

**GRAMMATICAL ERROR ANALYSIS OF WRITTEN ENGLISH  
COMPOSITIONS PRODUCED BY FIRST GRADE OF ISLAMIC  
BANKING STUDENT OF STAIN SYAIKH ABDURRAHMAN SIDDIK  
BANGKA BELITUNG IN ACADEMIC YEAR 2017**

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***Abstract***

*This final project primarily deals with grammatical error analysis of 26 English compositions written by first grade Islamic Banking student of Islamic State Collage (STAIN) Syaikh Abdurrahman Siddik Bangka Belitung in academic year 2017. The instrument used for this study was participants' written composition in English language. All of the errors in these compositions were identified and classified into different categorizations. The results show that the students in this study committed fifteen errors. These errors are S-V agreement (17%), capitalization (15%), article (9.1%), punctuation (7.7%), omission/addition of to be (6.2%), word choice (5.1%), gerund/infinitive (7%), plurality (5.1%), verb tense (11.7%), modal (2.5%), pronoun (3.3%), preposition (4.4%), negative (3.3%), and sentence fragment (7.2%). There is the hope that the paper helps English teachers to become familiar with the most frequent errors committed by students and to adopt appropriate teaching strategies to help the learners learn better.*

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**Keywords: Error analysis, composition, writing, Islamic Banking Student**

## INTRODUCTION

Nowadays, English is used as a second language in many parts of the world. Unfortunately, learning a second language is not as easy as learning the first language or mother tongue. In learning a second language, people deal with other people's language which is socially or culturally different from their own language. Knowing how learners acquire a second language is an interesting matter. Ellis<sup>177</sup> stated that second language acquisition can be defined as a way in which people learn a language other than their mother tongue inside or outside of a classroom.

In Indonesia, English as second language has been used in every aspect of life. English becomes a tool for people to do a business, communication with visiting tourist or native, searching knowledge like browsing in Internet, and a compulsory subject either in school or in university. It means that English plays important role in all aspects such as in economy, culture, and academic. As stated before, it is not easy to study English. People should master every single part of English as a language. To master in English, the learners are demanded to master four skills of the language, those are listening, speaking, reading and writing. The learners should also enrich vocabularies and understand the grammar. Speaking and writing involve a language production; therefore, they are referred as productive skills. Listening and reading involve receiving messages; therefore, they are referred as receptive skills.

Languages differ from each other in such a way that the members of one speech community usually do not understand the speakers of other speech communities. The fact that languages differ from each other is accepted as normal state of affairs<sup>178</sup>. The differences are found because each language has its own system or code; that is, its own characteristic of putting sounds together in order to talk about situations or events in the present, the past, or the future<sup>179</sup>. Therefore, if the speakers of one community wish to communicate with those of

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<sup>177</sup> Richard Ellis, *The Study of Second Language Acquisition*. New York: Oxford University Press, 1994, p.3.

<sup>178</sup> Richards, J.C & Smith, *Error Analysis*. London: Longman Group Ltd, 1983, p.3

<sup>179</sup> *Ibid.* p.3.

another, they usually study their language, or find someone who knows it, or use one of the international languages, and one of them is English.

So, English is a language of high importance in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian Government realizes that the language has to be learned by the Indonesian people without ignoring the status of the Indonesian language as their own national language.

Researchers in the field of second language acquisition (SLA) have been interested in examining the performance of learners in the process of acquiring a second language. In this process, learners inevitably make errors, and it is considered normal. Dulay et al. and Gorbet in Mohaghegh et. al.<sup>180</sup> see errors as an integral part of learning. One of the most practical ways to understand learners' SLA is through the study of learners' errors.

There have been increasingly rapid advances in the field of error analysis. However, research has consistently shown that learners have not reached an adequate understanding on how to reduce errors in writing. Ulijn and Strother in Sawalmeh<sup>181</sup> see writing as one of the active or productive skills of language usage. The importance of writing has been raised by English language teaching practitioners. In foreign companies in Indonesia, writing is also considered important for the company's staff. It is needed for writing daily report, writing and replying email messages, taking minutes, and so on. For these reasons, writing has always been an essential aim of teaching English.

