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **In instead of (*ø, on, with, for, at, to, by*)**

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **At instead of (*ø, by, in, to, for*)**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **For instead of (*ø, in, of, from, since*)**

None of students produced error for this sub-type.

1. **On instead of (*ø, in, at, with, of, to)***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Of instead of (*ø, in, by, on, for)***

The student error in this sub-type was 1 error (2.04%). The following example shows that preposition *of* is unnecessary in this sentence. So, preposition *of* should be omitted.

For example :\* the call of to prayer can heard from mosque everywhere. (S.5S)

It should be : the call to prayer can be heard from mosque everywhere.

1. **To instead of (*ø, for, of)***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Errors in the Use of Articles**

Figure 2.17 shows that the error in the use of articles is 3 errors (6.12%). Errors in the use of articles consist of: Omission of *the:* no error (0%)*, The* used instead ofø: no error (0%), *A* used instead of *the:* no error (0%)*, A* instead of ø: (0%), and Omission of *a:* 3 errors (6.12%). As shown in figure 2.20.

D1 : Omission of *the*

D2 : *The* used instead ofø

D3 : *A* used instead of *the*

D4 : *A* instead of ø

D5 : Omission of *a*

1. **Omission of *the***

Error for this formula was not found.

1. ***The* used instead ofø**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. ***A* used instead of *the***

Error for this formula was not found.

1. ***A* instead of ø**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Omission of *a***

There were 3 errors (6.12%) found in this subtype. Most of the Sudan students make the same error in this sub-type. They omitted article *a* when expressing a singular noun.

For example : \* I am student of UIN Alauddin Makassar. (S.3S)

It should be : I am a student of UIN Alauddin Makassar.

1. **Errors in the Use of Questions**

Figure 2.17 shows that there are 3 errors (6.12%) in the use of questions. Errors in the use of question are consisted of: *Omission of inversion:* no error (0%), *Be* omitted before *verb* + ing: no error (0%), Omission of *do:* 3 errors (6.12%), *Wrong form of auxiliary, or wrong form after auxiliary:* no error (0%), and *Inversion retained in embedded sentences:* no error (0%). As shown in figure 2.21.

E1 : *Omission of inversion*

E2 : *Be* omitted before *verb* + ing

E3 : Omission of *do*

E4 : *Wrong form of auxiliary, or wrong form after auxiliary*

E5 : *Inversion retained in embedded sentences*

1. ***Omission of inversion***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. ***Be* omitted before *verb* + ing**

Error for this formula was not found.

1. **Omission of *do***

In this part, there were 3 errors (6.12%) on students’ descriptive writing. In their writing they omitted of *do* in formulating question. The sample below missed the use of auxiliary *do* in interrogative sentence. This part was dominant error in the use of question.

For example : \* how students learn language? (S.3S)

It should be : how do students learn language?

Another example : \* what you choose? (S.5S)

Correction : what do you choose?

1. ***Wrong form of auxiliary, or wrong form after auxiliary***

None of students produced error for this sub-type.

1. ***Inversion retained in embedded sentences***

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **Miscellaneous Errors**

Figure 2.17 shows that miscellaneous errors are 5 errors (10.20%). Miscellaneous errors consisted of: *Wrong verb form in adverb clause of time:* no error (0%), *Object omitted or included unnecessarily:* no error (0%), *Errors in tense sequence:* 5 errors (10.20%), and *Confusion* of *too, so, very:* no error (0%). As shown in figure 2. 22.

 F1 : *Wrong verb form in adverb clause of time*

 F2 : *Object omitted or included unnecessarily*

F3 : *Errors in tense sequence*

F4 : *Confusion* of *too, so, very*

1. **Wrong verb form in adverb clause of time**

Error in this sub-type is not available, it means none of students produce error for this formula.

1. **Object omitted or included unnecessarily**

Error for this formula was not found.

1. **Errors in tense sequence**

There were 3 students produced this error. There were 5 errors (10.20%). The student used wrong form of verb and wrong form of auxiliary. They used verb present tense for verb perfect tense and used auxiliary *has* whereas they should use *have* for explain the plural subject. As the example below:

For example : \* Recently, Sudan economy has **began** to grow after a considerable… (S.2S)

It should be : Recently, Sudan economy has begun to grow after a considerable…

Another example :\* language differences **has** served as a partial basis ethnic classification. (S.2S)

Correction : language differences **have** served as a partial basis ethnic classification.

