

# **CHAPTER I**

## **INTRODUCTION**

This introduction chapter presents background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

### **A. Background of the Research**

The government recognizes that language plays important in four skills; they are; listening, speaking, reading and writing. This means that, hopefully the students are more expected to use English in their daily life effectively, because most of them are lack of practicing English. In order to be fluent English learners, the students have to master the English four skills. The students must be trained adequately all those four skills to make them easily practice and use English.

In line with curriculum of Department of Education, the teaching and learning process of English concentrates on those four skills. One of the four skills, which plays a significant role in mastering English, is writing. Nowadays, writing is an important subject that conducted in school to exposure the students' skill. Langan (2009:10) states that writing is one of the skills which exposes facts, ideas by persuading, explaining or interpreting them in some clear, effective, and organized a way. In addition, writing is the process of communicating and share feels,

thoughts, and ideas in the written text which are concerning in the grammar and vocabulary.

In writing, there are organization, grammar, punctuation, capitalization and dictation that often considered in writing scoring assessment. So, the good writing is the writing that has good scoring on those aspects. It means that grammar is one of considering aspects in scored assessing, so grammar has important role in writing. However, it does not mean that the good grammar is only applied on writing text, but also there are some important things to improve quality of writing that the students should have a wider vocabulary, understanding of the meaning and also the students are be able to write in different ways for different purposes in writing. In addition, spelling and diction should be understood as well as possible. There is no doubt that writing is the most difficult skill for second language learners to master. In this case, Richard and Renandya (2002:30) state that the difficulty lays not only generating and organizing ideas, but also in translating these ideas into readable text.

In real writing classroom activities, it is not all of students make a good writing, but some of them may get difficulties in various aspects, such as in using correct grammar, careful and accurate use of tenses are important to clear writing. They may also get difficulty in using various vocabularies. Those difficulties what gotten by students then becomes error. When the errors appear, it can be said that the students do not cover or mastery aspects.

When the students write, sometimes they make an error or when they learn a language. As pointed out by Dulay (1982:139), “Errors are the flawed side of learner speech writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance”. Errors in writing such as tenses, prepositions, and weak vocabularies are most common and frequent type of errors that are faced by learners. Analyzing errors becomes a preferred tool to know the student’s achievement in writing paragraph. In this research has shown that the students need to be exposed to and have practiced with various genres. The researcher finds some problems in the description text (see figure one, in chapter four). Description text is one of types of writing, which is learnt by the students in junior and senior high school.

There are many problems of students in writing descriptive paragraph. Some of them are the students have limited vocabulary to write because they didn’t use to read dictionary and the other problem is they don’t use tenses in the correct way. The researcher describes problems in writing descriptive paragraph. They often make errors in forming sentences, the grammar and structure of the sentence are very difficult for them. They only write a group words without using the English grammar. Those factors influence them in arranging the idea of paragraph, so that they get some difficulties in writing. Another function of descriptive text is to describe particular person, place, or thing; the features are used of simple present tense and used of adjective. The feature is important

because each text of writing is different features such as narrative text; the feature is used of past tense.

The importance of ending-S can be seen in writing descriptive, those are; in using plural/singular, one of the features of descriptive paragraph is using simple present tense which used Verb<sub>(s/es)</sub>, and also descriptive used specific object so it is automatically used possessive pronoun (apostrophe + s). The importance of ending -S is not only in written language but also in oral language, for example when the speaker said 'I have two hand', actually the listener can understand what the speaker mean by looking at the speakers' condition, but if we talk about the grammar, the utterance above is not correct in grammatical rule. It is not like Indonesian language that has a simple structure. For instance, the noun in *Bahasa Indonesia* will not change because of the noun is plural or singular. Noun "Buku" will not change although the it wak the plural noun: "aku mempunyai 2 buku", "dia mempunyai satu buku", etc. But in English, the word "book" will change because of pluralness: "I have two books", "She has a book", etc.

Here is the one of the error made by students in writing descriptive text; *My cat always sleep with me every day*. As we know that "My cat" is *the third singular subject*. The form of the verb should be attached with {-s} to indicate third person singular verb, and the correct sentence is; *my cat always sleeps with me every day*. The another example that might be found is; *Lyly has two wing*. In the examples found, {-s} should be

attached to the word *wing* and *kitten* to show the number of more than one. Thus, the reconstructed sentences should be; *Lyly has two wings*. The teachers must know that problems and the necessary in the students' writing. By doing some correction in students' English writing the teachers can find some problems solving to teach English writing well.

Finally, based on the background above, the researcher should carry out a research under title: "Errors Made by The Eighth Grade Students of MTs Aswaja Tunggangri in Using Ending-S in Writing Descriptive Paragraph".

## **B. Research Problems**

Based on the identification of the background above, the problem that the researcher wants to solve in this study as follows:

1. What is the most dominant error which is made by the students in using ending-S in writing descriptive paragraph?
2. What are the sources of errors that students make in using ending-S in writing descriptive paragraph?

## **C. Objective of Research**

The objectives of this research as follows:

1. To find out the most dominant error which made by the students in using ending-S in writing descriptive paragraph;

2. To identify the source of errors that students make in using ending-S in writing descriptive paragraph.

#### **D. The Significance of The Research**

The results of this research are expected to provide useful information about the problems encountered by the eighth grade of MTs Aswaja Tunggangri in using ending-S in writing descriptive paragraph. It is expected that these result can contribute for all students who find the problem in writing descriptive paragraph and also reduce their mistake in using ending-S in making paragraph descriptive.

For the teacher, it can be an evaluation tool to measure the quality of the students in learning genres and help him/her to improve the strategy in teaching genre to them. For further researcher, it can be as a reference in conducting similar studies in the next time.

#### **E. Scope and Limitation of The Research**

To avoid the research becomes wider, the researcher will limit and focus on:

1. Errors made by the eighth grade students of MTs Aswaja Tunggangri in using “S” in writing descriptive paragraph.
2. The researcher takes the students’ descriptive writing of eighth-D grade of MTs Aswaja Tunggangri.

## **F. Definition of Key Terms**

### **1. Error**

Error is deviation of some systems of language that the learner is making. As stated by Dulay (1982:138), error may be automatically made since the students still develop their learning process. Student often makes error in studying or learning. Therefore, it needs to be analyzed in order that the students can improve their ability in learning. Error analysis can be defined the process of identifying the errors made by students in learning language to improve the students' ability or proficiency of second language learners.

### **2. Writing**

Writing is a process of expressing idea through such written language. Tarigan (2008:22) states that writing is composing graphic symbol that describe language that is understood by someone, so the other one can read the graphic symbols if they understand that language and graphic.

### **3. Descriptive paragraph**

Descriptive paragraph is the paragraph that writer tries to uncover an object to his/her readers.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this section, the researcher explains about literature review. This chapter discusses about writing, descriptive paragraph, the use of ending-S, and error.

#### **A. The Nature of Writing**

Writing is a skill of a writer to communicate information to a reader or a group of readers. As pointed by Langan (2009:10) “Writing is a skill. It is a like driving, typing, cooking or any skill. It can be learned”. It means that writing can be learned with the effort of the learners’ skill but it always concerns in the grammar of sentences structure and vocabulary. Her or his skill is also realized by his or her ability to apply the rules of the language. In other words it can be defined as the transfer the information or ideas to the readers effectively. The information that will be transferred to the reader has to communicate. Nowadays, writing is an important subject that conducted in school to process of communicating and share feels, thoughts, and ideas in the written text which are concerning in the grammar and vocabulary (linguistic categories).

According to Sitinjak (2000:115), writing is a process of producing a number of sentences arranged in such a way that the sentences related to each other, it does refer to a list of words or unrelated sentences.

Writing fosters and reinforces vocabulary skills as English second language writer endeavors to make suitable word choices for their writing.



By recognizing morphological structures, it enables learners to build their vocabularies more quickly as they visualize word development.

From the definitions above, it can be concluded that the writing is the process of communicating and sharing feeling, thoughts, and ideas in the written text that concern in the grammar and vocabulary.

## **B. Descriptive Paragraph**

Descriptive writing is the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually sensory and selected to describe what the writer sees, hears, smells, touches, and tastes, (Bambang, 2011:23).

According to Larson (1984), a descriptive text is a text which says what a person or thing is like. Its purpose is to describe and reveal a particular person, place, or thing. A descriptive text is usually used to create and to develop the characteristics of a person and why he or she is so special that the reader can create a vivid picture of the character. Here is an example of a descriptive text that describes a person who has special characteristics attracting the reader's attention to read it intentionally:

**Table 2.1. The example of descriptive paragraph**

Isaac Newton	
Identification	Isaac Newton was born on 4 January 1643 in Woolsthorpe, a hamlet near Grantham in Lincolnshire.
Descriptions	He was a fatherless infant. His childhood was

	<p>anything but happy. Newton's life came in June 1661 when he left Woolsthorpe for Cambridge University. He had begun to master Descartes's Geometry and other form of mathematics far in advance of Euclid's Elements. In 1665 Newton took his bachelor's degree at Cambridge. In 18 months, he made a series of original contributions to science. In mathematics Newton conceived his method of fluxions, laid the foundations for his theory of light and color, and achieved significant insight into the problem of planetary motion, insights that eventually led to the publication of his science in 1687. Isaac Newton is generally regarded as the most original and influential theorist in the history of science.</p>
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The purpose of the text is that description is used all form of writing not only to tell a vivid impression of a person, but also to describe a person's achievement in the report. (Bambang, 2011: 23-24).