Error analysis is said to have two functions, a theoretical function and a practical function. The former involves investigation of the language learning process and the later is a pedagogical function to achieve a better remedial course for learners and teachers as well. This study is based on the second function given the fact that errors are advantageous for both learners and teachers. Error helps

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<sup>180</sup> Mohaghegh, H., Zarandi, F.M., and Shariati, M. 2011. *Grammatical Errors Produced by English Majors: The Translation Task. Educational Research and Reviews Vol. 6(16), pp. 877-888, 25 October, 2011*

<sup>181</sup> Sawalmeh, M.H.M. 2013 *Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia. English for Specific Purpose World. Vol 14 (40), 2013*

teachers in three ways; 1) to correct their errors 2) to improve their teaching and 3) to focus on those areas that need reinforcement (Al-haysoni in Sawalmeh, 2013)<sup>182</sup>.

To gain an understanding of the source and frequencies of errors made by Indonesian ESL learners, the writer proposes the study of errors in written production of English. In this respect, the present study aims to collect an adequate number of writing errors to represent the general trend of errors in the learners' English compositions and to analyze them in a way that is relevant to the practical teaching of writing. The examination is limited into two areas, which are language use and mechanics. For this purpose, the writer has set up the following research question: What are the distributions of errors like in students' English compositions?

### **Literature Review and Relevant Studies**

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. Leech<sup>183</sup> defined grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people. Duley<sup>184</sup> defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Gerot & Wignell in Philip Achmad<sup>185</sup> state that grammar is a theory of a language, of how language is put together and how it works. Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language. People learn how to construct a good message based on

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<sup>182</sup> Ibid.

<sup>183</sup> Geoffrey Leech. *English Grammar for Today*, London: Palgrave, 1982, p. 3.

<sup>184</sup> Duley, H. et al. *Language and Languages: Second Language Acquisition: Study and Teaching*, London: OUP, 1982, p. 12.

<sup>185</sup> Philip, Achmad. The Aspects of Good Writing. Artikel, 1997, p.4.

the rules they have known and try to convey the message to the others. These rules are termed as grammar.

The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

Scrivener<sup>186</sup> says that when thinking of 'grammar' many people probably imagine a book full of explanations and rules that tell them which verbs have what endings, how to use adverbs, how to make a superlative, etc. The word grammar is very ambiguous since it has several meanings. There is no fixed definition of grammar because many experts often define the term of grammar differently. Grammar may mean an analytical and terminological study of sentences. Thus, when we learn the grammar we will learn the parts of speech, their names and their descriptions, we will learn such term as phrase, clause, interrogative sentence, retained object, etc. We will also learn how to identify those categories in sentences or parse them<sup>187</sup>. In other words, grammar is the systematized knowledge or the theory of sentence structure. Grammar may also be defined as the basic signals by which a language transmits meaning. It means that grammar is what we learn in our native language, thus, any native speaker of a certain language knows the grammar of his language<sup>188</sup>. Therefore, if we know how to construct sentence in order to say that grammar consists of the patterns of utterance in using a language. So grammar will usually control the use of language. Related to Robert's definition, Riley and Parker<sup>189</sup> defines grammar as

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<sup>186</sup> Scrivener, J. *Teaching Grammar (Oxford Basics)*. Oxford: Oxford University Press, 2004, p. 54.

<sup>187</sup> Robert, P. 1958. *Understanding English*. New York: Harper and Row Publisher, 1958, p. 132.

<sup>188</sup> *Ibid.*

<sup>189</sup> Riley, K and Parker, F. 1998. *English Grammar: Prescriptive, Descriptive, Generative, Performance*. Boston: Allyn & Bacon, 1998, p.1.

follows:

“Your grammar is what enables you to understand the very words you are now reading as well as to speak and write words and sentences on your own. You have had a grammar of English for as long as you have known English.”

From the statement above, we know that grammar and language cannot be separated. It means that if someone can speak a language he must know the grammar of the language. On the other hand, if someone does not know the grammar he will not be able to speak that language or the listeners will be confused in catching the message, so they will never be able to communicate with each other. In other words, without knowing the grammar of the language, one cannot be said to have learned the language, and without learning grammar it seems impossible to learn a language since the grammar tells about the language usage. Thus, the speakers are supposed to learn the grammar.