1. **Confusion of *too, so, and very***

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Other Errors**

Figure 2.17 shows that the number of errors in the other errors is 36 errors (73.46%). Other errors consisted of: other error verb: 5 errors (10.20%), confusion of part of speech: 5 errors (10.20%), singular/plural morpheme: 4 errors (8.16%), pronoun: no error (0%), gerund: no error (0%), Indonesian language: 0 errors (0%), adjective phrase: 3 errors (6.12%), lexical word: 12 errors (24.48%), omission/addition of subject: 3 errors (6.12%), diction: 2 errors (4.08%), and other preposition error: 2 errors (4.08%). As shown as follows:

G1: other error verb

G2: confusion of part of speech

G3: singular and plural morpheme

G4: pronoun

G5: gerund

G6: Indonesian language

G7: Adjective Phrase

G8: lexical word

G9: omission/addition of subject

G10: diction

G11: other preposition error

1. **Other Error Verb**

In this part, there were 5 errors (10.20%) discovered on students descriptive writing. In this sentences, the students produced errors in omission of auxiliary verb. As the sample below:

For example : \*…where the Islamic religion strictly held. (S.5S)

It should be : …where the Islamic religion is strictly held.

Another example :\* the call to prayer can heard from mosque everywhere. (S.5S)

Correction : the call to prayer can be heard from mosque everywhere.

1. **Confusion of part of speech**

There were 4 students committed errors for this part, there were 5 errors (10.20%). There were students confusion about part of speech. They used adjective to demonstrate noun or use adjective to demonstrate verb, etc.

For example :\* I want to write some **different** between my country Sudan and Indonesia. (S.4S)

It should be : I want to write some differences between my country Sudan and Indonesia.

Another example : \* **it’s** begin of small kingdom. (S.2S)

Correction : it begins of small kingdom.

1. **Singular and plural morpheme**

There were 4 errors (8.16%) on students writing. The students did not comprehend about plural morpheme in noun form. They cannot distinguish countable and uncountable noun, so they missed *s/es* to demonstrate plural meaning while English required alteration by adding *s/es* at the end of plural count nouns.

For example :\* it is also tenth largest country in the world. (S2S)

It should be : it is also tenth of the largest countries in the world.

1. **Pronoun**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Gerund**

Again, Error for this formula was not found.

1. **Indonesian language**

Error in this sub-type is not available; it means none of students produce error for this formula.

1. **Adjective phrase**

There were 3 errors (6.12%) in this subtype. The students put noun before adjective. Whereas put noun after adjective was more appropriate in English structure.

For example :\*…not language of communication daily, it is also… (S. 3S)

It should be : …not language of **daily communication**, it is also…

Another example :\* Arab muslim and Christian are culture different. (S.1S)

Correction : Arab Moslem and Christian are **different culture.**

1. **Lexical word**

There were 12 errors (24.48%) in lexical word which found on students’ writing. As the example below:

For example :\*…and there is not **specalized** institutes to learn the Indonesian language. (S.3S)

It should be : …and there is not specialized institutes to learn the Indonesian language.

Another example : \* **haw** students learn language? (S.3S)

Correction : how do students learn language?

The examples above showed that student had wrong lexical in producing word. The whole of their writing used “specalized” and haw” to indicate “specialized and how” as the right lexical word.

1. **Omission/addition of subject**

The percentage of students’ error for this part was (6.12%) 3 errors. The student missed subject to demonstrate the sentence. The writer gave example below:

For example :\* I am student at the university of Alauddin…study in the faculty of health department of pharmacy. (S.3S)

It should be : I am a student at the university of Alauddin. I study in the faculty of health department of pharmacy.

1. **Diction**

There were 2 errors (4.08%) found for incorrect choice of word/diction. Some students made errors when choosing appropriate English word. Sample (S.4S) wrote “hot season” for “summer” while sample (S.5S) wrote “mention” for” call” in her composition.

