

**ERROR ANALYSIS IN WRITING OF THE TENTH GRADE STUDENTS
OF MAN 1 PALU**



SKRIPSI

*Presented as Partial of the Requirement For the Degree of Sarjana
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State Institute For Islamic Studies Palu*

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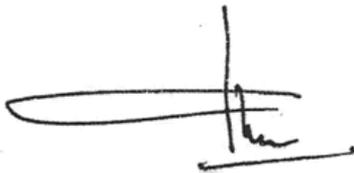
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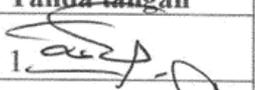
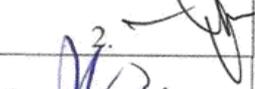
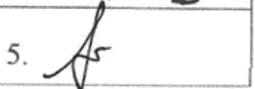
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The writer,

NUR INTAN

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ABSTRACT

NUR INTAN(15.1.16.0018). Error Analysis in Writing of the Tenth Grade Student of MAN 1 Palu. Skripsi. English Tadris Department, Tarbiyah and Training Faculty, State Institute for Islamic Studies Palu, Under the Supervisor of Dr. Hj. Nur Asmawati, S.Ag., M.Hum, and Dr.Abdul Gafur Marzuki, S.Pd., M.Pd.,

Error analysis is a way to investigate error in the second or foreign language acquisition. In this research error analysis is conducted to find writing error made by the student of tenth grade MAN 1 palu. Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English. This phenomenon happens to tenth grade student of MAN 1 Palu, According to the explanation

n above, it was important by the teacher to give error analysis in students writing. 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.

For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers it can help to know the type of error made by student, the source of the error. if the teacher has found error, the teacher can change the teaching method and technique used, can emphasize aspects of language that need to be clarified, can develop a remedial teaching plan, and can arrange the language teaching program itself.

The purpose of this research is to describe the type of grammatical error faced by students in writing. This research used descriptive qualitative method. This research was carried out in using descriptive writing text to find out what types of error made by students of the tenth grade students MAN 1 Palu in writing and what causes of the students error in writing.

The result of the research showed that the tenth grade students MAN 1 Palu still made 41 errors in their writing. They are three classification of error based on surface strategy taxonomy. The high frequency of error is selection (63,41%), omission (26,82), and The lowest frequency of error is addition (9,75). On the other hand, the highest cause of error is carelessness (75,6%), %, first language (7 or 17,07 %), while the lowest cause of error is translation (7.31%).

Keywords: Error, Analysis, and Writing.

CHAPTER I

INTRODUCTION

A. Background

English is as the first foreign language in Indonesia. English generally has been learned by the students since they are in the basic level of education. When students learn English, they focus on mastering four language skills, namely Listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills. All of the skills are improved in the process of teaching and learning English. Unfortunately, although it has taught for many years, the achievement of the students is still poor.

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. English is considered as a difficult subject for Indonesian students, because English is completely different from Indonesian language. They are different in the system of grammar, pronunciation and vocabulary.

Writing is a means of communication between the writer and the reader. It means that someone writes in order to communicate with his/her reader. Good writers use natural English phrases to make a paragraph easy to read and it has good style. A piece of good writing must contain the aspects of writing; such as content, grammar and vocabulary. Many people have opinion that writing is the most difficult skills in language learning. It is difficult since

there are some other aspects need to be considered when writing; such as grammar and vocabulary. Writing requires a good knowledge of grammar and word choice.

Grammar is one of the essential skill should be mastered by students. It involves the ability to apply the grammatical rules in order to form grammatically. Theoretically, it takes time to learn a foreign language. Learners have to learn a new grammar system, and thousands of new words. It is true that learning a language is very different from mother tongue. It also takes a lot of practice to develop listening, speaking, reading and writing skills in a new language. In learning language, it is possible to make errors and mistakes. errors and mistakes, Errors reflect gaps in a learner's knowledge they occur the learner does not know what is correct. While mistakes reflect occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what or she knows.¹ mistakes refer to misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information.² Furthermore, he notes that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Errors refers to deviation from the adult grammar of a native speaker.

¹ Ellis, Rod. Second language acquisition. (New York : Oxford University Press 2003). 15

² H.D. Brown. Principles of language learning and teaching. (fifth edition. San Francisco state university : Pearson Education Inc 2007) 257

Grammar refers to the rules of language. word grammar refers to the set of rules that allow us to combine words in our language into larger units.³ Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing, and may be they will find many students who have low ability in writing English. This phenomenon happens to tenth grade student of MAN 1 Palu, According to the explanation above, it was important by the teacher to give error analysis in students writing. 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. Carl James stated that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Although errors are bad things in learning English, error analysis is advantageous for both students and teachers.

For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers it can help to know the type of error made by student, the source of the error. if the teacher has found error, the teacher can change the

³ S. Greenbaum, G nelson. An introduction to english grammar. (second editon. London: pearson education limited 2002).1

teaching method and technique used, can emphasize aspects of language that need to be clarified, can develop a remedial teaching plan, and can arrange the language teaching program itself.

B. Problem Statement

Based on the topic and general background above, the researcher formulated the research question as follows :

1. What are grammatical errors in writing made by the tenth grade students of MAN 1 Palu?
2. What causes students made error in writing?

C. Objective of the Research

1. To detect, identify and analyze the grammatical errors were done by the students in their written text.
2. To find out causes of the error in writing made by the student.

D. Significance of the Research

This research has many types of significance.

1. scientific significance
the research provides more insight into the learning of writing program.
2. Practical significance

The result of this study provides feedback for teacher that may be useful to recognize student difficulties in writing. The result of the study will evaluate themselves whether they are successful or not in teaching english

E. Operational Definiton of Key Term

Some key term in this research are grammar, writing, and error analysis.

