AN ANALYSIS OF GRAMMATICAL ERROR IN THESIS ABSTRACT OF THE ENGLISH DEPARTMENT STUDENT OF IAIN SYEKH NURJATI CIREBON

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Undergraduate Degree

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ABSTRACT

Akhmad Hidayat. 1410130042. *AN ANALYSIS OF GRAMMATICAL ERROR IN THESIS ABSTRACT OF THE ENGLISH DEPARTMENT STUDENT OF IAIN SYEKH NURJATI CIREBON*

English language learning is a process where all aspects of English (listening, reading, writing, speaking, vocabulary, and grammar) are interconnected. Consequently, in order for learners to develop their speaking proficiency, all aspects of languages must be involved. Due to a lack of English exposure in non-English speaking countries, most learners do not have sufficient opportunity to improve their oral proficiency in English. However, error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials (Richards et al., 1996:127).

This final project primally deals with error analysis. It describes the grammatical errors in thesis abstract made by the students of English Department. The writer used the qualitative approach of which data were obtained from thesis abstract student of English language teaching department of IAIN Cirebon. The errors in their speaking were analyzed by following surface structure. According to Dulay, Burt and Krashen (1982) that specifies four types of errors namely misformation, misordering, addition, and omission. The methods will be used by the researcher to get the data in this research is as follows; Documentation; by this method, writer seeks the data about the error of thesis abstract English students of IAIN Syekh Nurjati Cirebon. In this research, researcher will do the analyze the datas with the papers abstract and to find the data about cause of errors.

From the result in Chapter II the writer can conclude that the analysis with 20 papers of thesis abstract. They made 63 phrases when they write thesis abstract.Total of omission is 11 phrases, addition error is 7 phrases, misformation error is 45 phrases.

From the analyze in Chapter III conclude that possible factors students' error is in interlingual errror. Many students made error because their translation and carelessness, and also from the intralingual error students such as simplification. It suggested that the students are still making a lot of grammatical error exactly in misformation, addition, and omission that are influenced by the lack of students on understanding English grammar.

Key words:Error analysis, grammatical error, Omission, Addition and Misformation.

RATIFICATION

This thesis which entitled in "An Analysis of Grammatical Error In Thesis Abstract of The English Department Student of Iain Syekh Nurjati Cirebon"written by Akhmad Hidayat with the student number 1410130042 has been examined on 13th of February 2017 and has been accepted by the examiners. It has recognized as one of the requirement for undergraduate degree in English teaching department at tarbiyah and teacher training faculty, *syekh nurjati* state Islamic institute Cirebon.

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CHAPTER I
INTRODUCTION

This chapter presents an overview of the study of consisting seven sections namely background of the problem, the identification of the problem, the aims of the problem, the significant of the problem, method of approach, theoritical review, and literature review.

1.1 Background of The Problem

Grammar is an important part in the language that describes about the theory of language. Discussing about grammar means that trying to understand the structure of language truly and correctly. Gerot and Wignel (1994: 2) state that grammar rule is a theory about the use of language. Grammar becomes the rule of correctness in language. Knowing the grammar, it can make the comprehensive understanding about the meaning from the content of language use.

Grammar has some relations with language such as, grammar as knowledge to the truths, grammar is a skill and power to the instruments it employs, grammar is as navigation or a practical science of language, grammar is as a chart for languageuse.

Grammar is the rule to write correctly, Using grammar can make the understanding about the system and meaning in the text or utterance comprehensively. According to Halliday (2002: 42) grammar has a role for operating some systems include the number of terms that is finite, the exclusiveness of term and the change of meaning because of the term additions.

In the writing text, grammar takes an urgent role as the foundation of the language use. The meaning of language can be expressed by grammar because the grammar relates naturally to the meanings of language that are being encoded.

According to Gerot and Wignel (1994: 4) grammar differs in the characteristics of language, depending on the purposes of the user. Grammars are used to describe and analyze the language use. Not only that but also grammar makes an ability to express the ideas and feelings correctly, and then it can make the understanding the meaning of writing by the other people. Grammar is the

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science which makes known the nature and structure of speech, and immediately concerns the correct and elegant the use of language.

The existence of grammar in language is to guide the user in the expression and apprehension of thought and the interpretation of the words. Grammar is an urgent science in the use of language especially for writing. Grammar becomes an art in the implementation of those skills. The basic subject of grammar is language in general especially in writing. The uses of language especially in written is the common subject of grammar that employed for the expression of thought. The design of grammar facilitates the acquisition of language and all practical the use of language. According to Meduna (2005: 1) "a grammar generates its language by performing derivation steps that change strings, called sentential forms, to the other strings according to its grammatical productions". In the skill of language, grammar can be a perfection of the language skill.

