

**SOME GRAMMATICAL ERRORS MADE IN WRITING  
BY STUDENT OF ENGLISH DEPARTMENT**



UPTD	
Tel. T	4-6-2007
	Fak. Sastra
	2 (Dua) eksemplar
	H
	118
	37056

**A thesis  
Submitted to Faculty of Letters, Hasanuddin University  
In Partial fulfillment of the requirement  
To obtain sarjana degree  
In English Department**

**RIDWAN  
F 211 01 008**

**UNHAS  
MAKASSAR 2007**

SKRIPSI

“SOME GRAMMATICAL ERRORS MADE IN WRITING BY STUDENT OF ENGLISH  
DEPARTMENT”

Di susun dan diajukan oleh

R i d w a n

Nomor Pokok: F 211 01 008

Telah dipertahankan di depan panitia ujian skripsi

Pada Tanggal 21 Mei 2007

Dan dinyatakan telah memenuhi syarat

Menyetujui

Ketua Pembimbing



Drs. Simon Sitoto, M.A  
Ketua



Drs. Husain Hasyim, M.Hum  
Sekretaris

Ketua Jurusan sastra Inggris



Drs. Husain Hasyim, M.Hum

Dekan Fakultas Sastra  
Universitas Hasanuddin



Drs. H. Muhammad Darwis, MS

Pada hari ini, Senin 21 Mei 2007, Panitia Ujian Skripsi menerima dengan baik skripsi yang berjudul:

"SOME GRAMMATICAL ERRORS MADE IN WRITING BY STUDENT OF  
ENGLISH DEPARTMENT"

Yang diajukan dalam rangka memenuhi salah satu syarat akhir guna memperoleh gelar Sarjana Sastra, Jurusan Sastra Inggris pada fakultas Sastra Universitas Hasanuddin.

Makassar, 21 Mei 2007

Panitia Ujian Skripsi

1. Drs. Simon Sitoto, M.A
2. Drs. Husain Hasyim, M.Hum
3. Drs. Agustinus Ruruk Lilak, M.A
4. Drs. Abidin Pammu, M.A
5. Drs. Simon Sitoto, M.A
6. Drs. Husain Hasyim, M.Hum

Ketua .....

Sekretaris .....

Penguji I .....

Penguji II .....

Konsultan I .....

Konsultan II .....

## ACKNOWLEDGMENTS

The writer would like to express all the praises and all thanks to Allah SWT, The Lord of Almighty, from whom the writer gets strength and health in completing this thesis and during the study at the English Faculty of Letters, Hasanuddin University.

The writer wishes to deeply express great appreciation and great thanks to the writer's consultants: Drs. Husain Hasyim, M.Hum and Drs. Simon Sitoto, M.A. for helping the writer to complete this thesis through their guidance, corrections, and suggestions.

The writer would like also to say thanks a lot of to Dr. M.Darwis, the Head of Faculty of Letters, Drs.M. Husain Hasyim, M.Hum., the head of English Department, and all members of teaching staff of the Faculty of Letters. They have given the writer so much guidance and help in completing the writer's study at English Department from the beginning to the end of my study.

Special and unlimited thanks the writer dedicated to the writer's beloved parents, Tahar and Manawi, for all their sincere and everlasting love and prayers to the writer. Special thanks are also to the entire writer's lovely brothers, Arwin, Ardan and Habibi, to the writer's sister, Arni and her husband, and to the entire writer's family.

The writer dedicates special thanks to Mr.Topan who always gives advices and suggestion to the writer. Special thanks are also to the writer's friends at English Department and especially to: Bang Taufik,Hidayat,Ramli and Heri for their helps,

sympathy, and support. The writer hopes God will give blessing to them all.

The writer also says thanks to all friends at “Mapala Edelweis Sastra” and all friends at “UKM Renang, and to all people the writer does not mention their name here especially who help and encourage the writer to finish the writer’s study.

In conclusion, any suggestion or criticism to this writing is welcome for the improvement of the writing. Moreover, the writer realizes that this thesis is still far from being perfect.

Makassar, April. 2007

The writer

## ABSTRAK

Skripsi yang berjudul "SOME GRAMMATICAL ERRORS MADE IN WRITING BY STUDENT OF ENGLISH DEPARTMENT " ini membahas tentang kesalahan-kesalahan yang dilakukan dalam menulis bahasa Inggris.

Tujuan dari penulisan skripsi adalah untuk mengidentifikasi kesalahan-kesalahan grammar yang terjadi dalam tulisan yang dibuat oleh mahasiswa jurusan sastra inggris yang mengambil mata kuliah writing pada semester akhir 2006/2007.

Metode yang digunakan dalam mengembangkan penulisan ini adalah metode penelitian pustaka dan penelitian lapangan. pada penelitian pustaka, penulis mencari dan membaca beberapa buku dan materi lain yang berhubungan dengan penulisan ini. selanjutnya, penelitian lapangan diambil dari beberapa tulisan yang dikerjakan oleh mahasiswa jurusan sastra inggris Universitas Hasanuddin yang sedang mengikuti mata kuliah writing pada semester akhir 2008/2007.

hasil penelitian ini menunjukkan bahwa dalam tulisan mahasiswa masih terjadi kesalahan dalam menggunakan grammar bahasa inggris. Kesalahan-kesalahan itu adalah kesalahan dalam menggunakan infinitive, subject verb agreement, number agreement, verb tense, word form, kesalahan dalam preposition choice, menghilangkan subject, noun, auxiliary verb, conjunction serta kesalahan dalam word order. Sebagai tambahan, semoga dari penulisan, mahasiswa bisa lebih berusaha dalam mempelajari dan menguasai grammar bahasa inggris.

## TABLE OF CONTENTS

HALAMAN PENGESAHAN .....	i
ACKNOWLEDGMENTS.....	iii
ABSTRAK .....	v
TABLE OF CONTENTS.....	vi
I. Introduction	
1.1. Background.....	1
1.2. Identification of Problems.....	3
1.3. Scope of Problems.....	3
1.4. Statement of Problems .....	4
1.5. Objectives of Writing.....	4
II. Theoretical Background	
2.1. Previous Study.....	5
2.2. The definition of Errors.....	6
2.2.1. Systematic Errors.....	7
2.3. Types of Error.....	8
2.3.1. Interlingua errors.....	9
2.3.2. Intralingua errors.....	9
2.4. What is grammatical Errors.....	14
2.4.1. The definition of Grammar.....	14
2.4.2. The definition of Grammatical.....	17

2.4.3. Grammatical Error.....	18
<b>III. Methodology</b>	
3.1. Method of collecting data .....	19
3.1.1. Library research.....	19
3.1.2. Field Research.....	19
3.2. Population and Sample.....	19
3.2.1. Population.....	20
3.2. Sample .....	20
3.3. Method of Analyzing data.....	20
<b>IV. Presentation and Data Analysis.....</b>	
4.1. Presentation of Data.....	22
4.2. Analysis of Data.....	26
<b>V. Conclusion and Suggestion</b>	
5.1. Conclusion.....	56
5.2. Suggestion.....	58



# CHAPTER ONE

## 1. Introduction

In this chapter, the writer will explain the introduction of the writing. This chapter includes the background of writing, the identification of problem, the scope of problem, the statement of problem, and the objectives and significances of problem.

### 1.1. Background of Writing

Every language has system and norms in order to make us easy to produce them and to avoid misunderstanding. Language is systematic. The system of any language is the grammar of that language which every language has its own structure and pattern. Grammar has become the vital interest of a language. English for instance has its own pattern and structure where many students still face difficulties and make error in learning and producing it. It is may be caused by its complicated rules and aspect. That is why; student must master the usage of the rules and aspects before they produce English both in oral and written English.

The grammar of English has a rule. The grammatical rules are essential for the mastery of English language. By knowing the grammar, it is nice and easy to understand a sentence. We can enjoy very much if a sentence uses grammatical sentences. We can speak and write with clarity and precision and hear and read with understanding if we have a good grammar and obey the rules. We can not use words unless you know how they should be put together. However, we must master the

English grammar to produce both oral and written English in order to get clear, good, and effective English.

Talking about grammar, there are two interpretations related to it. It can be a book containing a theory of a language which is written by a linguist. It can be also the theory of the language, refers to the language learner's competence in the language that is stored in the brain. In addition, it is the description of a language and the rules which must be obeyed to construct well formed sentences.

Nowadays, there are still many students who make errors in using English both oral and written English, especially about their grammar. They do not understand much about the grammatical rules of English which has made them misunderstand and misinterpret when they speak and write in English. They do not also obey the rules, because a small error in using English can influence the meaning of the English. The difficulties of producing good English are caused by their lack of skill in forming a sentence. That is why, students must learn the grammar if they want to communicate English with a clarity and precision.

In conclusion, it is clearly that grammar really has to be known in order to avoid confusion, difficulties and commonly error in understanding English. English learner, especially the student of English department, still makes grammatical errors in using English. That is why, the writer is motivated to choose this writing under the title "Grammatical Errors Made in Writing by Student of English Department Faculty of Letters, Hasanuddinn University".

## 1.2. Identification of Problem

Based on the title, some grammatical errors made in writing, the writer would like to identify some problems, they are:

- 1) The grammatical errors made by the student in writing English
- 2) The most frequent types of grammatical errors made by student in writing

## 1.3. Scope of Problem

The title of this writing will involve many facts of errors which occur in writing. From the data, errors can be found on the level of morphology, lexis, syntax, spelling, etc. However, the writer will not discuss all the levels but only some possible grammatical errors in syntax.

As mentioned above, the writer only tries to analyze some possible grammatical errors in syntax. The errors in syntax that can be found in the data are probably the errors in producing verb groups, errors in word order, errors in using preposition, errors in using tenses, omission of verb, omission of subject, errors in using concord, and other possible errors can occur.