1. Grammar

the word grammar refers to the set of rules that allow us to combine words in our language into larger units.⁴

Grammar is a set of language rules that are used to make sentences that have clear meaning.

2. Writing

Writing is a complex process that allows writers to explore thought and ideas, and make them visible and concrete on the piece of paper⁵

Writing is the way of comunication between writers and readers though textual media.

3. Error analysis

Error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.⁶

Error Analysis is the process of establish the incidence, nature, causes, and consequences of unsuccessful language.

⁴Ibid

⁵Dr. Ghazi Gaith. 2002. Writing. The website assited language learning. www.nadasisland.com/gaith-writing.html on januari 25, 2015

⁶.D. Brown an analysis on the grammatical error. Jakarta 2010. 5

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Study

The first research related to this research from fajriani emaryana in their journal an analysis on the grammatical errors in the students' writing (2010), they classified the grammatical error through into 5 aspects: Sentence Pattern, Tenses, Pronoun, Preposition and Spelling and Punctuation. Then the writer made the reconstruction of the errors' writing which made by the students, this research show the highest errors by 19 students or 95%, the second is errors in Spelling and Punctuation by 18 students or 90%, the third is errors in Sentence Pattern by 17 students or 85%, the forth is errors in Preposition by 7 students or 35%, and the last errors in Pronoun with 6 errors or 30%.

The second related study from Muhammad Ali Alif Murtadho in their journal an analysis of grammatical error in academia essay written by the fifth semester of English education study program of UIN Raden Fatah Palembang, the data collected from 75 essays which were written by the students. Tis research used essays writing as the instrument, and classified grammatical error based on taxonomy of grammatical errors regarding noun group, verb group, preposition, sentences structure, and miscellaneous error. The result of the analysis there were 529 grammatical errors found in the students' academic essays. Error regarding noun group with 171 errors (32,3%), error regarding sentences structure with 74 errors (13,9%), error regarding preposition with 37 errors (6,9%) and the last miscellaneous errors with 35% error with (6,6%).

The third comes from Lulu Meliyana Alfiyani with the title an analysis of grammatical error in writing among the second semester students of English department of Yogyakarta state University in the academic year of 2011/2012. The research study is classified into a descriptive study, the data source were collected from students writing, there were two kinds of data : quantitative and qualitative. The quantitative data were presented in the form of frequency charts for each category of surface strategy taxonomy and comparative analysis. Then, the qualitative data describe each category that occurred in the student writing. The researcher describe the situation about the occurrence of the error in the students writing. The analysis of the grammatical errors, four types of errors were done found. These four errors are follows. Omission error was found 281 times, miss formation errors was committed 119 times, addition error occurred 189 times, and miss ordering error 6 times in the analysis.

B. Error Analysis

1. Definition of Error Analysis

In learning foreign language students often makes error, error that occur indicate that students have not mastered that rules of the foreign language that are they learning. Richards et. al state that Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in

teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.⁷

As Davis and Pearse state that ‘errors are integral part of language learning and not evidence of failure to learn. Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contain Information on strategies that learners use to acquire language and can play an important role in the study of foreign language.’⁸

Another concept of error analysis is given By Brown, error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.⁹

Based definition above, it can be conclude that error analysis is an activity to identify, observe, analyze, classify the error made by the students in speaking and writing.

⁷J.C Richards, *Error Analysis*. (London: Longman, 1973), 96

⁸Paul Davies, Eric Pearse, success in English teaching (Shanghai: foreign language Education Pers 2002), 103

⁹H.D. Brown, *Principles of Language Learning and Teaching*. (New Jersey: Prentice-Hall Inc, 1980), 166

2. *The Causes of Error*

Norrish classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1) *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2) *First language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference".

3) *Translation*. It is one of the causes of error. This happens because a student translates his first language sentence or Idiomatic expression in to the target language e word by word. This is probably the most common cause of error.¹⁰

3. *The Kinds of Error*

According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

¹⁰J. Norrish. Language learning and their error. (London: Macmillan publisher Ltd 1987). 21-26

a. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example:

“I watch the movie last night”. Instead of: “I watched the movie last night”.

b. Addition

Learners not only omit elements which they regard as redundant but they also add redundant element. For example :

I swims

The books is here

Instead of: “I swim” and “The book is here”

c. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example:

“Fika is smartest than Femy”.

Instead of “Fika is smarter than Femy”.

d. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example “He is got upping now”, the learners attaches

the inflection – ing to the particle of the two words verb “get up”.

Students’ errors may be distinguished as follows:

1. Errors Performance is unsystematic and not very serious, because the students themselves can correct them when their attention is drawn to them. These errors are attributed to carelessness, lapse of memory, ill health, emotional health, etc., and they should not worry us.
2. Errors Competence is persistent and systematic and in consequence serious, and their treatment calls for careful analysis to discover their cause. These errors represent the learners’ traditional competence.

4. The Procedures of Error

“A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation.

There are a number of steps taken in conducting an error analysis.

- a. Identify errors, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc)
- b. Classify errors. Is it an error of Tense? Is it an error in sentence pattern?
- c. Quantify errors. How many errors of Tense occur?
- d. Analysis of source/causes.
- e. Remediation. Based on the kind and frequency of an error type, pedagogical intervention is carried out.¹¹

¹¹Susan M. Gass, Larry Selinker., An Analysis on the Grammatical Errors in the Students Writing. Skripsi (Jakarta: English Education Department Faculty of Tarbiyah and Teachers’ Training ‘Syarif Hidayatullah’ State Islamic University 2010), 10.

A. *Writing*

Writing the process of communication using symbols (letters of the alphabet, punctuation, and spaces) to express thoughts and ideas in a readable form. writing is one of the language skills, of the four skills, in language Writing skills are the fourth language skills that we learn. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical. Written text has a number of conventions which separate it out from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation. 'writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement'.¹² It means that in writing, one expresses ideas, opinion, feeling or experience that somebody read or heard into the written form to develop his writing skill. He should arrange his idea in the form of words, phrases, clauses and paragraphs so that his writing can be understood and read clearly.