In the previous research in the grammar area, the research divided into two sides. The first side in the research of grammar discussed the traditional grammar. The research about the traditional grammar discussed the grammar error analysis in written or utterance of the students and the implementation of teaching grammar. Those researches were conducted by Rula Tahsin Tarawneh (2013), Nurcahya (2014), Nur Faiz Abdurahman (2013), Fajariani Emmaryana (2010) and Fengjuan Wang (2010). Beside that, the other side in the research of grammar area is the discussion or analysis the functional grammar. There are many topics that discussed the functional grammar analysis which analyzed the clause complexes structure and its function to the meaning of the content, the expressions that was analyzed by using the structure of sentence and the use of functional words in the written text. Those researches of functional grammar were conducted by Yulia Charisma (2013), Risnaldi (2009), Tri Noor Viana (2013), Iin Nurrohmah (2013), Zhiwen Feng (2013), Emi Widiastuti (2013) and Wahid Afriyan Syah (2013). In those previous researches explained the form of the sentence or the pattern of clause in the written text or spoken English that produced by native or non-native speaker. And for this research, the object of research is more specific than the previous research. The researcher wants to conduct the logico-semantic relations in the text written by EFL's learners. The position of this research is on the

functional grammar analysis. This research tries to analyze the logico-semantic relation in functional grammar. The research about the functional grammar is discussed the individual component of grammar like functional word, sentence structure and clauses. The gap of this research with the previous research is the 3 current research focuses on the analysis of taxis system and logico-semantic used in the texts written by EFL' learners. In the grammar area, the analysis treats the language science not as expression but as the form. Halliday (1994: 17) state that "to put same thing ineveryday terms: in grammar, we are exploring the language not as sound or aswriting but as wording". Wording in this context can be defined as lexicogrammatical. Language without grammar would be disorganized and causesmisunderstanding, like grammatical errors in thesis abstract.Therefore, learners need to know the grammatical system of the languageso that they can communicate with others properly. The learnersfrequently make mistakes and even errors in learning English, especiallywhen they try to arrange sentences or use tenses in writing. As a result,they will write sentences grammatically incorrect.

Students often lack the confidence to just speak and not worry about making mistakes. Spending time in the classroom helping them to develop some degree of oral fluency can go some way towards giving them confidence to speak freely and not be overly concerned with accuracy. Students learning a foreign meet with many kinds of learning problems dealing with its sound system, vocabulary, structure, and etc. As we know English have aspects skill. They are listening, speaking, reading, and writting. From those aspects, speaking has always been one of the most difficult skills for learners to develop because it requires them to produce that language which most of the time, spontaneously or without enough time to construct the appropiate and correct utterances.

English language learning is proccess where all aspects of english (listening, reading, writting, speaking, vocabulary, and grammar) are interconnected. Consequently, in order for learners to develop their grammar well, all aspects of languages must be involved. Due to a lack of English exposure in non-English grammar countries, most learners do not have sufficient opportunity to improve their oral profiency in English. Language teachers usually hold the most

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auothority to correct learners' errors, especially regarding the fact that learners value and expect teachers feedback on their work. However, error analysis has been conducted to identify strategies which learners use in language learning, to track the causes of learner's errors, obtain information on common difficulties in language learning or on how to prepare teaching materials (Richards et., 1996:127). Grammar skill is needed by the students for writing in the targetlanguage. It is very important to mastery grammar well by implementing theexperience of learning the language in the real life. To practice the grammar skill isnot easy. Because many students get some problems to do it, so there is possibility happen an error when they write and when they aplicated their grammar in oral.

Teachers have expanded their creativity in teaching English to make a goodcomprehension and explanation, but in reality students still lack ofcomprehension in receiving the material. As the effects, they often did somegrammatical errors or mistakes in writing by English. People should knowthat the factors and how to minimize it. Exactly they have known grammarwell, but practically; the composition of the sentences structure are not ingood arrangement. Sometimes they forgot about tenses, adjectives andadverbs, noun, omitted some phrase, etc. It could be little mistakes that have biginfluences in their sentences, especially on the meaning. English is not thedominant or first language or native language of Indonesian, so they are not asfluent as native English.Here, it becomes a foreign language.

There is an acronym to callEnglish, which is EFL (English as Foreign Language). It is not include asSecond Language (SL) because Indonesian do not use it as the secondlanguage beside Bahasa. The term errors by Tarin (2011: 303) is derived from the English "errors" hereinafter synonymous with "mistakes" and "goofs" which in Indonesian we know the word "mistake" and "kegalatan." All of the words above are not for those who study a foreign language, both first language (B1), as well as a second language (B2), hereinafterknown as the term "linguistic fault."

Errors in the English-language learning is a matter that we can not avoid. Mistake someone in a language can be a problem if the person understood the

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concept of fault itself, but instead could be a simple matter if the person does not realize his mistake in the speech act or speak. According to Tarin (2011) that the linguistic fault is not only made by students who learn a second language (B2), but also by students who learn the first language (B1). This indicates that the error language is closely related to language learning, language learning both the first (B1) and a second language (B2). Therefore, errors occur that need to be known and studied in depth, because such errors are an integral part of the language learning process. By reviewing these mistakes, at least three information obtained, namely (1) as feedback for teachers, to what extent progress has been achieved by students, so what are the materials that still remain and should be 11Learning, (2) as evidence for researchers on how people acquire and learn the language, and (3) as inputs that the fault is one of the strategies used by students in acquiring the language (Corder in Rusminto, 2011).Some of the concepts or theory of linguistic fault lines put forward by the experts, of whom Corder using the term errors and mistakes to limit speaking errors. Specifically Corder explained that errors and mistakes in the realm of language errors, as detailed below;

1) Errors are errors due to language speakers in violation of the rules or the rules of grammar (breaches of code). This error occurs due to the speaker's own rules (rules) of grammar that is different from other grammar, so that it contributes to the inability kekurangsempurnaan or speakers. It has implications for the use of language, language errors occur due to the speaker using the wrong language rules

2) Mistakes are speaking errors due to improper speakers in selecting the word or phrase to a particular situation. This error refers to the error due to improper use rules speakers well known, not because of lack of mastery of a second language (B2). 12Errors (errors) and mistakes (errors) that by Corder (in Rusminto: 2011) is expressed as two different things. Added that errors (errors) as the deviations that occur in a systematic and consistent, and is caused by the linguistic system has not understood the language used. Meanwhile, mistakes (errors) are deviations that are not systematically and consistently. Even so, the remainder of the disclosure stated that to determine whether a deviation made

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by the students as an error (errors) or error (mistakes) is a difficult problem and requires further study (Corder in Richards, 1984).