## 1.4 Statement of Problem

There are two interesting problems which the writer wants to search in the analysis of this writing. They are:

- 1) What are the grammatical errors made by student in writing English?
- 2) What is the most frequent type of grammatical errors made by student in writing English?

### 1.5. Objectives and Significances of the Writing

As shown in the background of the writing, students still often make errors or mistakes in using English as second language. Therefore, some objectives can be presented in this writing. They are:

#### 1.5.1. Objectives of the Writing

There are two objectives of the writing that the writer wants to take. They are:

- 1) To know the grammatical errors made in writing English by the students.
- 2) To describe the types of grammatical errors frequently made in writing English by the students.

#### 1.5.2. Significances of the Writing

In writing this thesis, the writer expects to get the significances. There are two significances of this writing, they are:

- 1) To give the students about the grammatical errors they made in writing.
- 2) To give the description of the grammatical errors which the student frequently make in writing.

In conclusion, all the result of this writing will give useful information especially in using grammatical English in writing particularly to the student of English department.

# CHAPTER TWO

## THEORETICAL BACKGROUND

### 2.1. Previous study

There are some previous studies that the writer finds out to support this writing. They are:

Fitria (2006). The focus of her writing is on the grammatical errors made in subject-verb agreement.

Hastaty mano (1991). She analyzes her writing on the student's grammatical errors in speaking English but, she also wants to know on why the students still make the errors especially in using simple past tense.

Rasna daud (1991). The title of her writing is "analysis kesalahan dalam komposisi bahasa inggris ". She tries to focus her writing on the errors made in writing English.

The three previous writings above have a close relation with this writing but, this writing still differs from them. This writing will focus on the some possible grammatical errors made in writing by students of English department, period 2005, who take English writing class.

In this chapter, the writer gives ideas to which is used to support the research, the writer takes many terms on what the error is. These terms comes from the opinion of some linguist, as follows:

## 2.2. The Definitions of Error

It is commonly known that error in language is often made by learner who learns foreign language as their second language. Error can happen at anytime when the learner does not follow the rules of the language. They sometimes can not avoid it even though they have learnt and known the correct rules.

According to Nourish (1983:7) "an error is a systematic deviation when a learner has not learnt something and consistently 'gets it wrong'. He also says that error is a systematic deviation from the accepted code while, according to Noss (1979:23) "an error is a departure from the linguistics structure of the language is intended to be conveyed. It is a departure from the rules of semantic, phonology, syntax and grammatical of the language. Then, H.V. George (1972:2) says that an error appear as unwanted form avoided by a particular course designer or teacher.

Burt and kiparsky (1972) also make a distinction in error which relates it to comprehensibility. They said that two fundamental types of error are global and local error. Global error is the type which affects the interpretation of the whole sentences. This error causes a misunderstanding or a failure in getting the message. The aim of this error is to measure the student's ability to arrange sentence in logical errors, to comprehend the message in the context by using connectors. Local error is merely a part of it, a clause or a phrase. This kind of error can cause trouble in particular constituent or clause in a sentence. It does not significantly hinder the comprehension of the sentence.

Concluding the terms above, we can say that error will occur if there are

incorrect rules used by the learner. It can arise if the language learners can not produce the correct form of the language they use. This can happen to everyone who has learnt the form of the language, in the process of learning and even to the native speaker if they are in the unsuitable situation when they are producing their language. It can be in the form of pronunciation, syntactical errors or semantically errors. In addition, these errors can be regarded as failure or as positive aids to learning.

### 2.2.1. Systematic Error

According to corder, in learning, there are three steps which can be found as evidenced by natural and degree of systematically. The steps can be explained as follows:

#### A. pre systematic stage

The learner is aware of the existence of particular system or rule in the target language. When asked to correct his sentence he can not do so nor give any account of why he chooses the particular from he did.

#### B. systematic stage

The learner error is singular. When asked to correct his error, the learner can do so but, the learner can give some coherent account of the rule he is following.

#### C. post systematic stage

The learner produces correct form but consistently, when asked to correct his errors he can do so and give a more or less coherent account of the rule.

### 2.3. Types of Error

There are many definitions about error and it can lead us into different types of error. To give a clearer description, we can distinguish error, mistakes, and lapse.

According to Norrish (1983:7) there are three types of language deviation that we should know; error, mistakes, and lapse.

- a) Error: it will occur when a learner of English as a second or foreign language makes an error systematically, it is because he has not learnt the correct form. For example: the use of 'to' after auxiliary verb in the following example:

'I can to speak English'

In this sentence, the error of using 'to' after auxiliary verb occurs because the learner may think that it has the same pattern when we use the verb intend (+ to), take (+to), ought (+to), etc. Thus, the learner tends to or consistently produce can + to.

- b) Mistakes: the learner sometimes produces the correct form but sometimes makes deviation. For example, the learner will inconsistently use this sentence: 'he writes she will to go' but they sometimes use the correct form: 'he writes he will to go'. So, mistake is a non systematic deviation from the language code indicates incomplete learning. Mistake does not happen forever or the deviation does not continuously happen.
- c) Lapse: error sometimes occurs when we do not completely have a good concentration. It relate to our memory, health, etc. it refers to an



inappropriate form caused by slips both slip of tongue and slip of pen.

We often meet the three types of error in our daily life. We may view that the uses of these terms are sometimes inconsistent or unclear. These terms show similarly the inappropriateness of using a language. They seem that there are no differences, but actually they have basic distinctions.

There are many things which can make error occur: question about it will reply many answers. According to Richards (1974) there are two types classification of error, they are Interlingua error and intralingua error.

#### 2.3.1. Interlingua error

It is caused by the influence or intrusion of the learner's mother tongue on his production of the target language. The learners carry over their speech habit of the first language into the second language they are learning. This is frequently with the beginner. They are still lack of knowledge.

According to Littlewood, Richard et al. (1985:160) interference is the use of a native language pattern or rule which leads to an error or inappropriate form in the target language. It is the transfer of native language into the target language. But, he divided the transfer into two kinds of transfer, negative transfer and positive transfer. Negative transfer is exactly the same with interference and positive transfer is the transfer which makes learning easier and may occur when both the native language and the target language have the same form.

#### 2.3.2. Intralingua Errors

Intralingua errors are those which result from faulty or partial learning of the

target language. Belonging to the intralingua errors are overgeneralization, ignorance of rules, incomplete application of rules, false concepts hypothesized. Further details will be explained as follows:

A) Overgeneralization.

On the basis of their experience of the language, the learner constructs a deviant structure because of generalizing the rules. They blend the structures learnt early in the learning sequence. For example: "she must comes". The learner added final 's' to the verb 'come' for the third singular subject, but it is wrong because he over generalizes the rule which states that in the present there are suffixes for the third singular subject. He does not know that the verb after modal should be in its simple form, even though it uses third singular subject.

B) Ignorance of rules

One of the errors which are difficult to avoid are arising from ignorance of rule restriction. This kind of error occurs when it involves the construction of false analogies. Norris (1987:34) explains that "ignorance of rule restriction leads to the construction of false analogies". In the other hand, Richards (1985:175) explains that ignorance of rules restrictions occur when the student applies the rules to context where they do not apply. For example, when a student produces the sentence "He made her cry," and "I asked him go away,". In the second sentence, the student applies the rule as the first sentence. He does not know the differences between the verb followed by infinitive and the



verb that does not.

C) Incomplete application of rules

The learner uses deviant form in order to communicate perfectly. He only focuses on the fluency not to the academic accuracy or to the grammatical correct sentences. Richards (1987: 177) gives an example below:

Teacher: "ask her where she lives.

Student: "where you (she) live(s)

In the second sentence, the student does not complete the rules. He should put auxiliary 'do' before the second plural subject.

D) False Concept Hypothesized

A wrong understanding to the concept of a language can cause an error. Student often makes a kind of form in the wrong situation. For example: "now Ronaldo takes the ball. Pass it to Adrian....In the sentence, simple present tense is used in context of progressive situation.

Besides, there are still other sources which can cause errors, they are translation and carelessness.

Translation of the first language into the target language commonly can cause error. The learner expresses their ideas by translating word by word of idiomatic expressions through common communication by discussion and writing. They will use their first language when they translate their ideas into the language they are learning. John Norris (1983:26) gives the example of this. "German speakers, for example, may say 'it makes me nothing out' (instead of 'I do not mind'; 'equals goes a

loose' instead of 'it is about to start) or the man who I yesterday saw".

Next, Carelessness is also one of the causes of error. Student sometimes have a lack of motivation in learning a language. They do not concentrate to learn the language. It can be caused by their personal factors or the teaching techniques given by the instructor which do not suit them, such as the style of presentation, the materials, or perhaps the class atmosphere.

In addition to the types of error, Jordan (1980:10) also gives his opinion about twelve common errors in writing formal or academic English. They are:

1. Subject and verb agreement: particularly singular and plural subject with the correct verb form.

E.g. each first speaker have the obligation to define the motion\*.

2. The use of 's' at the end of the third person singular.

E.g. as consequences rain water flow directly to the rivers\*

3. 'This' + singular noun, 'these' + plural noun: 'other' and 'another' difference.

E.g. this book is cheap.

These books are heavy.

He has another important sights such as the famous tennis court.\*

4. The correct use of uncountable nouns
5. The correct use of impersonal "it" or "there".
6. The confusing use of verb tense.

E.g. it will also make the public more interested in the political

practice especially if it was broadcasted on television\*.

7. The difficulty of forming past tense of irregular verbs.

E.g. the machine is comed from India\*.