¹²M. Celce - Murcia, Ed. *Teaching English as a second or foreign language (3rd ed.)*. Boston,.2001 MA: Heinle & Heinle.

1. The process of writing

a. Prewriting

You're ready to start writing. So why has that blank page been staring back at you for the past hour? Prewriting identifies everything you need to do before you sit down to start your rough draft.

1) Find Your Idea

Ideas are all around you. You might draw inspiration from a routine, an everyday situation or a childhood memory. Alternatively, keep a notebook specifically devoted to catching your ideas as they come to you. Your own imagination is the only limit to finding your source of inspiration.

2) Build On Your Idea

Two of the most popular methods of fleshing out your idea are free writing and brainstorming. Free writing means writing every idea that comes into your head. Do not stop to edit your mistakes, just let the ideas flow. Or, try brainstorming. If you're on a computer, try a manual process first to help you visualize your narrative: write your idea in the center of the page and work outwards in all of the different directions you can take your story.

3) Plan and Structure

Piecing the puzzle together comes next. It's time to sort through your ideas and choose which ones you will use to form your story. Make

sure you keep your notes even after your book is published – there may be the seeds for your next story as well.

b. Writing

Now you have your plan and you're ready to start writing. Remember, this is your first rough draft. Forget about word count and grammar. Don't worry if you stray off topic in places; even the greatest writers produce multiple drafts before they produce their finished manuscript. Think of this stage as a free writing exercise, just with more direction. Identify the best time and location to write and eliminate potential distractions. Make writing a regular part of your day.

c. Revision

Your story can change a great deal during this stage. When revising their work, many writers naturally adopt the approach:

- 1) Add: The average novel has between 60,000 and 100,000 words. Does your book have enough words to be considered a novel? Have you given your readers all the information they need to make sense of your story? If not, go back to your notebook that you kept for additional scenes and any additional details.
- 2) Rearrange: Consider the flow, pacing and sequencing of your story. Would the plot be better served if some of the events occur in a different order?

- 3) Remove: After making additions to your story, how is your word count now? Are your readers experiencing information overload? You may need to eliminate passages that don't quite fit.
- 4) Replace: The most effective way to revise your work is to ask for a second opinion. Do you need more vivid details to help clarify your work? Is one scene contradicting another? Ask friends or fellow writers to take a look and give you feedback, and if something isn't working rewrite it and replace it.

d. Editing

You have overhauled your story. It's time to fine tune your manuscript line by line. Check for repetition, clarity, grammar, spelling and punctuation. Editing is an extremely detailed process and its best when performed by a professional. You can hire your own editor or utilized the editing services available through LifeRich Publishing. Nobody wants to read a book that is full of mistakes, and they certainly won't buy a book that is riddled with them.¹³

2. Type of writing

in writing you must determine the type of writing you need to do, it will help you determine your topic or subject, purpose (why you write), style (how you are) must write) and your attitude towards your subject supports, objectively, Here are the types of writing :

¹³the5-stepwritingprocessfrombrainstormingto publishing.<https://www.liferichpublishing.com>
(2019)

a. Expository Writing

The word expository contains the word expose, so the reason expository is an apt descriptor for this type of writing is that it exposes, or sets forth, facts. It is probably the most common writing genre you will come across through out your day. In an expository piece, a topic will be introduced and laid out in a logical order without reference to the author's personal opinions. Expository writing can be found in Textbooks Journalism (except for opinion and editorial articles) Business writing Technical writing Essays Instructions. All of these kinds of writing are expository because they aim to explain and inform.

Example:

The municipal government of Happyville unanimously approved the construction of sixty-two miles of bike trails in 2017. Made possible by a new tax levy, the bike trails are expected to help the city reach its sustainability and clean air goals while reducing traffic and congestion. Eighteen trailheads with restrooms and picnic areas have been planned at a variety of access points. The city expects construction to be complete in April 2021.

Because this paragraph supplies the reader with facts and figures about its topic, the new bike trails, without offering the author's opinion on it, it is expository.

b. Descriptive Writing

The aim of descriptive writing is to help the reader visualize, in detail, a character, event, place, or all of these things at once. The author might

describe the scene in terms of all five senses. Descriptive writing allows the writer a great deal more artistic freedom than expository writing does. Descriptive writing can be found in Fiction Poetry Advertising Journal and diary writing.

Example :

The children pedaled leisurely down the Happyville Bike Trail, their giggles and whoops reverberating through the warm spring air. Sweet-scented wildflowers brought an array of color to the gently undulating landscape, tempting the children to dismount now and then so they could lay down in the springy, soft grass. Through description, this passage paints a vivid picture of a scene on the new bike trail.

c. Persuasive Writing

The aim of persuasive writing, or argumentation, is to influence the reader to assume the author's point of view. The author will express personal opinions in the piece and arm him- or herself with evidence so that the reader will agree with him or her. Persuasive writing can be found in Advertising Opinion and editorial pieces Reviews Job applications

Example:

The bike trail is the glittering gem of Happyville's new infrastructure. It winds through sixty-two miles of lush landscape, dotted by clean and convenient facilities. If you haven't experienced the Happyville Bike Trail yet, ditch your car and head outside! Could life in Happyville get any more idyllic?

A number of statements in this paragraph are opinion rather than fact: that the bike trail is a glittering gem, that the facilities are clean and convenient, and that life in Happyville is idyllic. Clearly, the author's aim here is to use these depictions to persuade readers to use the bike trail.

d. Narrative Writing

The purpose of narrative writing is to tell a story, whether that story is real or imaginary. Pieces in a narrative style will have characters, and through the narrative, the reader learns what happens to them. Narrative writing can also include dialogue. Narrative writing can be found in All types of fiction (e.g., novels, short stories, novellas) Poetry Biographies Human interest stories Anecdotes.