Another opinion is different as stated by Jain (in Richards, 2004: 206), which uses the term slip of tongue or slip of the pen as a linguistic fault (errors) that not only happen to someone who learn a second language, but it could happen to them speakers original. This error by Jain called systematic error (unsystematic errors). This type of error can occur due to psychological factors, such as tired or exhausted, change from time to time and from one situation to another.

The learners, like the native speakers, seems to Make unsystematic error, too. They are the slips of the tongue, or pen the caused purely by psychological conditions, such as intense excitement, and / or psychological factors, such as tiredness, the which change from moment to moment and from situation to situation (MP Jain in Jack C. Richards, 2004: 206).

It is essential here to make a distinction between mistakes and errors. According to Brown *mistakes* refer to "a failure to utilize a known system correctly" whereas *errors* concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" (1994a: 205). Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, *error* here refers to structures only. Both Corder (1967, 1971) and James (1998) reveal a criterion that helps us to do so: A mistake can be self-corrected, but an error cannot. Errors are "systematic," i.e. likely to happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not (Gass & Selinker, 1994).

Norrish (1983) made a clear distinction between errors and mistakes. He stated errors are" systematic deviation when a learner has not learnt something and consistently gets it wrong." He added that when a learner of English as a second or a foreign language makes an error systematically, it is because he has not learnt the correct form. Norrish defined mistakes as "inconsistent deviation." When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent

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deviation is called a mistake. And it is in this light that the researcher has chosen to focus on students' errors not mistakes. An error, however, is considered more serious. In Contrastive Analysis, the theoretical base of which was behaviourism, errors were seen as "bad habits" that had been formed. The response was based on the stimulus. It was assumed that interference of the mother tongue (L1) was responsible for the errors made during the transition period of learning the target language. As an English teacher, I am well aware of the fact that my Arabic speaking students in grade 12, science section, commit many errors in essay writing (See appendix 6). These students have been studying English almost their whole lives and still, their errors are numerous.

Systematic errors do someone in language if not immediately identified and corrected, will result in ongoing errors resulting linguistic fault lines that can affect other things, such as teachers, school environment, teaching device, to teaching material itself. All of which contribute to a failure of students in language learning (as a result of linguistic fault that they did (Jain in Richards, 2004: 207).

A systematic errors seems to be that in the areas of language use Determine concerned, the learner "s capacity to generalize must improve, for progress in learning a language is made by Adopting generalizations and stretching the match to the facts of the language. The teacher, classroom instruction, teaching materials, his own "inductive language learning ability" -all seem to have failed him ((Jain in Jack C. Richards, 2004: 207).

Identification and correction of systematic errors on the language of the student needs to be done so that elections can language learning strategies in accordance with the objectives to be achieved in learning the language.However, Kachru (in Richards, 1984: 85) uses slightly different terms with other experts. He uses the term "deviations" (deviation) and "mistakes" (error). Both terms are used in the study that was done on the Indian students in learning English. Revealed that both were influenced by socio-cultural factors.

In every writing still has an error especially in thesis abstract writing, therefore this problem becomes complicated thing. Thesis abstract is part of important of thesis because is including an obligation in thesis.Error is the side

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that has defects in speech or writing students. Such errors are parts of conversations or part of the composition that "deviate" from the norm or standard of performance norms selected adult language. The teachers and parents who have to put up with linguistic fault of the student or his sons arrived at a conclusion that "mistakes are an inevitable part of learning". In other words, teachers and parents do not need to shy away from an error, but instead must face and rectify errors made by pupils or their children. Let us really realize that one can not learn a language without at all do mistakes systematically (Tarin, 2011: 126). On the other hand, Dulay use the term "goofs" the mistakes made by the children in the process of language acquisition.Children make "goofs" during language acquisition process (Dulay in Richards, 1984: 95).

Students learning a foreign meet with many kinds of learning problems dealing with its sound system, vocabulary, structure, and etc. As we know English have aspects skill. They are listening, speaking, reading, and writting. From those aspects, speaking has always been one of the most difficult skills for learners to develop because it requres them to produce that language which most of the time, spontaneously or without enough time to construct the appropiate and correct utterances. Students often lack the confidence to just speak and not worry about making mistakes. Spending time in the classroom helping them to develop some degree of oral fluency can go some way towards giving them confidence to speak freely and not be overly concerned with accuracy.Systematic errors do someone in language if not immediately identified and corrected, will result in ongoing errors resulting linguistic fault lines that can affect other things, such as teachers, school environment, teaching device, to teaching material itself. All of which contribute to a failure of students in language learning (as a result of linguistic fault that they did (Jain in Richards, 2004: 207).

