

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN
WRITING REPORT TEXT AT SECOND GRADE OF SENIOR HIGH
SCHOOL**

By

DESTA TRIRIZKI LIASARI



**UNIVERSITY OF LAMPUNG
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ABSTRACT

AN ANALYSIS OF STUDENT'S GRAMMATICAL ERRORS IN WRITING REPORT TEXT AT SECOND GRADE OF SENIOR HIGH SCHOOL

By

Destia Tririzki Liasari

The main objective of the study was to investigate the common types of errors committed by the second grade students of SMA Negeri 1 Bandar Lampung in their report text. Theoretically, this research intends to identify, to classify, and then eventually to reveal the proportion of each error type made by the students. Additionally, the study also aimed at describing the differences of errors produced by two sorts of groups of the students, namely low level group and high level group, in which the students were categorized in both groups under the base of their scores in writing report text.

The design used in this study was qualitative research that employed descriptive method. The subjects were the second year students of SMA Negeri 1 Bandar Lampung, more specifically the students at class XI IPA 4. The instrument was writing task in form of report text. All grammatical errors appeared were analyzed on the basis of surface strategy taxonomy and communicative effect taxonomy.

The findings of the present study revealed that the students produced all forms of errors included in both surface strategy taxonomy and communicative effect taxonomy in their report texts. Total number of errors made by students was 182. In term of surface strategy taxonomy, the students committed errors in all types: 58 errors in form of omission (32%), 28 errors in form of addition (16 %), 82 errors in form of misformation (44 %), and 14 errors in form of misordering (8%). The while, in term of communicative effect taxonomy, the students also made errors in all forms: 26 errors included in global error (14 %) and 156 errors included in local error (86 %).

Meanwhile, there were differences that were found between high and low level students. The students that were categorized as high level just made three types of errors based on Surface Strategy Taxonomy they are, omission, addition, and misformation. But, low level students made all types of errors based on Surface Strategy Taxonomy. And the high level students made higher addition error than

low level students. As can be noticed from the results, it could be inferred that although the students are taught English about 12 hours in a week, they still have serious problems in applying English grammatical rule. In other words, they still most frequently make many grammatical errors in writing an English composition.

Keywords: *Grammatical Error, Surface Strategy Taxonomy, Communicative Effect Taxonomy.*

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CURRICULUM VITAE

The writer's name is Desta Tririzki Liasari. She was born in Bandar Lampung, December 11th, 1994. She is the second child of three children of a beloved couple Parmono and Akmaliah, S.Pd. She has an older brother, and younger brother and also she has a sister-in-law.

She began her study at TK Pertiwi Gedong Tataan. Having graduated from kindergarten in 2001, she continued her study to SD Negeri 1 Gunung Terang and graduated in 2007. And then, she continued her study to SMP Negeri 10 Bandar Lampung in 2010. She finished her High School at Man 2 Bandar Lampung in 2013.

In 2013, the writer entered University of Lampung and began to study at English Study Program of Teacher Training and Education Faculty. She joined Teaching Practice Program (PPL) at SMPN 1 Trimurejo. Now, she is an English teacher at Global Fikri Course.

DEDICATION

This script is proudly dedicated to:

My beloved parents, Parmono and Akmaliah, S.Pd.

My older brother, Surya Widi Parmana Putra, S.H.

My younger brother, Rahmad Apriyandi

My lovely sister in college: Anisa Nurul Hilya, Hatika Nesia, Anggi Ananda, Rima Karunia

and All my big family My relatives at English Study Program

My lovely friend, Citra Mustika Zulya

My Almamater, UNILA

Motto

Nobody is perfect
But everybody should try to have
perfectness

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Finally, the writer hopes that this script can give a positive contribution to the educational development or to those who want to carry out further research.

Bandar lampung, 7 Februari 2017

Desta Tririzki Liasari

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I. INTRODUCTION

The first chapter discusses the background of the problem, formulation of the research, objective of the research, uses of the research, scope of the research and definition of term.

1.1. Background of the Problem

In learning English, the learners will learn two aspects that must be mastered. Firstly, language components: vocabulary, sound and grammar. Secondly, the four language skills: listening, speaking, reading, and writing. Most of students think that writing is the most complex skill among the four basic language skills. As stated by Richards (2002) that; Writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating the ideas into readable text. L2 students have to pay attention to higher level skills of planning and organizing as well as lower learn skills of spelling, punctuation, word choice, and soon.

In the process of writing English text, students often do some errors especially in grammar, some students think that it is boring subject and when they learn English they try to avoid the grammar because it is such confusing rules and hard so it is inflected into applying grammar rules learning language. In the other words, writing English language is completely different from writing in Indonesian form. In Indonesian form, there are no tenses; a verb appears in the same form in all the times. There were many students who still made many errors

in writing English paragraph and found difficulties in applying tenses, structure, syntax, semantic, lexical meaning, and phonology into sentences.