According to Siahaan (2008 : 119) descriptive paragraph is the paragraph in which writer tries to picture out an object to his readers. The object can be anything, it can be a concrete object such as a person, or an animal, or a plan, or a car etc. It can also be an abstract object such as an opinion, or ideas, or love, or hate, or belief, etc. in this case as a product of writing, the text functions to reflect what is being described to the readers. In this study the researcher decides the topic as descriptive paragraph writing by the eighth grade student in concrete object, because they actually describe a person or their pet, descriptive paragraph is the paragraph that describe everything both concrete and an abstract object.

## **The Language Features**

- a. Specific participant
- b. The use of simple present tense and present continuous tense
- c. Action verb
- d. Adjective

From those definitions above, it can be concluded that the descriptive paragraph is the paragraph that writer tries to uncover an object to his/her readers and it has language features like; specific participant, using simple present and present continuous tenses, using action verb, and using adjective.

## **C. The use of ending-S**

### **1. Singular and plural nouns**

Usually, we make a noun plural (capable of referring to many things) by simply adding an s to the end – for example: walls, books, dogs, streets, cars, planks, lights, windows, trees. According to Mark and Katty Anderson (2003), Singular Noun Definition: When a noun means one only, it is said to be singular. Examples: boy, girl, book, church, box

Plural Noun Definition: When a noun means more than one, it is said to be plural. Examples: boys, girls, books, churches

### **Rule #1**

The plural of nouns is usually formed by adding s to a singular noun.

Example: lamp, lamps; cat, cats; fork, forks; flower, flowers; pen, pens

## **Rule #2**

Nouns ending in s, z, x, sh, and ch form the plural by adding es.

Example: moss, mosses buzz, buzzes box, boxes, dish, dishes church, churches.

Special Note:

If you add s to such nouns as fox, bush, and bench, you will find that you cannot pronounce them without making an additional syllable.

This is why such nouns form the plural by adding es.

## **Rule #3**

Nouns ending in y preceded by a consonant are formed into a plural by changing y to ies. Examples: lady, ladies; city, cities; army, armies

## **Rule #4**

Nouns ending in y preceded by a vowel form their plurals by adding s.

Example: boy, boys; day, days

## **Rule #5**

Most nouns ending in o preceded by a consonant is formed into a plural by adding es. Example: hero; heroes; grotto, grottoes, mosquito\* tomato, halo\* tornado\* buffalo\*

\*may add s or es

## **Rule #6**

Pluralisation: further tricky exception to the “add an –s” rule. Some rare kinds of noun require plural endings different from any of those

already cited – for instance: tooth→teeth, wife→wives,  
index→indices, mouse→mice, foot→feet, man→men,  
child→children.

## 2. Possessive Nouns

Nouns that show possession function as adjectives in sentences. Possessive nouns answer the question *Whose?* or *Which?* Language users form singular possessive or most nouns by adding-‘s. (Jeffrey, 1984:25)

Frank’s boat almost tipped over. [Whose boat? The boat owned by Frank]

You form the plural possessive of most nouns by adding-‘s or –‘es to the singular form of the noun.

The coaches’ trophies were in the case outside the gym. [Whose trophies? Those belonging to the coaches]

Cole (1984:26) said that the possessive nouns are used to show that something belongs to a person, place, thing, or idea.

- a. To make a singular noun possessive, add an apostrophe and an “s” to the end. Here the example of the noun already ends with an “s”.

The classroom belongs to Mr. Gonzales → Mr. Gonzales’s classroom

The book belongs to Jeff. → Jeff’s book

- b. To make a plural noun that ends in “s” possessive, add an apostrophe to the end.

The restroom belongs to the girls → The girls’ restroom

The flavor belongs to the beans → The beans' flavor

c. To make an irregular plural noun that does not end in "s" possessive, add an apostrophe and an "s" to the end.

The toys belong to the children → The children's toys

The food belongs to the geese → The geese's food

Remember: language users do not need to use an apostrophe unless something belongs to a person, place, thing, or idea. (Fran, 1984:27)

### **3. Present simple tense with verbs:**

With all other verbs, we make the present simple in the same way.

The positive is really easy. It's just the verb, with an extra 's' if the subject is 'he', 'she', or 'it'. Let's take the verb 'play' as an example:

Positive (of 'play')

I play

You play

He plays

She plays

It plays

We play

They play

For example:

- I play tennis every week.
- He likes chocolate.
- They usually go to the cinema on Fridays.

Don't forget the 's'! Even really advanced students do this!

For a few verbs, there is a spelling change with 'he', 'she' and 'it' before the 's'. For example, 'study' becomes 'studies'. There are also few verbs which are irregular in the present simple:

- 'have' becomes 'has'
- 'do' becomes 'does'
- 'go' becomes 'goes'

To make the negative form, language users need to use 'do not' (don't) or 'does not' (doesn't):

Negative (of 'play') Negative Short Form

I do not play I don't play

You do not play you don't play

He does not play he doesn't play

She does not play she doesn't play

It does not play it doesn't play

We do not play we don't play

They do not play they don't play

For example:

- You don't study very much.
- Julie doesn't like sport.
- We don't live in London.

The ways in adding -s for the verb-1 (Hadi, 2007:17):

- a. Commonly, it's just adding "s" in the end of verbs, example:  
call→calls, wait→waits, etc.
- b. If the verbs end with the consonants (ss, sh, ch, x, o) add the  
"-es" in the end. Example: kiss + s = kisses, catch→catches,  
wash→washes, fix→fixes, go→goes.
- c. If the verb ends with "y" which is begun consonants, so it'll  
be changed into "ies". Example: study→studies, try→tries,  
fly→flies, fry→fries, cry→cries, dry→dries.
- d. If the verb ends with "y" which is begun vocals, so it is  
enough adding "s". example: play→plays, say→says,  
buy→buys.

In conclusion, the ending S can be seen in singular and plural nouns, possessive nouns (apostrophe + s), and present simple tense with the verbs if the subject is the third singular person.

## **D. Error**

This sub chapter explains the error versus mistake, types of errors and also the causes of errors.

### **1. Error versus mistake**

Error and mistake are different. We have to distinguish errors and mistakes. Brown (1987:170) states that a mistake refers to the performance error that is either the random guess or a slip. It is because of a failure to use a known system correctly. While Corder (in Croft,



1980:105) describes that “mistake are deviations due to performance factors, such as memory limitations, spelling, pronunciation, fatigue emotional strains, physical states, such as tiredness, and psychological conditions, such as strong emotions. While errors are deviations of some system of the language that the learner make. Furthermore, according to Ellis (1997 :17) errors reflect gaps in a learners’ knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

There is an example of an apparent ‘mistake’ in Jeans’ speech. Early the narrative he says:

“The big of them *contained* a snake”

This sentence uses the past tense of the verb ‘contain’ correctly.

However, in the final sentence he says:

“The basket *contain* a snake”

Making what seems to be a past tense error, but clearly Jean knows what the past tense of ‘contain’ is as he has already used it correctly once. His failure to say ‘contained’ in the last sentence, then, might be considered a mistake.

How can we distinguish error and mistakes? One way might be to check the consistency of learners’ performance. If they consistently substitute ‘contain’ for ‘contained’ this would indicate a lack of

knowledge-an error. However, if they sometimes say ‘contain’ sometimes ‘contained’, this would suggest that they possess knowledge of the correct form and are just slipping up-a mistake.

Based on the statements above a mistake occurs not because of lack of competence but because of processing limitation which clarifies learners’ inability in using knowledge of target language. An error results an infraction of the rules of target language. It can be concluded from that statement that errors arise because of lack of competence.

## **2. Types of Errors**

Dulay, Burt, and Krashen (1982 : 146) propose some error classifications as called descriptive taxonomies, they are: 1) Linguistic category, 2) surface strategy, 3) Comparative analysis, and 4) communicative effect.

### **1) Linguistic category**

Linguistic category taxonomies in here, classify errors according to either or both the language component and the particular linguistic constituent the error affect. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style) (Dulay, Burt, and Krashen 1982:146).

## 2) Surface strategy

Surface strategy taxonomy highlights the ways the surface structure are altered (Dulay, Burt, and Krashen 1982:150). This taxonomy is classified into four types: omissions, additions, misinformation, and misorderings.