For example :\*…in Indonesia only two, rainy and **hot** season. (S.4S)

It should be : …in Indonesia only two, rainy and summer.

Another example :\* there are cultural we **mention** Saturday breakfast. (S.5S)

Correction : there is culture we call Saturday breakfast.

1. **Other preposition error**

There are 2 errors (4.08%) in this sub- type on student writing. The student errors in preposition they omitted *of* preposition, whereas they used to put *of* in order to make sentence sounded better. As seen in the following example:

For example : \* it’s also tenth largest country in the world. (S.2S)

It should be : it’s also tenth of the largest countries in the world.

1. **The Causing Factors of Sudan Students’ Writing**

The classifications of errors based on their causing factors were some in numbers. The divisions were overgeneralization: 1 error (2.04%), ignorance of rule restriction: 8 errors (10.20%), incomplete application of rules: 6 errors (12.24%), false concepts hypothesized: 20 errors (40.81%). Interference: 3 errors (6.12%). There were also other causes which do not include in those divisions, such as lack of vocabulary: 2 errors (4.08%) and memory limitation: 12 errors (24.48%)**.** Complete description of the causing factor of errors was shown in figure 2. 24

Specific classification for each error causes on the figure 2.24 provided on the appendix. The analysis of those causing factors of errors was explained in more detail as followed:

1. **Overgeneralization**

For this causing was only 1 error (2.04%). This error dealt with production of verb. The students generalized structure in sentence by using two rule structures whereas it was not appropriate. This percentage showed that overgeneralization was not the most dominant causing factors of errors but it had a role in making error. The example of student’ sentence regarding overgeneralization was given as followed:

For example : \*It **begin** a collection of small kingdom. (S.2S)

It should be : It beginsa collection of small kingdom.

So, overgeneralization generally involved the creation of one deviant structure in place of two regular structures. It is the result of the learner reducing their linguistic burden.

1. **Ignorance of Rule Restriction**

The errors that dealt with this causing factor were quite little. It related verb errors generally. The number and percentage in this error were: 5 errors (10.20%). The students ignored the appropriate structure by omitting verb or auxiliary verb in sentence. They sometimes did not comprehend about gerund or they ignored about tense on their writing. Some of the examples were in sentence below:

For example : \* …where the Islamic religion strictly held. (S.5S)

It should be : …where the Islamic religion **is** strictly held.

Another example :\* the call to prayer can heard from mosque everywhere. (S.5S)

Correction : the call to prayer can **be** heard from mosque everywhere.

This cause might be result of student’s failure to observe the restriction of existing structures.

1. **Incomplete Application of Rules**

There were 6 errors (12.24%) which found for this causing factor. The errors that dealt with incomplete application of rules are the students omitted subject in their sentences. This meant that error caused by incomplete application of rules was little in number. The example of this cause was shown in sentence below:

For example :\* I am student at the university of Alauddin…study in the faculty of health department of pharmacy. (S.3S)

It should be : I am a student at the university of Alauddin. I study in the faculty of health department of pharmacy.

 The use of subject was common teaching device from teachers. They use subject typically not to find out something, but as a means of eliciting sentences.

1. **False Concept hypothesized**

For this causing factor, there were a big number of errors i.e. 20 errors (40.81%). The students had false concept hypothesized in constructing sentence. They did not understand a distinction in the target language. There were several types of errors occurred for instance errors in the use of preposition: 1 error (3.84%), error in the use of article: 3 errors (6.12%), miscellaneous errors 5 errors (10.20%), and other errors: 11 errors (22.44%). The example can be seen below:

For example :\* Recently, Sudan economy has **began** to grow after a considerable… (S.2S)

It should be : Recently, Sudan economy has begun to grow after a considerable…

Another example :\* I want to write some **different** between my country Sudan and Indonesia. (S.4S)

It should be : I want to write some differences between my country Sudan and Indonesia.

For example :\* it is also tenth largest country in the world. (S. 2S)

Correction : it is also tenth of the largest countries in the world.