8. The correct use of negatives.

E.g. I checked the essay for mistakes but couldn't find none.\*

9. The formation and use of some of the comparative and superlative forms of adjectives and adverbs.

E.g. John's essay is more longer than peter's\*

10. The correct use of:

a. Prepositions: E.g. it consists on their performance.\*

b. Articles: E.g. sun is very hot\*.

c. Relative pronouns: E.g. the first Indonesian president, which was an excellent orator, is well remembered by the Indonesian people\*.

d. possessive adjectives: E.g. Debaters are judged by his manner\*.

11. Confusion over the choice of vocabulary.

E.g Rainy water will be absorbed into the land.

12. Spelling mistakes

E.g. Cooperation among government, college expert, and Bogor regency to plan absorption area in order to save Jakarta is very important.

Further, Jordan also adds the cause of grammatical errors related to the twelve grammatical errors above. They are literal translation, difficulty composing long complex sentence, and tendency of using English as in spoken language.

First, the biggest cause of errors is probably the translation from the students' language into English. For example a student of English as EFL may say, "She said nothing" into "she nothing spoke".

It is easy to see that when translating into English, the word order and the sentence structure could cause difficulties.

The second cause is to make a long complex sentence in writing. It is caused by the complication of the sentence and the confusion of the verb tenses.

The last cause is the tendency of producing English the same way as speaking. Spoken English is often informal while academic writing tends to be formal.

## 2.4. What is Grammatical Error?

### 2.4.1 The Definition of Grammar

Grammar is the central part of language which must become the vital interest to any intelligent educated person. Without it, fault and failure will occur in using a language.

Before making definition about grammatical, we should define the definition of grammar. There are many definitions about grammar but, the writer only takes a few opinions about grammar from any sources. The word 'grammar' has many meanings. The writer only takes a few opinions about grammar from any sources. In the technical sense, grammar denotes the theory for discussing one language, but grammar can be defined as the knowledge that underlies language use. In addition,

individual of language has different grammar that corresponds to their production and comprehension of the language.

According to palmer (1983:11) "in the widest sense of the term, grammar is that complex relations. According to one definition, the grammar of a language is a device that ...that specifies the definite set of well formed sentences and assigns to each of them one or more structural descriptions"

While according to Kathryn Riley and Frank parker (1998:2b): "since grammar is a science, it must describe and analyze the basic facts of speech, and explain and interpret the laws governing the behavior of language" House and Harman, p 11). They further explain that the term of grammar refers to a set of generalization that describes the building blocks of sentence structure. For example, a prepositional phrase consist of a preposition (e.g. 'in') followed by a noun phrase (e.g. the car). It has come to be known as descriptive grammar but, is also known as "structural" grammar. This brand of grammar is essentially linguistic "botany"---the classification of phrase and sentences types. The fundamental goal of the descriptive grammar is to describe the various types of structures found in a specific language.

Sylvia chalkier & Edmund Weiner explain the definition of grammar in Oxford dictionary of English grammar (1994:177).

1. The entire system of a language; including syntax, morphology, semantics and phonology.
2. Popularly, the structural rules of a language, including those relating to syntax



and possibly morphology, but excluding vocabulary (the semantic system) and phonology.

3. A book containing rules and examples of grammar (particularly in sense 2).
4. An individual's application of the rules, as in this novel is full of bad grammar.

According to Loreto Todd (1985:6): "A grammar is an attempt to describe systematically what a native speaker intuitively knows. It is a listing of the rules of a language so that we may speak and write it with clarity and precision and hear and read it with understanding. Our grammar of English will describe words and the ways in which words interact and combine to form acceptable sentences".

To master a language, especially English, one has to understand the grammar of English properly, because making or building a good sentence, grammar plays the vital role. By using a good grammar in building a sentence, it will make a good order construction of a sentence. The rules which the grammar provides are usually how the word changes their forms, and also how they are combined into a sentence or how to put the words into the right order. For example, the rules which tell us that the word in singular form can be changed into plural form by attaching final -s or the verb form can be changed by attaching a final -ed. There is also a rule which tells us how to put a phrase into a sentence.

In conclusion, Grammar is a theory of a language which contains rules on how to construct well formed sentences or it is a description of a language. Similarly,



our grammar of English here is the theory which we use to describe words and the ways in which words interact and combine to form acceptable sentences.

#### 2.4.2. The definition of 'grammatical'.

The term grammatical is an adjective form of the word 'grammar'. In the Collin's English Dictionary, the definition is as follows:

1. Of or relating to grammar
2. (Of a sentence) well formed; regarded as correct and acceptable by native speaker of the language.

While Sylvia Chalkier and Edmund Weiner (1994:178) explain the term of 'grammatical' in oxford dictionary of English grammar.

1. Relating to grammar, determined by grammar.

In this sense, grammatical is a formal term, relating to form rather than meaning, as in *grammatical category, grammatical collocation, or grammatical hierarchy.*

2. Conforming to the rules, particularly the syntactic rules: in contrast to *ungrammatical.*
  - a) Popularly, sentences and other utterances are grammatical if they obey the rules of the standard language or, more narrowly, the prescriptive rules of usage books, and ungrammatical if they do not.
  - b) Grammatical is not synonymous with meaningful; a sentence may be grammatical even though it is nonsensical ( e.g. 'T'was Brillig, and the slithy toves gyre and gimble in the wabe).

Based on the definition above, the term 'grammatical' is the adjective form of the noun 'grammar' where we can say that a sentence is grammatical when it is formed in keeping with the rules of grammar.

#### 2.4.3. Grammatical error

Based on the definitions of terms above, we can take a conclusion on what a grammatical error is in English. Grammatical error is a deviation in language related to grammar either in phonology, lexis, morphology, or even in syntax and semantic. In this writing, grammatical error is the violation of rules of the English grammar. It concerns with deviations from the standard use of English which is used in writing to interact and to combine words to form acceptable sentences.

## CHAPTER THREE

### METHODOLOGY

The writer uses the following methods to complete the data. They are:

#### 3.1. Method of collecting data

There are two methods of collecting data which the writer uses. In arranging this writing, the required data are obtained from two sources. They are library research and field research.

##### 3.1.1. Library research

In this research, the writer gets theories and information by reading some thesis, and other books which can support this research and relate to the problems that are discussed.

There are two libraries which the writer uses to read the related books. They are library of faculty of letters and library of American Corner in the central library of Hasanuddin University.

##### 3.1.2. Field research

In this case, to collect the required data, the writer does research in English department, faculty of letters, Hasanuddin University, students period 2005 who take the class of English writing 2 ( Blocking System). The students write English essays for the assignment of English writing class. Then, the collected data will be discussed or analyzed in subsequent chapter.

#### 3.2. Population and Sample.

To complete this writing, the writer uses the following population and sample:

### 3.2.1. Population

In this research, the population is the students of English department, period 2005, faculty of Letters, Hasanuddin University. The students are in the academic year of 2006/2007.

### 3.2.2. Sample

To collect the required data, the writer takes samples from five students of English department in the English Writing subject, especially class C. The writer uses random sampling technique to select the sample from the student of English Writing class C.

### 3.3. Method of Analyzing Data.

In analyzing the data, the writer uses some following steps:

#### Step 1

The five individual assignments of the students are identified and the writer tries to find out the grammatical errors. Then, the errors in the data are separated and put in table.

#### Step 2

After identifying the errors in the data, the writer analyzes them by using descriptive analysis. The reconstruction of the errors in the sentence follows afterwards.

#### Step 3

Finally, the writer tries to specify the most frequent errors after analyzing the

data. In addition, the writer also takes conclusion about the student's grammatical errors made in writing by using the classification of the errors.

In conclusion, the classification shows that there are still many grammatical errors made in writing by the students.

## CHAPTER FOUR

### PRESENTATION AND DATA ANALYSIS

The writer takes the data from the student's written work on English writing assignment. The writer collected the data from 5 students of the fourth semester who take English writing class, faculty of letters, Hasanuddin University, which are used as the samples of this writing.

In this chapter, the writer discusses the presentation and analysis of data. Firstly, the writer identifies the errors in table. Secondly, the writer analyzes the errors by using descriptive analysis. Finally, the presentation of the types of errors and the most frequent types of error follow afterwards.

#### 4.1. Presentation of the data

All the errors are identified in the table below. The errors are selected from paragraphs by separating the sentences which have errors in the paragraphs of the student's writing.