Grammar also supports the speakers in communication and avoids misunderstanding. For instance, in English grammar someone wants to say *The boy who is wearing a black shirt is my brother*. After he chooses the appropriate words (the, boy, who, is, wearing, a, black, shirt, is, my, brother) he has to find the appropriate way to construct the words grammatically. If he does not know grammar,

Language learning is the process that involves the making of mistakes and errors, so errors are regarded as the product of learning.” Studying error serves two major purposes: it provides data from which inferences about the nature of the language learning process can be made and it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types distracts most from a learner’s ability to communicate effectively”<sup>190</sup>. This case should support the teacher of second language to realize that errors made by the learner in the process of constructing a new system of language need to be analyzed carefully. The study of error is called error analysis. “The fact that the learners do make errors and that these errors can

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<sup>190</sup> Dulay, H. et al. *Language and Languages: Second Language Acquisition: Study and Teaching*, London: OUP, 1982, p. 138.

be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of learners' error called error analysis"<sup>191</sup>. Until the late 1960's, most people probably thought that error was considered as a faulty version of the target language learning. However, Jain in Richards<sup>192</sup>, writes: "the realization that the second learners' errors are potentially important for the understanding of the process of SLA."

Error Analysis is an influential theory of second language acquisition. According to James, as cited in Sawalmeh<sup>193</sup>, EA is concerned with the analysis of the errors committed by L2 learners by comparing the learners' acquired norms with the target language norms and explaining the identified errors. Meanwhile, Ellis (2008) is concerned with the use of EA as a tool for investigating how learners acquire an L2. In line with this, Corder<sup>194</sup> noted that errors provided the researcher with evidence of how language was learnt, and also that they served as devices by which the learner discover the rules of the target language (TL).

Since the 1960's-1970's an error study or an error analysis has been chosen to be one of the methods to find the answer to the problems owing to the fact that errors themselves, as stated by Corder (1967) edited by Richards<sup>195</sup>, are significant in three ways:

"A learner's errors ...are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goals the learner has progressed.... Second, they provide to the researcher's evidence of how language is learned and acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly ...they are indispensable to the learner himself because we regard to the making of errors as a device the learner uses in order to learn."

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<sup>191</sup> Brown, Douglas H. *Principle of Language Learning and Teaching*. San Francisco: Longman, 1987, p. 166

<sup>192</sup> Richards, Jack C. *A Non-Contrastive Approach to error Analysis*. London: Longman Group Ltd, 1970, p. 189.

<sup>193</sup> Sawalmeh, M.H.M. 2013 *Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia. English for Specific Purpose World. Vol 14 (40)*, 2013

<sup>194</sup> Corder, S.P. *Introducing Applied Linguistics*. Pinguin Book Ltd. Great Britain, 1973, p. 32.

<sup>195</sup> Richard Ellis, *The Study of Second Language Acquisition*. New York: Oxford University Press, 1994, p.25

Because of the significance of the errors themselves, foreign language teachers, in this case English pedagogues, have to realize that errors made by their students need to be analyzed correctly in order to be able to arrange learning strategy effectively. In addition, it is important to discuss error analysis to underscore the relevance of such an analysis for teaching English as a foreign language. English lecturers should know error analysis since it becomes the key to understand the process of foreign language acquisition. They should know how the target language is learned and acquired, what strategy or procedure the learners employ in order to master the target language.

There are five steps in conducting an EA; collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors<sup>196</sup>. One common way to describe errors is using a surface strategy taxonomy of errors which is proposed by Duay, Burt, and Krashen. The error types from this taxonomy include omissions, additions, misinformations, and misorderings. Another taxonomy to describe errors is linguistic strategy which covers lexical errors and grammatical errors.

A number of different sources or causes of errors are identified. Richards<sup>197</sup> distinguishes three causes of errors; interference errors, intralingual errors, and developmental errors. According to Richard, interference errors occur as a result of the use of elements from one language while speaking another. Intralingual errors reflect the general characteristics of rule learning such as faulty generalization and incomplete application of rules. Developmental errors occur when the learner attempts to build up hypotheses about the TL on the basis of limited experience. However, Ellis (2008) stated that most researchers have operated with a general distinction between transfer errors (Richards' Category 1) and intralingual errors (an amalgam of Richards' Category 2 and 3).