1. **Interference**

The errors which dealt with interference were 3 errors (6.12%). The students had negative transfer from their native language to the target language. A few examples were given below:

For example : \*…not language of communication daily, it is also… (S. 3S)

It should be : …not language of **daily communication**, it is also…

Another example : \* Arab muslim and Christian are culture different. (S.1S)

Correction : Arab Moslem and Christian are **different culture.**

This cause is the result of Sudan students’ failure. Egypt, Saudi Arabia, and Sudan use Arabic as their first language. In Arabic, adjectives follow their noun. So that the students use the same structure of their first language and the examples above show that the errors are due to influence of Arabic language.

1. **Lack of Vocabulary**

The errors that dealt with this causing factor were 2 errors (4.08%). The errors related to this category are under other error particularly incorrect choice of word/diction.

For example :\*…in Indonesia only two, rainy and **hot** season. (S.4S)

It should be : …in Indonesia only two, rainy and summer.

Another example :\* there are cultural we **mention** Saturday breakfast. (S.5S)

Correction : there is culture we call Saturday breakfast.

1. **Memory Limitation**

For this causing factor there were 12 errors (24.48%). The error dealt with lexical word. The students had known and looked the right words but they forgot to put the right letter for producing right word.

For example :\*…and there is not **specalized** institute to learn the Indonesian language. (S.3S)

It should be :\*…and there is a not specialized institute to learn the Indonesian language.

Another example :\* **haw** students learn language? (S.3S)

Correction : how do students learn language?

1. **Discussion**

 This discussion is given for the purpose of providing specific discussion of the data analysis. The data is then linked to previous related studies and given self interpretation.

1. **The Types of Error Made by Indonesian Students’ Writing**

 Based on the result of analysis, the types of error made by Indonesian students in writing descriptive text are varied. The types of error are errors in the production of verb, errors in the distribution of verb group, errors in the use of preposition, article, errors in the use of question, and miscellaneous errors. The most dominant errors for this division is errors in the use of preposition with 8 errors (25.80%) while the least dominant error is error in the use of article with 2 errors (6.45%) produced by two students. In addition to that there are last classification is other errors which also contribute a large number of errors to the total error found in students’ descriptive writing. There are several subtypes of other errors that consist of other error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, Adjective Phrase, lexical word, omission/addition of subject, diction, other preposition error. For this subdivision, the most frequent error is singular and plural morpheme with 4 errors (12.90%) and followed slightly by lexical word 3 errors (9.67%). While the least dominant error is omission/addition of subject with only one error (3.22%) found.

 The findings seem that error in the use of preposition is large enough, because the students cannot still distinguish for using kinds of preposition in the context of their sentence. It also shows that the use of preposition has a main difficulty for students’ writing in English.

1. **The Causing Factor of Errors Made by Indonesian Students’ Writing**

In relation with the causing factor of errors, the findings show that the students’ errors in writing descriptive text are cause by some major factors. These factors have been known and investigated by many researchers. In this research, the causing factors are divided into four divisions, they are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. In addition, there is interference as a causing factor and whereas other causes consist of lack of vocabulary and memory limitation. As seen in figure 2.8 , false concept hypothesized becomes the most dominant causing factor of errors with 58.06% then followed by ignorance of rule restrictions with 16.12%, memory limitation 9.67%, overgeneralization 6.45%, while the least dominant causing factor is possessed by incomplete application of rule and lack of vocabulary with 6.45% or only two errors found.

1. **The Types of Error Made by Thai Students’ Writing**

 Based on the result of analysis, the types of error made by Thai students in writing descriptive text are varied. The types of error are errors in the production of verb, errors in the distribution of verb group, errors in the use of preposition, article, errors in the use of question, and miscellaneous errors. The most dominant errors for this division is errors in the use of articles with 5 errors (9.61%) while the least dominant error is miscellaneous error with 1 error (1.92%) produced by one student. In addition to that there are last classification is other errors which also contribute a large number of errors to the total error found in students’ descriptive writing. There are several subtypes of other errors that consist of other error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, Adjective Phrase, lexical word, omission/addition of subject, diction, other preposition error. For this subdivision, there are three types of error that most frequent error. They are lexical word, other verb error, and singular/plural morpheme with the same number of errors 15.38%, and followed slightly by confusion of part of speech 4 errors (7.69%). While the least dominant error is incorrect choice of word/diction with 2 errors (3.84%) found.