Example :

As I cycled down the trail, I heard children giggling and whooping just around the bend. I crested a small hill and coasted down the curving path until I found the source of the noise. Three little girls sat in the grass by a big oak tree. They were startled to see me, and I smiled kindly to put them at ease.

“Whatcha doing?” I asked.

“Nothing,” they chirped in unison.

In this passage, the author sets the scene on the bike trail from his or her own point of view (which is referred to as narrating in the first person). Using both description and dialogue, the story that takes place is laid out in chronological order.

B. Grammatical

1. Definition of Grammar

“Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.¹⁴ Grammar is a set of rules that explore the form and structures of the sentences that can be used in a language.¹⁵ ‘Grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language’, it is the structure and meaning system of language.¹⁶ Based on the definition above the researcher conclude grammar is a set of language rules that are used to make sentences that have clear meaning.

2. Grammatical Error

Grammar is a set of language rules governing the sounds, words, sentences, and other elements. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronunciation. Furthermore, grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences.

¹⁴James E. Purpura, *Assesing Grammar*, (United Kingdom: Cambridge University Press, 2004), 6

¹⁵J.B. Gleason, and N.B. Ratner : the development of language (7 edtion,boston:2009), 231-269

¹⁶Harmer, Jeremy. *The Practice of English Language Teaching 3rd Edition*. (London: Longman.2002)

Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes (James, 1998: 154), noun, verb, adjective, adverb, and preposition. Syntactical error are errors that affect texts larger than word, namely phrase, clause, sentence, and paragraphs (James, 1998: 156). Syntactical errors cover phrase structure error, clause error, and sentence error.

3. Taxonomies of Error

Taxonomies of error refer to the classification of error according to certain criteria. Dulay, Burt, and Krashen (cited in James, 1998: 48) suggest that there are four kinds of error taxonomy: the linguistic category classification, the surface structure taxonomy, the comparative taxonomy, and the communicative effect taxonomy. The latest two deal with error causes and error gravities.

1) Linguistic Category Classification

This type of taxonomy carries the specification of error in terms of linguistic categories, in terms of where the error is located in overall system of the target language based on the linguistic item which is affected by the error (Dulayet *al.* cited in James, 1998: 105).Linguistic category involves the language levels of the error, its class, its rank, and its grammatical system.

2) The Surface Structure Taxonomy.

This taxonomy is assigned based on the ways surface structures are altered (Dulay, Burt, and Krashen in James 1998: 106). Category Description Example Omission the absence of an element that must appear in a well-formed utterance. She *[...] sleeping. Addition the presence of an element that must not appear in a well-formed utterance .We *didn't went there. Miss formation the use of the wrong form of the morpheme or structure. The dog ated the chicken. Miss ordering the incorrect placement of a morpheme or group of morphemes in an utterance.

3) Combined Taxonomies

Combined taxonomies refer to the combination between the two taxonomies. The errors are classified by using linguistic category taxonomy and surface structure taxonomy.

4. The Grammatical Errors in Writing

The examples of the grammatical errors that are found in the students' writing:

a. Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V).The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

Examples:

Birds flew

(S) (V)

The baby cried

(S) (V)

The student need a pen

(S) (V) (O)

My friend enjoyed the party

(S) (V) (O)

Verb is a word or phrase that describes an action, condition or experience. Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called “transitive verb.” Common transitive verbs: build, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; *A student studied.* Intransitive; *A student studied books*. Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, As iam information, appearance)

CHAPTER III

RESEARCH METHOD

A. Subject of Research

This research was conducted on tenth grade of student MAN 1 Palu by focusing error analysis on writing. The researcher chose 20 students from the tenth grade for sample, to be analyzed in this research. In conducting this research, the researcher used the descriptive analysis and used the error analysis procedure itself. This method aims to analyze problems or cases that occur in research. This involves identifying, evaluating. The final step, the researcher must conclude the results of the study and the researcher find out what type of mistakes made by students and find out the source of the reasons why students make error in writing descriptive text.

B. Technique of the Data Collecting

To collect the data, the researcher used field research. To get field research, the Researcher got in touch directly with the students of MAN 1 Palu. Researcher gave written test to the students of class X to know how far the students are able to make recount text with good grammatical. And researcher interview the English teacher to know their background of knowledge, the curriculum and method in English teaching learning.

C. The Technique of the Data Analysis

The reseacher used descriptive qualitative analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases.

The formula is:

$$P = \frac{f}{n} \times 100\%$$

Notes:

P: Percentage

F: Frequency of wrong answer

N: Number of sample

The percetages of grammatical error:

No	Surface strategy toxonomy	Total of Error	Percentage (%)
1.	Omission		
2.	Addition		
3.	Selection		
Total			

D. The Procedure of the Research

Here are the procedures of the research:

1. Firstly, the researcher met with the headmaster, talking about the purposes.
2. Then the researcher arranged the time for doing the writing task.
3. gave the task for the students' class X in different time.
4. The students did the task in the classroom. The students are given 60 minutes for writing a descriptive text about introduction.
5. Then the researcher chose only 20 students from the tenth grade for sample, to be analyzed.
6. The researcher classified the grammar errors into surface strategy taxonomy.
7. Finally the writer calculated the grammar errors and explained it using descriptive analysis.

CHAPTER IV

A. Research Finding

1. Data Description

After collecting the data from the test which have been done by tenth grade student of Man 1 Palu, The Researcher found some error that made by the students. To know error of the students writing the researcher identify and classify into 3 aspects. Here are the data of the student error which are using in writing descriptive paragraph.