Beginner writer often feels a great frustration when they are asked to compose a piece of writing because they know quite a bit of grammar and vocabulary and formulates complex thoughts in English. They also have a difficult translating the information onto the writing page.

Students are aware that mastering English, especially in structure is not easy. We know that English has different structure from Indonesian. The form of verb in English is different from Indonesian.

Grammar deals with the rules for forming words and making sentence. One of the sentences elements is verb. While, grammar is the basic element of knowledge or skill in using correct language. Grammar is essentially about the systems and patterns we use to select to combine words (Murcia, 1995:4). Grammar must be learned by students who want to learn about language because the grammar is really needed when the students make a writing paper. The mistakes made in writing seem to clear when someone writes it and will be read by readers.

In Learning English, it is common that students make mistakes or error in written form, especially in how to use the verb correctly based on tenses. According to Corder (1973) in Amanah (2011) error that the students make when they learn a language is very common. The students often make grammatical errors. In this case, they make errors because of the language habit in mother tongue is very different from English.

In relation to the problem that connected with the teaching of English in Indonesia, Sulaiman (1970:74) states that one of the serious problems connected with the teaching of English in Indonesia is that most of the students have

difficulty in mastering the structure of language. Structure deals with the rules for forming words and making sentences. In making a sentence, we need some elements. One of the sentence elements which play an important role is verb.

From the fact, we know that the students still make errors in making sentences especially on how to use verb correctly in a sentence based on the tense being used. For example, they wrote “*she go to school on foot*” it should be “*She goes to school on foot*”, then “*he do not think before he say somethinhg*” it should be “*he does not think before he says something*”.

Sometimes students make grammatical errors. They often produce incorrect utterances. Dullay et. al. (1982: 138) said that errors are flawed side of learning speech or writing. They are those parts of conversation or composition that deviate from selected norm of mature language performance. However, making error is fundamentally human in learning process. Therefore, it is possible for students to make errors unconsciously when they are writing. By analyzing the students' errors, it will give the important role in giving feedback for the English teachers and researchers in order to evaluate and develop the material in teaching learning process. Writing also has to be elaborated in syllabus by employing the genres or types of text. It is in line with the research which deals with one of the genres, report text.

A report text is a type of text that tell us the result of an investigation. The information given in a report text is very general. Social function of report text is to present information about something general to the reader. Generic structures of report text are general classification, description. Where general classification contains a general statement about the subject discussed, and description is the part that gives detailed description of the subject that is discussed in the general classification.

In writing, students have some problems on grammar and still find difficulties to express their ideas into words or sentences especially expressing ideas through written form.

The previous research done by Widiatmoko (2011), Hanani (2013) and Juwitasari (2013), showed that the students still made errors in the use of tenses. Based on the results of the researches, which has been shown by Widiatmoko, Hanani, and Juwitasari students still made errors in their writing. The reason was that the students were not familiar with English structure such as the form of verb, because they did not find such rules in Indonesian. They used surface strategy taxonomy to analyze the grammatical errors. There are four types of errors were identified on a sentence level such as omission, addition, misformation and misordering.

This study is expectedly useful for students and teachers. It is expected that the English teachers can improve their teaching technique in order to minimize the grammatical errors in students' writing, so that it will increase their English grammar especially in writing.

Based on the background above, the researcher is interested to identify the grammatical errors in writing report text. This research covered the analysis of two categories and also compiled the proportions, in order to see which type of errors has the highest proportion. By this analysis, English teachers can identify the nature of errors mostly happen in students writing. It is hoped that there is improvement of students' ability in writing report text. Therefore, the researcher entitles the research "An Analysis Students' Grammatical Errors in Writing Report Text at Second Grade of Senior High School".

1.2. Formulations

Considering the background above, the researcher formulated the problems in the following questions:

1. What types of errors made by students of senior high school in their writing of report text?
2. What is the proportion of errors made by the students of senior high school in writing of report text?
3. What are the differences of errors made by the high proficiency level and low proficiency level students in writing report text?

1.3. Objectives

In relation to the research problems formulated above, the objectives of this research are:

1. To find out the types of errors made by senior high school students in using simple present tense in writing report text.
2. To find out proportion of errors made by senior high school students in using simple present tense in writing report text.
3. To find out the differences of errors made by senior high school between high level and low level students in writing report text.

1.4. Uses

After doing this research the writer hopes that the result of analysis will be useful theoretically and practically.