Mastering grammar is essential for the English department students in order whatever they write or speak will be well-stuctured and understood by the others. The use of written language is more often presented in the academy. Written language is langage that is generated by utilizing writing letters as an element of its base. The useof written language can be seen in the form of

written discourse, such as essays, papers, letters, announcements, and other. Authorship is one of the results of a person's ideas and opinions which are embodiment of the written language language diversity.
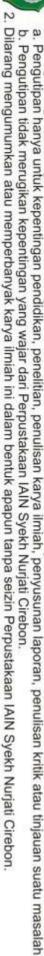
The difficulty in writing is not only in creating and organizing ideas but also putting the ideas into readable writing, as Richards and Rnandya (2002:303) explain:

> *There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on.*

Writing is a hard work which needs a plenty of time for not only to generate and organize the ideas but also to embody the ideas into and understandable writing by using grammatical rules correctly. It is a process which needs a lot of practices to produce a good writing. Writing also needs good knowledge and hard thinking when the students produces words, sentences, and paragraphs with a good english grammar. English grammar is more complicated than indonesian grammar well. Many students commonly make grammar mistakes in their learning specifically in writing. Sometimes, the lecturers are unconscious about students' errors. It implicates the students to make the errors repeatedly because they do not have the the capability to differ which one is correct ir incorrect. James states)1998:78):

> *If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is mistake. If, on the other hand, the learner is unable or in any way disclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.*

The writer finds errors appear in various kinds of cases, such as omission that was divided into five. They were omission of article, omission of preposition, omission of noun/pronoun, omission of verb and omission of plural marker. Then, addition was divided into three. They were regularization, double marking and

simple addition. Also misformation was divided into six. They were misformation of plural marker, misformation of verb, misformation of noun, misformation of-be, misformation adjective and misformation of preposition.

Error analysis in second language acquisition has become populer since its appearance in 1970s due to benefits offered to language practitioners. Error analysis is assumed to be an alternative approach to constractive analysis that differentiates learners' first and second language in error prediction. According to corder (1974), knowledge on errors produced by learners can help to provide picture on linguistic development of the leraners. It can lead to creating and designing more effective language learning materials. Therefore, the analysis of errors made by learners has become an important aspect of language leraning process (Muhammad et al, 2013). Error analysis is an invaluable source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. The study of errors themselves would have been misleading, the study of errors contrast to the number of correct responses gives a good picture of which items are being mastered andwhich are not. The field of error analysis in Second Language Acquisition was an alternative to constractive analysis, an approach influenced by behaviourism, through which applied linguists sought to use the formal distinctions between learners' firs and second languages in predicting errors. Error analysis deals with the the learners' performence in terms of the cognitive processes they make use of in recognising or coding the input they receive from the target language. The anlysis of error learners make in learning a language has therefore beccome an important aspect of the learning process. Knowledge of errors made will enableteachers to better informed in working towards particular learning and teaching goals, Riddel P (1990).

Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. "A communication strategy is the conscious. Employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication."14 Communication strategies caused by the learners" learning techniques.

There are some sources that may lead errors in learning target language. Those sources may come from the interference of native language to the target language, the lack of competence of the target language, the learning environment and personal learning strategies.

In analyzing students" errors, there are some steps to be followed. Many linguists have already discussed how to analyze students" errors in their book. One of them is Corder; he suggests five steps in analyzing students" errors, they are: collection of sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors. The first step of analyzing errors which suggested by Corder is collection of sample. In this step, the researcher must decide a   number of writer of thesis abstrack which is being sample for the research. Then, will analyzed the grammatical error of their thesis abstract.In this step the researcher must identify error from data collection. For identifying error, the researcher must compare the sentence that was produced by students to the correct sentence in the taret language. For examples, *Sherina watched TV, and Rudi sleeped in his room.* The correct form in target language is *Sherina watched TV, and Rudi slept in his room.*By comparing two sentences it can be seen that the student produced an error in constructing simple past tense sentence where she used –ed after sleep instead of using *irregular verb*.After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they would be classified into the types of errors. In description of error James introduces a table to make it easy.

Teaching and learning activities are set by educators and learners, and also use language as means of communication, so that is not impossible for them to make mistakes. The fact that researcher read and observe the writing of English students' of English Language Teaching Department of Syekh Nurjati state Islamic Institute thesis, the researcher found a lot of mistakes in grammatical aspect specifically in abstract. Abstract is awriting that necessarily exist in a thesis. That is why it very important, but students do not pay much attention to the validity of its writing and its grammar. So the researcher in interserted in investigating the abstract deeplyon the grammatical aspect, because the abstract is obligation and it is rarely checked by supervisors. Some students forget to focus

on abstract because they focus on the content only. The importance of abstract for the researchers' is the expression of their thesis can be delivered well.

From the explanation above, the researcher is interested in coducting a research under the title;"*An Analysis of Grammatical Error in Thesis Abstract of The English Department Students of IAIN Syekh Nurjati Cirebon"*.

1.2 Identification of the Research

1.2.1 Field of the research

The fieldof the research is grammar. The study is to analyze of grammatical Error in thesis Abstract students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon.

1.2.2 Kinds of the Problem

The kinds of the problem are identified by the writer that the problem is emphasis Grammatical Error in thesis Abstract students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon. Some students are still less in grammatical errors although they have been passed in their study.