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<sup>196</sup> Corder, S.P. *Introducing Applied Linguistics*. Pinguin Book Ltd. Great Britain, 1973, p. 35

<sup>197</sup> Ricards, Jack C. *A Non-Contrastive Approach to error Analysis*. London: Longman Group ltd, 1970, p. 189.

The study of error or error analysis takes a new importance and has its significance. Concerning the use of error analysis, Corder, as Richards quoted<sup>198</sup>, stated the significance of learners' error:

A learner's errors... are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress... second, they provide to the researcher evidence of how language is learned and acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly...they are indispensable to the learner himself because we regard the making of errors as a device the learner uses in order to learn.

Based on the statement above, error analysis is important both for the teachers and students. Error analysis will provide a chance for the teachers to observe and investigate how language is learned and acquired by learners. While for the students, error analysis can become a device to check their strength and weakness in studying a second language. In short, error can become a positive aid to learning and may actually be a necessary part of learning a language and that it helps teachers to see how learners process the second language and develop underlying systems of the rules. Based on the importance of error analysis mentioned above, the writer feels sure that the study of error or error analysis will contribute many useful things in language teaching. At least, by using this research, teachers of English will be able to measure and know how far the materials have been mastered by his learners, which has not been effectively taught and which teaching should be improved.

Several studies have been carried out to identify the taxonomy of errors in written English produced by speakers of other languages. Mungungu<sup>199</sup> investigated common English language errors made by Oshiwambo, Afrikaans and Silozi First Language speakers. The study examined errors in a corpus of 360 essays written by 180 participants. The four most common errors committed by the participants were tenses, prepositions, articles and spelling.

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<sup>198</sup> *Ibid*, p. 25

<sup>199</sup> Mungungu, S. S. 2010. *Error Analysis: Investigating the Writing of ESL Namibian Learners*. University of South Africa.

A more recent study was conducted by Mohaghegh, Zarandi, and Shariati in 2011<sup>200</sup>. This study investigated the frequency of the grammatical errors related to the four categories of preposition, relative pronoun, article, and tense using a translation task. This study showed that the students had the most number of errors in preposition (100.0%), relative pronoun (56.7%), article (25.0%), and tense (6.7%) respectively.

Hamzah<sup>201</sup> also examined the grammatical errors made by the university students in written production of English. The data were obtained from twenty English texts written by students as a part of their task in writing class. The findings of the study reveal that the errors can be grouped into fifteen categories ranging from severe errors to mild errors. The categories for severe errors are word choice, verb group, article, preposition, plurality and spelling. The other categories are subject-verb agreement, pronoun agreement and dropping, relative clause, possessive, copula omission and mechanic.

The latest related study was conducted by Sawalmeh in 2013, attempting to investigate the errors in a corpus of 32 essays written by 32 Arabic-speaking Saudi learners of English. The results showed that the Arabic speakers in this study committed ten common errors. These errors are: (1) verb tense, (2) word order, (3) singular/plural form, (4) subject-verb agreement, (5) double negatives, (6) spellings, (7) capitalization, (8) articles (9) sentence fragments and (10) prepositions.

### **Method of Research**

The population chosen by the writer in this research was the first grade of Islamic Banking student of STAIN SAS Babel of the Academic Year 2017. Instrument is a tool that is used by an observer when s/he applies certain method to get data. There are two kinds of instruments: test and non-test instrument<sup>202</sup>.

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<sup>200</sup> Mohaghegh, H., Zarandi, F.M., and Shariati, M. *Grammatical Errors Produced by English Majors: The Translation Task. Educational Research and Reviews Vol. 6(16), pp. 877-888, 25 October, 2011.*

<sup>201</sup> Hamzah. *An Analysis of the Written Grammatical Errors Produced by Freshment Students in English Writing. Lingua Didaktika Vol. 6 (1), December 2012.*

<sup>202</sup> Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Jakarta: PT. Melton Putra, 2002, p.127.

Test is a sequence of questions or exercise and other instruments which are used to measure skill, intelligence, aptitude/talent that is had by an individual or group.

In this case, an achievement test was used to get the required data. This test was kind of essay test (written test). The test is writing paragraphs about some topics (ordered topics as they chose before). The instrument used by the writer in this final project consists of a test and evaluation paper.

