AN ERROR ANALYSIS OF THE WRITINGS BY THE PRE-BASIC 1 STUDENTS AT DIMAS FANS CLUB (DFC) PADANG

THESIS

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The Writer

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is a complicated language. There are so many causes which make English difficult for Indonesian students to gain, especially the students of elementary school and junior high school as the beginners. Some of those causes are: (1) English is a foreign language for Indonesian people; (2) English has different systems with Indonesian language; (3) there is no correlation between speech production (pronunciation) and spelling of this language; (4) the environmental situation which does not support the students to use English in their daily lives; etc.

The first cause is English as a foreign language for Indonesian people. As a foreign language, English is not taught to the children since they acquire their language for the first time. In general, the Indonesian children acquire Indonesian language as their first language. They are introduced to English when they have their first grade in elementary school.

The second cause is that English has different systems with Indonesian language. It's related to the structure of the English which is different with the structure of Bahasa Indonesia. The beginner students often make errors because they think that both languages have the same system. So, they will make errors of structure in their sentences.

Then, the third cause is there is no correlation between speech production (pronunciation) and spelling of this language. For the beginners, English is rather complicated to gain because of the difference between speech production of words and how to write/spell it. The difference itself is caused by the development of the English, which had changed a few centuries ago. In this case, there are some patterns which arrange the change of English words in speech production (pronunciation) and spelling. The writer uses word 'right' as an example. Orthographically, it is spelled 'r-i-g-h-t', but in speech production it is read [rajt].

The next cause is the environmental situation which does not support the students to use English in their daily lives. In this case, generally we can see that there are so many people look strangely to some other people who use English in their conversation. This phenomenon can obstruct the students' confidence to use English in their daily conversation, especially in their community.

Based on the explanation above, the writer analyzes the error which is found in the writings of some students of the Pre-Basic 1 class at Dimas Fans Club (DFC) Padang.

1. Identification of the Problem

According to the explanation above, there are some errors which are produced by the beginner students of English, especially in their writings. Based on this phenomena, the writer would like to focus her research on some main points, they are:

1. What are the categories of error in the Pre-Basic 1 students' writings at Dimas Fans Club (DFC) Padang?

2. What are the possible causes of the error?

1.3 Objectives of the Study

This research is aimed at answering the research questions above. The writer tries to find out the categories of error which are found in the writings of the Pre-Basic 1 students at Dimas Fans Club (DFC) Padang and tries to explain the possible causes of those errors.

1.4 Limitation of the Study

In this research the writer focuses her research on the analysis of the errors which are found in the writings of the Pre-Basic 1 students at Dimas Fans Club (DFC) Padang and the causes of those errors. The data are taken from the exercises written by five students who join the class regularly, so, the writer can observe them intensively.

1.5 Methods of the Research

The data are taken by doing an observation to the Pre-Basic 1 class at Dimas Fans Club (DFC) Padang. According to Wray, et. al. (1998, p. 186), observation studies involve the collection of data without manipulating it. The researcher simply observes ongoing activities, without making any attempt to control or determine them. In the process of collecting the data, firstly, the writer observes the student's activities in the class. In this case, the writer enters the writing subject. In the process of class observation, the writer takes some notes about the events which occur during the class, for example warming up test, the explanation of today's topic, cooling down test, and other class activities. Then, the writer uses the students' papers to analyze the error of spelling in their writings.

In analyzing the taken data, the writer classifies the errors in writing (e. g. grammar/tenses, subject-verb agreement, orthography, word choice, article, conjunction, punctuation, singular-plural, word form, idiomatic expression, omission, addition, word order, capitalization, incomplete sentence, etc.) that are found in the student's papers based on Corder's theory and supported by Richards' theory. These classifications are counted to find out which error is often used. Then, the writer examines the possible causes of the errors in their writings by using distributional and referential method.

The next step is presenting the result of analysis. In general, there are many ways of presenting research: the traditional way is in the form of paper presentations at conferences and, in written mode, as theses, journal articles, or

monographs (Nunan, 1992, p. 220). In this case, the writer uses a method by Sudaryanto. According to Sudaryanto (1993, p. 145), there are two types of method in presenting the result, they are informal presentation and formal presentation. The informal presentation means that the result of data analysis is presented by using common words (a natural language). While the formal presentation means that the data analysis is presented or explained by using sign and symbol (an artificial language). The writer makes a list of categories of the items that occur by using table and diagram in the written form. Then, the writer uses verbal language to present the explanation of the result of data analysis.
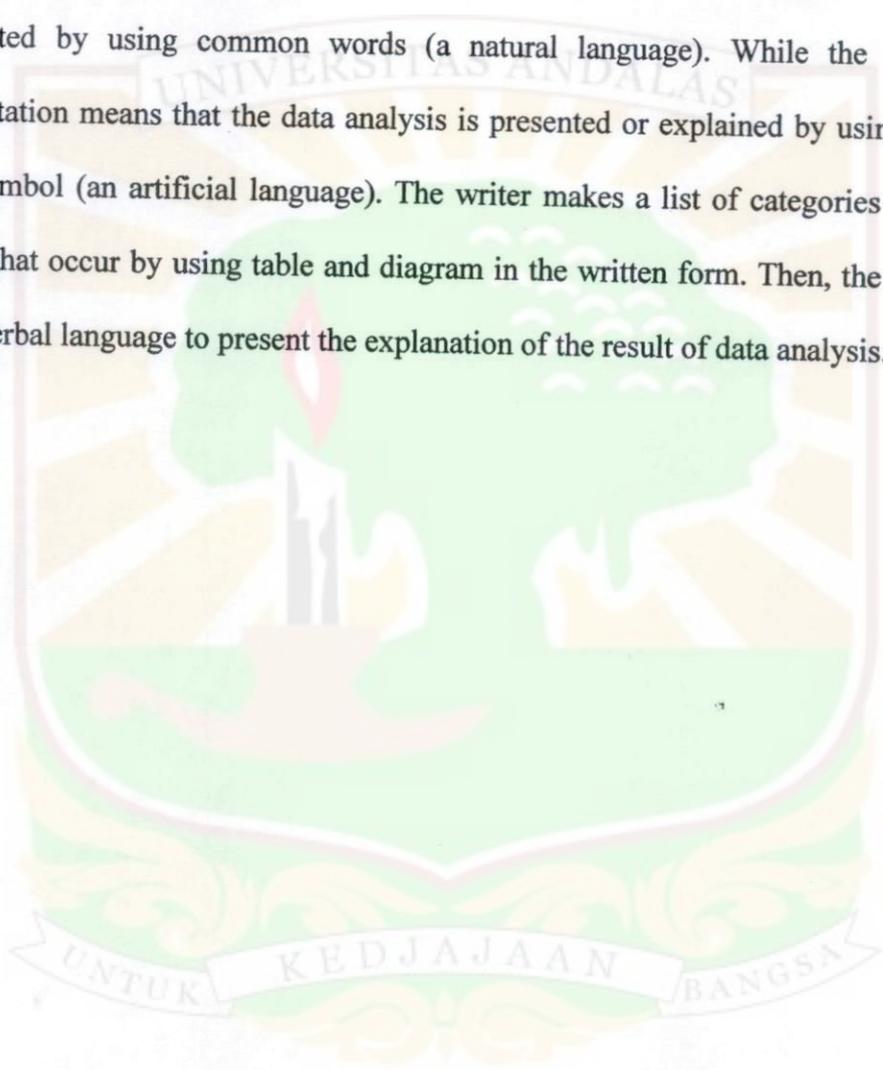
CHAPTER 2

REVIEW ON RELATED LITERATURE

2.1 Review of Previous Studies

Dealing with the error analysis in the writing, the writer has read some works written by some researchers which are related to this topic. They are "*Children's Write and Oral Spelling*" by Rebecca Treiman and Derrick Bourassa; "*Common Errors in Written English Essays of Form One Chinese Students: A Case Study*" by Saadiyah Darus and Khor Hei Ching; and "*A Dissociation between Orthographic Awareness and Spelling Production*" by Conrad Perry, Johannes C. Ziegler and Max Coltheart.

The first work is "*Children's Write and Oral Spelling*" by Rebecca Treiman and Derrick Bourassa. In this work, Treiman and Bourassa analyzed and compared adult's and children's spelling ability. For adults, written spelling is generally superior to oral spelling. In order to determine whether the same holds also occur to the children in the kindergarten through second grade, they compared children's ability to spell real words and nonsense words orally and in writing.

The data was collected by doing some experiments, which use kindergarteners, first graders and second graders. The first experiment is to know the children's ability to spell real words orally and in writing, and the second experiment is to know the children's ability to spell nonsense words orally and in writing.

Treiman and Bourassa developed a reliable system to assess the overall quality of the children's spelling by using their word and nonword spelling tests, which together they called the Treiman—Bourassa Early Spelling Test (T-BEST). These tests were designed for young children who were beginning to master the English writing system. They also examined the phonological and orthographic legality of the spellings.

As the result, they found that the first and second grades, written spellings were superior to oral spellings in both overall quality and representation of phonological form. This holds true for both words and nonwords. These results suggested that children, like adults, more accurately analyzed the linguistic structure of a spoken item when they could represent the results in a lasting, visible form than when they cannot.

The second work is "*Common Errors in Written English Essays of Form One Chinese Students: A Case Study*" written by Saadiyah Darus and Khor Hei Ching. This work shows the common errors which are found in the written English essays of Chinese students from vernacular schools in Malaysia.