Table 1
The identification of the error of the student 1

Initials	Identification of error	Description error classification	Correction	Cause of error
AYS	She <u>fiften</u> years old	Omission	Should be she <u>is fifteen</u> years old	Carelessness
	She <u>study</u> at Man 1 Palu	Omission	She <u>studies</u> at Man 1 Palu	Carelessness
	she <u>have</u> one brother	Selection	She <u>has one</u> brother	Translation

Table 2
The identification of the error of the student 2

Initials	Identification of error	Description error classification	Correction	Cause of error
DH	I'm <u>class</u> X Mia 1	Selection	I'm X <u>grade</u>	Translation
	Her hobby is singin	Omission	Her hobby is	Translation
	Thanks for you attention	Omission	Thanks for	Carelessness

Table 3
The identification of the error of the student 3

Initials	Identification of error	Description error classification	Correction	Cause of error
ASF	my hobbie is reading novel	Selection	my hobby is reading novel	Carelessness
	I have to one sister and one brother	Selection	I have one sister and one brother	Carelessness
	I have <u>to</u> one sister and one brother	Selection	I have one sister and one brother	Carelessness

	Her <u>ould</u> fifteen	Selection	She is fifteen years old	First language
	her live in tanderante	Selection	She lives in tanderante	Carelessness

Table 4
The identification of the error of the student 4

Initials	Identification of error	Description error classification	Correction	Cause of error
MZ	He live on jl. Uenumpu	Omission	He lives on jl. uenumpu	Carelessness

Table 5
The identification of the error of the student 5

Initials	Identification of error	Description error classification	Correction	Cause of error
NF	My <u>hobby</u> is reading book and drawing	Selection	My <u>hobbies</u> are reading book and drawing	Carelessness
	<u>He</u> hobby is <u>play</u> basketball	Selection	<u>His</u> hobby is <u>playing</u>	Carelessness

			basketball	
--	--	--	------------	--

Table 6
The identification of the error of the student 6

Initials	Identification of error	Description error classification	Correction	Cause of error
JAP	My hobby is singing, listening music, and reading.	Selection	My hobby are singing, listening music, and reading.	Carelessness
	I school at Man 1 Palu	Selection	I'm studying at Man 1 Palu	First language

Table 7
The identification of the error of the student 7

Initials	Identification of error	Description error classification	Correction	Cause of error
SA	I have two brother	Omission	I have two brothers	Carelessness

	My hoby is reading, and drawing	Omission	My hobbies are reading, and drawing.	Carelessness
	He name is Fanzan	selection	Her name is Fanzan	First language
	He have one brother and one sister	Selection	He has one brother and one sister	Carelessness

Table 8
The identification of the error of the student 8

Initials	Identification of error	Description error classification	Correction	Cause of error
SWD	My hobby is reading book and listening music	Selection	My hobbies are reading book and listening music	Carelessness
	She live on Tinggede	Omission	She lives on Tinggede	Carelessness

Table 9
The identification of the error of the student 9

Initials	Identification of error	Description error classification	Correction	Cause of error
SM	Her have 4 sisters and 2 brothers	Selection	She has 4 sisters and 2 brothers	Carelessness
	Her live in on jl. Tagari lonjo	Selection	She lives in tagari lonjo	Carelessness

Table 10
The identification of the error of the student 10

Initials	Identification of error	Description error classification	Correction	Cause of error
RDP	Her hobby is playing music and reading book	Selection	Her hobbies are playing music and reading book	Carelessness

Table 11
The identification of the error of the student 11

Initials	Identification of error	Description error classification	Correction	Cause of error
YP	She have one brother and one sister	Selection	She has one brother and one sister	Carelessness
	She live on jl. Jamur	Omission	She lives on jl. Jamur	Carelessness

Table 12
The identification of the error of the student 12

Initials	Identification of error	Description error classification	Correction	Cause of error
BY	I want too be a doctor	Addition	I want to be a doctor	Carelessness
	<u>Her</u> <u>live</u> at jl. Padanjakaya	Selection, omission	<u>She</u> <u>lives</u> at jl. Padajakaya	Carelessness
	<u>Her</u> <u>want</u> <u>too</u> be a <u>benker</u>	Selection	She wants to be a banker	Carelessness

Table 13
The identification of the error of the student 1

Initials	Identification of error	Description error classification	Correction	Cause of error
NFZ	My hobbies is reading	Addition	My hobby is reading	Carelessness

Table 14
The identification of the error of the student 14

Initials	Identification of error	Description error classification	Correction	Cause of error
MIZ	He like it play the games	Omission	He likes to play the games	Carelessness
	I'm every play the games with his	Selection	I'm play the games with him	First language

Table 15
The identification of the error of the student 15

Initials	Identification of error	Description error classification	Correction	Cause of error
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FA	I was born in city Palu	Selection	I was born in Palu city	First language
	My hobby is writing, reading novels and books.	Selection	My hobbies are writing, reading novels and books.	Carelessness
	My idea I want to be writer and psychology.	Selection	I want to be writer and psychology.	First language

Table 16

The identification of the error of the student 16

Initials	Identification of error	Description error classification	Correction	Cause of error
MCA	I was born of Makassar	Selection	I was born in Makassar	First language
	She's very love listening music	Addition	She very loves listening music	Carelessness

Table 17
The identification of the error of the student 17

Initials	Identification of error	Description error classification	Correction	Cause of error
FIA	She live on jl. Cemangi	Omission	She lives on jl. Cemangi.	Carelessness

Table 18
The identification of the error of the student 18

Initials	Identification of error	Description error classification	Correction	Cause of error
HS	My hobbies is listening music and reading novel	Selection	My hobbies are listening music and reading novel.	Carelessness

Table 19
The identification of the error of the student 19

Initials	Identification of error	Description error classification	Correction	Cause of error
MDY	I'm hobbies reading book	Selection	My hobby is reading book	Translation
	I have five brothers and one sisters	Addition	I have five brothers and one sister	Carelessness
	She hobbies playing game	Selection	Her hobby is playing game	Carelessness