Student 1	Data 1	Furthermore, people's mind will turn brilliant when they are alone in some <u>place</u> .
	Data 2	When getting some difficulties, you will be <u>very</u> in a bad way.
	Data 3	You will never know how to make people <u>understanding of</u> your knowledge.
	Data 4	It is because you are not experienced in it; you keep your knowledge <u>___</u> your self.
	Data 5	However, studying in group is also good

	Data 6	because it gives you such <u>advantages</u> as lack of difficulties. Then, it is heartily recommended that you study in group, but if you think studying alone is better than it, ___ is up to you.
Student 2	Data 7	America <u>was</u> the first country (the pioneer) which created the term " Woman Emancipation"
	Data 8	They ___ considered a lower class in society.
	Data 9	It was the main reason why women in America wanted to have the same fate with ___ men who had ___ good one.
	Data 10	<u>Are</u> women in our lovely country <u>having</u> the same anguish as American women?
	Data 11	It usually arises two different ideas, the first one <u>is disagreeing</u> and the second one <u>is agreeing</u> on it.
	Data 12	It can be said that it is only a political reason of people who <u>want</u> to have a position in legislative.
	Data 13	For instance, women now can continue their studies in university; ___ have a position in parliament without any obstruction.
Student 3	Data 14	Many people use handgun as one of ___ tool to <u>protect their selves</u> .
	Data 15	Some people agree to use the handgun because they think that people can <u>be protected</u> themselves from intruders by using handgun.
	Data 16	In fact, there are many robbers ___ use handgun or others dangerous tools to threaten the victims and ___ do the crime.
	Data 17	The victims who <u>has</u> not <u>own</u> something to protect their selves can not do anything and let the robbers do <u>as well as</u> they want.
	Data 18	From this fact, some people may think to

	Data 19	own __ handgun __ be a protector for <u>their</u> selves.
	Data 20	First, it is very dangerous for the owner and some people around him, even to children who do not know anything about the <u>dangerous</u> of the gun.
	Data 21	In many cases, the <u>owners</u> sometimes careless __ put the guns on wrong place that can be reached by children.
	Data 22	According to one article in Fajar newspaper said that one child was <u>died</u> because he was <u>shoot</u> by his friend in accidentally.
	Data 23	The owner intends to protect his or her life but judging in his or her way because he or she <u>lost in control</u> changes it.
	Data 24	That will be __ contrast with the function of the handgun itself.
	Data 25	From some arguments above, we can conclude __ from __ accident and __ crime <u>makes</u> gun ownership difficult to be accepted because it can be dangerous for the owner and the people around them.
Student 4	Data 25	Some people may think that all the <u>influence</u> from west is bad.
	Data 26	.Even, the basic education about sex should __ <u>accomplish</u> by parents .at home before their kids turn to society.
	Data 27	Western government was <u>force</u> to think the solution of these problems.
	Data 28	One of the effort is __ do sex education at home.
	Data 29	As a result, it <u>found</u> were __ be able to solve the problems.
	Data 30	The rate of sex <u>problem</u> slowly <u>decrease</u> and the chance of ongoing <u>problem</u> stopped.
	Data 31	So as in Indonesia, the same problems also <u>happen</u> and the rate of unwilling pregnancy and AIDS are getting more and more <u>increase</u> day by day.
	Data 32	It is because when they heard word



	Data 19	own __ handgun __ be a protector for <u>their</u> selves.
	Data 20	First, it is very dangerous for the owner and some people around him, even to children who do not know anything about the <u>dangerous</u> of the gun.
	Data 21	In many cases, the <u>owners</u> sometimes careless __ put the guns on wrong place that can be reached by children.
	Data 22	According to one article in Fajar newspaper said that one child was <u>died</u> because he was <u>shoot</u> by his friend in accidentally.
	Data 23	The owner intends to protect his or her life but judging in his or her way because he or she <u>lost in control</u> changes it.
	Data 24	That will be __ contrast with the function of the handgun itself.
	Data 25	From some arguments above, we can conclude __ from __ accident and __ crime <u>makes</u> gun ownership difficult to be accepted because it can be dangerous for the owner and the people around them.
Student 4	Data 25	Some people may think that all the <u>influence</u> from west is bad.
	Data 26	.Even, the basic education about sex should __ <u>accomplish</u> by parents .at home before their kids turn to society.
	Data 27	Western government was <u>force</u> to think the solution of these problems.
	Data 28	One of the effort is __ do sex education at home.
	Data 29	As a result, it <u>found</u> were __ be able to solve the problems.
	Data 30	The rate of sex <u>problem</u> slowly <u>decrease</u> and the chance of ongoing <u>problem</u> stopped.
	Data 31	So as in Indonesia, the same problems also <u>happen</u> and the rate of unwilling pregnancy and AIDS are getting more and more <u>increase</u> day by day.
	Data 32	It is because when they heard word

	Data 33	"sex", what comes to their mind is the activity of sex which __ believed ___ is forbidden to do before married.
	Data 34	Moreover, in religions said that sex is not a sin as long as it is <u>doing</u> after getting married.
	Data 35	Furthermore, <u>do</u> sex before married often leads to abortion and the worst __.
	Data 36	Second, sex education __ in order to give complete education included basic information about sex such as "what <u>it</u> sex"?
	Data 37	Any kinds of <u>disease</u> as a consequence of <u>do</u> sex as have __ mentioned above.
	Data 38	If children, especially teenagers, already <u>has</u> background knowledge about sex, hopefully the third purpose will be <u>reach</u> .
	Data 39	They will be able to decide and __ <u>protect themselves</u> .
	Data 40	Many cases are found that children who go to study away from home have to <u>back</u> to their parents.
	Data 41	She went to Makassar to study in college, __ <u>were</u> back while pregnant.
	Data 42	They should do sex education among family in order to give the teenagers complete information about sex which will <u>leads</u> them to be able to protect themselves from the danger of sex problems.
Student 5	Data 42	Many people inclined to air plane __ than the other public transportation especially for long distance travel and cross country__.
	Data 43	<u>At</u> 1998, in Indonesia the air plane passenger during one year was six <u>million</u> people and it <u>increase</u> at 2006 __ thirty <u>million</u> people.
	Data 44	<u>At</u> early 2007, the passenger decreased

		because of many air plane accidents <u>happen</u> in 2007.
	Data 45	It <u>was</u> happened by the air plane that __ over ten years old, even __ fifteen years old..
	Data 46	One __ example is Adam air plane that __ over fifteen years old <u>was</u> crushed and lost at January 2007, <u>and</u> followed by the other air plane accidents.
	Data 47	Therefore, a couple weeks ago the government <u>has</u> planned to <u>limits</u> the air plane age, considering that there <u>was</u> many accidents happened by the old plane.
	Data 48	The government thinks that after <u>limits</u> the air plane age the accident will decrease.
	Data 49	In this case, it means that there are 200 <u>commerce plane from</u> 573 planes will be parked because unusable.
	Data 50	The government should not <u>limits</u> the air plane age, but the government should manage __ if the air plane enable or disable to fly.
	Data 51	It means that the problem __ not in __ age but in __properness, whether the air plane can fly or not.

#### 4.2 Analysis of Data

The writer uses descriptive analysis in analyzing the data. The reconstruction of the errors follows in every analysis.

#### STUDENT 1

Data 1: "furthermore, people's mind will turn brilliant when they are alone in some place". In this sentence, there is only one grammatical error. The noun 'place' which is modified by 'some' should be added a suffix -s. The word 'some' should be

followed by plural noun because it indicates an indefinite number which is more than one entity. Therefore, the suggested sentence should be "furthermore, people's mind will turn brilliant when they are alone in some places".

Data 2: "When getting some difficulties, you will be very in a bad way". The sentence has just one grammatical error that is the wrong position of the word 'very'. The word 'very' is used to modify the degree of the noun phrase and it is usually put before the word which is modified. Therefore, the suggested sentence should be: "when getting some difficulties, you will be in a very bad way".

Data 3: "You will never know how to make people understanding of your knowledge. There are two grammatical errors in the sentence. The first is the use of present participle after the verb 'make'. We can not use the present participle if it is preceded by the verb 'make'. Because the verb which is preceded by 'make' is usually an infinitive verb without "to". Besides, the position of the verb 'understand' is a complement which is a casual sense. The second is the use of preposition 'of' after the verb. The combination of the verb 'understanding' and the preposition 'of' can not occur in the sentence. They are not combination like 'fond of', 'capable of', etc. Therefore, the correct sentence is: "You will never know how to make people understand your knowledge".

Data 4: "It is because you are not experienced in it; you keep your knowledge \_\_\_ your self". We can see one grammatical error in the sentence that is the omission of a preposition before the reflexive pronoun. The reflexive pronoun is placed as the object of preposition but, it is without a preposition. In the accusative case, the

indirect object or in this case the reflexive pronoun can be preceded by a preposition. The most appropriate preposition to fill the position is 'for'. Therefore, the suggested sentence should be: "It is because you are not experienced in it"; you keep your knowledge for your self".

Data 5: "However, studying in a group is also good because it gives you such advantages as lack of difficulties". There is one grammatical error in the sentence; it is the plural noun which is used after the word 'such'. It should be in singular form because it does not refer to more than one entity. Therefore, the suggested sentence should be:" However, studying in a group is also good because it gives you such advantage as lack of difficulties".

Data 6: "Then, it is heartily recommended that you study in a group, but if you think studying alone is better than it, \_\_ is up to you". The only grammatical error here is the omission of subject pronoun 'it'. The clause is not completed with subject that makes it not clear. The state of being expressed by the linking verb 'is' has the reference to modify who the person is. To indicate the person which refers to a thing mentioned before in a sentence, we must use pronoun 'it'. Therefore, the correct sentence is: "Then, it is heartily recommended that you study in a group, but if you think studying alone is better than it, it is up to you".

#### STUDENT 2

Data 7: "America was the first country (the pioneer) which created the term "Woman Emancipation". Considering the context of the sentence, it should be in the simple present tense, but it is used in the simple past. One of the uses of present tense

is to say something which is a fact. The linking verb 'was' refers to a past condition, not in the present. The structural pattern for the suggested sentence should be: s +present form of 'be'. Therefore, the suggested sentence should be: America is the first country (the pioneer) which created the term "Woman Emancipation"

Data 8: "They \_\_ considered a lower class in society". In the sentence, there is an omitted word after the subject that is the auxiliary verb. The context of the sentence is simple past in passive sentence but it uses simple past tense verb 'considered' and without an auxiliary which makes the sentence change into an active sentence. To form the passive sentence, it should use an auxiliary verb after the subject. The subject of the sentence is a plural third person and the appropriate auxiliary verb for the sentence is 'were', because it is simple past tense. Therefore, the suggested sentence should be: "They were considered a lower class in society"

Data 9: "It was the main reason why women in America wanted to have the same fate with \_\_ men who had \_\_ good one". There are two grammatical errors in the sentence. The first is the omission of an article to modify the plural noun 'men'. We can identify the plural noun 'men' since it refers to the same thing with 'women in America'. It can be identified which men are referred to. The word 'men' refers to 'men in America'. So, the plural noun can be identified because it has a reference and it should use article 'the'. The second is similar with the first one. The noun phrase is not preceded by an indefinite article because the noun phrase does not indicate to a known person. The appropriate indefinite article to put before the noun phrase is indefinite article 'a' because according to Azar (1993:A20) "indefinite nouns are



actual things (not symbols), but they are not specifically identified". Therefore, the suggested sentence should be: "It was the main reason why women in America wanted to have the same fate with the men who had a good one".