1.2.3 Main Problem of the Research

Grammatical error becomes a common mistake of thesis Abstract writing and the thesis Abstract is a crusial part of thesis because it is delivered for everybody who wants to know the point the thesis, therefore, it must be correct grammatically. The main problem of this research is as the phenomenon that are many students make grammatical error in their thesis, they often make error in missordering, missformation, addition and omission in their sentences of thesis abstract. Theys still less about grammatical structure althought they have been studied about grammar since junior high school, but they made error when they write thesis abstract. Whreas grammar is the one of important aspect that is applied in spoken language, more ever in formal situation and teaching and learning English activity

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1.3 The Limitation of the research

The limitation of the research only focuses on the grammatical error of thesis Abstract students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon. The problem that the writer wants to explore in this study is thegrammatical error to describing an error analysis in thesis abstract, whatmake the students difficult on it. In the analysis of this study, the writerlimited this study deal into some points. *First,* the object taken from the English students of English Education Department in IAIN Syekh NurjatiCirebon graduated 2016 ; they could be representative participant to make this research.*Second,*to avoid misinterpreting and misunderstanding for discussionbecause of the broadness of the problem, the writer limits the scope of thisstudy, there are so many aspects on grammatical error. According to HeidyDulay Burt and Krashen in 1982 (as cited in Tarigan,1990) in analyzing theerrors comitted by the students. The surface strategy taxonomy consists offour elements , which are: 1) omission, 2) addition, 3) misformation and 4)misordering.

1.4 Research Questions

The present research attempts to investigate the following question:

1. How are types of grammatical errors found at thesis Abstract students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon?
2. How does the factors influence their grammatical errors?

1.5 The Aims of the Research

This research aims at finding:

1. To describe the grammatical errors found at thesis abstract students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon.
2. To describe of the factors which cause the students make the grammatical errors.

1.6 The Significance of the research

Error in any language teaching and learning particulary English as a foreign language are sometimes predictable, but sometimes unpredictable. It is, therefore, very essential for pedagogues to have better treatment to anticipate the errors.

By doing the research, the writer hopes that the result will be helpful to provide:

1. Input for students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon. In order to write the thesis Abstract in correct garmmatically.

2. Input for the lecturers supervise the students to write the whole thesis in correct grammatically.

1.7 Previous Study

The same previous study has ever been researched in Ngatno Utomo has ever researchedSMPN 2 Ungaran . He is an English student of The State University of Semarang who graduates in 2006. In the research titled "An Error Analysis On Simple Present Tense In Descriptive Writing Made By The Eighth Year Students Of SMPN 2 Ungaran In The Academic Year 2005/2006 He focuses on students' error in writing simple present tense.

From his research, in SMPN 2 Ungaran he wants to know the students problem in using simple present tense in descriptive writing, so teacher can help students to solve the problem. There is a gap between her research and this research. Those are conducted in error analysis, but different between objects. He focuses on students' error in writing simple present tense in descriptive writing. Meanwhile, this research is not focused on it, but it's focused on students' error analysis in using gerund.

In other literature review, Heny Nur Listyani; an English student of The State University of Semarang who graduates in 2006. In the research titled "Generic Structure Analysis On Written Texts Found In The English Textbook For The Twelfth Year Of Senior High School Published By Pt Intan Pariwara 2004", she researches an analysis of generic structure of the textbook.

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Henyanalyze a book for the twelfth year of senior high school. What is the influence of analyzing the genres and their general social function available in the English textbook for the twelfth year of Senior High School Published by PT Intan Pariwara 2004? That is the research question. There is a gap between her research and this research. Those are conducted in analysis, but different between objects. Heny focuses on the generic structure of the text, meanwhile the researcher focuses on the error analysis on the use of gerund among the fourth semester students of *IAIN* Syekh Nurjati Cirebon.

The last previous Study is research come from *Malaysia Universit,* writen by *Muhammad Azanee,* with the tittle *An Error Analysis in in Role Play Presentations Among less Profient L2Malaysian Learners,* on 2013. In this thesis the writer describes about the errors in the speech of less proficient speakers of English during role play prentations. The study aimed to find out the frequent errors with the following surface taxonomy namely imsformation, misordering, addition and omossion and with linguistic description.

And the result of this study is based on the analysis of errors according to surface structure taxonomy revealed a total 96phrases containing errors with result as follows, ommosion (n=40) is the most common type of errors found in students' speech. Misformation (n=30) and addition (n=21) while misordering is the least to be observed (n=5) from the explanation above we know that this research just focused to find the errors by following linguistic accurracy, and this research do not look for the causes of the errors. While in my research will investigate, explain and validate the errors in conversation role play.

1.8 The Theoretical Review

The main theoritical foundation of the research is about term error analysisin conversation role play as the main phenomenon topic that has been discussed above. Then, it is followed by the purposes as groundwork in the research that has been knon before, are the student's error of conversation rle play in their speaking English then the factors that cause students make errors of them. In brief, theresearch would explain tha theory that is founding the research below.

1.8.1 Error Analysis

1.8.1.1 Definition of Error

The following definitions of errors are derived from several views:

1) Crystal (1987) 'error' is a term used in psycholinguistics reffering to mistakes in spontaneous speaking or writing attributable to a malfunctioning new mascular command from brain.

2) Richard (1985) in relation to the speech or writing of a second a foreignlanguage learner states that the use of linguistics item (e.g. a word, agrammatical item, a speech act, etc) in a way which a fluent or nativespeaker of the language regards as showing faulty or incomplete learning.

3) Error is something done wrong, (Current; 1980)

4) Error is systematic deviation which consistently produced by the learner, (Norrish: 1983)

From what have been suggested by some linguist about errors above, the writer concludes that what is meant by error have is the incurrent use of language system elements.The concept of the term error has been defined from various points of viewby several linguists. The definition of error by Norrish (1987:7) is a systematic deviation when a learner has not learnt something and consistently gets it wrong whereas Cunningsworth (1987:7) defines an error as a systematic defiation from the norms of languages that a learner has learnt. It can be seen that these two linguists mentioned the phrase "systematic deviation" which can be interpreted as the deviation which occurs repeatedly.