The data used to find the answer to the research question is the English composition of all participants. They were required to write two compositions on two different topics so that there were 26 pieces of compositions as the data. The first composition is a description text about them and the second one is an argumentative text about Superman versus Batman. Each composition consists of approximately 200 words. They did not know that their writings were going to be under investigation. The analysis of the compositions is derived from Corder's method in Ellis (2008) on error analysis. The method covers three steps, namely (1) collection of sample errors, (2) identification of errors, and (3) description of errors.

### **Findings and Discussion**

In this section, the researcher presents and discusses the findings of the study in light of its objective. First, the errors made by the students are classified; second, the common errors are identified with illustrative examples; and finally, these errors made by the learners are corrected by examples. The following table shows the distribution of the errors made by the participants in their written work.

**Distribution of Errors**

<b>No.</b>	<b>Type of Error</b>	<b>Frequency</b>	<b>Percentage (%)</b>
1.	S-V agreement	46	17
2.	Capitalization	41	15
3.	Article	25	9.1
4.	Punctuation	21	7.7
6.	Omission/addition of to be	17	6.2
7.	Word choice	14	5.1
8.	Gerund/infinitive	19	7
9.	Plurality	14	5.1
10.	Verb tense	32	11.7

No.	Type of Error	Frequency	Percentage (%)
11.	Modal	7	2.5
12.	Pronoun	9	3.3
13.	Preposition	12	4.4
14.	Negative	9	3.3
15.	Sentence fragment	6	7.2
	<b>Total</b>	<b>272</b>	<b>100 %</b>

The following is the explanation of the frequent errors made by participants in their written work.

### 1. Subject Verb Agreement

Subject verb agreement is an area in which participants make the most errors (17%). This error occurs as a result of the use of elements from Indonesian language while speaking English, or what is called as interference error. In English, subjects and verbs must agree with one another in number, while there is no such a rule in Indonesian.

#### **Error identification**

Some people says that I'm clever but I'm not sure about it.

#### **Error correction**

Some people say that I'm clever but I'm not sure about it.

### 2. Capitalization

Capitalization errors occur frequently in this study (15%). Meanwhile, the capitalization rule in English does not differ a lot from Indonesian. For instance, in both languages, a capital letter is always used for the first letter of a name or proper noun. Thus, this error can be considered as developmental error, i.e. those errors that are similar to those in L1 acquisition (Dulay and Burt in Ellis, 2008).

#### **Error identification**

He doesn't need *gadget* like batman.

#### **Error correction**

He doesn't need *gadget* like Batman.

### 3. Article

Article is the third type of error found in this study (9.1%). The common article errors produced by the learners are the use of the wrong articles and the use of an article unnecessarily. This can be attributed to the fact that in Indonesian there are no articles.

#### **Error identification**

I am not ø easy going person.

#### **Error correction**

I am not an easy going person.

#### 4. Punctuation

Using punctuation marks properly is one of the most crucial elements in making the meaning of a sentence clear. Punctuation mark itself is a signpost to give directions to readers about which way a sentence is going. Similar to capitalization, punctuation belongs to the five most common errors found in this study. Both capitalization and punctuation in English do not differ from Indonesian. Thus, the source of this error is probably the learners' unawareness of the use of punctuation.

##### **Error identification**

I try to smile every day, *it's make* me looks so cheerfully.

##### **Error correction**

I try to smile every day, *It's make* me looks so cheerfully.

#### 5. Omission/addition of to be

*To be* is very important in English. However, Indonesian does not have this *to be* rule. This mother tongue interference causes some learners omits *to be*. On the other hand, some learners add *to be* when they are not necessary.

##### **Error identification**

He  $\emptyset$  not rich.  
*kryptonite is come* from *superman* planets.

##### **Error correction**

He is not rich.  
*kryptonite comes* from *superman* planets.

#### 6. Word choice

The use of wrong word is the seventh most common error (5.1%). Some inappropriate words result in meaning distraction. An example of this was the use of the verb *use* instead of the *wear*. The word *use* is a direct translation from Indonesian *memakai*. Therefore, it can be concluded that the mother tongue interference causes this error.