Data 10: "Are women in our lovely country having the same anguish as American women"? The context of this sentence is not present progressive tense, but the most appropriate is simple present tense. The sentence is an interrogative sentence and it should use auxiliary 'do' to form the interrogative form. Clearly, the first grammatical error here is the use of auxiliary 'are'. Then, the second is the use of present participle verb. The verb used after the subject should be in the simple present that is 'plural present tense verb' because it uses third plural subject. Therefore, the suggested sentence should be: "do women in our lovely country have the same anguish as American women?"

Data 11: "It usually arises two different ideas, the first one is disagreeing and the second one is agreeing on it". The context of the sentence does not express a process which is continuing but to express a process in simple present. So, the first grammatical error is the use of present participle verb after the auxiliary verb. The element of the sentence after the auxiliary verb 'is' is subjective complement. An infinitive verb can fill the position of the complement. Infinitive which comes after an auxiliary verb must use an infinitive with 'to'. The second one is similar with the first one. The sentence is a simple present tense which expresses a process. The verb which should be used in the sentence is infinitive verb with to, not present participle verb. When an infinitive verb is preceded by an auxiliary verb 'be' or in this case, the

auxiliary verb 'is', should be followed by infinitive with 'to'. Therefore, the suggested sentence should be: "It usually arises two different ideas, the first one is to disagree and the second one is to agree on it".

Data 12: "It can be said that it is only a political reason of people who want to have a position in legislative". In the sentence, it has only one grammatical error that is the wrong use of the present tense verb. The adjective clause of the sentence uses relative pronoun 'who' which is a first singular subject. The verb used to make an agreement between the subject and the verb should be an inflected present verb or in other words, the present tense verb after the relative pronoun should be added suffix -s. Thus, we need to correct the sentence into: "it can be said that is only a political reason of people who wants to have a position in legislative".

Data 13: "For instance, women now can continue their studies in university; \_\_\_ have a position in parliament without any obstruction". There is only one grammatical error in the sentence, the omission of the subject. The sentence is not completed by a subject to modify the agent of the action. Referring to the first clause, it uses a third plural subject. So, the second clause should be parallel with the first one and of course, it should use the same subject with the first one or in this case, the subject should be 'women'. To make a good sentence, the subject 'women' can be replaced with personal pronoun 'they' because the person refers to plural third person. In brief, the suggested sentence should be: "For instance, women now can continue their studies in university; they have a position in parliament without any obstruction"



### STUDENT 3

Data 14: "Many people use handgun as one of \_\_ tools to protect their selves. There are two grammatical errors in the sentence; they are the omission of the article and the wrong use of the reflexive form. The plural noun does not use an article. An article should be used to determine that the plural noun is identifiable or in this case, the appropriate article is 'the' because it refers to a specific thing, because according to Azar (1193:A20) "A noun is indefinite when both the speaker and the listener are thinking about the same specific thing". Next, the form used in the reflexive pronoun is not correct but, the correct one is 'themselves'. As a result, the suggested sentence should be: "Many people use handgun as one of the tools to protect themselves."

Data 15: "Some people agree to use the handgun because they think that people can be protected themselves from intruders by using handgun". In the sentence, the context is in active sentence but, it uses active form of the verb. In this case, the grammatical errors are the use of the verb 'be' and the past participle. To form the active sentence, the verb used should be in present tense verb and it is not preceded by the verb 'be'. What comes after the modal should be the noun infinitive without 'to', because modals are usually followed by infinitive verb without 'to'. In brief, the suggested sentence should be: "Some people agree to use the handgun because they think that people can protect themselves from intruders by using handgun."

Data 16: "In fact, there are many robbers \_\_ use handgun or others dangerous tools to threaten the victims and do the crime". There are two grammatical errors in

the sentence. The first is the omission of subject in adjective clause. The appropriate subject is a subject pronoun. The correct subject pronoun for the adjective clause is 'who' because the adjective clause modifies the plural noun 'robbers'. According to Azar (1993), 'who', 'which', and 'that' are subject pronouns for adjective clause. The second grammatical error in the sentence is the use of infinitive without 'to'. In the sentence, it should use infinitive with 'to', because it is preceded by the verb 'use'. Therefore, the suggested sentence should be: "In fact, there are many robbers who use handgun or others dangerous tools to threaten the victims and do the crime".

Data 17: "The victims who has not own something to protect their selves can not do anything and let the robbers do as well as they want". There are three grammatical errors in the sentence. The first is the wrong use of auxiliary verb form 'have'. The sentence uses a singular form of auxiliary 'have'. The auxiliary form used in the suggested sentence should be in plural form because the subject 'victims' is third person plural subject. The second is the use of present tense verb after the auxiliary verb 'have'. The auxiliary verb 'have' which is used to help the main verb must be followed by past participle verb. The third is the spelling of 'their selves'. The correct form of the reflexive is 'them selves'. Therefore, the suggested sentence should be: "The victims who have not owned something to protect them selves can not do anything and let the robbers do as well as they want".

Data 18: "From this fact, some people may think to own handgun be a protector for them selves". The sentence has one grammatical error; that is the use of infinitive without 'to'. The verb 'be' should be followed by 'to'. In brief, the

suggested sentence should be." From this fact, some people may think to own handgun to be a protector for them selves".

Data 19: "First, it is very dangerous for the owner and some people around him, even to children who do not know anything about the dangerous of the gun". The grammatical error in the sentence is the form of the word 'dangerous'. 'Dangerous' is an adjective and it can not be used without a noun which it modifies. The noun form of 'dangerous' is 'danger'. In brief, the suggested sentence should be: "First, it is very dangerous for the owner and some people around him, even to children who do not know anything about the danger of the gun".

Data 20: "In many cases, the owners \_\_ sometimes careless \_\_ put the guns on wrong place that can be reached by children". In the sentence, the grammatical errors are the omission auxiliary verb 'be' and the use of infinitive without to. The sentence uses third person plural subject and it should be followed by an auxiliary verb 'be' in its simple present form. In this case, to link the subject and the complement, the plural form of present verb of the auxiliary 'be' should be put after the subject, which is 'are'. Then, the verb form used after the adjective in the sentence is infinitive verb without 'to' but, it should use an infinitive with to. One of the uses of infinitive with to is used after auxiliary 'be'. Therefore, to correct the sentence, it should be put." In many cases, the owners are sometimes careless to put the guns on wrong place that can be reached by children".

Data 21: "According to one article in Fajar newspaper said that one child was died because he was shoot by his friend in accidentally". In the sentence, there are

two grammatical errors which occur in the adjective clause and in the second sentence. In the adjective clause, the word form used after the auxiliary 'was' is a verb form but, it should be a noun form. The appropriate form used to fill the subjective complement should be a noun form. The noun form of 'died' is 'dead'. In the next clause, it also relates to the word form. The present tense verb used after the auxiliary verb is wrong. To form the passive simple past, the structural pattern must be: was + past participle. In this case, the past participle form of the verb 'shoot' is 'shot' because, it is an irregular verb. Thus, the suggested sentence should be: "According to one article in Fajar newspaper said that one child was dead because he was shot by his friend in accidentally".

Data 22: "The owner intends to protect his or her life but judging in his or her way because he or she lost in control changes it". In the sentence, there are two verbs occur. The first verb is a past tense verb and then the second one is followed by a present tense verb. A present tense verb can not be followed by a past tense verb. The appropriate verb which can follow the past tense verb is an infinitive with to. Therefore, the suggested sentence should be: "The owner intends to protect his or her life but judging in his or her way because he or she lost in control to change it".

Data 23: That will be \_\_ contrast with the function of the handgun itself". In the sentence, there is only one grammatical error. The preposition is omitted in the combination word of 'contrast with'. The word 'contrast with' should be preceded by preposition 'in' to complete the combination. In short, the suggested sentence should be: "That will be in contrast with the function of the handgun itself".

Data 24: "From some arguments above, we can conclude \_\_\_ from accident and crime makes gun ownership difficult to be accepted because it can be dangerous for the owner and the people around them". In this sentence, there are two grammatical errors. The first is the relative pronoun is not put to relate the adjective clause of the sentence. The sentence should contain a relative pronoun to connect the clause. The appropriate relative pronoun to relate the relative clause is 'that', because according to Azar (1993), " 'who', 'which', and 'that' are subject pronouns for adjective clause". The second is the verb does not make an agreement with the subject. The verb 'makes' is a first singular verb while, the subject used in the sentence is third plural subject. If a subject in a sentence uses a plural subject, the verb which follows the subject must be in plural, too. Therefore, the suggested sentence should be: "From some arguments above, we can conclude that from accident and crimes make gun ownership difficult to be accepted because it can be dangerous for the owner and the people around them".

#### STUDENT 4

Data 25: "Some people may think that all the influence from west is bad". There are two grammatical errors in the sentence. The first is the noun modified by 'all' is not in plural form. 'All' does not make an agreement with a singular noun. The noun which it modifies should be in plural form. To form the plural noun of the word modified by 'all', it is commonly added a suffix '-s' in the singular noun. In this case, the word 'influence' should be added with suffix '-s'. The second is the disagreement of the verb with the subject. The verb used in the sentence does not

make agreement with the subject. The subject is a plural noun while, the verb is in present singular verb. In simple present tense, if the subject is plural, the verb should be plural, too. To make an agreement between the subject of the sentence with the verb, the auxiliary verb 'be' should be changed into its plural form. The plural form of the auxiliary verb 'is' is 'are'. Therefore, the suggested sentence should be: "Some people may think that all the influences from west are bad".