Table 20
The identification of the error of the student 20

Initials	Identification of error	Description error classification	Correction	Cause of error
SZA	My hobbies is reading and cooking	Selection	My hobbies are reading and	Carelessness

			cooking	
--	--	--	---------	--

Table 4.21

Table of recapitulation of the students types of error

Students	Error classification		
	Omission	Addition	Selection
Student 1	2	-	1
Student 2	2	-	1
Student 3	-	-	4
Student 4	1	-	-
Student 5	-	-	2
Student 6	-	-	2
Student 7	2	-	1
Student 8	1	-	1
Student 9	-	-	2
Student 10	-	-	1
Student 11	1	-	1
Student 12	1	1	1
Student 13	-	1	-
Student 14	1	-	1
Student 15	-	-	3
Student 16	-	1	1
Student 17	1	-	-
Student 18	-	-	1
Student 19	-	1	2

Student 20	-	-	1
Total	11	4	26
Total of error	41		

Percentages of students' error:

a. Omission

$$P = \frac{11}{41} \times 100\% = 26,82\%$$

b. Addition

$$P = \frac{4}{41} \times 100\% = 9,75\%$$

c. Selection

$$P = \frac{26}{41} \times 100\% = 63,41\%$$

Based on the table of the students' error it can be stated that

1. Total errors of omission are 11 errors on percentages 26,82%.
2. Total errors of addition are 4 errors on percentages 9,75%.
3. Total errors of selection are 26 errors on percentages 63,41%.

Table 22

Table of recapitulation of students' cause of errors

Students	Cause of errors		
	Carelessness	First language	Translation
Student 1	2	-	1

Student 2	2	-	1
Student 3	2	1	-
Student 4	1	-	-
Student 5	2	-	-
Student 6	1	1	-
Student 7	3	1	-
Student 8	2	-	-
Student 9	2	-	-
Student 10	1	-	-
Student 11	2	-	-
Student 12	2	-	-
Student 13	1	-	-
Student 14	1	1	-
Student 15	1	2	-
Student 16	1	1	-
Student 17	1	-	-
Student 18	1	-	-
Student 19	2	-	1
Student 20	1	-	-
Total	31	7	3
Total	41		

Percentages cause of errors:

a. Carelessness

$$P = \frac{31}{41} \times 100\% = 75,6\%$$

b. First language

$$P = \frac{7}{41} \times 100\% = 17,07\%$$

c. Translation

$$P = \frac{3}{41} \times 100\% = 7,31\%$$

Based on the table students' cause of error it can be stated:

1. Total error of carelessness are 31 on percentages 75,6%
2. Total error of first language are 7 on percentages 17,07%
3. Total error of translation are 3 on percentages 7,31%

2. Data analysis

Here are data analysis about students' error in writing descriptive text, which have been done by the students in tenth grade of Man 1 Palu.

Table 23
Table Students Who Made Types of Error

No	Types of Error	Number of Students	Frequency of Errors
1.	Omission	9	11(26,82%)

2.	Addition	4	4(9, 75%)
3.	Selection	17	26(63, 41%)

Based on research above, the researcher found 9 students made error in omission with total error 11 or 26, 82 %. The students miss some required element. They omitted the item should be appear in the sentences. First, the student omitted noun such as she fifteen years old the student omitted the consonant /e/. it should be she is fifteen years old. The second is the students also committed error in omission the plural marker –s such as I have two brother , it should be I have two brothers. Moreover, the students also committed error in simple present tense such as she live on Tinggede it should be she lives on Tinggede.

There are 4 students made error in addition with total error 4 or 9, 75%. In this case the students add some unnecessary or incorrect element. For example she's very love listening music it should be she very love listening music.

There are 17 students made error in selection with total error 26 or 63.41%. It happened because the students might face difficulties selecting and forming in correct sentence. For example my hobby is reading and cooking it should be my hobbies are reading and cooking.

3. Cause of error

From the test result, there are 20 students made cause of error in Carelessness with the total error is 31 error or 75, 6 %. It happened because carelessness that doing by the student in writing a word to be make a sentence. Where, the students made errors in writing a few words that were needed to make a sentence. The students eliminated the words that should be in a sentence, which is the word should have been there in the sentence, but the students eliminated the word. In a sentence if there is a missing word, the word lost the letter, it is wrong. In this error, it is usually very influenced on the spelling errors. If students are wrong in writing a word, the spelling will become wrong. This error was the caused by the carelessness of the student, or can be said the student was not careful in writing a word in a sentence. On the other hand, factors which became the source of the reason why the students make error in using the writing descriptive text is the style of presentation the teacher in teaching, which according the students, the teachers in teaching in the classroom is too stressful and too rigid, boring, unattractive way of teaching, and a little fierce, so they feel fear when the teacher has begun to enter the classroom to begin the lesson. The other thing they say, the teachers in teaching is too boring, which only focused on textbooks, no a kind of game that motivates student learning related to the themes discussed, so many students do not attention when they teacher explaining the lesson, they feel the way teachers teach less interesting. Students want their teachers to teach not to be violent, in teaching students

also want their teachers to mix English and Indonesian, no use full English so the students can understand English lessons, and also they want their teacher not only to focus on textbooks, but also in teaching there must be games related to the lessons and themes to be discussed, so that students can be more motivated and motivated to learn in class, and pay attention when their teacher is explaining the lesson.

There are 6 students made cause of error in first language with the total error is 7 error or 17.07 %. It happened because the students were still influenced by their mother tongue in writing. Where they think the words that they write to be made in that sentence is correct. They are still influenced by their habits when making sentences using their native language (Indonesian), where they assume that the formation of words that they write to be made in that sentence is correct. Where the formation and structure of the word in English and Indonesian it's different. Where, the students were influenced by their mother language in writing descriptive text.