Theoretically, this research is expected to be used as reference for further research and as a contribution in teaching learning process for error analysis in the future in

order to enable the students increase the knowledge of English especially in grammar.

Practically, the result of this research can be made as information to English teachers about the grammatical error made by students in writing report text and can be used as a feedback to improve the students' grammar understanding and minimize their weakness in writing.

1.5. Scope

This research conducted in second grade students of senior high school. The researcher took only one class as the sample. This research focuses on grammatical errors in composing simple present tense in making a report text writing.

Moreover, the researcher investigated the the grammatical error in students' report text writing by asking the students to write about report text and analyze it using Surface Strategy Taxonomy and Communicative Effect Taxonomy.

1.6. Definition of Term

In order to know the variable that will be observed in solving the problem in this research the researcher provides the definion of each term in this research. They are:

1) Error

An error is an action which is inaccurate or incorrect. In some usage, an error is synonymous with a mistakes. Error is noticeable deviation from adult grammar or native speaker reflecting their language competence of learner, while mistake refers to a performance factor such as: memory, spelling fatigue, and emotional strain (Brown, 2000:76).

2) Error analysis

Error Analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Brown, 2007).

3) Grammar

Grammar is the basic elements of an area of knowledge or skill, or it is a set of prescriptive notions about correct use of a language.

4) Report Text

Report is a text which presents information about something, as it is and as a result of systematic observation and analysis. the purpose of writing report text is to describe the way things are, with reference to a whole range of phenomena. natural, syntactic and social in our environment (Callaghan and Rothery, 1988).

II. LITERATURE REVIEW

This chapter contains explanation about the concept of related theories used in this research which include: error, error analysis, the differences between error and mistake, types of error, surface strategy taxonomy, communicative effect taxonomy, grammar, grammatical error, report text, characteristics of english languages learners, previous research findings.

2.1. Error

An error is an action which is inaccurate or incorrect. In some usage, an error is synonymous with a mistakes. According to Brown (2000:76) error is noticeable deviation from adult grammar or native speaker reflecting their language competence of learner, while mistake refers to a performance factor such as: memory, spelling fatigue, and emotional strain. Errors are typically produced by learners who do not yet fully command some institutionalized language system. In other words, errors arise due to the imperfect competence in the target language. If the learners do not understand about system of language, it will make them doing many errors in their learning. It can be concluded that errors are actually ungrammatical utterance which refers to the language competence refer to the implicit knowledge of the rules of the language. They are made when language users are lack of knowledge of the language rules.

An error relates to students' systematic errors from being capable of reconstructing his knowledge of the language so far (Corder, 1981: 10). It is dangerous for students to have error in understanding the tenses of English as a

foreign language. Meanwhile, as explained by Dulay, Burt, and Krashen (1982: 138), putting another way, errors deviate from some selected norm of mature language performance. Brown (2001: 258) also acknowledges “error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the students”.

Corder also suggests that errors can be identified or detected by comparing what the learner actually said with what he ought to have said to express what he intended to express. In other words, his erroneous utterances are compared with what a native speaker would have said to express that meaning. Thus, errors can be identified by comparing original utterances with reconstructed utterances, that is, correct sentences having the meaning intended by the learner.

2.2. Error Analysis

Learning a target language (English) is different from learning one’s mother tongue. There are some opinions about error analysis. Brown (2007) in his book said that Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis.

It seems this concept is the same as the one proposed by Crystal Error Analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. From the two definitions above it clarifies that error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

2.3. The differences between Error and Mistake

When we talk about error it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different. Mistakes are skin to slips of the tongue. That is, they are generally one-time only events. The learner who makes a mistake is able to recognize it is a mistake and correct it if necessary. On the other hand, an error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.

The learner in this case has incorporated a particular errors form from the perspective of the target language into his or her system. Hubbard et. al. (1983). also make differences between error and mistake. Errors caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it; and unfortunate mistake caused by temporary lapse of memory, confusion, slip of the tongue and so on.

In other words, Ellis (2008) stated that Error is a lack of knowledge and mistake is the students' poses knowledge of the correct form and it is just slipping up. Brown also gave the similar opinion about error and mistake. According to him, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. And a mistake is slip, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the deviation is pointed out to the speaker.

Based on the opinions above the writer concluded that error caused by lack of knowledge, the students did not know what were they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistake happened because temporary laps of memory and

also slip of the tongue, actually the students have known about what they write but they just slip up and they can correct and recognize their own mistakes.