Additionally, Richard and Schmidt (2002:184) define error as the use oflanguage imn way which a fluent or native speaker of the language regards as faulty or incomplete learning. An error refers to a systematic error of competence, both covert and overt, that deviates from the norms of the target language (Eunpyo, 2002:1)

In Richard and Schmidt (2002:184), errors can be classified as interlingualor intralingual. Intralingual are transfer errors resulting from L1 features, for instance, grammatical, lexical, or pragmatic errors. On the other hand, intralingual errors are overgeneralizations (Richard & Schmidt, 2002:379) in the target

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language. These kinds of errors result from ignorance of rule restrictions, incomplete applications of rules, and false concept hypothesized.

Corder, (1981:112) also held the same view regarding the function of error analysis and that there are two justifications for stuying learner's errors: itsrelevance to language teaching and the study of the language acquisition process.

He mentioned that:

> the pedagogical justification, namely that a good understanding of the nature of error is necessary before a systematic means of eradicating them could be found, and the theoritical justification, which claims that a study of learners' errors is part of the systematic study of the learners' ;anguage which is itself necessary to an understanding of the process of second language acquisition.

It appropriate to define what is meant by errors. The terms 'mistake' and 'error' are often used interchangeably. However, there is a clear difference between the two. The following definitions Norrish (1983) made a cleardistincition between errors and mistakes. He potulated that errors are "a systematic deviation when a learner has not learnt something and consistently gets wrong". He added that when learner of English as a second or foreign language makes an error systematically, it is because he or she has not learnt the correct form. Norrish (ibid) defined mistakes as "inconsistent deviation". When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake.

1.8.1.2 Sources of Errors

As there are many descriptions for different kinds of errors, it is inevitable to move further and askfor the sources of errors. It has been indicated in thefist part of the study that errors were assumed asbeing the only result of interference of the first language habitsto the learning of second language. However, with the field of error analysis, it has been understood that the nature of errors implicates the existence of other reasons for errors to occur. Then, the sources of errors can be categorized within two domains: (i) interlingual transfer, and (ii) intralingual transfer. As Schacheter and Celce-Murcia (1977) pointed out, the distinction between intralingual and developmental errors is rather fuzzy in their term.

1) Interlingual Transfer

Interlingual transfer is a significant source for language learners. Dictionary of Language Teaching and Applied Linguistics (1992) defines interlingual errors as being the result of language transfer, which is caused by the learner's first language. However, this should not be confused with behaviouristic approach of language transfer. Error analysis does not regard

them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological, grammatical and lexica-semantic elements of the native language into the target language.

2) Intralingual Transfer

Intralingual errors result from faulty or partial learning of the target language rather than languagetransfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered thelanguage yet. When they say: "He is comes here", it is because the singularity of the third person requires "is" in present continuous, and "-s" at the end of a verb in simplepresent tense. In short, intralingual errors occuras a result of learners'attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many.

ways as in the following examples:

* He made me **to** smile.   * I want **learning** English.
* The meat smells fresh**ly**.   * Doctors always give us good advice**s**.
* I don't know why **did** he go.

Similarly, Richards (1974: 173) distinguishes two type of error, they are interlanguage errors and intralingual error. Interlanguage errors are those that are caused by the interference of the learners' mother tongue (nativelanguage), whereas, intralingual errors are those that reflect the learners'competence at a particular stage, and illustrate some of the general characteristics of language

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acquisition. According to Richrads (1982) Intralingual and developmental factors include the following: (1) simplification, (2) overgeneralization, (3) hypercorrection, (4) fossilization, (5) faulty teaching, (6) avoidence, (7) inadequete learning, (8) false concept hypothesized.

Another expert who discusses the sources of error is Richads inSchummann and Stenson (1978:32) in his article "Error Analysis and Second Language Strategies". He classifies sources of errors into: (1) interference that is an error resulting from the trnasfer of grammatical and/or stylistic elements from the source language to target the language; (2) overgenaralization, that is an errorcaused by extention of target language rules to areas where they do not apply; (3) performance error, that is unsystematic error that occurs as the result of such thing as memory lapses, fatigue, confusion, or strong emotion; (4) markers oftranslation competence, that is an error that results from a natural and perhaps inevitable development sequence in the second language learning process (by analogy with first languge acquisition); (5) strategy of comuniccation and assimilation that is an error resulting from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so; and (6) teacher induced-error, that is an error resulting from pedagogical procedures contained in the text or employed by the teacher.

According to Norrish (1983:21-26) he classifies cause of error into three types thatis carelessness, first language interference, and translation. The three types of ofcauses hers will admit of error will be discussed briefly:

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

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

3) Translation is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expressionin to the target language word by word. This is probably the most cause of error.

1.8.1.3 Types of Error

To describes the types of error, Heidi Dulay (1982: 146-192) said that that there are four types of error, they are: Error based on Linguistic Category, ErrorBased on Surface Strategy Taxonomy, Error Based on Comparative Taxonomy, Error Based on Communicative Effect Taxonomy.

However in this research, the writer classifies the students' error based onthe surface strategy taxonomy. In which surface strategy taxonomy hightlight the ways surface structure are altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may misinformation items (selection) or misorder them (misordering).