Chinese students who come from vernacular schools in Malaysia need to master three languages, which are English, Malay, and Chinese. Since English is the second language (L2) that they learn, it causes problems for them in learning four skills in English including writing. This study aimed at investigating the most common errors in essays written by 70 Form One Chinese students in a selected public school in Perak. For all of these students, Chinese is their first language (L1). Using an error classification scheme and Markin 3.1 software, 70 essays

were analyzed and categorized into 18 types of errors. The results of the analysis show that four most common errors were mechanics, tenses, preposition, and subject-verb agreement. In composing these essays, the students were very much influenced by their L1. Intra lingual transfer of Malay and developmental errors were also observed in their writing. This study suggests that teachers need to emphasize on how certain concepts are handled in English, Malay and Chinese. It is also important to make the students aware of the differences in the structure of English, Malay and their L1. Certain rules in Chinese and Malay that do not work when they write in English need to be highlighted. Students need to understand the differences of these languages and make use of the unique features to produce good and acceptable sentences.

In their study, Darus and Hei Ching used 70 students from two Form One classes in a selected public school in Perak, Malaysia who were within the age of 13-14 years old as the participants. They came from Chinese vernacular schools with Mandarin as the main language of instruction. The students scored on average a grade B or C in their 'Ujian Penilaian Sekolah Rendah' (UPSR) and other monthly English tests. All of these students came from Chinese speaking family where Chinese was their mother tongue. They spoke Mandarin, Cantonese and other Chinese dialects with their parents, relatives and friends. They wrote in Mandarin for many occasions especially in informal situations. They only used English during their English classes or when needed to.

In collecting the data, Darus and Hei Ching followed Halliday and Hassan (1976), who stated that writing allows writers to demonstrate their ability to

construct a string of well-connected sentence that are grammatically and logically correct. The students were asked to write a short essay. Thus, the writing sample for the study was 70 essays written in English by these 70 students. The essays ranged from 80-300 words each. The topic of the essay was My Family. The students were given one week to write their essays before researchers collected them for analysis.

In order to identify the errors, an error classification scheme developed by Darus et al. (2007) was adapted in this study. It consists of 18 types of errors as follows: tenses, articles, subject verb agreement, other agreement errors, infinitive, gerunds, pronouns, possessive and attribute structures, word order, incomplete structures, negative constructions, lexical categories (preposition), other lexical categories, mechanics, word choice, word form, verb to be, and Malaysian typical words.

Then, Markin 3.1 software (Holmes, 1996-2004) was used in the process of identifying the errors in the students' essays. The software was chosen because it enabled researchers to obtain accurate classification and statistical analysis of errors. The annotation buttons in the software were first customized accordingly based on the error classification scheme.

Next, in the research procedure step, they started the procedure of the research with collecting essays written by the Form One Chinese students from the teachers for text analysis. Essays collected were typed so that they were computer readable. The errors of each essay were identified using Markin 3.1 software based on the error classification scheme.

The last work is "*A Dissociation between Orthographic Awareness and Spelling Production*" by Conrad Perry, Johannes C. Ziegler and Max Coltheart. In this work, they wrote about production and awareness of spelling. Production and awareness of spelling are two core components of spelling ability. Although intricately linked, the two components are not identical. This can be seen most obviously from young children's spelling. When young children spell, they often use simple single-letter, single-sound transcriptions for words, even when more orthographically typical responses exist (e.g., Treiman, 1993). Similar comparisons with adults are more difficult because adults produce many fewer errors when proofreading and writing.

In this study, two nonword spelling and two orthographic awareness experiments were used to examine people's production and awareness of sound spelling relationships. The data were taken by doing four experiments in order to allow these two factors to be investigated on a continuum. In the first experiment, participants were asked to spell a list of nonwords. In the second experiment, participants spelled the same nonwords, but the task conditions changed by deliberately asking the participants to try and produce the statistically most common sound-spelling patterns they knew. The first two experiments were to examine the type of sound-spelling relationships can be strategically biased by changing task conditions. The third and forth experiments examined people's awareness of sound-spelling relationships using two orthographic awareness tasks. The third experiment used an auditory-orthographic choice task. The fourth experiment was identical to the third except that an orthographic choice task was

used. In the third and fourth experiments, they assumed that the correspondences that people use might be biased by sound-spelling relationships rather than only orthographic patterns.

The results of the nonword spelling experiments suggested that, in general, people used phoneme-grapheme sized relationships when spelling nonwords. Alternatively, the results of the orthographic awareness experiments suggested that, under some circumstances, people could use larger sized sound-spelling relationships when judging how frequently subsyllabic relationships occur. Together the results suggested that there was a dissociation between sound-spelling production and sound-spelling awareness tasks, and the size of the sound-spelling relationships, that people used varied under different tasks and task conditions.
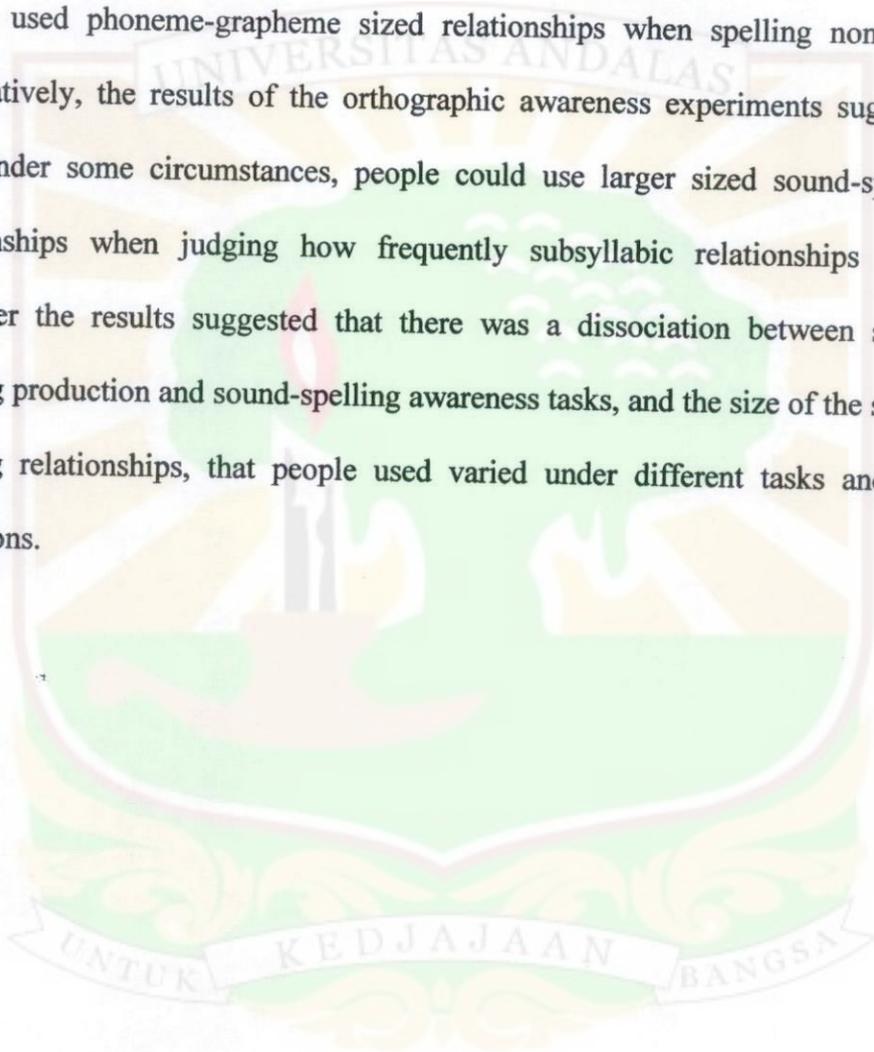
2.2 Definition of Key Terms

2.2.1 Writing

According to the Dictionary of Language and Linguistics by Hartmann and Stork (1976), writing is the process or result of recording language in the form of conventionalized visible marks or graphic signs on a surface.

2.2.2 Mistake

According to Corder, 1967 (cited in Ellis, 1994, p. 714), a 'mistake' is a deviation in learner's language that occurs when learners fail to perform their competence. It is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access.

2.2.3 Error

According to Corder, 1967 (cited in Ellis, 1994, p. 51), an error can be defined as a deviation from the norms of the target language. Error has a different meaning with mistake. An error takes place when the deviation arises as a result of lack of knowledge. It means that error represents a lack of competence.

2.2.4 Error Analysis

According to Corder, 1974 (cited in Ellis, 1994, p. 69), Error Analysis (EA) constitutes the first serious attempt to investigate learner's language in order to discover how learners acquire an L2. It is used to demonstrate that language error

is not only because of the learner's native language, but also they reflect some universal learning strategies. A primary focus of the error analysis is on the evidence that learner's error is provided with an understanding of the underlying process of second language acquisition.

2.3 Theoretical Framework

In this case, the writer analyzes the errors in the writings of five Pre-Basic 1 students at Dimas Fans Club (DFC) Padang. This research focuses on the categories of the errors and the possible causes of those errors.

2.3.1 Writing

According to the Dictionary of Language and Linguistics by Hartmann and Stork (1976), writing is the process or result of recording language in the form of conventionalized visible marks or graphic signs on a surface. In many languages, including English, one phoneme may be represented by different letters, as /ou/ in *foe, mow* and *so*, or different phonemes by the same letter(s), as /o/ in *cough*, /au/ in *plough*, /ou/ in *though*. The failure of using the English's standardized writing rules can cause the errors in writing. It can occur in the sentence or in the orthography of a word.