- a. Omissions are characterized by the absence of an item that must appear in well-formed utterance. Example, “I *am* reading now” becomes “I reading now”,
- b. Additions are characterized by the presence of an item that must not appear in a well-formed utterance. For example, “They *kill* the dog” becomes “They *kills* the dog”,
- c. Misinformations are characterized by the use of the wrong form of the morpheme or structure. For example, “He *went* to work yesterday” becomes “He *goes* to work yesterday”,
- d. Misorderings are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Example, “Where *are* they now?” becomes “Where they *are* now?”.

## 3) Comparative analysis

The classification of error in comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions (Dulay, Burt, and Krashen 1982:163). This taxonomy proposes four errors:

a. Development errors

Development errors are errors similar to those made by children learning the target language as their first language.

For example: “dog eat it” instead of “dog eats it”

b. Interlingual errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language.

For example: “ that is a car red” instead of “this is red car”

c. Ambiguous errors

Ambiguous errors are those that reflect the learners’ native language structure, and at the same time they are of the type found in speech of the children acquiring a first language.

For example: “I no have a car” instead of “I have no car”.

d. Other errors

This taxonomy proposes the grab bag errors that don’t fit into those few taxonomies. In this particular type taxonomy, the grab bag errors should be of more than passing interest. Since they are not similar to those children make during first language development, they must be unique to second language learners.

For example in the utterance of native speaker of Spanish: “she do hungry” instead of “she is hungry”. In this case the speaker used neither her native Spanish structure (the use of

*have of is as she have hungry*), nor an L2 developmental from such as *She hungry* where the auxiliary is omitted altogether. Such as an error would go into other category.

#### 4) Communicative effect

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between error that seem to cause miscommunication. Dulay (1982) classifies this type of errors into two:

##### a. Global errors

Errors that affect overall sentences organization significantly hinder communication. Burt and Kiparsky (cited in Dulay, Burt, and Krashen, 1982:191) labeled the most systematic global error includes:

- a. Wrong order of major constituent. For example: English language use many people.
- b. Missing, wrong, or misplace sentence connectors. For example: (if) not take this bus, we late for school.
- c. Missing cues to signal obligatory exceptions to pervasive syntactic rules. For example: The students' proposal (was) looked into (by) the principal.

d. Regularization of pervasive syntactic rules to exceptions.

For example: We amused that movie very much. (that movie amused us very much).

b. Local errors

Errors that affect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers.

Corder (1974, cited in Ellis 1994:56) distinguishes three types of errors based on their systematicity:

- a. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
- b. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
- c. Post-systematic errors occur when the learner knows the correct target language rules but uses it inconstantly (makes a mistake).

In order to these different kinds of errors, however, it is necessary to interview the learner. Type (a) occur when the learner cannot give any account of why a particular form is chosen (b) occurs when the learner is unable to correct the

errors but can explain the target-language rule that is normally used.

From the four types of errors above, it can be concluded that linguistic category is classified based on the language component and particular linguistic. While surface strategy taxonomies classified into omission, misinformation, addition and misordering. Comparative analysis proposes to developmental errors, interlingual error, and ambiguous errors. Communicative effect is classified into global errors and local error.

### **3. Sources of Errors**

Brown (1980:173-181) classifies the sources of error into four numbers:

1. Inter-lingual transfer, that is the negative influence of the mother tongue of learner. In inter-lingual transfer as a source of error the learner make an error because they still use the regularization from the mother tongue, so it influence in producing second language.
2. Intra-lingual transfer, that is the negative transfer of items within the target language. Richard (1997:6) defined intralingual error is the errors that don't reflect the structure of the mother tongue, but generalizations based on partial exposure to the target language. In the other words, the incorrect generalization of rules within the target language. Richard (cited in Rahayu 2006:29-31) classifies intra-lingual transfer in to four types of source of error. First is

overgeneralization. Overgeneralization is an error arises when the learner creates a deviant structure on the basis of other structures in target language. Here, this error occurs when the learner composed an utterance based on particular exposure of target language. Second is ignorance of rule restriction, it involves the application of rules to context where they do not apply. It describes that error involves a failure to perceive the restriction of existing structures when rules are extended to other context. Third is incomplete application, it means that a failure to fully develop a structure or it can be said that error occurs when the learner do not use all rules. And the last is false concept hypothesized; it arises when the learner does not fully comprehend a distinction in the target language.

3. Context of learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language. It can be concluded that context of learning is also the way how the teacher convey their materials to the students, so if the students make an error can be said that it is because the teacher convey a false concept to their students.
4. Communication strategies. It is obvious that communication strategy is the conscious employment of verbal mechanisms for



communication an idea when linguistic forms are not available to the learner for some reasons.

From the four sources of error above, intralingual transfer is divided into four types of sources of error. First is overgeneralization, ignorance of rule restriction, incomplete application and false concept hypothesized. Overgeneralization is an error arises when the learner creates a deviant structure on the basis of other structures in target language. Ignorance of rule restriction involves the application of rules to context where they do not apply. Incomplete application is a failure to fully develop a structure. False hypothesized arises when the learner does not fully comprehend a distinction in the target language.

#### **E. Error Analysis**

Error analysis appeared as the development of contrastive analysis. Troike (2006:34) states that Contrastive Analysis (CA) is an approach to the study of SLA which involves predicting and explaining learner problems based on a comparison of L1 and L2 to determine similarities and differences.

Corder (1967, cited in Ellis 1994:48) proposes that errors could be significant in three ways: (a) they provided the teacher with the information about how much the learner had learnt, (b) they provided the researcher with evidence of how language was learnt, and (c) they served as devices by which the learner discovered the rules of the target language.

Corder (1974, cited in Ellis 1994:48) suggests the following steps in Error analysis research:

1. Collection of a sample of learner language

We can identify three broad of error analysis according to the size of the sample. Learners' errors can be influenced by a variety of factors. For example, they make errors in speaking, but not in writing, as a result of the different processing condition involved.

2. Identification of errors

Corder (1967, cited in Ellis 1994:51) distinguishes between errors and mistake. An error takes place when the deviation arises as a result of lack of knowledge. It represents lack of competence. A mistake occurs when learners fail to perform their competence.

3. Description of errors

The description of learner errors involves of the learners' idiosyncratic utterances with a reconstruction of those utterances in the target language. An alternative to a linguistic classification of errors is to use a surface strategy taxonomy. This 'highlights the ways surface structures are altered' (Dulay, Burt, and Krashen 1982:150) by means of such operations as omissions, additions, and regularizations. Dulay (1982), claims that such an approach is promising because it provides an indication of the cognitive processes that underlie the learners' reconstruction of the L2. This seems a doubtful claim, however, as it presupposes that learners operate on the surface structures of the target

language rather than create their own, unique structures. If a surface strategy taxonomy does not represent mental processes, it is not clear what value it has. This may account for why there have been few attempts to describe learner errors using such a taxonomy.

**Table 2.2 Surface Strategy Taxonomy of Errors (*Categories and Example Taken from Dulay, Burt and Krashen 1982*)**

Category	Description	Example
Omission	The absence of an item that must appear in a well-formed utterance	She sleeping
Addition	The presence of an item that must not appear in well-formed utterance.	We didn't went there
Misinformations	The use of the wrong form of the morpheme or structure.	The dog ated the chicken
Misordering	The correct placement of a morpheme or group of morpheme in an utterance	What daddy is doing?

#### 4. Explanation of errors

Explanation is concerned with establishing the source of the error. As Taylor (1986, cited in Ellis 1994:57) points out, the errors source may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure. Psycholinguistic concerns the nature of L2 knowledge system and the learners' ability to adjust their language with the social context. Epistemic concerns the learners' lack of world knowledge and discourse involves problems in the organization into a coherent 'text'.

Richard (1971, cited in Ellis 1994 : 58) distinguishes causes of competence errors into three:

- a. Interference errors occur as a result of 'the use of elements from one language while speaking another'.
- b. Intralingual error 'reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply'.
- c. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

#### 5. Evaluating errors

Error evaluation involves a consideration of the effect that errors have on the person(s) addressed. The design of error evaluation studies involves decisions on who the addresses (i.e. the judges) will be, what errors they will be asked to judge, and how they will be asked to judge them.

As a Corder states (1974, cited in Ellis 1994:48) that the steps to analyze the errors are 5 steps: collection of a sample of language learner, identification of errors, description of errors, explanation of errors, and evaluating of errors. In this research, the researcher only limit the analyzing until the third steps, that are collection of a sample of language learner, identification of errors, description of errors. The researcher does not use the fourth and the last steps because of the feasibility and the limited of time.

In conclusion, the researcher only uses the three steps from Ellis, including collection of sample of learner language, identification of errors, and description of errors. The researcher does not analyze the fourth and the last step from Ellis (explanation of error and evaluating errors) because they are not appropriate with the data of the research.

#### **F. Previous Studies**

There are three previous studies related to this research. The first research entitled “ Common Grammatical Errors in Writing Made by XI IPS Grade Students of MAN Kunir Blitar”. Research problem of this research were: 1) what common grammatical errors often made by the XI-IPS students of MAN Kunir Blitar and 2) What is the sources of errors made by the students?, (Arifin, 2012:7). This research found 408 errors made by the students in composing their writing. 201 cases of them were error of omission. There were also 49 errors of addition. 29.4% or 120 errors were word order errors. The errors were then specified into certain grammatical aspects. This study also found out that the sources of the errors were various. The first source was incomplete application of rule which had caused 39.7% of error total. Other sources were ignorance of rule restriction, overgeneralization, and false of hypothesized.