According to Heidi Dulay (1982 : 77) studying learners' errors serves twomajor purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

1.8.1.4 Surface Structure

Besides the error analysis method mentioned above, this research also utilizes the surface strategy taxonomy that was proposed by Dulay,Burt and Krashen in 1982 (as cited in Tarigan,1990) in analyzing the errors comitted by the students. The surface strategy taxonomy consists of four elements , which are: 1)omission, 2) addition, 3) misformation and 4) misordering.

Error categorized as 'omissions' are sentences that do not contain someelements that exist in the sentences. For example, the sentence *'My mother a teacher'* instead of *'My mother is a teacher'* that complies with the structure ofgood English grammar by having copula 'is'.

Error of addition is the opposite of the omission. This error happens due tothe occurrence of element that does not need to exist. There are three types onaddition: a) Addition due to double markings. For example: *'He didn't went*

toKuala Lumpur' and *'She doesn't knows your name'*. b) Addition due toregularizations. For example: *'She putted the book on the table'* and *'those childsare my neighbour'*. c) Addition due to simple addition. For example: *'The Birdsdoesn't live in the water'* and *'We stay in over there'*.

Error of misformation is marked by the use of wrong morphemes andstructures where the user is using one grammatical form in place of another grammatical form. In this case, a learner provides a sentence whis is grammatically incorrect in English. For example: *'The dog eated the chicken'*.

Misformation also has three types of errors, they are: regularizations:when a learner uses reguler and irregular types of words in a wrong place. For example:'runned' for 'run', 'gooses' for geese'. b) archi-forms: The choice of a class form to represent or describe another class form in different situation. For example: *'that house is mine'*, *'that hoseses are theirs'*, and c): alternating forms: In this case, the learners has mistakenly used some forms alternatively but it results in producing a wrong word. For example: *'Those dog'*, 'this cats', the use of *he*instead of *him'*.

Error of misordering is marked by misordering for a morpheme or a groupof morphemes in the sentences. For example: '*I don't remember what is hername'* instead of '*I don't remember what her name is'*. Another example: *'Whatyour mother is doing?'* instead of *'What is your mother doing'*.

1.8.2 Definition of Error Analysis

Error analysis is the examination of those errors commited by students inboth the spoken and written medium. Corder, (1967: 125) who has contributed enormously to writes thus:

> *The study of error is part of the investigation of the process of languge learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides us with a picture of the linguistic development of a learner and may give us indications as to the learning process.*

Richard and Schmidt (2002:184) explain error analysis as "the study and analysis of the errors made by second language lernears". According to Hasyim(2002;43) error analysis may be carried out in order to:

a) Find out how well someone knows a language,

b) Find out how a person learners a language, and

c) Obtain information on common difficulties in language learning, as an aid inteaching or in the preparation of teaching materials.

In his article *The Significance of Learner's Error,* Corder (1974:125)emphasises the importance of studying errors made by second language learners:

> *The study of error is part of the investigation of the process of language learning. It provides us with a picture of the linguistic development of alearner and may give us indications as to the laerning process (Corder, 1974:125).*

Systematicallyanalysisng errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder, 1974). Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consist of comparison between the errors made in the Target Tanguage (TL) and that Target Language itself. In the article titled, "The significance of Learners Errors" Corder, (1976) observed that Error analysis (EA) took a new turn. Corder (ibid) contended that those errors are "important in and of themselves". For learners themselves, errors are indispensable, since the making of errors can be regarded as a device the learner uses in order to learn. Selinker,(1972) defined errors as "red flags" that provide evidence of the learner's knowledge of the second language.

Richards et.al (1985:96) state that error analysisis the study of errorsmade by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out howa person learns a language, and (c) obtain information on common difficulties inlanguage learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

1.9 The Methodology of the Research

1.9.1 The Objective of the Research

The objective of the reearch is to analyze grammatical errors at the thesis Asbract of students of students of IAIN Syekh Nurjati Cirebon 2015/2016. It is especially concernin factors that cause the sudents make an error of thesis abstract

in their thesis. Those parts above are the objects of the research as the main centerthat should be investigated in the research.

1.9.2 Place and Time the Research

Whereas, the research concerns of grammatical errors at the thesis Abstract of students of IAIN Syekh Nurjati Cirebon. So the place that conduct the research is especially university that has English Education Department that as a representive source by the writer's prespective. In short, the place has been taken in IAIN Syekh Nurjati Cirebon and students of English Education Department as the participants of the research.

However, the time is limited to conduct the research is allowed only for two months by theadministration, 26rd Desember 2016-26th February 2017. To getthe qualified datathe writer takes the paper thesis abstract from TU of students 2015/2016 of IAIN Syekh NurjatiCirebon and interviewing the participants, and analyzingcontent. The schedule of the writer to conduct the research that uses threetechniques; take documentation and analyze the thesis abstract,interview and content analysis happening in different place and time thatconsidered.

Table 1.1

Timeline of the Research

No	Date	Description
1	25/10/ 2016	Finding the phenomenon of the research
2	25/10/ 2016	Designing the proposal
3	25/10/ 2016	Revision proposal, Accepting proposal
4	20/12/2016	Analyzing thesis abstract, Chapter I done, Chapter II, analyzing and editing research question I
5		Chapter III, analyzing and editing research question II, Chapter VI, concluding the research.

1.9.3 The method of the Research

The method of this research uses qualitative research, using content analysis qualitative research. Descriptive analysis qualitative is a method that aims to

describe or give an overview of an object of research that investigated through sample or data that has been collected and made generally accepted conclusions.