2.4. Types of Error

There are four descriptive taxonomies most useful and commonly used as the basis for error classification; they are (1) Linguistic Category Taxonomy, (2) Surface Strategy Taxonomy, (3) Comparative Taxonomy, and (4) Communicative Effect Taxonomy. However, the errors would be classified based on Surface Strategy Taxonomy because analyzing errors from surface strategy perspective holds much promise for researcher concerning with identifying cognitive processes that underlies the learner reconstruction of the language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learners' use of interim principles to produce a new language (Dulay et. al.: 1982, 150). Through communicative effect taxonomy it would see the errors from the perspective of their effect to the reader.

So, in this research the researcher will use Surface Strategy Taxonomy and Communicative Effect Taxonomy. Below is the explanation for Surface Strategy Taxonomy and Communicative Effect Taxonomy.

2.5. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: "learners may omit necessary items or add unnecessary, they may misform items or misorder them" (Dulay et. al. 1982: 150). Classifying errors using surface strategy taxonomy can give a clear description about cognitive processes that underlie the learner's reconstruction of the new language or language being learned. It also makes us aware that learner's errors are the result of their active

way in using the temporary principles to produce the target language. Below is the detailed description of each category used in surface strategy taxonomy.

A. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It means that there is a sentence in which one or more aspects (word) or more is omitted.

Example:

The monkey on the back. (incorrect)

The independent clause "*the monkey on the back*" of this sentence is incorrect because the verb "*is*" is omitted. That should be added the verb in the present form "*is*". It is because the subject "*the monkey*" is third person singular. So, the correct sentence is "*The monkey is on the back.*"

B. Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Learners usually have already acquired target language rules, and they often too faithful to use certain rules which cause errors.

Example:

He does not meets his children. (incorrect)

The independent clause "*he does not meets his children*" is incorrect because there is double present markings "*does*" and "*meets*". The verb "*meets*" should be in verb 1. So, the correct sentence is "*He does not meet his children*".

C. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme. It means that one or more of sentence's aspect has wrong formation. It can be caused by rule regularization.

Example:

The mouse deer eat cucumber when the farmers home. (incorrect)

The independent clause "*The mouse deer eat cucumber*" is incorrect because the predicate has wrong form of verb. The verb "*eat*" should be in present form "*eats*". So, the correct sentence is "*The mouse deer eats cucumber when the farmers go home.*"

D. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morpheme in an utterance. It means that the sentence structure is ordered incorrectly. The words are ordered in wrong structure.

Example:

Comes the teacher to the class. (incorrect)

The sentence above is ordered incorrectly. It has incorrect placement of its words. The verb "*comes*" should follow the subject "*the teacher*". So, the correct sentence is "*The teacher comes to the class*".

2.6. Communicative Effect Taxonomy

While the surface strategy taxonomy focuses on the aspects of the errors itself, the communicative effect taxonomy deals with errors from the perspective of their affect on the listeners or readers. It focuses on the distinguishing between errors that seem to cause the miscommunication and those that do not (Dullay et. al. the 1982: 189). This taxonomy classifies errors in two types, global and local errors.

Below is the detailed description of each category used in communicative effect taxonomy.

A. Global Error

Errors that affect overall sentence organization significantly hinder communication. Because of the wide syntactic scope of such error, Burt and Kiparsky labeled this category “global”. These systematic global errors include:

- a. Wrong order or major constituents, e.g: *English language used many people.* This sentence can lead the reader to have different interpretation about meaning. The sentence should be changed as “*Many people used English*”
- b. Missing, wrong misplaced sentence connectors, e.g:
 1. *He does not go to school, he is sick.* The sentence connector “*because*” is missing. The correct sentence is: *He does not go to school, because he is sick.*
 2. *I buy a new dress because I love my old dress.* The sentence connector “*because*” is wrong. It should be “*even though*”. The correct sentence is: *I buy a new dress even though I love my old dress.*
 3. *Because I have to finish my work, my time is limited.* The sentence connector “*because*” is misplaced. The correct sentence should be *I have to finish my work, because my time is limited.*
- c. Missing cues to signal obligatory exceptions to pervasive syntactic rules, e.g: *The students’ proposals look the principle.* In this sentence, *are* and *by* are missing in passive sentence. This sentence leads the readers to have different interpretation because it is a confusing sentence. And the correct sentence should be “*The students’ proposal are looked by their principle*”.

In analyzing this research, the researcher focused on simple present tense errors. So, the parts of grammatical error that will use to analyze simple present tense errors are wrong order or major constituents and missing cues to signal obligatory exceptions to pervasive syntactic rules.

B. Local Error

Local error that affects single element or constituents in a sentence does not usually hinder communication significantly. In other words, local error is error that does not significantly influences the structure and the meaning of the overall sentence. The categories include these following errors:

- a. Errors in noun and verb inflection, e.g.:

When I was six years old, I *live* in Paris, but then I *move* to Bandar Lampung.
(Inflectional –d on the verbs *live* and *move* showing past form are left out).