Data 26: "Even, the basic education about sex should accomplish by parents at home before their kids turn to society". In the sentence, the grammatical errors are the omission of the auxiliary 'be' and the verb form of the passive sentence. The first is the omission of the auxiliary 'be'. In passive sentence or in this case, the past participle verb is usually preceded by auxiliary 'be'. The structural pattern should be: modal + be + past participle. The last is the wrong use of the main verb. The context of the sentence is a passive sentence while, the verb used is in active form. To form the passive sentence, the verb should use past participle verb after the auxiliary verb. Thus, the correct sentence should be: "Even, the basic education about sex should be accomplished by parents at home before their kids turn to society".

Data 27: "Western government was force to think the solution of these problems". The grammatical error in the sentence is the present tense verb which is used after the auxiliary be 'was'. A simple present verb never occurs after an auxiliary verb 'be', but the verb which may come after the auxiliary is a past participle verb which functions as an adjective. In this case, the verb 'force' is replaced with the past participle form 'forced'. Thus, the suggested sentence should



be: "Western government was forced to think the solution of these problems".

Data 28: "One of the effort is \_\_ do sex education at home". The singular noun and the omission of 'to' of the infinitive verb show the grammatical errors of the sentence. The noun used in the sentence which is modified by 'one of' should be in its plural form, not in singular form. It is same with the word 'all' because it also refers to more than one entity which indicates that it is a plural number. To form the plural form of the noun 'effort', it can be attached a suffix '-s' in the singular noun. Then, the verb used after the auxiliary 'is' is a present tense verb. The present tense verb can not occur after the auxiliary 'be' but it should be a noun-infinitive with to. Therefore, the suggested sentence should be: "One of the efforts is to do sex education at home".

Data 29: "As a result, it found were \_\_ be able to solve the problems". There are three grammatical errors in the sentence. The first is the wrong position of the main verb. The context of the sentence is simple past tense in passive form. In passive form, the position of the main verb should be put after the auxiliary verb. The second is the use of plural form of the auxiliary 'be'. The subject is singular and it should use plural verb. The third is the omission of 'to' before the verb 'be'. Infinitive with 'to' is usually used in the position of complement. Therefore, the suggested sentence should be: "As a result, it was found to be able to solve the problems".

Data 30: "The rate of sex problem slowly decrease and the chance of ongoing problem stopped. There are three grammatical errors in the sentence. Two of them have the same error. They are the use of singular form in the context of plural form.

The noun 'problem' is a singular noun while, the context of the sentence, the noun should be a plural. The plural form of the noun can be formed by attaching a final -s in the singular nouns. The last is the use of present simple verb in the context of past tense. The context of the sentence is a past tense and it should use past tense verb. To form the past tense verb of 'decrease', it should be attached a final -ed' in the main verb because it is a regular verb. Thus, the correct sentence is: "The rate of sex problems slowly decreased and the chance of ongoing problems stopped".

Data 31: "So as in Indonesia, the same problems also happen and the rate of unwilling pregnancy and AIDS are getting more and more increase day by day". In the sentence, there are two grammatical errors. The first is the use of simple present verb while, the context of the sentence is a past tense. The sentence should use past tense verb. The past tense form of the verb 'happen' is 'happened' because it is a regular verb. The second is the use of simple present verb after 'more'. The word used after 'more' should be an adjective, not simple present verb. The adjective form of the verb 'increase' is 'increasing' because it is a present participle which can function as an adjective.' Thus, the suggested sentence should be: "So as in Indonesia, the same problems also happened and the rate of unwilling pregnancy and AIDS are getting more and more increasing day by day".

Data 32: "It is because when they heard \_\_word "sex", what comes to their mind is the activity of sex which \_\_ believed \_\_\_\_ is forbidden to do before married. There are three grammatical errors in the sentence. The first is the omission of article before the noun 'word'. Article 'the' should be put before 'word' because it refers to



a specific thing. The second is the omission of auxiliary verb in the adjective clause. The relative pronoun 'which' should be preceded by an auxiliary verb because the clause is in passive form. The appropriate auxiliary verb before the past participle is 'is' because the subject relative pronoun is singular. The last is the omission of relative pronoun 'that' and the subject pronoun 'it'. To connect the clause, it should use relative pronoun and then it is followed by a subject pronoun. Therefore, the suggested sentence should be: "It is because when they heard the word "sex", what comes to their mind is the activity of sex which is believed that it is forbidden to do before married".

Data 33: "Moreover, in religions said that sex is not a sin as long as it is doing after getting married". The present progressive verb used in the sentence shows the grammatical error. The context of the sentence is not a progressive tense in active sentence, but it is a simple present tense in passive sentence. To form the passive sentence, the verb used should be in past participle verb after the auxiliary 'be'. The participle form of the verb 'do' is 'done' because it is an irregular verb. Therefore, the suggested sentence should be: "Moreover, in religions said that sex is not a sin as long as it is done after getting married".

Data 34: "Furthermore, do sex before married often leads to abortion and the worst \_\_\_". The grammatical errors of the sentence are the use of the present tense verb to fill the subject position and the omission of noun after the superlative. A present tense verb can not fill the subject position. In the sentence, the infinitive with 'to' can fill the subject position of the verb. Then, there is not noun after the

superlative adjective of 'worst'. The word 'worst' should be followed by a noun which it modifies. In the sentence, there is a noun reference which can be put after the superlative. The context of the sentence tells us about the effect caused by doing sex. So, the appropriate noun which should be put after the superlative is 'effect'. In brief, the suggested sentence should be: "Furthermore, to do sex before married often leads to abortion and the worst effect".

Data 35:"Second, sex education    in order to give complete education included basic information about sex such as "what it sex"? There are two grammatical errors in the sentence. The first is the omission of auxiliary verb after the subject. To link the subject and the complement, a linking verb should be put after the subject. The appropriate one is the auxiliary verb 'is' because the subject is singular. The last is the omission of auxiliary 'be' to form the interrogative sentence. Therefore, the suggested sentence should be:" Second, sex education is in order to give complete education including basic information about sex such as "what is sex"?

Data 36:"Any kinds of disease as a consequence of do sex as have    mentioned above. There are three grammatical errors in the sentence. The first is the number in the noun. It is in the singular form while, the noun is modified by the word 'any kinds of'. The noun form used after the word 'any kinds of' should be in plural form because it refers to more than one entity. In other words, the noun should be ended with a final -s to form the plural. The second is the verb used after the preposition 'of' is simple present verb, but it should be a gerund. Gerund is a mixture of verb and noun. The form is same as the present participle but they actually have

different function. The gerund in the sentence is as a verb which is used transitively to fill the object of the preposition. The last is the omission of auxiliary 'be'. The context of the clause is a present perfect tense in passive sentence. After the auxiliary 'have', it must be followed by the past participle form of 'be' or the structural pattern used to form the passive clause should be: have +been +past participle. Therefore, the suggested sentence should be put:" Any kinds of diseases as a consequence of doing sex as have been mentioned above".

Data 37:" If children, especially teenagers, already has background knowledge about sex, hopefully the third purpose will be reach". There are two grammatical errors in the sentence. The first is the use of the verb which does not make an agreement with the subject. The subject of the sentence is a plural noun and it should be followed by a plural verb, because a verb which comes after a subject must have the same person. In this case, the singular verb 'has' should be in its plural form, that is 'have'. The second is the verb used to form the passive clause. The verb 'reach' is an active present tense verb, while the context is passive simple future tense. The form of simple passive verb form should use past participle verb or the structural pattern is: will+ be+ past participle. Therefore, the suggested sentence should be:" If children, especially teenagers, already have background knowledge about sex, hopefully the third purpose will be reached".

Data38:" They will be able to decide and protect themselves". There is only one grammatical error in the sentence. In the qualifying infinitive, it does not use 'to'. Infinitive with 'to' is usually used after auxiliary 'be'. In brief, the suggested sentence

should be." They will be able to decide and to protect themselves".

Data 39:" Many cases are found that children who go to study away from home have to back to their parents". The sentence has only one grammatical error. The preposition 'back to' should be followed by a simple verb because it is a combination word which must occur with a verb. The appropriate verb used before the preposition is 'to go' because 'back to' indicates 'return'. Therefore, the suggested sentence should be:" Many cases are found that children who go to study away from home have to go back to their parents".

Data 40:"She went to Makassar to study in college, \_\_\_ were back while pregnant". There are two grammatical errors in the sentence. The second sentence should be followed by a conjunction to fill the position between the two sentences. The appropriate conjunction is 'but' because the sentences indicates a contrast. Then, the auxiliary verb used is in its singular form, but it should be in plural form because the subject is plural. Therefore, the suggested sentence should be:" She went to Makassar to study in college, but were back while pregnant".

Data 41:"They should do sex education among family in order to give the teenagers complete information about sex which will leads them to be able to protect themselves from the danger of sex problems". There is only one grammatical error in the sentence. The present tense verb can not occur after the auxiliary 'will' but it should be an infinitive without 'to'. Therefore, the suggested sentence should be:" They should do sex education among family in order to give the teenagers complete information about sex which will lead them to be able to protect themselves from the

danger of sex problems”:

#### STUDENT 5

Data 42: "many people inclined to air plane \_\_than the other public transportation especially for long distance travel and cross country\_\_. There are two grammatical errors in the sentence. The first is the omission of adjective 'more'. The word 'than' always occurs with more. The second is the omission of the noun after the word it modifies. The word 'cross country' is a noun phrase but function as an adjective which modifies a noun. The word 'cross country' should be followed by 'travel' because 'travel' is the previous noun mentioned which indicates the same reference. Therefore, the suggested sentence should be: "many people inclined to air plane more than the other public transportation especially for long distance travel and cross country travel".