There are 3 students made cause of error in Translation with the total error is 3 error or 7, 31%. It happened because the students translate their first language sentence to the English language word by word. The students were still influenced by their mother language in writing descriptive text. The students think in making a sentence in English and Indonesian, its same formation and sentence structure, but it is different. It could be said the students translate the Indonesian language into English Directly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the students writing test and interview, the researcher found that the commonest errors made by students of tenth grade of MAN 1 Palu which consists from types of error committed by the students are selection, omission, addition. And then the source of the reason why the students make error in writing text, consists are Carelessness, first language, and translate on. The types of error made by the tenth grade of MAN 1 Palu are selection error (26 errors or 63.41%), omission error (11 errors or 26.82%), addition. the reason why the students made error in writing are carelessness (31 or 75, 6%), first language (7 or 17,07 %), and translation (3 or 7,31 %).

B. Suggestion

The researcher would like to purpose some suggestions. It expected that the result of this study hopefully give a new idea for better teaching and learning.

1. English teacher

The researcher hopes the teachers can choose the appropriate method for the students, approach, technique, model, and strategy in teaching, especially teaching descriptive writing and teaching writing as

general, The teachers should give feedback to the students' assignment in order to that The students know about the errors and mistakes they have made, teacher can gives sufficient explanation and practice about grammar and did not only teacher can gives sufficient explanation and practice on teaching reading in the class. And for the curriculum section to add the schedule of English lesson twice a week, so the students do not easily to forget the lesson they have learned.

2. Students

The students should be more pay attention on writing, the student should utilize the time as must as possible to study. The student must a lot of practice outside the classroom.

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Nomor : 2754 /In.13/F.I/PP.00.9/11/2019
Sifat : Penting
Lampiran : -
Perihal : **Undangan Menghadiri Ujian Skripsi.**

Palu, 5 November 2019

Yth. Bapak/Ibu Dewan Munaqasyah (Tim Penguji Skripsi)
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

1. Hikmatur Rahmah, Lc, M.Ed
2. Drs. Mohamad Ihsan, M.Ag
3. H. Nurdin, S.Sos, S.Pd, M.Com, Ph
4. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
5. Dr. Abdul Gafur Marzuki, M.Pd

Palu

Assalamualaikum wr.wb.

Dalam rangka pelaksanaan Ujian Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Nur Intan
NIM : 15.1.16.0018
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : ERROR ANALYSIS IN WRITING OF THE TENTH GRADE STUDENTS OF MAN 1 PALU

dengan hormat kami mohon kesediaannya untuk menguji Skripsi tersebut, yang akan dilaksanakan pada :

Hari/tanggal : Kamis, 7 November 2019
Jam : 10.00 WITA
Meja Sidang : -
Tempat : Lantai II Ged. Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu (Ruang Ibnu Khaldun)

Demikian, atas kehadirannya diucapkan terima kasih.

Wassalam,

a.n. Dekan

Ketua Prodi Tadris Bahasa Inggris



Dr. Hj. Nur Asmawati, S.Ag, M.Hum
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Tembusan :

1. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu;
2. Kepala Bagian Tata Usaha FTIK IAIN Palu;
3. Mahasiswa yang bersangkutan.

Catatan Bagi Peserta Ujian Skripsi :

1. Berpakaian Jas Lengan Panjang & Kerah (Dria)



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Semester : VII (Delapan)

Program Studi : Tadris Bahasa Inggris

Benar telah melaksanakan Observasi dan Penelitian pada Madrasah Aliyah Negeri (MAN) 1 Kota Palu sesuai Surat Nomor : 2018/In.13/F.1/PP.00.9/07/2019 tanggal, 31 Juli 2019 dengan judul : “ **Error Analysis In Writing Of The Tenth Grade Students Of MAN 1 Palu** ”.

Demikian keterangan ini kami buat untuk diketahui dan dipergunakan seperlunya.

Palu, 20 Agustus 2019
Kepala

Dra. Hj. Zaenab., M.Pd.I
NIP. 1965511022000032001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو
STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 2019 /In.13/F.I/PP.00.9/07/20109
Lampiran : -
Hal : Izin Penelitian Untuk
Menyusun Skripsi

Palu, Juli 2019

Yth, Kepala Sekolah MAN 1 Palu
di

Tempat

Assalamualaikum w.w

Dengan hormat, dalam rangka menyusun Skripsi Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palu :

Nama : Nur Intan
NIM : 15.1.16.0018
Tempat Tanggal Lahir : Parisan, 23 Agustus 1996
Semester : VIII (Delapan)
Program Studi : Tadris Bahasa Inggris
Alamat : Jl. Trans Dolo Sidera
Judul Skripsi : ERROR ANALYSIS IN WRITING OF THE TENTH GRADE STUDENTS OF MAN 1 PALU
No. HP : 082393758161

Dosen Pembimbing :

1. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
2. Dr. Abdul Gafur Marzuki, S.Pd, M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di MAN 1 Palu.

Demikian, atas perkenannya diucapkan terima kasih.



Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 19720126 200003 1 001

Tembusan :

1. Rektor IAIN Palu;
2. Kepala Biro AUAK IAIN Palu;
3. Dosen Pembimbing;
4. Mahasiswa yang bersangkutan.

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALU

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (SI) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu. Untuk itu dipandang perlu menunjuk pembimbing proposal dan skripsi;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap (mampu) melaksanakan tugas tersebut;
- c. bahwa berdasarkan point a dan b perlu ditetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden RI Nomor 51 Tahun 2013 tentang Perubahan Status STAIN Palu menjadi IAIN Palu;
6. Peraturan Menteri Agama RI. Nomor 92 Tahun 2013 tentang Organisasi dan Tata Kerja IAIN Palu;
7. Keputusan Menteri Pendidikan Nasional Nomor 234/U/2000 tentang Pedoman Pendirian Perguruan Tinggi;
8. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
9. Keputusan Menteri Pendidikan Nasional Nomor 184/U/2001 tentang Pedoman, Pengawasan, Pengendalian, dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
10. Keputusan Menteri Pendidikan Nasional Nomor 004/U/2002 tentang Akreditasi Program Studi pada Perguruan Tinggi;
11. Keputusan Rektor Institut Agama Islam Negeri (IAIN) Palu tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 73 Tahun 2014.