 The findings seem that error in the use of article is large enough, because the students cannot still distinguish for using kinds of article in the context of their sentence. It also shows that the use of article has a main difficulty for students’ writing in English because in Thai speakers there are not article and error of confusion between indefinite and definite articles, as well as omits the articles.

1. **The Causing Factor of Errors Made by Thai Students’ Writing**

In relation with the causing factor of errors, the findings show that the students’ errors in writing descriptive text are cause by some major factors. These factors have been known and investigated by many researchers. In this research, the causing factors are divided into four divisions, they are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. In addition, there is interference as a causing factor and whereas other causes consist of lack of vocabulary and memory limitation. As seen in figure 2.16, interference becomes the most dominant causing factor of errors with 25% then followed by false concept hypothesized with 19.23%, ignorance of rule restrictions with 15.38%,, memory limitation 15.38%, overgeneralization 13.46%, while the least dominant causing factor is possessed by incomplete application of rule and lack of vocabulary with 5.76% or only 3 errors found.

1. **The Types of Error Made by Sudan Students’ Writing**

 Based on the result of analysis, the types of error made by Sudan students in writing descriptive text are varied. The types of error are errors in the production of verb, errors in the distribution of verb group, errors in the use of preposition, article, errors in the use of question, and miscellaneous errors. The most dominant errors for this division is miscellaneous errors with 5 errors (10.20%) while the least dominant error is error in the production of verb group that only 1 error (2.04%) produced by one student. In addition to that there are last classification is other errors which also contribute a large number of errors to the total error found in students’ descriptive writing. There are several subtypes of other errors that consist of other error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, Adjective Phrase, lexical word, omission/addition of subject, diction, other preposition error. For this subdivision, the most frequent error is lexical word with 12 errors (24.48%) and followed slightly by confusion of part of speech 5 errors (10.20%). While the least dominant error is incorrect choice of word/diction with 2 errors (4.08%) found.

 The findings seem that miscellaneous error is large enough; it can be shown that the students still have a weakness to use the verb in their sentence or in the context of their essay. The main difficulty of the students use a verb in their essay, how to choose an appropriate verb and how to place of verb in the right place (structure of sentence). This fact can be concluded that the students do not aware for using an appropriate verb for each their sentence.

1. **The Causing Factor of Errors Made by Sudan Students’ Writing**

In relation with the causing factor of errors, the findings show that the students’ errors in writing descriptive text are cause by some major factors. These factors have been known and investigated by many researchers. In this research, the causing factors are divided into four divisions, they are overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. In addition, there is interference as a causing factor and whereas other causes consist of lack of vocabulary and memory limitation. As seen in figure 2.24 , false concept hypothesized becomes the most dominant causing factor of errors with 40.81% then followed by memory limitation with 24.48%, incomplete application of rules 12.24%, ignorance of rule restriction with 10.20%, interference 6.12%, lack of vocabulary with 4.08%, while the least dominant causing factor is overgeneralization with 2.04% or only one error found.

Richard (1974) states that interference, which is caused by the interference of the learners’ mother tongue is not a major error in the way bilingual construct sentences and uses the language but there is reflect from the learners’ competence at a particular stage and illustrate some of the general characteristics of language acquisition and what Richard assumed years ago seem true in this research. This finding proved that interference is not dominant causing factor which cause students committed errors in writing descriptive text.

Based on other researchers, Haryanto (1985) drew conclusion that the grammatical errors in writing are of four types: grammatical errors cause by interference, overgeneralization, the strategy of target language communication and the strategy of foreign language learning. He added that the interference of the Indonesian language structure is the most dominant causing factor of the students’ errors. Gaffar (2011) found that the dominant types of error made by the students in SMA Negeri 1 Pangkajene were error of omission, error of addition and error of disordering and the sources of errors made by the students in translating sentences from Indonesia into English based on the tenses they have studied were interlanguage transfer, intralanguage transfer and the context of learning which are caused by the interference, overgeneralization, ignorance of the rule restriction, and false concept hypothesized. Projo (2013:3) found the kinds of errors that made by third semester students are interlingual error is 20.5%, erroneous input is 27%, inherent difficulty 6.8%, omission 34%, misinformation 9%, and misordering 2.2%. The most error made by the third semester students of Muhammadiyah University of Purworejo in Academic year 2012/2013 is Omission.