In general, there are some kinds of the error in the writing that often occurs in the beginner's writings, they are: (1) grammar/tenses, (2) subject-verb agreement, (3) choice of word, (4) article, (5) conjunction, (6) punctuation, (7) singular-plural, (8) idiomatic expression, (9) word form, (10) incomplete

sentence, (11) capitalization, (12) omission, (13) addition, (14) word order, (15) orthography, etc.

2.3.2 Error vs. Mistake

Error

According to Corder, 1967 (cited in Ellis, 1994, p. 51), an 'error' is a deviation in learner's language which are resulted by the lack of knowledge of the correct rule. An error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. Simply, it can be said that an error occurs when a learner is not aware that he/she has made a fault in his utterance. In this case, he/she feels that he/she has a correct utterance and the fault is repeated or permanent. This condition is named as error.

Mistake

According to Corder, 1967 (cited in Ellis, 1994, p. 714), a 'mistake' is a deviation in the learner's language that occurs when the learner fail to perform their competence. Mistake is performance phenomena and regular features of native-speaker speech, reflecting processing failures that arises as a result of competing plans, memory limitations, and lack of automaticity. Simply, it can be said that mistake occurs when a leaner is aware that he/she has made a fault in his/her utterance. Then, he/she should make the correct one when repeat the same utterances.

2.3.3 Error Analysis

According to Corder, 1974 (cited in Ellis, 1994, p. 69), Error Analysis (EA) constitutes the first serious attempt to investigate the learner's language in order to discover how the learner acquires an L2. In order to discover about second language acquisition, Corder, 1974 (cited in Ellis, 1994, p. 48) suggests the following steps in error analysis research:

1. Collection of a sample of the learner's language

   In this first step, a researcher needs to decide what samples of the learner's language used for the analysis and how to collect the samples.

2. Identification of errors

   In this second step, a researcher must decide what constitutes an 'error' and establish a procedure of recognizing one. According to Corder, 1974 (cited in Vasquez, 2008, p. 137), the identification of errors depends on four crucial questions. The first question is to set up what target language should be used as the point of evaluation for the study. The second is related to the differences between "errors" and mistakes". Normally, a mistake is immediately corrected by the learners. The third question is about interpretation. There are two kinds of interpretation: overt and covert. The former is easy to identify because there is a clear deviation in form (e.g. She sold her car) and the latter occurs in utterances that are syntactically odd (e.g. Where do you go?). Then, the fourth question is focused on deviations. There are two kinds of deviation: correctness and appropriateness. Their difference is very simple: the first is a deviation of the rules of the language

usage (e.g. I did ate with her) and the other is a deviation of the language use (e.g. She can to do whatever she wants).

3. Description of errors

The description of the learner's errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of those utterances in the target language. This step requires attention to the surface properties of the learners' utterances.

According to Corder, 1973 (cited in Erdogan, 2005, p. 264), there are four categories of error. They are omission of some required element, addition of some unnecessary or incorrect element, selection of an incorrect element, and misordering of the elements.

a) Error of omission

It refers to the absence of an element that must appear in a well-formed utterance.

Example: ~ She reading.

~ A strange thing happen to me yesterday.

b) Error of addition

It refers to the presence of an element that must not appear in a well-formed utterance.

Example: ~ We didn't went there.

~ She doesn't works at hospital.

c) Error of selection

It refers to the use of the wrong form of the morpheme or structure.

Example: ~ The cat **ated** the fried chicken.

~ The chair was **maked** by the carpenter.

d) Error of ordering

It refers to the incorrect placement of a morpheme or group of morphemes in an utterance.

Example: ~ What mommy is doing?

~ What is doing my brother?

4. Explanation of errors

Explanation is concerned with establishing the source of the error.

Richards, 1971 (cited in Ellis, 1994, p. 58) distinguishes three sources or causes of competence errors. They are:

a. Interference errors

It occurs as a result of the use of the elements from one language while speaking another. An example might be when a German learner of L2 English says "I go not" because the equivalent sentence in German is "Ich gehe nicht". Interference errors are related to the language transfer, because it influences the learner's habit in transferring the elements of the native language into the target language. Simply, it can be said that the result of the language transfer is caused by the learner's first language.

b. Intralingual errors

It reflects the general characteristics of learning rule such as the faulty generalization, incomplete application of rules and failure to learn conditions under which the rules apply. Intralingual errors are also related to the complexity of the English as the target language, which there is no correlation between spelling and pronunciation of words.

c. Developmental errors

It occurs when the learner attempts to build up the hypotheses about the target language on the basis of the limited experience. False concept hypothesized in developmental errors arises when the learner does not fully comprehend a distinction in the target language.

In addition, Dulay and Burt, 1974 (cited in Ellis, 1994, p. 60) classify the errors into three broad categories:

a. Developmental

Developmental errors are those which resemble forms produced by children learning the language in question as their mother tongue. Or, it simply means those errors that are similar to L1 acquisition. For example, many learners of ESL will produce "the king food" instead of "the king's food".

b. Interference

Interference errors are ones which clearly reflect interference from L1, for instance, forms such as "I have hunger" produced by speakers

whose source language is French or Spanish. Or, it simply means those errors that reflect the structure of the L1.

c. Unique

Unique errors mean those errors that are neither developmental nor interference.

5. Evaluation of errors

Error evaluation involves a consideration of the effect that the errors have on the person addressed. According to Vasquez, 2008, p. 140, error evaluation studies proliferated in the late 1970s and in the 1980s. It is used to improve language pedagogy. In these studies, judgments were based on three basic categories: comprehensibility, seriousness and naturalness of the grammar and the lexis. In this judgment process, judges have to keep in mind that there are two kinds of errors: global and local. Global error is the error which affects overall sentence organization (e.g. my house beautiful red), and local error is the error which affects single elements in a sentence (e.g. I want an hot dog). Generally, error evaluation is influenced by the context in which the error occurred.

CHAPTER 3

ANALYSIS

3.1 Introduction

In this chapter, the writer presents the data analysis of the errors in the writings of the Pre-Basic 1 students at Dimas Fans Club (DFC) Padang and the causes of those errors. The data are taken from the exercises written by five students as explained in the subchapter 1.4. Each student is expected to write an exercise dealing with his/her friend's schedule or activities. In this case, the writer focuses on the errors as found in their paragraphs.

3.2 Analysis of the Data

Data 1

hy, my friend, Irfan (*) *verry bussy* on *monday*(*) *she* gets up at five o'clock in the *morning*(*) *she* has a *geography* class at eight in the morning. *She* has a *math course*(.) at two in the *afternoon*(*) *She ha a* (*) *Do* homework at seven-thirty in the *morning*. She's *realy* busy on *monday*, isn't *she's*(*)

a. 1st sentence:

"***hy***, my friend, Irfan **(*) *verry* *bussy*** on ***monday*(*)**"

  1   2   3   4

Table 1. The error in form of selection, omission & addition

Data	***hy***, my friend, Irfan **(*) *verry* *bussy*** on ***monday*(*)** 1 2 3 4
Correction	Hi, my friend, Irfan **is very busy** on **Mondays.**

Source: analyzed based on Oxford Advanced Learner's Dictionary of Current English by Hornby and Understanding and Using English Grammar (1993) by Azar

Category of Error:

     This sentence belongs to the category of the error of selection, omission and addition. The first point belongs to the error of selection which refers to the use of the wrong form of the morpheme or structure. In this point, the writer finds out the error in selecting the orthography of a word. The student selects the incorrect letter to indicate "hi". He writes "hy" instead of "hi" as a greeting. It means that he has chosen the wrong letter.

     In the second point, the writer finds out two categories of error. The first one is the error of omission, because the student omits an element that must appear in a well-formed utterance. In this case, the student omits "is" after the subject which is singular. This subject needs "is" because it is in a simple present tense. Then, the second error is the error of addition, because there is a presence of an element that must not appear in a well-formed utterance. In this case, the student adds an element that should not be there by doubling "r" into "rr" to write

"very", which is the correct form with single "r". So, the correct form of this word is "very".

Then, the third point belongs to the error of addition. In this case, the student doubling "s" into "ss" to write "busy", which the correct form with single "s". So, the correct form of this word is "busy".

And the last point belongs to the error of omission, because there are the absence of elements that must appear in a word. The sentence above belongs to a simple present tense, which is used to express habitual or everyday activity. In this case, the word "Monday" has to use letter "s" at the end to express habitual activity. So, the correct form of this word is "Mondays", while the student writes "Monday" and omits "s" at the end of this word. In this point, the student also omits the punctuation. The word "Mondays" is placed at the end of the sentence, so, it needs to be ended by using a full stop (.).

Causes of Error:

The error of selection in the first point is caused by the student's limited knowledge about the English word. So, he uses letter "y" after "h" instead of "i" which is supposed to be "Hi". It may be caused by the student's hearing of the sound, where "y" is pronounced [waɪ]. In this case, the error is caused by the weakness of the student's mastery of English word.

In other words, this error may also be caused by the complexity of the English itself. In English, words which have the same sounds but different spelling and meaning is recognized as a homophone, (Shaughnessy, 1980, p. 169),

e.g. "to-too-two", "do-due", "know-no", etc. This phenomenon can also occurs to the letter "y" and "i" which have the same sound when it takes final position.

In the second point, the error of omission is caused by the rule in English which must have a specific concordance (subject-verb agreement). This sentence uses "Irfan" as singular subject, so, there must be "to be" is followed. In this case, it can be related to the interference of the student's L1 which has no concordance. If the student does not recognize the use of "to be" in his L1, so, he will be influenced not to use "to be" in making a sentence in the L2.

The second error in the second point is the error of addition. Here, the student uses "verry" which has double "r" to refer to "very". The student uses "rr" because in general, there is a strong intonation in consonant "r" when it is pronounced. This is a fact that there is no correlation between the speech sound and the orthography of the English words. So, by hearing the speech sound of "very", the student will automatically write "verry".