The correct sentence is:

When I was six years old, I *lived* in Paris, but then I *moved* to Bandar Lampung.

- b. Errors in article, e.g.:

I buy *a* apple with my sister.

(Article *an* should be used instead of *a*)

The correct sentence is:

I buy *an* apple with my sister.

- c. Errors in auxiliary, e.g.:

She *have* listened that information from her teacher.

(Auxiliary *has* should be used instead of *have*)

The correct sentence is:

She *has* listened that information from her teacher.

d. Errors in the formation of quantifier, e.g.:

I have *much* friends in that school.

(The using of quantifier *much* is wrong. It should be *many* because the word “friends” is countable)

The correct sentence is:

I have *many* friends in the school.

There are 4 parts of local error. The researcher focused on analyzing grammatical errors, so all the parts of local error use to analyze the errors in this research.

2.7. Grammar

Grammar is the basic elements of an area of knowledge or skill, or it is a set of prescriptive notions about correct use of a language. According to Brown (2001), grammar is the system of rules that constructs the formation and connection of every word in a sentence. Brown also states that “grammatical competence occupies a prominent position as a major component of communicative competence”.

Grammar competence refers to the degree to which the language user has mastered the linguistic code which includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure. Grammatical competence is one of the four components of communicative competence. The other three components are sociolinguistic, discourse, and strategic competence (Cahyono, 1997: 7).

Veit (1986: 6) states that grammar is a person’s subconscious language knowledge. Whenever we speak or write English or we understand someone else’s speech or writing, we use English grammar. A grammar consists of

principles of rules that allow us to create an infinite number of possible sentences out of a finite number of words.

Grammar is a description of a language by means of a definition of sentence in that language (Burton, 1986: 4). The definition takes the form of a set of rules. The definition automatically has three interrelated functions, they are: (1) To make an infinite number of productions about what is and is not in set of sentences of a language, (2) To give description of the grammatical sentences, and (3) To give explanation of the ungrammaticality of the ungrammatical 'sentence' (the noun sentence).

In relation with students' grammatical errors, in Amanah (2015) Hendickson (1982: 7-8) suggested that errors involving general grammatical rules are more deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one.

Departing to the theories above, grammar is a scientific statement of the principles of good usage which concern with the relation of words in the sentence.

2.8. The Grammatical Errors

The grammatical errors made by second language learner divided into four sources, namely:

a. Performance Errors

Error is not due to the speaker's ignorance of the grammatical rules. Instead, it is a processing mistake that occurs while a language learner or a native speaker is in the act of speaking or writing.

Example: - No matter where you live, the great taste of your favorite. Lays flavors are just around the corner.

That example, the verb should be *is* (not *are*) to agree with the actual subject, *taste*. But the native speakers who produce this sentence, an advertisement writer, were apparently influenced by the immediately preceding noun, *flavors*, and thus incorrectly chose the plural form, *are*. Performance errors such as this one probably constitute the smallest proportion of all errors that English language learners make.

b. Imperfect Learning

English learners simply have not internalized a rule and/or the restrictions that apply to that rule.

Example:

Does he goes to school every day?

A learner who produces a sentence such as the example has probably not mastered the rules for forming English *yes/no* questions. The question is almost grammatically correct. The learner has put the auxiliary verb *do* in front of the sentence and made the form of *do* agree with the subject. However, the learner has also used the form of the main verb that agrees with the subject (*goes*), and this verb has to be in its bare infinitive form, *go*.

c. Overgeneralization

Over generalization occurs when a learner applies a grammatical rule to forms that do not take it. To see his works, consider the large set of verbs that are followed by an object and an infinitive complement.

The error is very common for the learners with many different first languages. The problem is that *make* is one of very few verbs. That must be followed by a complement in the bare infinitive form.

d. Influence of the native language

Many of the grammatical sentences that English language learners produce result from the transferring of grammar rules from their native language to English. These first language transfer errors can take many forms. Instance, sometimes a grammatical property associated with the certain first language verb is transferred when the student begins to learn English.

2.9. Report Text

Report is a text which presents information about something, as it is and as a result of systematic observation and analysis. The purpose of writing report text is to describe the way things are, with reference to a whole range of phenomena, natural, syntactic and social in our environment.

Generic Structure of Report:

1. Title: a title that describes the subject being discussed.
2. General Classification: Stating classification of general aspect of things; animal, public place, plant, etc which will be discussed in general.
3. Description: describing the thing which will be discussed in detail.

Language Feature of Report:

1. Using action verbs: make, begin, surround, do.
2. Not use personal pronouns I, You, We.
3. Using relational verb is, are, have, has.
4. Using simple present tense.