The second research entitled “An Analysis on the Subject-Verb Agreement Errors Made By Second Semester Students of English Depeartment at State Islamic College (STAIN) Tulungagung Academic Year

2012. Badawi (2013:7-8) stated that the research problem of this research were: 1) the kinds of subject-verb agreement errors that mostly appear in writing of second semester of STAIN Tulungagung academic year 2012 based on surface strategy of taxonomy?, and 2) what source of errors does most appears in student writing related to subject-verb agreement?. This study found that there were 679 errors in the students' writings. 361 errors or 53.2% were error of misinformation. Then, 238 errors of 35.1% were errors of omission. The next error is classified into error of addition with 69 errors or 10.2%. the least error found in the students's writing is error of disorder with 11 times of occurrence and 1.5% of percentage. The sources of those errors were then uncovered and it was found that Intralingual is the most errors appearing in the students' writing, then followed in the second rank by interlingual error. Thus intralingual is categorized into four-categories, most to least; incomplete application of rules with 517 times of occurrence and percentage 76.7%, Overgeneralization with 141 occurrences and 20.9% of percentage then followed by ignorance of rule restriction and false concept hypothesis with 10 and 6 times of occurrence and 1.5% and 0.9% of percentage.

The last research entitled "Error Analysis on Descriptive Text ( at Eight Grade SMP Islamiyah Sawangan" Trilisnawati (2010:52) discovered that the error types in the use of article, personal pronoun, subject verb-agreement, capitalization, spelling, and noun count nouns, committed by eight grade students of SMP Islamiyah Sawangan are as follows: Personal pronoun

32,95% with those frequencies the teacher must pay attention more in the personal pronouns. The second level was about subject-verb agreement the frequency of error in this item was 27,58%, and the third level was about article, the frequency of error in this item was 21,45%, the forth level was capitalization, in this item was 11,49%. The fifth level was about spelling, the frequency of error in this item was 2,98%, and the last level was about noun count nouns, in this item was only 1,53%.

## **CHAPTER III**

### **RESEARCH METHOD**

This research method chapter presents research design, population and sample of research, data and data sources, data collecting method, and data analysis.

#### **A. Research Design**

Before the researcher explained about the methodology, it is necessary to know that this research was conducted to answer the research problem proposed which the data were in the form of student's writing (in more general term those were classified into document).

Research is a systematic effort to provide answer from the question. To find the answer, of course, the research must follow research procedure. Applying those procedures to arrange the research needs a research design. The research designs are plans that specify how data should be collected and analyzed, (Black and Champion, 1992:75). So, in collecting and analyzing data needs a research design which is suitable with the research condition.

The researcher used quantitative method in this research, because the in the data analysis will be dealing with number as well of percentage. The researcher determines that the design is descriptive quantitative because it describes the data that is taken from the sample, and the results



of the data were tabulated in the form of percentage or numeric. This research investigated analysis and categories errors in the use of ending-S in writing descriptive paragraph made by the eighth grade students of MTs Aswaja Tunggangri. There is no treatment given to the students. This research only described what the most dominant error based on the surface strategy taxonomy proposed by Dulay et al. (1982)

## **B. Population and Sample**

### **1. Population**

The population of this research was the eighth grade students of MTs Aswaja Tunggangri academic year 2013/2014.

### **2. Sample**

Sample of this research was the descriptive writing of eighth-D students of MTs Aswaja Tunggangri, which consist 25 pieces of writing works.

## **C. Data and Data Sources**

Data sources in this study were the eighth grade students' writing. The writing meant was their descriptive writing which had been made by students on 12<sup>th</sup> September 2013. The researcher used the data which is any information found in the writing or it's called documents.

#### **D. Techniques of Collecting Data**

In collecting data, the researcher used documents method. The researcher also used document as instrument of this research.

Based on the name, document analysis needs document to be analyzed. This document can be textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages etc. Simply, it can be said that the document to analyze were student's writing which meant the researcher sought understanding by collecting the data through analyzing the documents which are in the form of students' writing descriptive paragraph.

#### **E. Data Analysis**

Data analysis in this study refers to a systematical process to search and arrange the data sources and other materials that have been collected to enable the researcher to come up with finding. In this research, error analysis was the methodology that is used in analyzing the data. Corder (1967:160-170) states that error analysis can deal effectively only with learner production; speaking or writing, not with learner reception; reading and listening. Its compatibility was then strengthened by the fact that this research tried to uncover the errors occurring in language construction made by the specific group of learners.

There were some steps in applying the error analysis in analyzing data. These following steps are based on the procedure used by Rahayu (2006:35-36). The steps meant are explained below:

a. Identification of Errors

Identifications of any errors here refer to identification of any error which students made in writing, it could be, for example, omission of ending –s in singular verb, addition –s in singular noun, and so on.

b. Classification of Errors

After the errors have been identified, the next step is classifying the errors which had been found through the identification; whether this one was an error of omission, addition, or other types.

c. Tabulating the Errors

The researcher, then, counted the errors. For example; how many errors of ending –s omission, how many errors of misordering, and so on. In this step, the researcher rated in the form of percentage to know the frequencies of occurrences of each error, and to find out the dominant error occurred in the students' writing.

d. Explaining the Errors

This last step dealt with the deeper analysis of the errors found. The researcher tried to uncover the sources of errors, which were seen from intralingual perspective.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the result of data analysis which the procedures has been reported in the previous chapter. This chapter is going to be divided in to two parts; research finding and discussion.

#### **A. Research Finding**

The findings consist of the types of errors in using ending-S, tabulation of ending-S errors, and the sources of error.

##### **1. Types of Errors**

Identification towards students' writing done had resulted the finding of various errors in using ending-S. The errors found were classified into omission, addition and misformation. Actually in surface strategy taxonomy there are four those are omission, addition, misordering and misformation.

##### **a. Errors of omission in using ending-S**

The kind of error was any way form of the absence of an item that must appear in a well-formed utterance. This includes:

##### **1) Omission of {-s/es} as plural marker**

The sentences below are the findings of the omission of {-s/es} as plural marker.

**Table 4.1.1. Omission of {-s/es} as plural marker found in the students' writing descriptive paragraph**

No.	Omission of {-s/es} as plural marker	Correct form
1	I have two <u>pet</u>	I have two <u>pets</u>
2	It have two <u>leg</u>	It have two <u>legs</u>
3	Lily has two <u>wing</u>	Lily has two <u>wings</u>
4	Two <u>eye</u> is beautiful	Two <u>eyes</u> are beautiful
5	Pack-pack haves many <u>friend</u>	Pack-pack has many <u>friends</u>
6	Pack-pack have two <u>leg</u>	Pack-pack has two <u>legs</u>
7	My pet have two <u>eye</u>	My pet has two <u>eyes</u>
8	Moo has four <u>leg</u>	Moo has four <u>legs</u>
9	Monkey has ten digit <u>finger</u>	Monkey has ten digit <u>fingers</u>
10	Monkey has ten digit <u>hand</u>	Monkey has ten digit <u>hands</u>
11	Giraffe has two small <u>ear</u>	Giraffe has two small <u>ears</u>
12	I put it into two <u>box</u>	I put it into two <u>boxes</u>
13	One box to two <u>bird</u>	One box contains two <u>birds</u>
14	My bird eat many <u>corn</u>	My bird eats many <u>corns</u>
15	Roby have many <u>fur</u>	Roby has many <u>furs</u>
16	Roby have two <u>eye</u> and two <u>ear</u>	Roby has two <u>eyes</u> and two <u>ears</u>
17	Moly have two beautiful <u>eye</u>	Moly has two beautiful <u>eyes</u>
18	I give it two <u>banana</u> in the morning	I give it two <u>bananas</u> in the morning
19	My mother give my pet many <u>food</u>	My mother gives my pet many <u>foods</u>
20	My snake have two <u>eye</u> small	My snake has two small <u>eyes</u>
21	My uncle gives me two <u>bird</u> canary	My uncle gives me two canary <u>birds</u>
22	I have one bird and two <u>cat</u>	I have one bird and two <u>cats</u>
23	Every day I give it food two <u>time</u>	Every day I give it food two <u>times</u>
24	My cat has three <u>kitten</u> at home	My cat has three <u>kittens</u> at home
25	My sister also haves three <u>rabbit</u>	My sister also has three <u>rabbits</u>
26	My cat has two <u>eye</u>	My cat has two <u>eyes</u>
27	I put my two <u>snake</u> in a box	I put my two <u>snakes</u> in a box
28	Moly have beautiful two <u>eye</u>	Moly has two beautiful <u>eyes</u>
29	Elephant has wide <u>ear</u>	Elephant has wide <u>ears</u>
30	Elephant has four <u>leg</u>	Elephant has four <u>legs</u>
31	Elephant has two small <u>eye</u>	Elephant has two small <u>eyes</u>
32	Elephant eat many <u>grass</u>	Elephant eats many <u>grasses</u>
33	I have five <u>hamster</u>	I have five <u>hamsters</u>
34	I get two <u>hamster</u> from my uncle	I get two <u>hamsters</u> from my uncle
35	My mother like all of my <u>hamster</u>	My mother likes all of my <u>hamsters</u>

Examples:

- Lyly has two wing
- My cat has three kitten at home

In the examples found, {-s} should be attached to the word *wing* and *kitten* to show the number of more than one. Thus, the reconstructed sentences should be:

- Lyly has two wings
- My cat has three kittens at home

The researcher not only found the noun that should be added –s to show the plural, but also the noun that has different change and do not have change to show their plural e.g. fish and fur. Here the other nouns that should be a plural noun in the table 4.1.1:

Leg → legs, eye→eyes, friend→friends, digit finger→digit fingers, hand→hands, ear→ears, box→boxes, bird→birds, corn→corns, fur→furs, banana→bananas, food→foods, cat→cats, two time→ two times, kitten→kittens, grass→grasses, hamster→hamsters.