In the third point, the error of addition is caused by the student does not know exactly the correct orthography of the word "busy". So, he uses "ss" to refer to "busy", while the correct form is single "s". This error indicates the weakness of the student's mastery of the English orthography.

In the fourth point, the omission of "s" in word "Monday" is caused by the complexity of the English, which differentiates the spelling of a word based on the time of event or its tense. It can also be caused by the student's limited knowledge of the English. It means that, the student does not really understand about the

change of the word's spelling based on its tense. While the omission of a full stop

(.) is caused by the student's limited knowledge of punctuation.

b. 2nd sentence:

"*she* gets up at five o'clock in the *morning(*)*"
    1   2

Table 2. The error in the form of selection and omission

Data	*she* gets up at five o'clock in the *morning(*)* 1 2
Correction	He gets up at five o'clock in the **morning.**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

<u>Category of Error:</u>

In the first point, there is an error of selection found, which is related to the error in selecting the subject. In this sentence, the student uses "she" as the subject, while the subject in the previous sentence is "Irfan" (a boy). So, the correct subject of this sentence is "he".

Then, in the second point, there is an error of omission, because the student omits an element that must appear in a well-formed utterance. In this case, the student omits a full stop (punctuation). The word "morning" needs to be followed by a full stop because it is placed at the end of the sentence. So, the correct form of this sentence is "He gets up at five o'clock in the morning."

<u>Cause of Error:</u>

The error of selection above is caused by the student's limited knowledge about the English grammar, especially in selecting the appropriate subject. In this case, the student does not relate the second sentence with the previous sentence. It makes the student choose the wrong form of the correct subject. It is related to the weakness of the student's mastery of the English grammar.

The error of omission above is also caused by the student's limited knowledge in using punctuation. The student omits a full stop that must appear at the end of a sentence. It implies the lack of the student's mastery of the English.

c. 3rd sentence:

"_**she**_ has a geography class at eight in the morning."
1

Table 3. The error in form of selection

Data	_**she**_ has a geography class at eight in the morning. 1
Correction	He has a Geography class at eight in the morning.

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

<u>Category of Error:</u>

There is an error of selection found here, which is related to selecting the subject. In this sentence, the student uses "she", while the subject in the first sentence is "Irfan" (a boy). So, the correct subject of this sentence is "he".

Cause of Error:

The error of selection above is caused by the student's limited knowledge about the English grammar, especially in selecting the appropriate subject. In this case, the student does not relate the second sentence with the previous sentence. It makes the student choose the wrong form of the correct subject. It is related to the weakness of the student's mastery of the English grammar.

d. 4th sentence:

"**_She_** has a math **_course._** at two in the **_afternoon(*)_**"
   1   2   3

Table 4. The error in form of selection, addition & omission

Data	**_She_** has a math **_course._** at two in the **_afternoon(*)_** 1 2 3
Correction	**He** has a Math **course** at two in the **afternoon.**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

There are three categories of error found here. The first one is the error in selecting the subject. In this sentence, the student uses "she", while the subject in the first sentence is "Irfan" (a boy). So, the correct subject of this sentence is "he".

The second one is the error of addition, because there is a presence of an element that must not appear in a well-formed utterance. In this case, the student adds a full stop (.) after the word "course", while there are still some explanation words.

Then, the last error is the error of omission, because the student omits an element that must appear in a well-formed utterance. In this case, the student omits a full stop (punctuation). The word "afternoon" needs to be followed by a full stop because it is placed at the end of the sentence. So, the correct form of the sentence is "He has a Math course at two in the afternoon."

Cause of Error:

The error of selection above is caused by the student's limited knowledge about the English grammar, especially in selecting the appropriate subject. In this case, the student does not relate the fourth sentence with the first sentences. It makes the student choose the wrong form of the correct subject. This phenomenon is related to the weakness of the student's mastery of the English.

While the error of addition is caused by the student's limited knowledge in using punctuation. The student adds a full stop (.) in the middle of the sentence, while the function of a full stop (.) is to end a sentence. It implies that there is a lack of the student's mastery about the English spelling, especially the use of the punctuation.

Then, the error of omission is also caused by the student's limited knowledge in using punctuation. The student omits a full stop that must appear at the end of a sentence. It means that there is a lack of the student's mastery of the English spelling.

e. 5th sentence:

"***She ha a (*) Do*** homework at seven-thirty in the ***morning***."
   1   2   3

Table 5. The error in form of selection, omission & addition

Data	***She ha a (*) Do*** homework at seven-thirty in the ***morning***. 1 2 3
Correction	**He has to do** homework at seven-thirty in the **evening**.

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

There are three categories of error found here. The first one is the error in selecting the subject. In this case, the student uses "she", while the subject in the first sentence is "Irfan" (a boy). So, the correct subject of this sentence is "he".

Then, there is the omission of letter "s" in the word "has". In this case, the sentence needs to use "has" after the subject, because the subject is in the third singular person. It belongs to the term of subject-verb agreement, where the different subjects have the different verbs.

The student also omits "to" after "has". The sentence above is expressing necessity to do something, which usually uses "must" and "have to". It depends on the subject of the sentence. In this case, the sentence uses subject in the third singular person, so, the correct form is "has to".

The third error in this sentence is the error of addition. There is an addition of letter "a" which occurs after "ha". In this case, there is no function of "a" which is placed between "ha" and "do". That's why it belongs to the error of addition.

Then, in the last word of the sentence, there is an error of selection found. It belongs to the term of word choice. In this case, the student selects the word "morning" which is supposed to be "evening". So, the correct form of this sentence is "He has to do homework at seven-thirty in the evening."

Cause of Error:

The errors of selection above are caused by the student's limited knowledge about the English. In the first point, the student does not relate the fifth sentence with the previous sentences. It makes the student choose the wrong form of the correct subject. While in the last point, the student chooses the inappropriate word in his sentence. It implies the weakness of the student's mastery of the English.

The errors of omission and addition in the second point are caused by the complexity of the English, which recognizes modals to express the speaker's attitude. As the example, this sentence talks about a necessity to do something, so, it uses "has to". It depends on the subject of the sentence.

Then, the errors are also caused by the limited knowledge of the English grammar of the student. In this case, the student fails to get the correct rule of the English grammar. In general, it implies the weakness of the student's mastery of the English grammar.

The error of selection in the last point is caused by the limited knowledge of the student about the English. In this case, the student has chosen the

inappropriate word. It is related to the weakness of the student's mastery of the English words.

f. 6th sentence:

"***She's*** ***realy*** busy on ***monday***, isn't ***she's(*)***"
   1   2   3   4

Table 6. The error in form of selection, omission & addition

Data	***She's*** ***realy*** busy on ***monday***, isn't ***she's(*)*** 1 2 3 4
Correction	**He's really** busy on **Mondays**, isn't **he?**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

The first point belongs to the error of selection, because the student makes an error in selecting the subject of the sentence. In this case, the student uses "she" as the subject, while the subject in the previous sentence of this paragraph is "Irfan" (a boy). So, the correct form of this word is "He's".

Then, the second point belongs to the error of omission, because there is an absence of an element that must appear in a well-formed utterance. In this sentence, the student writes "realy" to refer to "really". Here, the student omits one letter "l" which actually should use double "ll". So, the correct orthography of this word is "really".

In the third point, there is an error of omission found. This sentence belongs to a simple present tense, which is used to express habitual or everyday

activity. In this case, the word "Monday" has to use letter "s" at the end to express the habitual activity. So, the correct form of this word is "Mondays", while the student writes "Monday" and omits "s" at the end of this word.

In general, this sentence belongs to a kind of tag question. A tag question is a question added at the end of a sentence. Speakers use tag question chiefly to make sure that their information is correct or to seek an agreement. The sentence above needs an affirmative answer (positive form), because it uses the negative tag "isn't" which has to be followed by "subject" directly.

In the last point of this sentence there are some categories of error occur, they are the error of selection, the error of addition and the error of omission. The first one is the error of selecting the subject. The correct subject of this sentence is "he", because this paragraph talks about "Irfan" (a boy), while the student writes "she".

Then, the student uses the wrong form of the subject, where he/she adds an apostrophe (') and a final (-s) which is placed after "she". It refers to the error of addition, because it is not suitable with the rule of making a tag question.

The last error that is found in this point is the error of omission. In this case, there is an element which is omitted by the student, which is the question mark itself. The student must use a question mark, because this sentence belongs to a kind of question. Here, the student writes "She's realy busy on monday, isn't she's". While, the correct form of the sentence is: "He's really busy on Mondays, isn't he?"

Cause of Error:

The error of selection in the first point is caused by the student's limited knowledge about the English grammar, especially in selecting the appropriate subject. In this case, the student does not relate this sentence with the first sentence of this paragraph. It makes the student choose the wrong form of the correct subject. It implies the weakness of the student's mastery of the English grammar.

The error of omission in the second point is caused by the lack of the English mastery of the student, especially in the English orthography. In this case, the student fails to acquire the correct orthography of an English word which has two similar consonants by omitting one of them. This error can also be caused by the complexity of the English which has some words using two similar consonants, but it is pronounced in the same way with a single consonant.

The error of omission in the third point is also caused by the complexity of the English, which differentiates the spelling of a word/verb based on the time of event or its tense. On the other hand, this error can also be caused by the limited knowledge of the English of the student. It means that, the student does not really understand about the change of the word's form based on its tense. This phenomenon is related to the lack of knowledge of the English spelling of the student.