This finding proved that omission and addition also appeared in this research. Lexical error, morpheme or structure errors were found as the type of error made by Indonesian students and international students. Beside the research found new types of error, in this case other error which cover error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, Adjective Phrase,, omission/addition of subject, diction, other preposition error.

1. **The differences and similarities made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text.**

The differences and similarities made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text based on the result of error analysis and the causing factor can be seen as follows:

**Table 2.8 Distribution of Grammatical Errors Made by Indonesian Students and International Students**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NO.** | **NATIONALITY** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **SUM OF ERRORS** |
| **Fre** | **%** | **Fre** | **%** | **Fre** | **%** | **Fre** | **%** | **Fre** | **%** | **Fre** | **%** | **Fre** | **%** |
| 1. | Indonesian | 2 | 6.45 | - | - | 8 | 25.80 | 2 | 6.45 | - | - | 4 | 12.90 | 15 | 48.38 | 31 |
| 2. | Thai | 3 | 5.76 | 3 | 5.76 | 2 | 3.84 | 5 | 9.61 | - | - | 1 | 1.92 | 38 | 73.07 | 52 |
| 3. | Sudan | 1 | 2.04 | - | - | 1 | 2.04 | 3 | 6.12 | 3 | 6.12 | 5 | 10.20 | 36 | 73.46 | 49 |
| **TOTAL ERRORS** | 6 | 3 | 11 | 10 | 3 | 10 | 89 | 132 |

**NOTE:**

**A** : Errors in the Production of Verb Group

**B** : Errors in the Distribution of Verb Groups

**C** : Errors in the Use of Preposition

**D** : Errors in the Use of Articles

**E** : Errors in the Use of Questions

**F** : Miscellaneous Errors

**G** : Other Error

This research reports the grammatical errors made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text. There are about 31 errors of Indonesian students’ writing. They are 2 (6.45%) errors in the production of verb, no error in the distribution of verb group, 8 (25.80%) errors in the use of preposition, 2 (6.45%) in the use of article, no error in the use of question, 4 (12.90%) errors of miscellaneous errors and other errors which 15 (48.38%). There are 52 errors made by Thai students. They are 3 (5.76%) errors in the production of verb, 3 (5.76) errors in the distribution of verb group, 2 (3.84%) errors in the use of preposition, 5 (9.61%) errors in the use of article, no error in the use of question, 1 (1.92%) errors of miscellaneous errors and other errors which 38 (37.07%). There are 49 errors made by Sudan students 1 (2.04%) errors in the production of verb, no error in the distribution of verb group, 1 (2.04%), 3 (6.12%) errors in the use of preposition, 3 (6.12%) errors in the use of article, no error in the use of question, 5 (10.20%) errors of miscellaneous errors and other errors which 36 (73.46%). The researcher can conclude that Indonesian students have low number of error than International students. This caused by International students, in this case Sudan students have more paragraphs to analyze, so that the researcher also can find more errors. Even though Thai students did not have more paragraphs, but they have more errors from the using of article. Based on this explanation we cannot conclude that Sudan students have a weakness in grammar comprehension than the other students.

**Table 2.9 Distribution of Causing Factors Made by Indonesian Students and International Students**

|  |  |  |  |
| --- | --- | --- | --- |
| **N****O.** | **Nationality** | **Causing Factors of Errors** | **Total****Errors** |
| **OG** | **IRR** | **IAR** | **FCH** | **INT** | **LV** | **ML** |
| Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % | Fre | % |
| **1** | **Indonesian** | 2 | 6.45 | 5 | 16.12 | 1 | 3.22 | 18 | 58.06 | - | - | 2 | 6.45 | 3 | 9.67 | **31** |
| **2** | **Thai** | 7 | 13.46 | 8 | 15.38 | 3 | 5.76 | 10 | 19.23 | 13 | 25% | 3 | 5.76 | 8 | 15.38 | **52** |
| **3** | **Sudan** | 1 | 2.04 | 5 | 10.20 | 6 | 12.24 | 20 | 40.80 | 3 | 6.12 | 2 | 4.08 | 12 | 24.48 | **49** |
| **Total** | **10** | **18** | **10** | **48** | **16** | **7** | **23** | **132** |