MEMUTUSKAN

- Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**
- Pertama : Menunjuk Saudara (i)
1. Dr. Hj. Nur Asmawati, S.Ag, M.Hum
2. Dr. Abdul Gafur Marzuki, M.Pd
Masing-masing sebagai Pembimbing I dan II bagi Mahasiswa:
Nama : Nur Intan
Nomor Induk : 15.1.16.0018
Jurusan : Tadris Bahasa Inggris
Judul Skripsi : "AN ANALISYS GRAMMATICAL ERRORS IN WRITING OF THE TEN GRADE STUDENTS OF MAN 1 PALU."
- Kedua : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga : Segala biaya akibat diterbitkannya keputusan ini dibebankan pada DIPA IAIN Palu Tahun Anggaran 2019;
- Keempat : Salinan keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya;
- Kelima : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari terdapat kekeliruan akan diperbaiki sebagaimana mestinya.

Ditetapkan di : Palu
Pada tanggal : 9 Januari 2019
Dekan

Mohamad Idhan, S.Ag., M.Ag.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALU

الجامعة الإسلامية الحكومية فالو

STATE INSTITUTE FOR ISLAMIC STUDIES PALU
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

Nomor : 782/In.13/F .I/PP.00.9/05/2019 Palu 21 Mei 2019
Sifat : Penting
Lamp : -
Hal : **Undangan Menghadiri Seminar Proposal Skripsi**

Kepada Yth.

1. Dr. Hj. Nur Asmawati, S.Ag.,M.Hum. (Pembimbing I)
2. Dr. Abdul Gafur Marzuki, S.Pd.,M.Pd. (Pembimbing II)
3. Drs. Muhammad ihsan, M.Ag. (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu

Di-
Palu

Assalamu Alaikum War. Wab

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palu yang akan di presentasikan oleh :

Nama : Nur Intan
NIM : 15.1.16.0018
Jurusan/Kelas : TADRIS BAHASA INGGRIS (TBI)
Judul Skripsi : Error Analysis in Writing of the Tenth Grade Students of MAN 1 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Jumat, 24 Mei 2019
Waktu : 09.00 Wita - Selesai
Tempat : F8 Lt.2 Gedung F

Wassalam.

a.n. Dekan
Ketua Jurusan Tadris Bahasa Inggris

Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP: 19740726 200003 2 002

Catatan : Undangan ini di foto copy 7 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen Pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen Pembimbing II (dengan proposal skripsi).
- c. 1 rangkap untuk dosen Penguji (dengan proposal skripsi)
- d. 1 rangkap untuk Ketua Jurusan
- e. 1 rangkap untuk Subbak Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap Subbak AKMAH Fakultas Tarbiyah dan Ilmu Keguruan



PENGAJUAN JUDUL SKRIPSI

Nama	: Nur Intan	NIM	15-1-16-0018
TTL	: Parisan, 23 Agustus 1996	Jenis Kelamin	Perempuan
Jurusan	: Tadris bahasa Inggris	Semester	7
Alamat	: Jl. Trans doio sidera	HP	0823-9375-8161
Judul	:		

o Judul I

An analysis Grammatical Errors in Writing of the Ten grade students of MAN 1 Palu

o Judul II

Improving Pronunciation Ability Through Tongue Twister to Grade VII student of Pondok Pesantren

o Judul III

Improving The students Grammar Mastery Through Egra Technique of the ten grade of Man 1 Palu

Palu, 28 Desember 2018
Mahasiswa,


Nur Intan

persetujuan skripsi dengan catatan :

Disetujui oleh :
1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
2. Dr. Abdul Gafur Marzuki, M.Pd.

Wakil Dekan Bidang Akademik
Dan Pengembangan Kelembagaan.



Dr. HAJMIAN, S.Ag.
NIP. 19740726200032002

Ketua Jurusan,



Dr. Hj. Nur Asmawati, S.Ag., M.Hum.
NIP. 19740726200032002

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALU
NOMOR : 620 TAHUN 2019
TENTANG
PENETAPAN DEWAN MUNAQASYAH (TIM PENGUJI SKRIPSI)
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan dewan munaqasyah (tim penguji skripsi) untuk menguji skripsi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 47 Tahun 2015 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN DEWAN MUNAQASYAH (TIM PENGUJI SKRIPSI) FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

KESATU : Menetapkan Dewan Munaqasyah (Tim Penguji Skripsi) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu sebagai berikut :

1. Ketua Tim Penguji : Hikmatur Rahmah, Lc, M.Ed
2. Penguji Utama I : Drs. Mohamad Ihsan, M.Ag
3. Penguji Utama II : H. Nurdin, S.Sos, S.Pd, M.Com, Ph
4. Pembimbing/Penguji I : Dr. Hj. Nur Asmawati, S.Ag, M.Hum
5. Pembimbing/Penguji II : Dr. Abdul Gafur Marzuki, M.Pd

untuk menguji Skripsi Mahasiswa

Nama : Nur Intan

NIM : 15.1.16.0018

Program Studi : Tadris Bahasa Inggris

Judul Skripsi : ERROR ANALYSIS IN WRITING OF THE TENTH GRADE STUDENTS OF MAN 1 PALU

KEDUA : Dewan Munaqasyah (Tim Penguji Skripsi) bertugas memberikan pertanyaan dan perbaikan yang berkaitan dengan isi, metodologi dan bahasa dalam skripsi yang diujikan;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2019

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal : 5 November 2019
Dekan,

Dr. Mohamad Idhan, S.Ag., M.Ag.
NIP. 197201262000031001