Then, the errors in the last point are caused by the complexity of the English which has a different form of question that is called tag question. It is used by the speaker to make sure that their information is correct or to seek

agreement. The tag question has a different form in making a question by adding a short question, which is placed at the end of the question sentence itself.

Based on this phenomenon, it can be implied that the student does not really understand about the way of making a tag question. Therefore it also influences his/her spelling in this sentence. In short, it is an evidence of the weakness of the student's mastery of the English.

Data 2

Hi(*) my *friend*(*) Yomi is very busy on *monday*. He gets up at five in the morning. *he* has a Religion at eight thirty am. *he* has *acourse* at two thirty pm and *does* (*) *home work* at eight *pm*(*)

a.   1st sentence:

   "*Hi*(*) my *friend*(*) Yomi is very busy on *monday*(*)."
    1   2   3

Table 7. The error in form of omission

Data	*Hi*(*) my *friend*(*) Yomi is very busy on *monday*(*)." 1 2 3
Correction	Hi! My **friend,** Yomi is very busy on **Mondays.**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

The first point belongs to the error of omission, because the student omits an element that must appear in a well-formed utterance. In this case, the student omits an exclamation mark (!), because in this sentence, the word "Hi" refers to

an exclamative word (a word or phrase used to introduce an exclamation). Therefore, the correct form of this word is "Hi!".

The second point also belongs to the error of omission. In this case, the student omits a comma (,) which is supposed to be placed after "friend". Here, comma (,) functions to separate the adverb clause and an independent clause. In this sentence, the adverb clause is "My friend" because it cannot stand alone as a sentence. It must be connected to an independent clause. In this case, the independent clause is "Yomi is very busy on Mondays". So, in order to connect them we should use a comma (,). Therefore, the correct form of this sentence is "Hi! My friend, Yomi is very busy on Mondays."

Then, the last point also belongs to the error of omission. The word "monday" belongs to the kind of the error of omission, because there is the absence of letter "s" at the end of this word. The sentence which uses this word belongs to a simple present tense, which is used to express habitual or everyday activity. In this case, the word "monday" must use letter "s" at the end to express the habitual activity. So, the correct spelling is "Mondays", while the student writes "Monday" and omits "s".

Cause of Error:

The errors of omission above are caused by the limited knowledge of the student about the English, especially the use and function of punctuation, and also grammar. In the first points, the student does not know the function of the

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exclamation mark, so, he omits it. This phenomenon implies the weakness of the student's mastery of the English.

The error of omission in the second point is caused by the student's limited knowledge about the English. In this sentence, the punctuation is functioned to connect two clauses. But, the student omits it. It means that the student does not master the English grammar well.

Then, the error of omission in the last point is caused by the complexity of the English, which differentiate the spelling of a word/verb based on the time of event or its tense. It means that, the student does not really understand about the change of the word's form based on its tense. This phenomenon is related to the lack of the English of the student.

b. 2nd sentence:

"He gets up at five in the morning."

c. 3rd sentence:

"he has a Religion at eight thirty am."

d. 4th sentence:

"he has _acourse_ at two thirty pm and _does (*) home work_ at eight _pm(*)_"
         1   2   3   4

Table 8. The error in form of selection and omission

Data	he has _**acourse**_ at two thirty pm and _**does (*)**_ _**home work**_ at eight _**pm(*)**_" 　　　1　　　　　　　　　　　　　2　　　3　　　　　　　　4
Correction	He has **a course** at two thirty pm and **does his homework** at eight **pm.**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

The first point belongs to the error of selection, which refers to the use of the wrong form of the morpheme or structure. In this case, the student selects the wrong form of the English word. In this point, the student writes "acourse" (without a space between the article "a" and word "course"), which is supposed to be "a course" (with space).

The second point belongs to the error of omission, because there is the absence of an element that must appear in a well-formed utterance. After the word "does", there must be "his" as the possessive adjective, which is followed immediately by a noun. This sentence uses "he" as the subject, so the possessive adjective for "he" is "his".

The third point belongs to the error of selection, which refers to the use of the wrong form of the morpheme or structure. In this case, the student selects the wrong orthography of an English word. In this point, the student writes "home work" (with a space between "home" and "work"), which is supposed to be "homework" (without space).

And the last point belongs to the error of omission, because the student omits an element that must appear in a well-formed utterance. In this case, the

student omits a full stop (punctuation). The word "pm" needs to be followed by a full stop because it is placed at the end of the sentence. So, the correct form of the sentence is "He has a course at two thirty pm and does his homework at eight pm."

Cause of Error:

The errors of spelling above are caused by the complexity of the English itself. In this case, the student does not know exactly the correct spelling of "a course" and "homework". In case of "home work", it can also be caused by the influences of the student's L1. In the student's L1 (Indonesian) this word is called "pekerjaan rumah", that has two words which are separated by space. It can influence the student to make a sentence in his/her L2. This error also indicates the weakness of the student's mastery of the English orthography.

The second point is caused by the complexity of the English which has possessive adjectives to indicate the person as the owner of something, for example "my", "your", "her", "his", "its", "our", and "their". In this case, the student omits the word "his" as the possessive adjective of "he". This error is also caused by the lack of the student's mastery about the English grammar.

The error of omission in the last point is caused by the student's limited knowledge in using punctuation. The student omits a full stop that must appear at the end of a sentence. It means that there is a lack of the student's mastery about the English, especially punctuation.

Data 3

Fahri is very busy on Mondays. He gets up at five thirteen in the morning. Next, he *take* a bath at five *fourty* five. He has a dancing practice at two *o'clock*(.) *In* the afternoon. And he does his homework at seven thirty five in the evening.

a. 1st sentence:

"Fahri is very busy on Mondays."

b. 2nd sentence:

"He gets up at five thirteen in the morning."

c. 3rd sentence:

"Next, he *take* a bath at five *fourty* five."
            1   2

Table 9. The error in form of omission, selection & addition

Data	Next, he *take* a bath at five *fourty* five. 1 2
Correction	Next, he **takes** a bath at five **forty** five.

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

This sentence belongs to the simple present tense, which expresses the event or situation that always, usually or habitually exist. In the simple present tense, the third singular person uses verb-1 which is added by a final "-s" or "es" at the end of the word, for example "reads", "likes", "works", "lives", etc.

In this case, the subject of the sentence above is "he". It means that the sentence uses the third singular person. The verb which is used in this sentence has to use a final "-s", so the correct spelling of this sentence is "Next, he takes a bath at five forty five."

In this case, there is an error of omission occurs in this sentence, because there is the absence of an element that must appear in a well-formed utterance. The student omits a final "-s" which has to be placed at the end of the verb "take".

In the second point, there are two categories of error which are found in this word, they are the error of selection and the error of addition. The first error is the error of selection, which refers to the use of the wrong form of the morpheme or structure. In this case, the student failed to select the correct orthography of the word "forty". The student uses the original form of word "four" and then adds a final "-ty" in order to change its form.

In this word, there is also the error of addition found. It refers to the presence of an element that must not appear in a well-formed utterance. In this case, the student adds letter "u" after "o". It means that the student uses the same orthography with "four", while the correct orthography is "forty". So, the letter "u" must not appear in this orthography.

Causes of Error:

The error of omission above is caused by the complexity of the English which recognizes the change of verb based on the time of event or its tense. In this case, the student omits a final "-s" which is functioned as the distinctive feature of

the simple present tense. It means that there is a lack of the student's mastery about the English grammar. It can be implied that the student does not really understand about the function of a final "-s" which is placed at the end of the verb-1.

Then, in the second point, the errors above are caused by the student's limited understanding in mastering the English orthography. In this case, the student fails to use the correct orthography of a word which has changed into another form. The student is still influenced by the original form of the word "four". So, when this word changes into "forty", the student also brings the form of "four" and then he/she gives the final "-ty".

This phenomenon is also related to the complexity of the English itself, which a word can change from one form into another based on the subject, the time of events (tenses), singular/plural, and other elements of the sentence itself. It can also be influenced by the kinds of the sentence itself: active sentence or passive sentence.

d. 4th sentence:
   "He has a dancing practice at two *o'clock*(.) In the afternoon."
   1

Table 10. The error in form of addition

Data	"He has a dancing practice at two *o'clock*(.) In the afternoon." 1
Correction	He has a dancing practice at two o'clock in the afternoon."

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

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Category of Error:

This word belongs to the error of addition, which there is a presence of an element that must not appear in a well-formed utterance. In this case, the student adds a full stop (.) after the word "o'clock", while there are some explanatory words. This error refers to the incomplete sentence. The correct form of this sentence is "He has a dancing practice at two o'clock in the afternoon."

Cause of Error:

This error is caused by the student's limited knowledge in using the punctuation. The student put a full stop (.) in the middle of the sentence, while the function of a full stop (.) is to end a sentence. It implies that there is a lack of the student's mastery about the English, especially the functions of the punctuation.

e. 5ᵗʰ sentence:

"And he does his homework at seven thirty five in the evening."

Data 4

Hi! My Friend, yola, is very busy on Thursdays. She gets up at five fifteen in the morning. She has (*) *math* class at 7:10 am. She has (*) *Physics* class at nine-fifty in the *morning*(*) *at* seven thirty in the *evening*(*) she *has* (*) English class. She's *realy* busy on *Thursdays*(*) isn't *she*(*)

a. 1ˢᵗ sentence:

'Hi! My Friend, yola, is very busy on Thursdays.'

b. 2nd sentence:

'She gets up at five fifteen in the morning.'

c. 3rd sentence:

'She **has (*)** *math* class at 7:10 am.'
        1

Table 11. The error in form of omission

Data	She **has (*)** *math* class at 7:10 am.' 1
Correction	She has **a** Math class at 7:10 am."