##### **Error identification**

When I was a child, I had *a* curly long black hair but now I'm using hijab.

##### **Error correction**

When I was a child, I had *a* curly long black hair but now I'm wearing hijab.

#### 7. Gerund/infinitive

English has a list of verbs which should be followed by a gerund or an infinitive. There are 19 (7%) cases in which learners do not use gerund/ infinitive after those

verbs. This error can be categorized as an intralingual error, i.e. incomplete application of rules and failures to learn condition under which rules apply (Richards in Ellis, 2008).

**Error identification**

**Error correction**

I loved to sharing with my friend.

I loved to share with my friend.

**8. Plurality**

The table shows that 5.1% percent or 8 of the total errors are on plurality. The common errors on plurality are the omission of plural markers from the nouns. These errors may be attributable to the different system of plurality between Indonesian and English. Indonesian only has quantifiers before nouns without additional plural marker to noun.

**Error identification**

**Error correction**

*he have* many gadget to help him in every situation.

*he have* many gadgets to help him in every situation.

**9. Verb tense**

Errors related to wrong tense occur when a learner uses the wrong verb tense in a certain sentence. The results of this study reveal that the participants were not aware of applying the correct tense to the verb in the sentences.

**Error identification**

**Error correction**

I always spent my weekend to *playing* game.

I always spend my weekend to *playing* game.

**10. Modal**

Modal verbs do not have *to*-infinitive form, *-ing* form, *-ed* past form or *-ed* form. It is always followed by an infinitive without *to*. There has been a fix rule for the use of modal. Thus, this error can be categorized as an intralingual error, i.e. faulty generalization, incomplete application of rules and failures to learn condition under which rules apply (Richards in Ellis, 2008).

**Error identification**

**Error correction**

Batman can't to fly

Batman can't fly

### 11. Pronoun

Pronoun agreement is very important in English. It must agree in number — singular/plural — with the thing to which it refers. The findings show that participants do not produce significant errors on this category (3.3%). The pronoun errors committed consist of demonstrative pronoun, relative pronoun, and possessive pronoun. The probable reason for this error is the complexity of the sentence which distracts learners' attention from finding the corresponding noun represented.

#### **Error identification**

Superman don't have technologies, he only using her natural power.

#### **Error correction**

Superman don't have technologies, he only using his natural power.

### 12. Preposition

Preposition belongs to the most problematic word class for L2 learners. However, the participants in this study do not produce a lot of preposition errors (4.4%). Most of them are transfer errors, i.e. when L2 learners translate sentences directly from their mother tongue into the second language. In this case, sometimes the Indonesian language can be very helpful when translating a sentence into English but usually they fail and use an incorrect preposition instead.

#### **Error identification**

I do it *everyday* except in *sunday*.

#### **Error correction**

I do it *everyday* except on *sunday*.

### 13. Negative

Nine errors (3.3%) are on negative sentence formation. Indonesian has a different simpler system for negation, thus probably causing error in producing a correct negative sentence in English.

#### **Error identification**

Second, Superman doesn't has any weapon to fight Batman.

#### **Error correction**

Second, Superman doesn't have any weapon to fight Batman.

### 14. Sentence fragment

A complete English sentence has, at a minimum, a subject and an object. The sentence must also express a complete thought. If a sentence is lacking one of the mentioned three essential components, it is a sentence fragment. The study found

that sentence fragment is not a big problem for the learner since it is the least common errors.

**Error identification**

**Error correction**

Reasons why Batman *win* against Superman.

These are the reasons why Batman *wins* against Superman.

**CONCLUSION**

The research shows that grammatical error can be found in S-V agreement (17%), capitalization (15%), article (9.1%), punctuation (7.7%), omission/addition of to be (6.2%), word choice (5.1%), gerund/infinitive (7%), plurality (5.1%), verb tense (11.7%), modal (2.5%), pronoun (3.3%), preposition (4.4%), negative (3.3%), and sentence fragment (7.2%). It can be said that most of the learners' errors can be due to L1 transfer. In addition, all types of errors in the composition were analyzed quantitatively and discussed in terms of grammar and semantics. It is worth suggesting that teachers should pay more attention to the occurrence of those errors in the future and provide relevant remedies as attempts to prevent the students from fossilizing the wrong concepts of language usage.

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