Data 43: "At 1998, in Indonesia, the air plane passenger during one year was six million people and it increase at 2006 \_\_ thirty million people. There are six grammatical errors in the sentence. The first is the simple preposition used to show the year. Simple preposition 'at' is not correct to show a year but it is usually used to show a place. The most appropriate preposition to show a year is preposition 'in'. Next, the noun 'million' is used in its singular form while, it is modified by the word 'six'. The word modified by 'six' is always a plural noun, the same as the word 'all'. It should be formed in its plural form because it refers to more than one thing. To agree the number between the noun 'million' and the word 'all' which modifies it, the noun 'million' should be added a final -s to make it plural. Then, in the second clause

of the sentence, the tense of the verb is not correct because it uses present tense verb while, the context is simple past tense. The appropriate tense of the verb should be a past tense verb. The past tense verb for 'increase' is formed by adding a final -ed' in the main verb because it is a regular verb. The next is the same as the choice of preposition used in the first. The preposition 'at' is not correct to show a year, but the most appropriate is preposition 'in'. The next is the omission of the infinitive verb to fill the position of the complement. The last is the same as the second error. Therefore, the suggested sentence should be: "in 1998, in Indonesia, the air plane passenger during one year was six millions people and it increased in 2006 to be thirty millions people".

Data 44:" At early 2007, the passenger decreased because of many air plane accidents happen in 2007". There are two grammatical errors in the sentence. The first is the use of preposition 'at' before the year. Preposition 'to' be usually used to indicate a place, not a year. The most appropriate preposition to indicate a year is preposition 'in'. The second is the use of present tense verb. The context of the sentence is simple past tense. The verb 'happen' should use its past tense form. Therefore, the suggested sentence should be: "in early 2007, the passenger decreased because of many air plane accidents happened in 2007".

Data 45:" It was happened by the air plane that    over ten years old, even    fifteen years old". There are four grammatical errors in the sentence. The first is the use of auxiliary 'was'. The context of the sentence is not in passive form but, in active form. In the sentence the past tense verb can not be preceded by an auxiliary to



form the active form. The second is the wrong use of preposition 'by' to indicate something but, the most appropriate is preposition 'to'. The third is the omission of auxiliary verb after the relative pronoun 'that'. In the clause, it should contain a predicate after the subject. In this case, the predicate should be an auxiliary verb 'be'. The last is the same as the second one. Therefore, the suggested sentence should be: "It happened to the air plane that is over ten years old, even to fifteen years old".

Data 46: "One \_\_ examples is Adam air plane that \_\_ over fifteen years old \_\_ was crushed and lost at January 2007, followed by the other air plane accidents". There are four grammatical errors in the sentence. The first is the omission of preposition 'of' and definite article 'the' as the parts of the word combination. The second is the omission of auxiliary verb. The relative pronoun subject should be followed by a predicate that is auxiliary verb. The third is the use preposition 'at' to show the month. Preposition 'at' is usually used to show a place. The most appropriate preposition to show the month is 'on'. The last is omission of subject relative pronoun to connect the adverb clause. The adverb clause should have a subject relative pronoun because it is followed by a predicate. Therefore, the suggested sentence should be: "One of the examples is Adam air plane that is over fifteen years old which was crushed and lost on January 2007, followed by the other air plane accidents".

Data 47: "Therefore, a couple weeks ago the government has planned to limits the air plane age, considering that there was many accidents happened by the old plane". There are three grammatical errors in the sentence. The first is the use of

present tense form of auxiliary 'has' in the context of past tense. The context of the sentence is in the past perfect tense and it should use past tense form of the auxiliary 'has'. The past tense of auxiliary 'has' is 'had'. The second is the use of present tense verb after the auxiliary verb. The Present tense verb can not occur after the past participle, but infinitive with 'to' can. The last is the use of past tense auxiliary verb 'be' in its singular form. The number of the subject noun is plural and it should use plural form in the main verb. Therefore, the suggested sentence should be:" Therefore, a couple weeks ago the government had planned to limit the air plane age, considering that there were many accidents happened by the old plane".

Data 48:" The government thinks that after limits the air plane age the accident will decrease". There is only one grammatical error in the sentence. The use of present tense verb after the preposition 'after' is wrong. The verb which comes after a preposition should be a gerund. Therefore, the suggested sentence should be:" The government thinks that after limiting the air plane age, the accident will decrease".

Data 49:"In this case, it means that there are 200 commerce plane from 573 planes will be parked because unusable". There are three grammatical errors in the sentence. The first is the use of the noun 'commerce' to modify the noun 'plane'. The word which can modify the noun 'plane' should be an adjective form that is the adjective form of the word 'commerce'. The adjective form of the word 'commerce' is 'commercial'. The second is the use of singular noun 'plane' after the definite cardinal number '573'. The word which is modified by a definite number and it refers



to more than one thing should be in its plural form. The last is the inappropriate use of preposition 'from' to show the possessive case. Possessive case usually uses preposition 'of' to modify a noun. Therefore, the suggested sentence should be: "In this case, it means that there are 200 commercial planes of the 573 planes will be parked because unusable".

Data 50: "The government should not limits the air plane age, but the government should manage \_\_\_ if the air plane \_ enables or disable to fly". There are three grammatical errors in the sentence. The first is the use present tense form after the auxiliary 'should'. The present tense verb can not occur after the auxiliary 'should' but, it should use infinitive verb without 'to'. The second is the omission of object after the transitive verb. Transitive is always followed by at least one object. The word which can fill the position of the object should be pronoun 'it'. The pronoun 'it' refers to object of the first sentence. The third is the omission of present auxiliary verb 'be' after the subject. The auxiliary 'be' should use its singular form because the subject is singular. Therefore, the suggested sentence should be: "The government should not limit the air plane age, but the government should manage it if the air plane enable or disable to fly.

Data 51: "It means that the problem \_\_\_ not in \_\_\_age but in \_\_\_properness, whether the air plane can fly or not". There are three grammatical errors in the sentence. The first is omission of verb. The subject should have a predicate. The predicate should be a linking verb to connect the complement with the subject. The second and the third share the same error because both of them do not use article 'the'

to identify the noun. Therefore, the suggested sentence should be: "It means that the problem is not in the age but in the properness, whether the air plane can fly or not".

Based on the analysis above, the result of the analysis has shown that there are many types of grammatical errors and the most frequent type of grammatical errors made in the essays by the student of English department, period 2005, faculty of letters, Unhas. The essays are the assignment of writing of the five students who take writing class.

#### 1). the Types of Grammatical Errors

##### a) Error in using subject verb agreement

This error occurs because there is no an agreement between the subject and the verb. When a sentence uses a singular subject, the verb should use a singular verb. When the sentence uses a plural subject, it should use plural verb. However, in the sentence, for example: "if children, especially teenagers, already has background knowledge about sex, hopefully the third purpose will be reached", there is not agreement between the subject and the verb. The student uses the wrong form of the verb 'has'. The sentence should use plural verb form because it uses plural subject. The form of the plural verb of 'has' is 'have'. The student makes this type of error because the sentence does not make subject verb agreement.

##### b) Error in using number agreement.

Error in number agreement occurs because there is not agreement between the noun and the word which modifies the noun. A noun uses its plural form when it is modified by word which refers to more than one entity. The form of singular noun

should be attached by suffix *s* to make it plural. In contrast, the student still use the wrong form of the noun in their sentence when the noun is modified by such as 'all', 'some', etc. for example, in the sentence: "furthermore, people's mind will turn brilliant when they are alone in some place". The error of this sentence is the use of singular noun after the word 'some'. However, the noun should be in plural form because it is modified by the word 'some'.

c) Error in using verb tense

This error occurs because the student does not use the correct verb in their sentence. The student often use verb without paying attention to the context of their sentence. They use present tense verb in the context of past tense and vice versa. They also sometimes use gerund instead of using infinitive.

There are various tenses used in the student's sentences. This leads to an error in using tense. For example, instead of using simple present tense, they use present progressive tense. In the following sentence, the student uses present progressive tense in the context of simple present tense:

"Are women in our lovely country having the same anguish as American women?"

The error of this sentence is the use of present progressive tense in the context of simple present tense. Therefore, the sentence should use the present tense verb.

d) Error in using infinitive verb

The form of infinitive is usually followed by 'to' and without 'to'. In the student's writing, the students make error. They sometimes use infinitive with 'to' while the rule should be followed by 'to'. For example, in the following sentence, the

students omit the word 'to' to form the infinitive verb.

"In many cases, the owners are sometimes careless \_\_ put the guns on wrong place that can be reached by children".

The error of the sentence is the omission of 'to' to form infinitive verb 'put'. Clearly, the verb 'put' should be followed by 'to' because it is preceded by auxiliary verb 'are'.

#### e) Omitting Verb

In this case, the students often omit auxiliary verb. In the student's writing, they use active and passive sentence. They do not use auxiliary verb to form both sentences. In passive sentence, they omit auxiliary verb which turns the context of the sentence into active sentence. For example, in the following sentence, the student omits auxiliary verb 'were':

"They \_\_ considered a lower class in society".

The omission of the auxiliary verb in the sentence causes error and of course turns the context of the sentence into active sentence, while the context is active sentence. In short, when the verb the sentence is omitted it will lead to an error and turn the context.