## 2) Omission of {-s/es} as possessive pronoun

The following table contains the omission of {-s/es} as possessive pronoun which were found in the students writing test.

**Table 4.1.2. Omission of {-s/es} as possessive pronoun found in the students' writing descriptive paragraph**

No.	Omission of {-s/es} as possessive pronoun	Correct form
1	My <u>cat</u> eye are beautiful	My <u>cat's</u> eyes are beautiful

2	<u>It</u> body is very big and strong	<u>Its</u> body is very big and strong
3	The <u>elephant</u> tail is short	The <u>elephant's</u> tail is short
4	The <u>bird</u> leather are smooth	The <u>bird's</u> leather are smooth
5	<u>It</u> foot is small and short	<u>Its</u> foot is small and short
6	<u>It</u> eye are small and beautiful	<u>Its</u> eyes are small and beautiful
7	<u>It</u> color is yellow and green	<u>Its</u> colors are yellow and green
8	<u>Canary</u> colors are red and yellow	<u>Canary's</u> colors are red and yellow
9	<u>Snake</u> body is long	<u>Snake's</u> body is long
10	<u>It</u> name is roby	<u>Its</u> name is roby
11	<u>Roby</u> fur is beautiful	<u>Roby's</u> fur is beautiful
12	I put <u>roby</u> food in the small box	I put <u>roby's</u> food in the small box
13	<u>Giraffe</u> neck is long	<u>Giraffe's</u> neck is long
14	<u>It</u> body is tall and big	<u>Its</u> body is tall and big
15	<u>It</u> food is leaves	<u>Its</u> food is leaves
16	The <u>giraffe</u> legs are long and small	The <u>giraffe's</u> legs are long and small
17	I have a butterfly, <u>it</u> name is lily	I have a butterfly, <u>its</u> name is lily
18	<u>Lily</u> wings are beautiful	<u>Lily's</u> wings are beautiful
19	<u>It</u> colors are green, yellow and blue	<u>Its</u> colors are green, yellow and blue
20	I have a pet, <u>it</u> name is moo	I have a pet, <u>its</u> name is moo
21	<u>Moo</u> body is big and fat	<u>Moo's</u> body is big and fat
22	Moo has a tail, <u>it</u> color is black	Moo has a tail, <u>its</u> colors are black
23	<u>Moo</u> food is grass	<u>Moo's</u> food is grass
24	The <u>scorpion</u> poison is dangerous	The <u>scorpion's</u> poison is dangerous
25	<u>It</u> color is black	<u>Its</u> color is black
26	<u>Monkey</u> name is luna	<u>Monkey's</u> name is luna
27	<u>Luna</u> family is in the jungle	<u>Luna's</u> family is in the jungle

Example:

- My cat eyes are beautiful
- Canary colors are red and yellow

The underlined words need apostrophe (') + (-s) as possessive pronoun in the end of words *cat* and *canary* to make it grammatical, and to show something belongs to a thing (*eyes* and *colors*). The correct sentences are then:

- My cat's eyes are beautiful
- Canary's colors are red and yellow

In writing, the students made errors in omission –s to show something belong to thing. They may get error in determine the place of apostrophe + s in the plural/singular noun, for example; *the cat's feet* or *the cat's feet*.

### 3) Omission of {-s/es} in a third person singular verb

The followings are the examples of the omission of {-s/es} in a third person singular verb.

**Table 4.1.3. Omission of {-s/es} in a third person singular verb found in the students' writing descriptive paragraph**

No.	Omission of {-s/es} in a third person singular verb	Correct form
1	Pack-pack <u>have</u> two leg	Pack-pack <u>has</u> two legs
2	Pack-pack <u>live</u> land	Pack-pack <u>lives</u> land
3	Pack-pack <u>wake up</u> at four o'clock	Pack-pack <u>wakes up</u> at four o'clock
4	Chello <u>like</u> to eat the grass	Chello <u>likes</u> to eat the grass
5	Chello <u>have</u> long tail	Chello <u>has</u> long tail
6	It <u>have</u> many friends	It <u>has</u> many friends
7	Roby <u>sleep</u> seven o'clock	Roby <u>sleeps</u> seven o'clock
8	Roby <u>like</u> to play	Roby <u>likes</u> playing
9	Roby <u>have</u> many fur	Roby <u>has</u> many firs
10	Moly <u>like</u> fish	Moly <u>likes</u> fish
11	Monkey <u>have</u> fur	Monkey <u>has</u> firs
12	It <u>eat</u> food banana	It <u>eats</u> food banana
13	It <u>live</u> in the jungle	It <u>lives</u> in the jungle
14	My snake <u>like</u> frog or chicken	My snake <u>likes</u> frog or chicken
15	My cat <u>have</u> two eye	My cat <u>has</u> two eyes



16	Oktob <u>like</u> eating flesh	Oktob <u>likes</u> eating flesh
17	Oktob <u>run</u> fast	Oktob <u>runs</u> fast
18	Pethra <u>have</u> white and brown colours	Pethra <u>has</u> white and brown colours
19	Pethra <u>drink</u> water	Pethra <u>drinks</u> water
20	Pethra <u>have</u> smooth fur	Pethra <u>has</u> smooth fur
21	Monmon <u>have</u> two eyes	Monmon <u>has</u> two eyes
22	It <u>have</u> friend	It <u>has</u> friend
23	My cat <u>have</u> one kitten	My cat <u>has</u> one kitten
24	Monmon <u>like</u> fish and meat	Monmon <u>likes</u> fish and meat
25	My cat always <u>sleep</u> with me every day	My cat always <u>sleeps</u> with me every day
26	Pinno <u>eat</u> carrot every day	Pinno <u>eats</u> carrot every day
27	Roby <u>have</u> a tails	Roby <u>has</u> a tail
28	Roby <u>have</u> two eye and two ear	Roby <u>has</u> two eyes and two ears
29	Roby always <u>want</u> to eat food	Roby always <u>wants</u> to eat food
30	My snake <u>have</u> beautiful skin	My snake <u>has</u> beautiful skin
31	My mother <u>give</u> my pet many food	My mother <u>gives</u> my pet many food
32	My snake <u>have</u> no foot	My snake <u>has</u> no foot
33	Every month my snake <u>change</u> skin	Every month my snake <u>changes</u> skin
34	It <u>like</u> mouse	It <u>likes</u> mouse
35	Sometime my pet <u>follow</u> me go	Sometime my pet <u>follows</u> me going
36	It <u>like</u> to play with me	It <u>likes</u> to play with me
37	Moly <u>have</u> a ball	Moly <u>has</u> a ball
38	My sister <u>like</u> hamster	My sister <u>likes</u> hamster
39	She <u>give</u> my hamster food every day	She <u>gives</u> my hamster food every day
40	My mother <u>like</u> all of my hamster	My mother <u>likes</u> all of my hamster
41	Moly <u>have</u> beautiful two eye	Moly <u>has</u> beautiful two eye
42	Moly <u>like</u> to catch insect	Moly <u>likes</u> to catch insect
43	Moly <u>eat</u> it sometime	Moly <u>eats</u> it sometime
44	My uncle <u>have</u> parrot	My uncle <u>has</u> parrot
45	My parrot <u>have</u> name picko	My parrot <u>has</u> name picko
46	Picko <u>eat</u> corn	Picko <u>eats</u> corn
47	Picko <u>like</u> to sing	Picko <u>likes</u> singing
48	picko <u>have</u> colour white	Picko <u>has</u> white colour
49	Pinno <u>like</u> to eat grass also	Pinno <u>likes</u> eating grass also
50	It <u>eat</u> food banana	It <u>eats</u> banana
51	Lyli <u>like</u> honey	Lyli <u>likes</u> honey
52	Lily <u>have</u> two wing	Lyli <u>has</u> two wings
53	My cat <u>have</u> tail	My cat <u>has</u> tail
54	Cinta <u>like</u> fish	Cinta <u>likes</u> fish

55	My cat <u>live</u> in house	My cat <u>lives</u> in house
56	Koala <u>live</u> in the tree	Koala <u>lives</u> in the tree
57	Pablo <u>have</u> four legs	Pablo <u>has</u> four legs
58	Pablo <u>eat</u> gress	Pablo <u>eats</u> grass
59	Pablo <u>come</u> from the forest	Pablo <u>comes</u> from the forest
60	Chello <u>have</u> nose the long	Chello <u>has</u> the long nose
61	Chello <u>have</u> big body	Chello <u>has</u> big body
62	Chello <u>have</u> eye the little	Chello <u>has</u> the little eyes
63	Sely <u>like</u> eating kernel	Sely <u>likes</u> eating kernel
64	It <u>have</u> hump	It <u>has</u> hump
65	My bird <u>eat</u> many corn	My bird <u>eats</u> many corns

Examples:

- My cat always sleep with me every day
- Pinno eat carrot every day.