Example of report text:

Penguins

Penguins are a group of flightless aquatic birds living almost exclusively in the Southern Hemisphere, particularly in Antarctica. Highly adaptive to live in the sea, penguins have countershaded dark and white feather, and their wings have evolved into flippers. Most penguins feed squid, fish, and other forms of sealife caught while they are swimming underwater. They spend about half of their lives in the oceans.

Eventhough all penguin species are native to the Southern Hemisphere, they don not live only in cold climates, such as Antarctica. In fact, only a little species of penguin live too far south. Some species are found in the temperate area, and one species, the Galápagos penguin, lives not too far with the equator.

The vast living species is the emperor penguin (*Aptenodytes forsteri*): when they are adults they are about 1.1 m (3 ft 7 in) tall and 35 kg weight or more. The smallest one is the little blue penguin (*Eudyptula minor*), which is known as the fairy penguin, which stands around 40 cm height and 1 kg weight. Among the species of penguin, larger penguins live in colder regions, while smaller penguins generally inhabit tropical climates places. Some prehistoric species of penguin attained enormous sizes, becoming as heavy as an adult human.

2.10. Characteristics of English Language Learners

English-language learners, or ELLs, are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses. English-language learners may also be students who were formerly classified as limited English proficient, but who have since acquired English-language abilities that have allowed them to transition into regular academic courses taught in

English. While assessment results may indicate that they have achieved a level of English literacy that allows them to participate and succeed in English-only learning environments, the students may still struggle with academic language.

The students in low intermediate level can understand short conversations on simple topics. They rely on familiarity. They use repetition, gestures and non-verbal cues to sustain conversation. When reading, students at this level can understand basic narrative text and authentic materials, although they will be below grade level. They rely on contextual and visual cues to aid in comprehension. They can begin to identify the main idea and supporting details of passages. They can write simple notes and make brief journal entries using basic vocabulary and common language structures. Frequent errors are characteristic at this level.

Meanwhile, At high level intermediate students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main idea and some details of extended discourse. They can communicate orally in most settings. Students at this level can comprehend the content of many texts independently, although they still may not be on grade level. They still require support in understanding academic text. They can read many literature selections for pleasure. They can write multi-paragraph compositions, journal entries, letters and creative passages. They can present their thoughts in an organized manner, but errors may still be present.

2.11. Previous Research Findings

Error analysis has been applied in Teaching Writing as an analysis of students' writing. There are many of previous research that use error analysis in teaching writing, and the result of the research is various.

The previous research findings are: (1) Analysis of the Students' Grammatical Error in Making Narrative Text at the First Semester of the Eleventh Grade of State Senior High School 1 Kalirejo in the Academic Year 2013. It was written by Hanani. (2) An Analysis of Grammatical Errors in Using Simple Present Tense in Descriptive Text Writing by Students of MAN 1 (Model) Bandar Lampung in the Academic Year 2013. It was written by Juwitasari. (3) An Analysis of Students' Grammatical Errors in Composing Narrative Paragraph at the Third Grade of Senior High School Kartikatama Metro in the Academic Year 2011. It was written by Widiatmoko.

Based on the data analysis which has been shown by Hanani, there were 167 errors of complex sentences made by the students from 232 total complex sentences. Therefore, there are four types of errors made by the students in making complex sentence. They are omission, addition, misformation, and misordering. Then, these are the proportions (frequency and proportion) of each error as follows:

	Kinds of Error				Total Error
	Ommision	Addition	Misformation	Misordering	
Total	55	26	75	11	167
Percentage	32.9%	15.6%	44.9%	6.6%	

From the result above, the total of students' grammatical error is 72% and the researcher assumed that the level of students' error is high. In addition, the researcher concludes that the students experienced some difficulties in making complex sentence in narrative text. They are lack of vocabulary in formation and usage; they are difficult in defining verbs in the past form, defining subject-verb agreement, and arranging the words into sentences.

Beside that, the results of the research that have done by Juwitasari are:

1. The use of simple present tense in students' descriptive text writing of class X1.A.1 of MAN 1 (Model) Bandar Lampung is the students used more the correct simple present tense than error in using simple present tense. It can be seen from the result that the students used more correct simple present tense (73.81%) than made errors (26.19%) in their descriptive text writing. It means that the students have understood how to use simple present tense in writing descriptive text.
2. Even though the students have used more correct simple present tense, but the researcher still would like to analyze the errors made by the students based on surface strategy taxonomy in order to know the difficulties faced by the students, and it had been found that the most common error committed by the students in their descriptive text was omission (50.90%), It can be seen from the total errors, it was 110 items in the form of simple present tense, and the students committed omission 56 items. The students often omitted -s or -es in the verb which the subject of the sentence was in the form of the third person singular and also the students omitted to be when there was no verb in the sentence. Additionally, the students also committed 39 errors of misformation (35.46%), followed by 9 errors of misordering (8.18%), and 6 errors of addition (5.46%).