#### f) Omitting Subject

When a sentence does not have a subject it will be confusing and create an error. Moreover, subject is essential element of a sentence. In the student's writing, there are some subjects which are not put to build their sentences. For example, in the following sentence, it should use subject:

"For instance, women now can continue their studies in university; \_\_\_ have a position in parliament without any obstruction".

The sentence should be put subject to modify the doer of the action expressed the verb 'have'. Therefore, the subject which can fill the position can refer to the same subject in the first sentence.

g) Omitting preposition

In this case, the preposition is used to modify a noun phrase. In the student's writing, there is a preposition omitted when it should be used to modify a noun. For example, in the sentence: "It is because you are not experienced in it; you keep your knowledge \_\_\_ your self", the reflexive pronoun, should be followed by a preposition, that is preposition 'for'.

h) Omitting Article

Article is one of the determiners which are used to modify a noun. It can be a definite article and indefinite article. In the student's sentence, the students do not put the articles, either 'a' (indefinite article) or 'the' (definite article) to modify a noun. For example: "It is because when they heard \_\_\_ word "sex", what comes to their mind are the activity of sex which is believed that it is forbidden to do before married".

Before the noun 'word', it can be followed by definite article 'the'. Therefore, the student makes error by omitting an article.

i) Omitting conjunction

This error occurs when the student does not use conjunction to join the sentence. The conjunction omitted does not make the sentence clear. For example:

She went to Makassar to study in college, \_\_\_ were back while pregnant. It is not correct to omit the conjunction because the sentence indicates something that is contradiction. Therefore, the sentence should use a conjunction to connect the two sentences. The appropriate conjunction used to indicate something contradiction is 'but'.

j) Omitting noun

This error occurs when the noun is not put before the modifier. For example; many people inclined to air plane more than the other public transportation especially for long distance travel and cross country\_\_. In this sentence, the noun is not put to indicate the thing which is modified by the word 'worst'.

k) Gerund

Error in gerund occurs when the student do not use the pattern of forming gerund that is used after preposition. The students do not use the correct form. For example, the form of gerund can be used after preposition, but in the student writing, they do not use the correct form such as in the following example:

"The government thinks that after limits the air plane age the accident will decrease".

In the sentence, the student makes error by using present tense verb after preposition 'after'. However, it should use gerund because gerund occurs after preposition.

l) Word form

This error occurs because the students do not use the correct form of word. For

example: "First, it is very dangerous for the owner and some people around him, even to children who do not know anything about the dangerous of the gun". The word 'dangerous' is an adjective form which is not correct used without a noun it modifies. However, the word used before the principal noun should be the noun form of dangerous, that is 'danger'.

#### m) Preposition choice

In the student's writing, there are incorrect uses of prepositions. For example: "At early 2007, the passenger decreased because of many air plane accidents happen in 2007". In this sentence, the preposition used to indicate year is not correct. Preposition 'at' is usually used to indicate place not a year. However, the correct preposition used to indicate year is 'in'.

#### n) Passive

In the student's writing, the verb used in the passive form is not correct. For example: Even, the basic education about sex should accomplish by parents at home before. This sentence is not complete because there is not auxiliary 'be' and the verb used is not past participle to form its passive. In passive sentence, the verb form is always past participle. Therefore, the error is the incorrect use of passive.

#### o) Word order

the wrong word order can be seen in the following sentence: "When getting some difficulties, you will be very in a bad way". The place of the word 'very' is not right. It should be put after the determiner or after the article 'a' because modifier is put after a determiner. Therefore, the place of the word 'very' is not correct.



In conclusion, after classifying all the types of grammatical errors occurred in the student's writing, it seems that there are still many types of error made by the student of English department, faculty of letters, Hasanuddin University.

2) the most frequent types of grammatical error made by the students is infinitive verb. All of the types of grammatical error and the number of error are shown in the following table:

No.	Types of grammatical error	Number of error
1	Subject Verb agreement	6 (Data 12,17,24,25,37,40)
2	Number agreement	9(Data 1,5,25,30 2x,36,43 2x,49)
3	Verb Tense	7(Data9,10,30,31,43,44,47)
4	Infinitive Verb	14(Data3,11 2x,15,16,18,20,22,28,29,34,38,41,47,48)
5	Omitting Auxiliary Verb	8 (Data 8,20,32,35, 2x,45,46,51)
6	Omitting subject	4 (Data 6,13,16,32)
7	Omitting preposition	3 (Data 4,23,45)
8	Omitting conjunction	1 (Data 40)
9	Omitting noun	3 (Data 34,42,50)
10	Gerund	2 (Data 36,48)
11	Word form	5 (Data 14,18,19,21,49)
12	Preposition choice	5 (Data 43 2x,44,46,49)
13	Passive	7 (Data 21,26,27,29,33,36,37)
14	Word order	1 (Data 2)



# CHAPTER FIVE

## CONCLUSION AND SUGGESTION

Based on the analysis of the writing which has been presented in the preceded chapter, the writer would like to draw a conclusion on the grammatical errors made by the student of English Department, Faculty of Letters, Hasanuddin University. The suggestion also follows afterwards.

### 5.1. Conclusion

After analyzing all the writing assignment of the student which is taken as the sample of this writing, the writer would like to conclude that:

1. Most of the students still make many grammatical errors in their sentences. They still have a lot of problems in understanding and using the rules to form grammatical sentence. They still make error due to their lack of English Grammar knowledge. Therefore, the errors made by the students indicate that they still have to learn much about the grammar of English.
2. The frequency of the types of errors in the presentation of this writing in the previous chapter shows that the largest number of errors made in the student's writing is in the use of infinitive. There are 14 errors which occur in using infinitives. The students can not distinguish when an infinitive verb used with 'to' and when it is not followed by 'to'. In conclusion, this indicates that the largest difficulty in using verb is using 'infinitive' verbs.
3. The difficulties in using the infinitive may be noted that they do not have

enough competence in using English as well as they are lack of practice.

4. Other errors which often occur are the error in using number agreement. The analysis shows that the students do not know when a noun is in plural form and when it is used as a singular form. In their writing, the students do not follow the rules that if the noun is plural, it is followed a noun modifier such as, 'some', 'all', 'many', etc.
5. The following data are the other errors occur in the sentence mentioned previously:
  - a. Omitting Auxiliary Verb. There are eight errors which occur. They are in data8, 20, 32, 35, 2x, 45, 46, and 51.
  - b. Verb Tense. There are seven errors which occur. They are in data Data9, 10, 30, 31, 43, 44, and 47.
  - c. Passive. There are seven errors which occur. They are in data 21, 26, 27,29,33,36, and 37.
  - d. Subject Verb agreement. There are six errors which occur. There are in data 12, 17, 24, 25, 37, and 40.
  - e. Word form. There are five errors which occur. They are in data 43 2x, 44, 46, and 49.
  - f. Preposition choice. There are five errors which occur. They are in data 43 2x, 44, 46, and 49.
  - g. Omitting subject. There are four errors which occur. They are in data 6, 13, 16, and 32.

- h. Omitting noun. There are three errors which occur. They are in data 34, 42, and 50.
- i. Omitting preposition. There are three errors which occur. They are in data 4, 23, and 45.
- j. Omitting conjunction. There is only one error which occurs. It is in data 40.
- k. Word order. There is only one error which occurs. It is in data 2.

## 5.2. Suggestion

Based on the conclusion above, the writer would like to present some following suggestions:

1. The students should improve their ability in using English grammar particularly in writing. The students can read more about English grammar and their rules.
2. The student should focus on studying the rules of grammar especially on the most frequent errors they make.
3. The writer hopes that the occurrence of errors on what students make can be solved by giving them more attention and practice in order to develop their knowledge about English grammar.

## BIBLIOGRAPHY

- Arni Fitriani, M.2004. *The common errors in Application Letters*: Thesis. Makassar: FS unhas.
- Daud, Rasna.1991. *Analisis Kesalahan Dalam Komposisi Bahasa Inggris; A Case Study*. Thesis. Ujung Pandang: FS Unhas.
- George, H.v. 1972. *Introducing Applied Linguistics*. Middlesex: Oxford University Press.
- K, Hanim Ratna Ryas. 2000. *Kesalahan Bahasa Dalam Proposal Mahasiswa Sastra Inggris Universitas hasanuddin ( suatu studi kasus)*. Thesis. Maksassar: FS Unhas.
- Lado, MJ. 1996. *Common Errors in English*. Jakarta: Indonesia.
- Littlewood, W.1987. *Foreign and Second Language Learning*. Great Britain: Cambridge University Press.
- Mano, Hastaty. 1992. *Some Grammatical Errors Made by Student of ABA Atmajaya in Speaking English: A Case Study*. Thesis Ujung Pandang: FS Unhas.
- Norrish, John. 1983. *Language Learners and Their Errors*. London: Macmillan Publishers Ltd.
- Noss, R. B. 1979. *Mistakes, Mismatches, and Gaps*. Relc Journal.
- Palmer, Frank. 1984. *Grammar*, second Edition. Middle sex: Penguin Books, Ltd.
- Richards, Jack C. 1973. *Error Analysis; Perspective on second Language Learning*. London: Macmillan Publishers, Ltd.

- Urdang, Laurence. 1986. *Collins Dictionary of the English Language*, second Edition.  
London & Glasgow: William Collins Sons & Co. Ltd.
- Azar, Betty Schramper. 1992. *Fundamentals of English Grammar*, New Jersey:  
Prentice Hall, England Eaglewood Cliffs.
- Jordan, RR. 1980. *Academic Writing Course*, London: Collins Sons & Co. Ltd.
- Suinandhi, Meice, 1993. *Grammatical and Grammatical Sentences as Used by  
Student of English department*. Thesis, Ujung Pandang: FS unhas.
- Tedd, Loreto. 1986. *English Grammar*. Beirut: Longman.