As “My cat” and “Pinno” are *the third singular subjects*. The form of the verb should be attached with {-s} to indicate third person singular verb. The correct sentences are:

- My cat always sleeps with me every day
- Pinno eats carrot every day

In the students’ writing, the researcher found any errors of omission ending –s in a verb with third singular subject based on the name of animal and gender, for example; *Pablo lives in the tree* and *my mother likes all of my hamsters*.

#### b. Errors of addition in using ending-S

Any unnecessary morphemes which appeared in an utterance were then classified into addition error. Below are types and example of addition errors in using ending-S found in the students’ writing.

#### 1) Addition of {-s/es} as possessive marker

The following table contain the addition of {-s/es} as possessive marker.

**Table 4.1.4. Addition of {-s/es} as possessive marker found in the students' writing descriptive paragraph**

No.	Addition of {-s/es} as possessive marker	Correct form
1	<u>It's</u> has short nose	<u>It</u> has short nose
2	My <u>pet's</u> is scorpion	My <u>pet</u> is scorpion
3	My <u>pet's</u> is cute	My <u>pet</u> is cute
4	<u>Alexo's</u> is my cat	<u>Alexo</u> is my cat
5	<u>Alexo's</u> is small	<u>Alexo</u> is small
6	<u>Oktob's</u> is my scorpion	<u>Oktob</u> is my scorpion
7	<u>Kliw's</u> is tiger	<u>Kliw</u> is tiger
8	<u>Kliw's</u> is strong	<u>Kliw</u> is strong
9	<u>It's</u> has many friend	<u>It</u> has many friend
10	<u>Kliw's</u> has a fang	<u>Kliw</u> has a fang
11	<u>Lyli's</u> is very beautiful	<u>Lyli</u> is very beautiful
12	<u>Pablo's</u> is my pet	<u>Pablo</u> is my pet
13	My <u>pet's</u> is very cute	My <u>pet</u> is very cute
14	<u>Moly's</u> is my cat	<u>Moly</u> is my cat
15	<u>Pack-pack's</u> is fat	<u>Pack-pack</u> is fat
16	<u>Pack-pack's</u> is chicken	<u>Pack-pack</u> is chicken
17	<u>Moly's</u> is very cute	<u>Moly</u> is very cute
18	<u>Pack-pack's</u> is animal	<u>Pack-pack</u> is animal
19	<u>Pethra's</u> is long	<u>Pethra</u> is long
20	My <u>pat's</u> is very funy	My <u>pet</u> is very funny
21	My <u>pet's</u> is fat	My <u>pet</u> is fat

Examples:

- It's has many friends
- Moly's is my cat

The possessive marker {-s} is not necessary in the sentences, because those sentences do not show the possession function so the apostrophe + s {-s} should be omitted. The correct sentences should be:

- It has many friends

- Moly is my cat

## 2) Addition of {-s/es} as singular marker

The sentences below are the examples of this kind of addition errors.

**Table 4.1.5. Addition of {-s/es} as plural/singular marker found in the students' writing descriptive paragraph**

No.	Addition of {-s/es} as plural/singular marker	Correct form
1	I have a <u>pets</u>	I have a <u>pet</u>
2	Pethra has four legs and a long <u>necks</u>	Pethra has four legs and a long <u>neck</u>
3	My <u>pets</u> is rabbit	My <u>pet</u> is rabbit
4	The elephant has a <u>longs</u> nose	The elephant has a <u>long</u> nose
5	My cat have a short <u>tails</u>	My cat has a short <u>tail</u>
6	It has a cute <u>kittens</u>	It has a cute <u>kitten</u>
7	I have two cats and one <u>birds</u>	I have two cats and one <u>bird</u>
8	My cat has a <u>balls</u>	My cat has a <u>ball</u>
9	My <u>pets</u> is funny and cute	My <u>pet</u> is funny and cute
10	In she body there is a <u>spots</u>	In her body there is a <u>spot</u>
11	A <u>spots</u> look like oval	A <u>spot</u> looks like oval
12	My cat has one <u>kittens</u>	My dog has one <u>kitten</u>
13	I have a <u>cats</u>	I have a <u>cat</u>
14	I have a <u>cows</u>	I have a <u>cow</u>
15	It has four cats and one <u>birds</u>	It has four cats and one <u>bird</u>
16	I put in a <u>boxes</u>	I put in a <u>box</u>
17	Every <u>boxes</u> contains two birds	Every <u>box</u> contains two birds
18	Roby have a <u>tails</u>	Roby has a <u>tail</u>

Examples:

- I have a pets.
- My pets is rabbit.

The word “pets” in the first example is singular object, and the word “pets” in the second example is the singular subject. Thus, {-s} as plural/singular marker is not necessary, and the correct sentences are:

- I have a pet.
- My pet is a rabbit.

c. Substitutive error (Misformation)

Misformations were characterized by the use of wrong form of the morpheme or the structure. It includes:

1) Verb change construction

There are certain rules in changing verb form. When the rules are omitted it will cause error as example below:

**Table 4.1.6. Verb change construction found in the students' writing descriptive paragraph**

No.	Verb change construction	Correct form
1	My pet <u>eates</u> fish every day	My pet <u>eats</u> fish every day
2	It always <u>sleepes</u> on the sofa	It always <u>sleeps</u> on the sofa
3	I <u>haves</u> a pet	I <u>have</u> a pet
4	It <u>flys</u> high in the sky	It <u>flies</u> high in the sky
5	She <u>hases</u> beautiful eyes	She <u>has</u> beautiful eyes
6	My snake <u>eates</u> frog or meat	My snake <u>eats</u> frog or meat
7	The cow <u>drinkes</u> water	The cow <u>drinks</u> water
8	I <u>finds</u> it in the middle of way	I <u>find</u> it in the middle of way
9	I <u>gives</u> it name monmon	I <u>give</u> it name monmon
10	Monmon likes to <u>watches</u> tv	Monmon likes <u>watching</u> tv
11	Monmon always <u>sleepes</u> with me	Monmon always <u>sleeps</u> with me
12	Monmon <u>folowes</u> me go everywhere	Monmon <u>follows</u> me go everywhere
13	My sister <u>putes</u> her hamster in the box	My sister <u>puts</u> her hamster in the box
14	I <u>loves</u> my cat	I <u>love</u> my cat
15	My friends <u>likes</u> my cat	My friends <u>like</u> my cat
16	They can <u>runs</u> fast	They can <u>run</u> fast
17	The frog can <u>jumps</u> everywhere	The frog can <u>jump</u> everywhere
18	The frog <u>eates</u> mosquito	The frog <u>eats</u> mosquito
19	The fog can <u>swims</u> in the river	The fog can <u>swim</u> in the river
20	My pets <u>likes</u> to <u>eats</u> fish or meat	My pets <u>like</u> <u>eating</u> fish or meat
21	They <u>haves</u> many friends	They <u>have</u> many friends
22	My pets always <u>eats</u> together	My pets always <u>eat</u> together

23	They also <u>playes</u> together	They also <u>play</u> together
24	I <u>haves</u> a snake	I <u>have</u> a snake
25	I <u>puts</u> it in the tree	I <u>put</u> it in the tree
26	It <u>haves</u> black color	It <u>has</u> black color
27	The frog can <u>catchs</u> the mosquito	The frog can <u>catch</u> the mosquito
28	The frog likes to <u>gos</u> in the night	The frog likes <u>going</u> in the night

Examples:

- It flys high in the sky
- It always sleepes on the sofa.