Then, the results of the research done by Widiatmoko showed that for the types of error based on the surface strategy taxonomy are the ommision (24%), addition (7%), misformation (65%), and misordering (4%). Misformation was the highest type of error occurred. The sources of those errors were over extension of analogy error (1%), transfer of structure errors (94%), and inter lingual/intra lingual errors (5%). Even though, the students have good score in their English, they still make

a lot of errors and tend to apply the rules of their first language when they do not know the rules of second language.

Based on the researches above, the researcher takes the research on simple past tense errors in making recount text. It is because the researches above showed students' error in writing paragraph. There are many errors by the students in writing: omission, addition, misformation, and misordering based on Strategy Taxonomy.

III. METHOD

This chapter provides design, data sources, instrument, data collecting technique, procedures, and data analysis that will be employed in the research.

3.1. Research Design

In order to conduct this research the researcher used a research design. This research belongs to qualitative that used descriptive method. According to Arikunto (1998:51), research design is program or plan that is made by researcher as the preparation of activities that will be done. The method was intended to describe exactly a phenomenon or problem that researcher observed. It means that the researcher investigated the use of simple present tense and identified the grammatical errors in using simple present tense in students' report text writing based on surface strategy taxonomy and communicative effect taxonomy. In this way, the researcher collected the data from the students' report text writing and investigated them whether they used correct simple present tense or made errors, and identified the errors based on surface strategy taxonomy and communicative effect taxonomy in order to conclude the result.

3.2. Subjects

This research conducted in the second year of senior high school 1 Bandar Lampung in academic year 2016/2017. This school was chosen by researcher because this school fills the criteria, it uses K13, the students were very enthusiastic in English, they have learnt present tense and report text, and it was related with the research. Then, the researcher took one class for the sample to be

investigated about the use of simple present tense and its grammatical errors in their report text writing.

3.3. Instrument

The aim of this research was to analyze the students' error in report text writing. Descriptive method was used by this research. It means that the data was described as naturally as possible. In this research, writing task was used as the instrument. The researcher asked the students to make a report text according to the material that had been learnt before. To make the students clear in determining what about they wrote, the researcher asked students to make a mind mapping as a guide to make the out line and gave two titles to be written by the students they were tiger and bird.

3.4. Data Collecting Technique

In order to collect the data accurately in the use of simple present tense and its grammatical errors in students' report text writing, the researcher asked the students to make at least 2 paragraphs based on the topic that will be given. In getting the data, the researcher did the following steps:

1. The data was taken from the result of writing made by the students. This step was aimed to determine how far the students were able to write the report text by using simple present tense accurately and made each paragraph effectively in their writing.
2. A note about the grammatical errors made by students was used to classified the errors then classified the error based on surface strategy taxonomy and communicative effect taxonomy then counted the proportion of every type in the list to conclude the result.

3. Total error made by each student was counted and score is given by researcher to the students' writing and took the median of the score and classified high and low level students where the students who got score more than median were categorized as high level and students who got score less than median were categorized as low level. So that, the data could show the differences of error are made by students between high and low students in making report text writing.

3.5. Procedures

The procedures of the research are as follows:

1. Determining the subjects of the research

The subject of this research was the second grade of senior high school students in the 2016/2017 learning and one class took XI IPA 4 as sample.

2. Giving the writing task

The researcher asked the students to make report text in order to get the data of the use of simple present tense in students' report text writing. The topic of the writing were tiger and bird.

3. Identifying data

The data of error identified based on 5 steps of types of error analysis. First, the data collected from the errors of report text made by the students. Second, it identified the errors based on surface strategy taxonomy and communicative effect taxonomy. Then, the errors classified in table specification to find out the frequency of errors. Next, explaining the data by calculated each aspect being analyzed and made the proportions.

4. Giving score to students' writing tasks

Scoring students' writing result to determine high level and low level students using scoring rubric by Jacob.

5. Categorize the students into high and low level

After finding out which one is categorized as high level students and which one is categorized as low level, the researcher analyzed the differences errors made by high and low level students.

4. Reporting the research finding

The last step the research finding and making conclusion based on the result that had been gotten.

3.6. Reliability

Reliability refers to the consistency of the measure. To ensure the reliability of writing test score and to avoid subjectivity of the writer, *inter-rater reliability* would be evaluated. In this research, the first rater is the writer herself and the second rater is an English lecture from STKIP Bandar Lampung her name is Siti Rohimah, M.Pd. They discuss and consider about the types of error and the score for students' writing tasks in order to obtain the reliable result of the test.