1.9.4 The Source and the Type of Data

According to Sugiyono (2006:401) in qualitative research, sample of datasource chosen by purposive and snowball sampling. Source of data is data sourcethat is used in this research. To acquire substantive data, the writer uses manybooks. They are classified to be two parts; they are primary and secondary datasource.

The primary data of this research is the thesis written by students of the English Language teaching Department of IAIN Syekh Nurjati Cirebon period 2015-2016. The secondary data of this research is every sources which correlate with the discussion of this research such as books, journals, internet archive, etc.

The writer is not only use interpretion towards primary data source, but alsouses another data source, it is secondary source. The second source of data isresearch which gives some theories about error analysis, and some datas from the source books as references for this thesis,articles, modules and also gives some quotations from the experts that can besupport the theories of this thesis. In this case, the writer will take the data fromdirect observation and research in the object of the research or emphiric datasource. They are: *First,* TU (*Tata Usaha*) of English Education Department of IAINSyekh Nurjati Cirebon, to get the data about the paper abstract of the student of English Education Department of IAIN Syekh Nurjati Cirebon 2015/2016 academic years.

1.9.5 The Instrument of the Research

Cresawwell (2014:254) said that qualitative research is an interpretative research, with the inquirer typically involved ib sustained and intensive experience. So that, the instrument of this researcher is the researcher himself. The key instrument of qualitative resrach is the human instrument as themain instrument in this research also to observe the processes of learning andteaching, to interview the teachers and the learners, and to study of document(Sugiyono, 2013:306). The other instrument is speaking activity videos to know thestudent's error of conversation in role play in their speaking. Those instruments thatcould

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help the main instrument "human instrument" to analyze the data are takenfrom the instruments of each technique to conduct the research.

1.9.6   The Technique of Collecting the Data

The technique of collecting data, the writer collected the required data and inform action from two main sources, this type of the research is analyzing the data. There are two kinds of data sources used in this analysis. The primary data sources is the abstract thesis of English Studeunt Department IAIN cirebon. Secondary data sourcesa are some books which realated with the topic, such as: *Error Analysis Perspectives on Second Language Acqusition, Article : the Significance of Learner's Error, Role Play, Teaching English as Second Language,* and the others references from internet.

Suharsimi Arikunto (2000:134) states "instrumen pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan di permudah olehnya". (the instrument of collecting data is the tools which chosen by the researcher in their activity of collecting data in order to that activity run sistematically and make easier by it). And collect the data the writer take the documentation of videos from the first semesters students in their speaking activity.

1. Documentation

Consists of examining existing data in from data bases, meeting, minutes,reports, attendance, logs, financial, records, newsletters, etc. This can be an inexpensive way to gather information, but my be an incomplate data source. The writer method applies the qualitative descriptive method. The writersearches for some reference relating to the problem investigated. And the writer makes the study of document. The study of error analysis is very important and it can give many contributions to give information to support her idea in this study. The writer use documentation as the source of data to analyze the error.This docomentation as the implementation to answer the first research question. The documentation as the sources to know the types of error in the video which made by students in the first semester.

2. Interview

Interview used to collect the data clarrification and verivication about what i in their mind regarding to the problems that being investigated that is the data collection in the form of information of the respondents' assumption and perspective. It needs the interview guide to make it in right way to build the information up as musch as possible. It is based on Patton stated in the book Research Methodology: *Method and Technique in Education* by Fraenkle (2012: 451) said that :

> *to find out from them those things we cannot directly observe. Theissues is not whether observational data is more desireble, valid, or meaningful that self-report data. The fact of the matter is that we cannot observe anything. We cannot behaviours that took place at some previous point in time. We cannot observe how people questions about those things.*

In this research, the writer interviewed the students as a source of information for the research to know the factors of error which they made, and what are the causes of error. This technique to answer the second questions of the research. The writer will interview students which made the video.

1.9.7   The Technique of Analyzing the Data

In qualitative research, before entering the field analysis did towards dataresult of earlier observation or secondary data that will be used for ensuring research focus. But, research focus is just for a while.

An analysis techniques with interactive model (*Miles and Huberman 1984)* in this analysis model, there are three components of analysis:data reduction, data display, and conclusion or verivication, activitiesconducted in an interactive form with the data collection process as acontinuous process, repititive, and continuosly to form a cycle. (2006:9)

Data analysis is the process of organizing and sorting data into patterns,categories, and description of the basic unit that can be found themes and working hypothesis can be formulated as suggested by the data. After the field data collected using the above method of data collection, the researcher will process and analyze the data using qualitative descriptive analysis, without the use of quantitative techniques.

Below are techniques which are used by the researcher to analyze data:

1) Firstly, the writer analyzes the abstract students of English Language Teaching Department at IAIN Syekh Nurjati Cirebon, based on the thesis the researcher

looks errors in the thesis abstract made by some students. The researcher takes how the surface structuerestudents made.

2) The writer finds what type of errors made by students. Here the writer categorizes the errors according to the surface structures taxonomy namely misformation, misordering, addition, and omission students made.

3) The writer finds the frequency distribution of the errors. Hence, the writercan concludes that what happened in the students' english Grammar skill and the problem why the students made errors.

According to H. B. Sutopo (2006: 9) the techniques of analysis with *analysis interaktif model,* there are three components of analysis, they are data reduction, data course and verification/conclusion. Its activity is done in interactive form with the process of collecting data as a continued and repeated process until creating a ciclus.

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