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

There is an error of omission occur in this point, because there is the absence of an element that must appear in a well-formed utterance. In this case, the student omits an article "a" which must be placed between "has" and "math". The function of the article "a" in this sentence refers to the word which is placed after the article itself (math). Generally, article "a" or "an" is used to talk about one thing or person and also to explain about what a thing or a person is. It depends on the first letter of the word that we are talking about. If the word begins with a consonant, we need to use "a". But, if the word begins with a vowel (a/e/i/o/u), we need to use "an". The suitable article for "math" is "a", because the word "math" begins with a consonant.

<u>Causes of Error:</u>

The error of omission above is caused by the complexity of the English grammar which differentiates an article based on the word that follows it. In this case, it can be implied that the student does not master the English grammar well, especially the use of an article.

d. 4th sentence:

    'She **_has (*) Physics_** class at nine-fifty in the **_morning(*)_**'
              1   2

Table 12. The error in form of omission

Data	She **_has (*) Physics_** class at nine-fifty in the **_morning(*)_**
	1 2
Correction	She has **a** Physics class at nine-fifty in the **morning.**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

<u>Category of Error:</u>

The error in the first point belongs to the error of omission, because there is the absence of an element that must appear in a well-formed utterance. In this case, the student omits an article "a" which must be placed between "has" and "physics". The function of article "a" in this sentence refers to the word which is placed after the article itself (physics). The use of the article depends on the first letter of the word that we are talking about. If the word begins with a consonant, we need to use "a". But, if the word begins with a vowel (a/e/i/o/u), it needs to use "an". Because of the first letter of "physics" is a consonant, so the suitable article

is "a". Therefore, the correct spelling of this sentence is: "She has a Physics class at nine-fifty in the morning."

Then, the second point also belongs to the error of omission. In this case, the student omits a full stop (punctuation). The word "morning" needs to be followed by a full stop because it is placed at the end of the sentence.

Causes of Error:

The errors of omission above are caused by the complexity of the English grammar which differentiates an article based on the word that follows it. It implies that the student does not master the English grammar well, especially the function and the use of an article and punctuation.

e. 5th sentence:

'at seven thirty in the **_evening(*)_** she **_has (*) English_** class.
                 1   2

Table 13. The error in form of omission

Data	at seven thirty in the **_evening(*)_** she **_has (*) English_** class. 1 2
Correction	At seven thirty in the **evening,** she **has an English** class.

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

The first point belongs to the error of omission, because the student omits a comma (,) which is supposed to be placed after "evening" to separate the adverb

clause and an independent clause. In this sentence, the adverb clause is "At seven thirty in the evening" because it cannot stand alone as a sentence. It must be connected to an independent clause. In this case, the independent clause is "she has an English class". So, to connect them we should use a comma (,).

The second point also belongs to the error of omission. In this case, the student omits an article "a" which must be placed between "has" and "English". The function of article "a" in this sentence refers to the word which is placed after the article itself (English). The use of the article depends on the first letter of the word that we are talking about. If the word begins with a consonant, it needs to use "a". But, if the word begins with a vowel (a/e/i/o/u), we need to use "an". Because of the first letter of "English" is a vowel (e), so the correct form of this sentence is "At seven thirty in the evening she has an English class."

Cause of Error:

The errors of omission above are caused by the student's limited understanding about the English grammar, including the use of punctuation and article. In this sentence, the punctuation functions to connect two clauses. But, the student omits it. It is related to the weakness of the student's mastery of the English grammar.

f. 6th sentence:

'She's _realy_ busy on _Thursdays_(*) isn't _she_(*)'
      1   2   3

Table 14. The error in form of omission

Data	She's _**realy**_ busy on _**Thursdays(*)**_ isn't _**she(*)**_ 1 2 3
Correction	She's **really** busy on **Thursdays,** isn't **she?**

Source: analyzed based on Oxford Advanced Learner's Dictionary of Current English by Hornby

Category of Error:

The first point belongs to the error of omission. In this sentence, the student writes "realy" to refer to "really". Here, the student omits one letter "l" in which we should use double "ll". So, the correct orthography of this word is "really".

The sentence above is a kind of tag question. Tag question is a question added at the end of a sentence, which functions to make sure that the information is correct or to seek agreement. In making this question sentence, it needs the affirmative sentence, the negative tag and the affirmative answer expected. Here, the affirmative sentence and the negative tag are separated by comma (,).

The word "Thursdays" above belongs to the error of omission, because after "Thursdays" there should be a comma (,) to separate the affirmative sentence and the negative tag, but the student omits it.

Then, the sentence above needs an affirmative answer (positive form), because it uses the negative tag "isn't" which has to be followed by "subject" directly. In this point, it can be seen that there is an error of omission, because there is an element which is omitted by the student, that is the question mark itself. In this case, the student has to use a question mark, because this sentence

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belongs to a kind of question. The student writes "She's realy busy on Thursday isn't she", while the correct form of the sentence is: "She's really busy on Thursday, isn't she?"

Causes of Error:

The first error is caused by the lack of the English mastery of the student, especially in English orthography. In this case, the student fails to acquire the correct orthography of an English word which has two similar consonants by omitting one of them. This error can also be caused by the complexity of the English which has some words using two similar consonants, but it is pronounced in the same way with a single consonant.

While, the errors of omission in the second and the third points are caused by the complexity of the English which has a different form of question that is called tag question. It is used by the speaker to make sure that their information is correct or to seek agreement. The tag question has a different form in making a question by adding a short question, which is placed at the end of the question sentence itself.

Based on this phenomenon, it can be implied that the student does not really understand about the way of making a tag question. Therefore it also influences her writing in this sentence. In short, it is an evidence of the weakness of the student's mastery of the English grammar.

Data 5

My friend, Sofia, has many things to do on Saturdays. She gets up at five thirty in the morning. Then **(*)** *go* jogging at six am. She *have* breakfast at eight *fifteen.* and then *he have* a Japanese class. She *have* lunch with *friend* she has a singing lesson at three *.pm(*)* She has badminton Practice at three pm and then she *have* dinner at seven *pm(*)*

a. 1st sentence:

'My friend, Sofia, has many things to do on Saturdays.'

b. 2nd sentence:

'She gets up at five thirty in the morning.'

c. 3rd sentence:

'Then <u>(*) go</u> jogging at six am.'
       1

Table 15. The error in form of omission

Data	Then <u>(*) go</u> jogging at six am. 1
Correction	Then **she goes** jogging at six am.

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

<u>Category of Error:</u>

There are two categories of error which are found here, they are the error of omission and the error of selection. The first error is the error of omission. In this case, the student omits the subject of the sentence. According to the previous sentence, the subject of this sentence is "she", but the student omits it.

This sentence belongs to a simple present tense, which is used to express the habitual or everyday activity. In the simple present tense, there is a rule to add a final "-s" or "-es" into a verb that is used in the sentence. In this sentence, the verb which has to be added with "-s" or "-es" is the word "go". Because the subject of this sentence is "she", so the suitable final is "-es". Therefore, the correct form for this word is "goes".

While, the student writes "go" instead of "goes". It means that the student selected the wrong form. This phenomenon refers to the error of selection, which there is a use of the wrong form of the morpheme or structure.

It is also included into the error of omission, which refers to the absence of an item that must appear in a well-formed utterance. In this case, the student omits a final "-es" which has to be added into word "go".

Causes of Error:

The error of selection and omission above are caused by the complexity of the English which has a tense to indicate the time of an event. The student selected the wrong form of a verb which has to use in a kind of simple present sentence. In this case, we can relate it to the interference of the student's L1. The student's L1 is Indonesian which doesn't recognize the existence of tenses. Unconsciously, the rule of student's L1 can influence the student in acquiring his/her L2. If in his/her L1 the student uses the same verb for the past, present and future form of sentence, so, in making a sentence in L2, the student also uses the same verb and ignores the tenses of the sentence.

In general, the errors above indicate that the student still has a limited understanding about the English grammar. Or, it implies the weakness of the student's mastery of the English grammar. The student does not know about the change of a verb based on the tense of the sentence itself. So, it influences the student in making a sentence.

d. 4th sentence:

'She *have* breakfast at eight *fifteen.* and then *he have* a Japanese class.
     1   2   3

Table 16. The error in form of selection and addition

Data	She *have* breakfast at eight *fifteen.* and then *he have* a Japanese class. 1 2 3
Correction	She **has** breakfast at eight **fifteen** and then **she has** a Japanese class.

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

The sentence above is a kind of simple present, which expresses the event or situation that always, usually or habitually exist. In this sentence, there is a word "have" in the first point, which belongs to the error of selection, because the student selected the wrong form of this word.

The sentence above uses "she" as the subject. Here, the sentence needs to use "has" after "she", because "she" is the third singular person. But, the student uses "have" instead of "has". The word "have" is used for the subject "I", "you",

"we" and "they". While "has" is used for the third singular person "he", "she" and "it".

The second point belongs to the error of addition, which there is a presence of an item that must not appear in a well-formed utterance. Here, the student adds full stop (.) after the word "fifteen", while there are some continuation words.

Then, the third point belongs to the error of selection, which refers to the use of the wrong form of the morpheme or structure. There are two kinds of error of selection found in this point. The first one is the error of selecting the subject. Here, the student uses "he", while the subject in the previous sentence is "Sofia" (a girl). So, the correct subject of this sentence is "she".