3.7. Data Analysis

In order to find out the grammatical errors, the researcher will analyze the result of the students' writing, using the steps below to analyze the data according to Abbot (1981:218):

1. Recognizing the data. The data collected from the errors of report text made by students.
2. Reconstructing the errors made by the students. In this step, the researcher identified the errors in students' report text writing by underlining the errors

and giving mark OM, AD, MF, MO in surface strategy taxonomy, GE and LE in communicative effect taxonomy.

3. Classifying the errors of using simple present tense in students' report text writing to find out the frequency of errors. Each error will be classified by using surface strategy taxonomy and communicative effect taxonomy.

- a. Surface Strategy Taxonomy

- 1) Omission (OM)
- 2) Addition (AD)
- 3) Misformation (MF)
- 4) Misordering (MO)

- b. Communicative Effect Taxonomy

- 1) Global Error (GE)
- 2) Local Error (LE)

4. Explaining the data, the researcher used the qualitative method to treat the data. According to Amanah (2015) Ismiati (2004: 34) stated that the simplest way to use qualitative data is through proportion. Therefore, the researcher determined the most frequent up to the least frequent error type as the result of the errors in using simple present tense in students' report text writing by using proportion. Thus, the researcher will give the proportion in each error type in a table of frequency. Calculating the data taking and making the proportion in each category.

Below is the tables frequency of students' error in making report text based on Surface Strategy Taxonomy and Communicative Effect Taxonomy.

1. Frequency of Students' Error in Making Report Text Based on Surface Strategy Taxonomy

No	Students' code	Surface strategy taxonomy				Total error
		Ommision	Addition	Misformation	misordering	
Total						
Percentage						

Table 2. Frequency of Students' Error in Making Report Text Based on Communicative Effect Taxonomy.

No	Students' code	Communicative effect taxonomy		Total Error
		Global Error	Local Error	
Total				
Percentage				

In calculating the data in each error, the researcher will employ the following formula:

$$\frac{\text{Total Errors}}{\text{Total Words}} \times 100\% = \dots\% \text{ (Nation, 1981: 58)}$$

By calculating the frequency of error, the researcher could identify the most common error made by the students.

V. CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusion and suggestions drawn from the description and the discussion of the result presented in chapter four in relation to the problems formulated in the first chapter.

5.1 Conclusions

Based on the result and discussion, student's writing ability in second grade of senior high school was almost same. It proven from this research and previous research done by Widiatmoko (2011) and Hanani(2013) about grammatical error in students' writing in descriptive text, narrative, and report text in second grade of senior high school. All the the researchers above, found that students still made error in their writing. The highest frequency of errors made by students were misformation followed by omission, addition, and the lowest frequency of errors made by students were misordering in surface strategy taxonomy, in communicative taxonomy the highest frequency of errors was local error followed by global error.

It means that although the students were taught English 12 hours in a week, they still had problem with English grammar. In other words, students still made many errors in conducting grammar in their writing text.

This meant that the English teachers may use information of the types of students' errors as a guidance to evaluate the weakness or progress of the students' ability

in learning English, especially in their text writing. In order to minimize the students' errors, the teacher should improve the students' knowledge of English grammar by teaching how to form or construct the sentences appropriately and meaningfully, and by telling the functions of the language area themselves. Besides that, the teacher has to set the first priority to the errors the mostly occurred (misformation and local error).

5.2 Suggestions

This part of the chapter presents some suggestions that will hopefully provide more insight into the learning of writing and give a new idea for better teaching and learning process in university level. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate teaching and learning process. The second is for the English students who are interested in improving their writing skill, thus they can be aware to their writing. The last is for further researchers who will conduct a research related to this research study.

1. The English Teachers

Based on this study, it can be suggested that the teachers should be aware on grammatical errors in writing, thus they can recognize their students' difficulties in writing so they will pay more attention to the errors made by the students and the causes of the errors in writing especially in the highest frequency of errors made by students that is misformation. Knowing the problem will make it easier for teachers to solve the problem. The result of the study will evaluate themselves whether they are successful or not in teaching English. It is expected that the teacher should enhance the method in teaching grammar so that the students are motivated to improve their writing.

2. The English learners

It is better to know about this research study, particularly related to grammatical error. The result of the study will show the learners in what aspect in grammar which is difficult for them. By paying more attention, the learners are expected to increase their knowledge on the English grammar, thus they will be aware of the errors they made and sources of the errors. The learners are expected to develop their writing proficiency to eliminate or at least reduce those errors.

3. To Further Researchers

It is expected that the result of the study can give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to grammatical errors analysis to enrich the existing study.

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