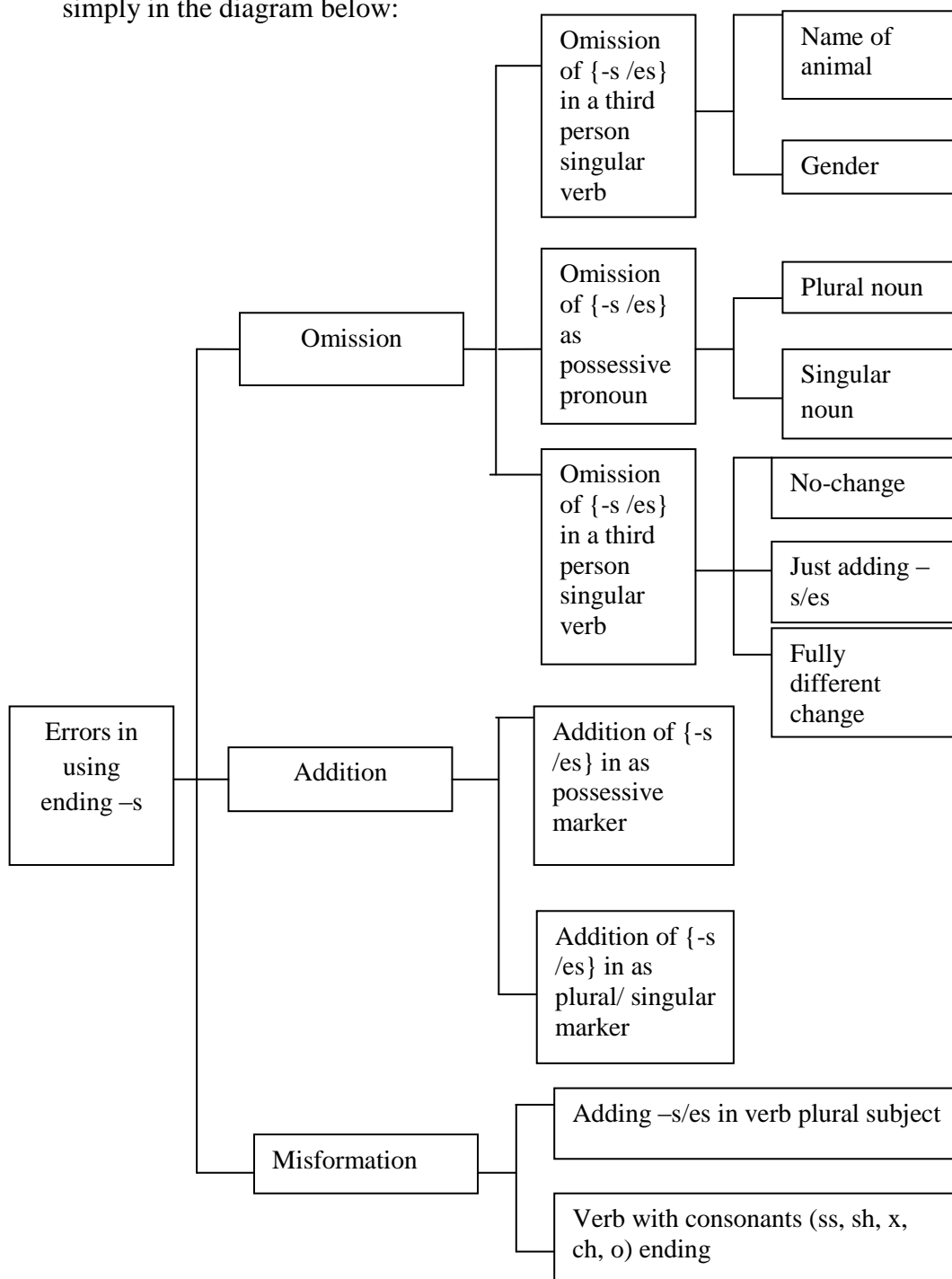
The words *flys* and *sleepes* are nor grammatical. The word “flys” is not correct in adding (s) because the verb with ending “y” that is begun consonant will be changed into “ies”. So, it will be *flies*, and the correct of adding –s in the word *sleepes* should be *sleeps*.

The change of the verb should be:

- It flies high in the sky
- It always sleeps on the sofa

The error of verb change construction not only appeared in the verb ends with “y” which is begun consonants, but also it happened in verb which ends by the consonants ‘ss, sh, ch, x, o’ (hissing sounds) and in verb with modal (modal + verb), for example; *the frog can swims in the river ➔ the frog can swim in the river.*

The classification of errors in using ending –s above can be presented simply in the diagram below:



## 2. Tabulating of Errors

Errors which had been classified were then tabulated. The tabulation was presented in the form of percentage. The tabulation of errors can be seen on the following tables.

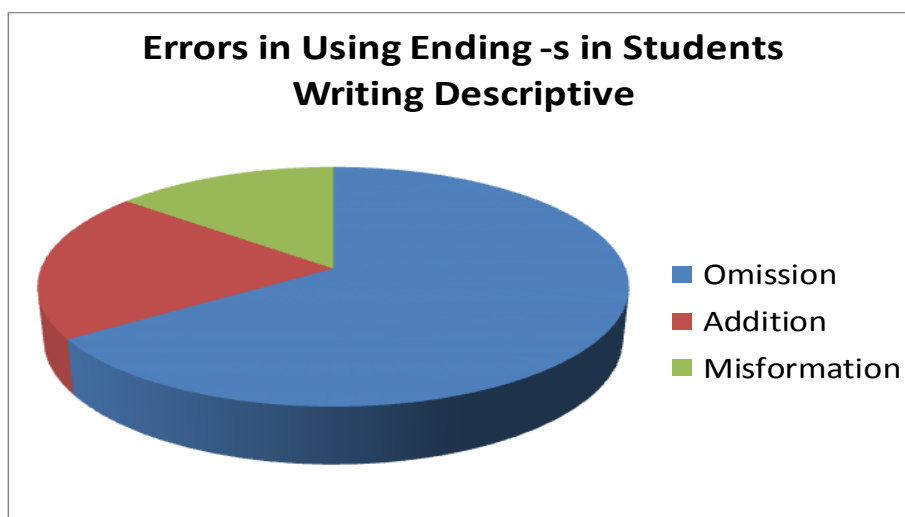
**Table 4.2.1. Types of errors found in the students' writing descriptive paragraph and frequency of occurrence**

No.	Types of Errors	Frequency	Percentage
1	Omission	127	65.5%
2	Addition	39	20%
3	Misformation	28	14.5%
	Total	194	100 %

Table 4.2.1 was presented to show the distribution of errors found in the writing of eighth grade students of MTs Aswaja Tunggangri. After the errors were calculated by tabulating them, the researcher found various types of errors which total were 194 errors. From the tables as the result of tabulation, it can be seen that the eighth grade students of MTs Aswaja Tunggangri made error in Error of omission was 127 times which means 65.5 % of error total. The next most of errors made by students was in error of addition with 39 times or 20%. The students made 28 times of error of misformation or 14.5%. So it answer the research problem number one that to find the dominant errors. For further comparison, it can be seen in figure 4.1. below:



**Figure 4.2.1. Types of Errors found in the students' writing paragraph and its frequency of occurrence**



In this study the researcher only found the three types of error in category surface strategy taxonomy, those are Omission, Addition and misformation, because the researcher did not find misordering error in analyzing data. The occurrence frequency of each grammar aspect which influenced each type of errors was counted here.

**Table 4.2.2. Frequency and percentage of aspects of grammar error in omission error of using {-s/es}.**

No.	Grammar Aspect	Frequency	Percentage
1	Omission of {-s/es} as plural marker	35	27,6 %
2	Omission of {-s/es} as possessive pronoun	27	22 %
3	Omission of {-s/es} in third person singular verb	65	50,4 %
	Total	127	100 %

Table 4.2.2. explains any points of grammar error which had caused error of omission. The table shows that the eighth grade students of MTs

Aswaja Tunggangri made 127 errors in omission in their writing descriptive paragraph. The omission error consisted of various error in using ending {-s/es}. The students made error of {-s/es} omission as plural marker 35 times. They also made error of {-s/es} omission as possessive pronoun 27 times. The students, then, made error of {-s/es} omission in third person singular verb 65 times.

**Table 4.2.3. Frequency and percentage of aspect grammar error in Addition error in using ending {-s/es}**

No.	Grammar aspect	Frequency	Percentage
1	Addition of {-s/es} as possessive marker	21	53.8 %
2	Addition of {-s/es} as plural/singular marker	18	46.2 %
	Total	39	100 %

Table 4.2.3. explains some points of grammar errors which had causes errors of addition in using ending {-s/es}. The table shows that the eighth grade students of MTs Aswaja Tunggangri made 39 errors of addition in using ending {-s/es}. The addition errors were contributed most by the addition of {-s/es} as possessive marker 21 times, and they also made error of addition of {-s/es} as plural marker 18 times.

**Table 4.2.4. Frequency and percentage of aspect grammar error in misinformation error in using ending {-s/es}**

No.	Grammar Aspect	Frequency	Percentage
1	Verb change construction	28	100 %
	Total	28	100 %

Table 4.2.4. above explains that misinformation errors in using ending {-s/es} of verb change construction were found in the eighth grade

students' writing descriptive paragraph of MTs Aswaja Tunggangri 17 times.