The second one is the error of selecting the verb. The sentence above uses "she" as the subject. In this case, the sentence needs to use "has" after the word "she", because "she" is the third singular person. But, the student uses "have" instead of "has". The word "have" is used for the subject "I", "you", "we" and "they". While "has" is used for the third singular person "he", "she" and "it". So, the correct spelling for this sentence is "She has breakfast at eight fifteen, and then she has a Japanese class."

Causes of Error:

The errors of selection which occur in this sentence is caused by the complexity of the English which has different "to be" and "verb" for the different

subject. The use of "to be" and "verb" also depend on the tense of the sentence itself.

Then, the error is also caused by the limited understanding of the English grammar of the student. In this case, the student fails to get the correct rule of the English grammar. In general, it implies the weakness of the student's mastery of the English grammar and spelling.

In the second point, the error of addition is caused by the student's limited understanding in using the punctuation. The student adds a full stop (.) in the middle of the sentence, while the function of a full stop (.) is to end a sentence. It means that there is a lack of the student's mastery about the English, especially the functions of the punctuation.

e. 5th sentence:

'She _have_ lunch with _friend(*)(*)_.
    1   2

Table 17. The error in form of selection and omission

Data	She _have_ lunch with _friend(*)(*)_. 1 2
Correction	She **has** lunch with **friends.**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

Category of Error:

The first point belongs to the error of selection, because the student uses the wrong form of the morpheme or structure The sentence above uses "she" as

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the subject. In this case, the sentence needs to use "has" after the word "she", because "she" is the third singular person. But, the student uses "have" instead of "has". The word "have" is used for the subject "I", "you", "we" and "they". While the word "has" is used for the third singular person "he", "she" and "it". So, the correct spelling for this sentence is: "She has lunch with friends."

The second error belongs to the error of omission, which there is the absence of an element that must appear in a well-formed utterance. In this sentence, the student omits the final "-s" which has to be placed after "friend". It is related to the term of singular and plural. This sentence refers to the plural noun, which it needs a final "-s" as the symbol of the plural itself. The correct spelling of this word is "friends.", while the student writes "friend". In this case, he/she omits the final "-s".

Then, the student also omits a full stop (.) which has to be placed after the word "friends". So, the correct spelling of this sentence is "She has lunch with friends."

Causes of Error:

The first error is caused by the complexity of the English which has different "to be" and "verb" for the different subject. The use of "to be" and "verb" also depends on the tense of the sentence itself. Then, the error is also caused by the limited understanding of the English grammar of the student. In this case, the student fails to get the correct rule of the English grammar. In general, it

implies the weakness of the student's mastery of the English grammar and spelling.

While, the errors of omission above are caused by the complexity of the English which uses the final "-s" or "-es" to differentiate the plural and the singular noun. It can also be caused by the influence of the student's L1. The student's L1 is Indonesian which does not recognize the final "-s" or "-es" to differentiate the plural and singular noun. In Indonesian, there is a repetition to indicate the plural noun. While, the noun itself still use its original form. It can be the cause of why the student omits the final "-s" of the word "friends".

In general, it can be concluded that there is a lack of the student's mastery about the English. The student does not really understand about the term of singular and plural noun and also the use of punctuation.

f. 6th sentence:

'she has a singing lesson at three *.pm(*)*
1

Table 18. The error in form of selection

Data	she has a singing lesson at three *.pm(*)* 1
Correction	She has a singing lesson at three **pm.**

Source: analyzed based on Understanding and Using English Grammar (1993) by Azar

<u>Category of Error:</u>

The error which occurs in this point refers to the error of selection. There is a misplace of the full stop (.). In this case, the student uses a full stop (.) after "three" instead of "pm". So, the correct form of this sentence is "She has a singing lesson at three pm."

<u>Cause of Error:</u>

The error of selection above is caused by the student's limited understanding about the English, especially the use of punctuation. It means that the student does not master the English spelling well.

g. 7th sentence:

'She has badminton Practice at three pm and then she <u>***have***</u> dinner at seven

$$1$$

<u>***pm(*)***</u>
$$2$$

Table 19. The error in form of selection and omission

Data	She has badminton Practice at three pm and then she <u>***have***</u> dinner at 1 seven <u>***pm(*)***</u> 2
Correction	She has badminton practice at three pm and the she **has** dinner at seven **pm.**

<u>Category of Error:</u>

The first point of this sentence belongs to the error of selection, because the student selected the wrong form of this word. The sentence above uses "she" as the subject. Here, the student must to use "has" after the word "she" in the sentence, because "she" is the third singular person. But, the student uses "have" instead of "has". The word "have" is used for the subject "I", "you", "we" and "they". While"has" is used for the third singular person "he", "she" and "it".

The second point belongs to the error of omission, which the student omits an item that must appear in a well-formed utterance. In this case, the student omits a full stop (punctuation). The word "pm" needs to be followed by a full stop because it is placed at the end of the sentence. So, the correct spelling of the sentence is 'She has badminton practice at three pm and then she has dinner at seven pm.'

<u>Causes of Error:</u>

The error of selection abovee is caused by the complexity of the English which has different "to be" and "verb" for the different subject. The use of "to be" and "verb" also depends on the tense of the sentence itself.

Then, the error is also caused by the limited knowledge of the English grammar of the student. In this case, the student fails to get the correct rule of the English grammar. In general, it implies the weakness of the student's mastery of the English grammar.

Then, the error of omission above is caused by the student's limited knowledge in using punctuation. The student omits a full stop that must appear at the end of a sentence. It means that there is a lack of the student's mastery about the English spelling, especially about punctuation.

3.3 Findings

Table 56. The Categories and Causes of Error in the Student's Writings

NO. OF DATA	DATA	CORRECTION	THE STUDENT'S STRATEGIES	CATEGORY OF ERROR				CAUSE OF ERROR		
				OMISSION	ADDITION	SELECTION	ORDERING	INFLUENCES OF L1	COMPLEXITY OF THE ENGLISH	THE WEAKNESS OF LEARNER'S MASTERY
1	hy, my friend, Irfan (*) verry bussy on monday(*)(*)	Hi, my friend, Irfan is very busy on Mondays.	Subst. "i" with "y"			√			√	√
			Omss. "is" / Addt. "r"	√	√			√	√	√
			Addt. "s"		√				√	√
2	she gets up at five o'clock in the morning(*)	He gets up at five o'clock in the morning.	Omss. "s" and (.)	√					√	√
3	she has a geography class at eight in the morning.	He has a Geography class at eight in the morning.	Subst. "He" with "she"			√				√
			Omss. (.)	√						√
4	she has a math course. at two in the afternoon(*)	He has a Math course at two in the afternoon.	Subst. "He" with "she"			√				√
			Subst. "He" with "she"			√				
			Addt. (.)		√					√
5	She ha a (*) Do homework at seven-thirty in the morning.	He has to do homework at seven-thirty in the evening.	Omss. (.)	√						√
			Subst. "He" with "she"			√				√
			• Omss. "s" in "has" and "to" • Addt. "a"	√	√				√	√
			Subst. "evening" with "morning"			√				√

No	(Student sentence)	(Correct sentence)	Error type							
			Subst. "He" with "She"			√				√
6	*She's realy* busy on *monday(*)*, isn't *she's(*)*	*He's really* busy on *Mondays*, isn't *he?*	Omss. "I" and "s"	√					√	√
			• Subst. "he" with "she" • Addt. ('s) in "she" • Omss. (?)	√	√	√			√	√
7	*Hi(*)* my *friend(*)* Yomi is very busy on *monday(*)*.	*Hi!* My *friend*, Yomi is very busy on *Mondays*.	Omss. (!); (,) and "s"	√					√	√
8	he has *acourse* at two thirty pm and *does (*) home work* at eight *pm(*)*	He has *a course* at two thirty pm and *does his homework* at eight *pm.*	Subst. "a course" with "acourse"			√			√	√
			Omss. "his"	√					√	√
			Subst. "homework" with "home work"			√		√	√	√
9	Next, he *take* a bath at five *fourty* five.	Next, he *takes* a bath at five *forty* five.	Omss. (.)	√						√
			Omms. "s"	√					√	√
10	He has a dancing practice at two *o'clock.* In the afternoon.	He has a dancing practice at two *o'clock* in the afternoon.	Addt. "u"		√				√	√
11	She *has (*) math* class at 7:10 am.	She *has a Math* class at 7:10 am.	Addt. (.)		√				√	√
12	She *has (*) Physics* class at nine-fifty in the *morning(*)*	She *has a Physics* class at nine-fifty in the *morning.*	Omss. article "a"	√		√			√	√
13	at seven thirty in the *evening(*)* she *has (*) English* class.	At seven thirty in the *evening*, she *has an English* class.	Omss. article "a" and (.)	√					√	√
14	She's *realy* busy on *Thursdays(*)* isn't *she(*)*	She's *really* busy on *Thursdays*, isn't *she?*	Omss. (,) and article "an"	√					√	√
15	Then *(*) go* jogging at six am.	Then *she goes* jogging at six am.	Omss. "I"; (,) and (?)	√					√	√
			• Omss. "she" • Subst. "goes" with "go"	√		√			√	√
16	She *have* breakfast at eight *fifteen.* and then *he have* a Japanese class.	She *has* breakfast at eight *fifteen* and then *she has* a Japanese class.	Subst. "has" with "have"			√			√	√
			Addt. (.)		√					√
17	She *have* lunch with *friend(*)(*)*	She *has* lunch with *friends.*	Subst. "she" with "he"			√			√	√
			Subst. "has" with "have"			√			√	√
18	she has a singing lesson at *three .pm(*)*	She has a singing lesson at *three pm.*	Omss. "s" and (.)	√					√	√
19	She has badminton Practice at three pm and then she *have* dinner at *seven pm(*)*	She has badminton practice at three pm and then she *has* dinner at *seven pm.*	Subst. "pm." with "three .pm."			√				√
			Subst. "has" with "have"			√		√	√	√
			Omss. (.)	√						√
		TOTAL		18	8	17	0	2	23	37

In the table of findings, the writer finds that there are 43 errors of the spelling that are followed by the comparison between the data and the correction. From this comparison, the writer finds out the student's strategies in writing the English words. Based on these strategies, the writer classifies these errors and counts it. As the result, the writer concludes that the dominant error that occurs is the error of omission in which the student omits an element that must appear in a well-formed utterance. Next, the errors of selection and errors of addition also happen, while the error of ordering cannot be found.