**NOTE:**

**OG** : Overgeneralization **LV** : Lack of vocabulary

**IRR** : Ignorance of rule restriction **ML** : Memory limitation

**IAR** : Incomplete application of rules **INT** : Interference

**FCH** : False concept hypothesized

After analyzing the data the researcher conclude that, there are several causes of error found of Indonesian students and International students. The causing factors consist of overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. In addition, there is interference as a causing factor and whereas other causes consist of lack of vocabulary and memory limitation. The causing factors found of Indonesian students are false concept hypothesized becomes the most dominant causing factor of errors with 58.06% then followed by ignorance of rule restrictions with 16.12%, memory limitation 9.67%, overgeneralization 6.45%, while the least dominant causing factor is possessed by incomplete application of rule and lack of vocabulary with 6.45% or only two errors found. The causing factors found of Thai students are interference becomes the most dominant causing factor of errors with 25% then followed by false concept hypothesized with 19.23%, ignorance of rule restrictions with 15.38%,, memory limitation 15.38%, overgeneralization 13.46%, while the least dominant causing factor is possessed by incomplete application of rule and lack of vocabulary with 5.76% or only 3 errors found. And the last causing factors found of Sudan students are false concept hypothesized becomes the most dominant causing factor of errors with 40.81% then followed by memory limitation with 24.48%, incomplete application of rules 12.24%, ignorance of rule restriction with 10.20%, interference 6.12%, lack of vocabulary with 4.08%, while the least dominant causing factor is overgeneralization with 2.04% or only one error found. Based on interview, the researcher can conclude that the Indonesian students and International students have different comprehension in using English grammar. This caused by their educational background and their mother tongue.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This chapter states the conclusion and suggestion. The researcher puts forward conclusion based on the research questionsunderlying the investigation on students’ error and findings at previous chapter. Suggestion is proposed based on the conclusion.

1. **Conclusion**
2. The types of error made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text are dealing with the grammatical area such as errors in the production of verb, errors in the distribution of verb group, errors in the use of preposition, article, errors in the use of question, and miscellaneous errors and other errors which cover error verb, confusion of part of speech, singular and plural morpheme, pronoun, gerund, Indonesian language, Adjective Phrase, lexical word, omission/addition of subject, diction, other preposition error.
3. The causing factor of errors regarding the students’ composition of their descriptive writing, such as overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized. In addition, there is interference as a causing factor and whereas other causes consist of lack of vocabulary and memory limitation.
4. The differences made by Indonesian students and International students of UIN Alauddin Makassar in writing descriptive text based on the result of error analysis and the causing factor are the most dominant errors made by Indonesian students are errors in the use of preposition that cause by false concept hypothesized and the number of all errors are 31 errors. The most dominant errors made by International students are; 1) Thai students made dominant errors in the use of article, that cause by interference and the number of all errors: 52 errors. 2) and dominant errors made by Sudan students are miscellaneous errors that cause by false concept hypothesized and the number of all errors: 49 errors. Based on interview, the researcher can conclude that the similarities between Indonesian students and International students are they still have a weakness to use correct grammar in the context of their essay. The main difficulty of the students is the using of a verb in their essay, how to choose an appropriate preposition and article, how to place of verb in the right place in structure of sentence. This fact shows that Indonesian students and International students have same difficulties in writing English descriptive text even though they come from different country.
5. **Suggestion**
6. The English lecturers should give more grammar exercises to their students regarding grammatical areas, especially for the International students to give extra explanation on how to produce a basic of English structure and how to construct a good sentence as well as to develop coherent and cohesive English paragraph.
7. Based on the findings of this research, it is suggested to the government to give the test or language development to International students before they are given scholarship.
8. It is suggested to further researchers who are interested in the study of learners’ error to conduct a scientific research concerning the practical solution in order to minimize the students’ error when writing descriptive text and also to do an error analysis research on other text types other than descriptive text.

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