In this case, it can be seen that there are three main factors that cause these errors. They are the influences of student's L1/mother tongue, the complexity of the English itself and the weakness of the student's mastery of the English. According to the frequency of the causes of error, it shows that the student's mastery of the English and the complexity of the English are more dominant. All students still have limited knowledge of the English grammar. So, it influences them in writing in their L2.

On the other hand, the table shows that in one point of error, there can be more than one category of error occur. Moreover, these errors can be also caused by more than one factors. In general, it can be said that investigating the writing of the L2 learner of the English language is quite complicated.

CHAPTER 4

CONCLUSION

After analyzing the data, the writer finds out that there are three categories of error that can be found in the writing of five student's of the Pre-Basic 1 class at Dimas Fans Club (DFC) Padang. They are the error of omission, the error of addition, and the error of selection, while the error of ordering cannot be found.

In accordance with the result of the analysis, the writer finds out the error of omission occurs 18 times, the error of addition occurs 8 times, and the error of selection occurs 17 times.

In this case, the error of omission is more dominant than the other categories of error. It is caused there are many elements of a word or a sentence which are omitted by the students.

The errors above are caused by three factors. They are the influences of student's L1/mother tongue, the complexity of the English itself and the weakness of student's mastery of the English. Here, the student's mastery of the English and the complexity of the English are the most dominant factors that cause these errors. It means that the students are not able to master the English writing which is rather complicated if it is compared with their L1/mother tongue. This fact shows that English as a foreign language cannot be mastered easily by the elementary and junior high school students as the beginners.

In addition, the writer also finds out that the students uses small letters in the beginning of the sentence, which are caused by the weakness of the students' mastery of the English, especially the use of capital letter.

Notes:

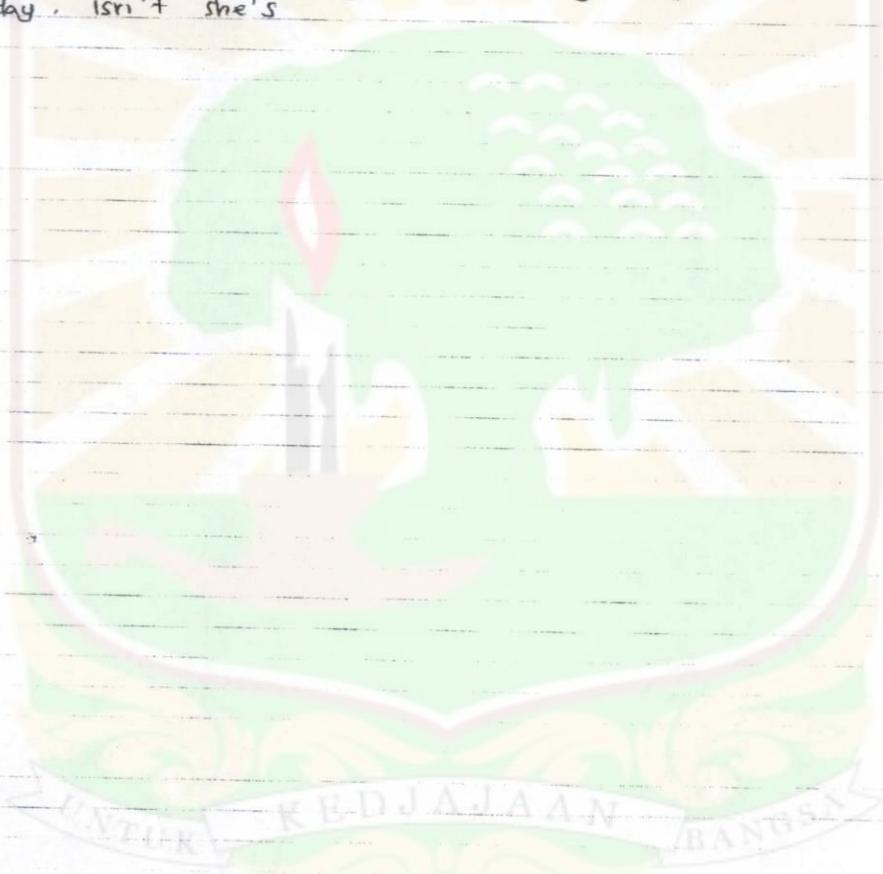| Addt. | Addition |
| Omss. | Omission |
| Subst. | Substitution |

APPENDIX 1

Nama : REGA AKML FEBRIANDA
level : PB INC

hy, my friend, Ifeon verny bussy on monday she gets up
at five o'clock in the morning she has a geography class
at eight in the morning. She has a math course.
at two in the afternoon she ha a Do homework at
seven - thirty in the morning. She's realy busy on
monday, Isn't she's

APPENDIX 2

Muhammad Iqbal
PB 1/nc/019

Date
Page

Hi my friend Yomi is very busy on monday. He gets
up at five in the morning. he has a Religion at eight
thirty am. he has acourse at two thirty Pm and does home
work at eight Pm
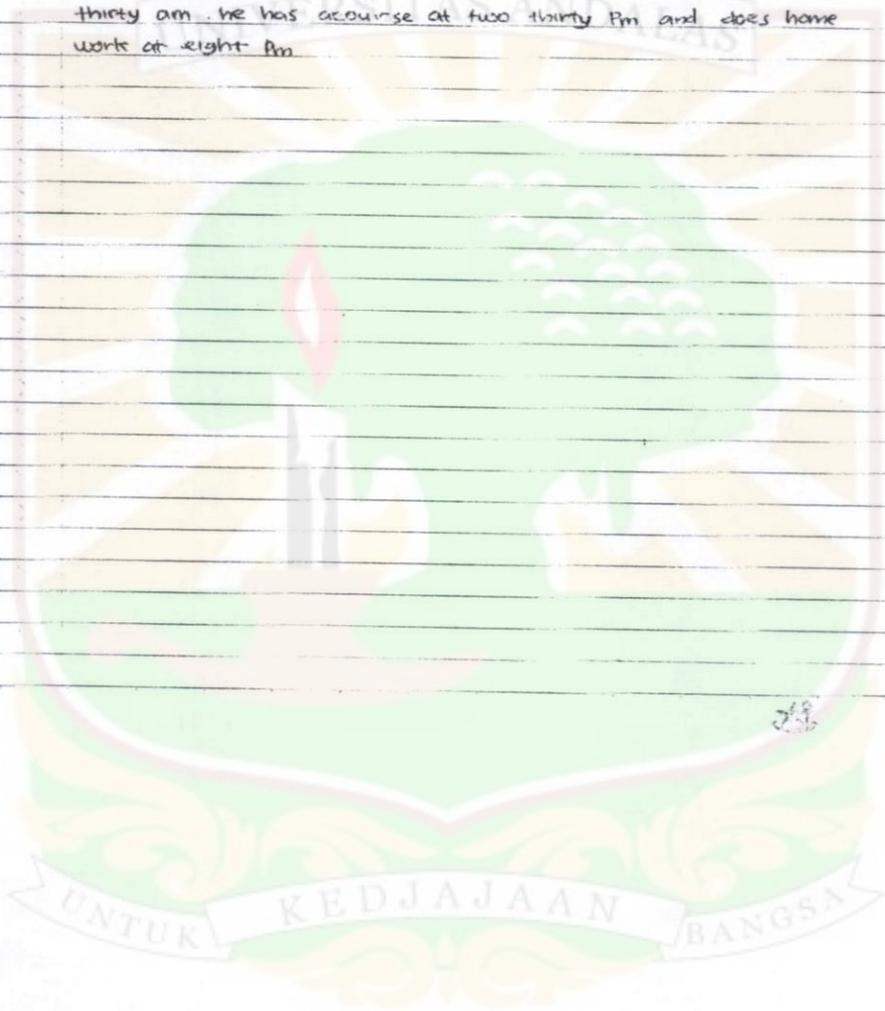
APPENDIX 3

Retha Aurelia Prasavi
PB I NC

No
Date

Fahri Schedule

Fahri is very busy on Mondays.
He gets up at five thirteen in the morning.
Next, he take a bath at five fourty five.
He has a dancing practice at two o'clock.
In the afternoon. And he does his homework
at seven thirty five in the evening.

VOS HL-102B 650×367

APPENDIX 4

Gloria Vania Asali   level : PB INC

Hi ! My Friend, Yola, is very busy on Thursdays.
She gets up at Five Fifteen in the morning.
She has math class at 7:10 am. She has Physics
class at nine-Fifty in the morning at seven thirty
In the evening, she has English class. She's realy busy
on Thursdays isn't she

APPENDIX 5

finda fadilla
P8 1 nc

My friend, Sopia. has many things to do on Saturdays. She gets up
at five thirty in the morning. Then go jogging at six am. She have
breakfast at eight fifteen. and then he have a Japanese class.
she have lunch with friend she has a singing lesson at three pm
she has badminton Practice at three pm and then she have
dinner at soen Pm

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