**Table 4.2.5. Top Three Errors**

No.	Grammar aspect	Frequency	Percentage
1	Omission of {-s/es} in a third person singular verb	65	33,1 %
2	Omission of {-s/es} as plural marker	35	18,1 %
3	Verb change construction	28	15,0 %
	Total	118	66,7 %

Table 4.2.5. shows that more than a half of 194 error total was contributed by these three errors; Omission of {-s/es} in a third person singular verb, omission of {-s/es} as plural marker, verb change construction. It shows how vital these three errors are and also answer the research question number one.

### 3. Sources of Errors

Richard (cited in Arifin 2006:29) says that there are four causes of errors. Those are overgeneralization, incomplete application of rules, false concept hypothesized, and ignorance of rule restriction. This perspective is also called intralingual in which any errors made is seen as unrelated to the mother tongue or first language. By this intralingual perspective, the errors then classified based on their sources as in table 4.6. below:

**Table 4.3.1. frequency and percentage of source of intralingual errors in using ending {-s/es}**

No.	Types of intralingual error	Frequency	Percentage
1	Overgeneralization	49	25.3 %
2	Ignorance of rules restriction	62	31.9 %

3	False concept hypothesized	18	9.3 %
4	Incomplete application of rules	65	33.5 %
	Total	194	100 %

Table 4.3.1. shows various sources of errors which are found in students' writing descriptive paragraph seen from intralingual perspective. The sources included overgeneralization, ignorance of rule restriction, false concept hypothesized, and incomplete application of rules. Incomplete application rule have the highest place, it is 65 times or 33.5 %. The second chart is ignorance of rules restriction, it is 62 times or 31.9 %. The next is overgeneralization, it is 49 times or 25.3 %, and the last place is false concept hypothesized, it is 18 times or 9.3 %. The examples of intralingual error sources are expanded below.

#### 1. Overgeneralization

**Table 4.3.2. Overgeneralization errors**

No.	Sentences	Correct form
1	<u>It's</u> has short nose	<u>It</u> has short nose
2	My <u>pet's</u> is scorpion	My <u>pet</u> is scorpion
3	My <u>pet's</u> is cute	My <u>pet</u> is cute
4	<u>Alexo's</u> is my cat	<u>Alexo</u> is my cat
5	<u>Alexo's</u> is small	<u>Alexo</u> is small
6	<u>Oktob's</u> is my scorpion	<u>Oktob</u> is my scorpion
7	<u>Kliw's</u> is tiger	<u>Kliw</u> is tiger
8	<u>Kliw's</u> is strong	<u>Kliw</u> is strong
9	<u>It's</u> has many friend	<u>It</u> has many friend
10	<u>Kliw's</u> has a fang	<u>Kliw</u> has a fang
11	<u>Lyli's</u> is very beautiful	<u>Lyli</u> is very beautiful
12	<u>Pablo's</u> is my pet	<u>Pablo</u> is my pet
13	My <u>pet's</u> is very cute	My <u>pet</u> is very cute
14	<u>Moly's</u> is my cat	<u>Moly</u> is my cat
15	<u>Pack-pack's</u> is fat	<u>Pack-pack</u> is fat
16	<u>Pack-pack's</u> is chicken	<u>Pack-pack</u> is chicken
17	<u>Moly's</u> is very cute	<u>Moly</u> is very cute
18	<u>Pack-pack's</u> is animal	<u>Pack-pack</u> is animal
19	<u>Pethra's</u> is long	<u>Pethra</u> is long
20	My <u>pat's</u> is very funy	My <u>pet</u> is very funny

21	My pet's is fat	My pet is fat
22	My pet <u>eates</u> fish every day	My pet <u>eats</u> fish every day
23	It always <u>sleepes</u> on the sofa	It always <u>sleeps</u> on the sofa
24	I <u>haves</u> a pet	I <u>have</u> a pet
25	It <u>flys</u> high in the sky	It <u>flies</u> high in the sky
26	She <u>hases</u> beautiful eyes	She <u>has</u> beautiful eyes
27	My snake <u>eates</u> frog or meat	My snake <u>eats</u> frog or meat
28	The cow <u>drinkes</u> water	The cow <u>drinks</u> water
29	I <u>finds</u> it in the middle of way	I <u>find</u> it in the middle of way
30	I <u>gives</u> it name monmon	I <u>give</u> it name monmon
31	Monmon likes to <u>watches</u> tv	Monmon likes <u>watching</u> tv
32	Monmon always <u>sleepes</u> with me	Monmon always <u>sleeps</u> with me
33	Monmon <u>folowes</u> me go everywhere	Monmon <u>follows</u> me go everywhere
34	My sister <u>putes</u> her hamster in the box	My sister <u>puts</u> her hamster in the box
35	I <u>loves</u> my cat	I <u>love</u> my cat
36	My friends <u>likes</u> my cat	My friends <u>like</u> my cat
37	They can <u>runs</u> fast	They can <u>run</u> fast
38	The frog can <u>jumps</u> everywhere	The frog can <u>jump</u> everywhere
39	The frog <u>eates</u> mosquito	The frog <u>eats</u> mosquito
40	The fog can <u>swims</u> in the river	The fog can <u>swim</u> in the river
41	My pets <u>likes</u> to <u>eats</u> fish or meat	My pets <u>likes</u> <u>eating</u> fish or meat
42	They <u>haves</u> many friends	They <u>have</u> many friends
43	My pets always <u>eats</u> together	My pets always <u>eat</u> together
44	They also <u>playes</u> together	They also <u>play</u> together
45	I <u>haves</u> a snake	I <u>have</u> a snake
46	I <u>puts</u> it in the tree	I <u>put</u> it in the tree
47	It <u>haves</u> black color	It <u>has</u> black color
48	The frog can <u>catchs</u> the mosquito	The frog can <u>catch</u> the mosquito
49	The frog likes to <u>gos</u> in the night	The frog likes <u>going</u> in the night

Examples:

a. Misinformation of verb change construction

*It always sleepes on the sofa every day.*

The students tend to generalize the change of verb when it used third singular noun in simple present tense like “watch=watches”, “say=says” and/or “fly=flies”. The students then made generalization on contracting *sleep+(-s)* based on the exposure.

They formed *sleepes* instead of the correct one is *sleeps*.

b. Addition of {-s/-es} as possessive marker

*My cat's has beautiful eyes.*

Students were exposure to possessive forming in which (-s') was usually attached. The example, like the sentence above, has meaning possessing. The students then applied the rule of possessive construction instead of seeing first that there had been a verb which has meaning of possessing, so it means that possessive marker (-s') is not necessary.

2. Ignorance of rule restriction

**Table 4.3.3. Ignorance of rules restriction errors**

No.	Sentences	Correct form
1	I have two <u>pet</u>	I have two <u>pets</u>
2	It have two <u>leg</u>	It have two <u>legs</u>
3	Lily has two <u>wing</u>	Lily has two <u>wings</u>
4	Two <u>eye</u> is beautiful	Two <u>eyes</u> are beautiful
5	Pack-pack have many <u>friend</u>	Pack-pack has many <u>friends</u>
6	Pack-pack have two <u>leg</u>	Pack-pack has two <u>legs</u>
7	My pet have two <u>eye</u>	My pet has two <u>eyes</u>
8	Moo has four <u>leg</u>	Moo has four <u>legs</u>
9	Monkey has ten digit <u>finger</u>	Monkey has ten digit <u>fingers</u>
10	Monkey has ten digit <u>hand</u>	Monkey has ten digit <u>hands</u>
11	Giraffe has two small <u>ear</u>	Giraffe has two small <u>ears</u>
12	I put it into two <u>box</u>	I put it into two <u>boxes</u>
13	One box to two <u>bird</u>	One box contains two <u>birds</u>
14	My bird eat many <u>corn</u>	My bird eats many <u>corns</u>
15	Roby have many <u>fur</u>	Roby has many <u>firs</u>
16	Roby have two <u>eye</u> and two <u>ear</u>	Roby has two <u>eyes</u> and two <u>ears</u>
17	Moly have two beautiful <u>eye</u>	Moly has two beautiful <u>eyes</u>
18	I give it two <u>banana</u> in the morning	I give it two <u>bananas</u> in the morning
19	My mother give my pet many <u>food</u>	My mother gives my pet many <u>foods</u>
20	My snake have two <u>eye</u> small	My snake has two small <u>eyes</u>
21	My uncle gives me two <u>bird</u> canary	My uncle gives me two canary <u>birds</u>
22	I have one bird and two <u>cat</u>	I have one bird and two <u>cats</u>
23	Every day I give it food two <u>time</u>	Every day I give it food two <u>times</u>

24	My cat has three <u>kitten</u> at home	My cat has three <u>kittens</u> at home
25	My sister also have three <u>rabbit</u>	My sister also has three <u>rabbits</u>
26	My cat has two <u>eye</u>	My cat has two <u>eyes</u>
27	I put my two <u>snake</u> in a box	I put my two <u>snakes</u> in a box
28	Moly have beautiful two <u>eye</u>	Moly has two beautiful <u>eyes</u>
29	Elephant has wide <u>ear</u>	Elephant has wide <u>ears</u>
30	Elephant has four <u>leg</u>	Elephant has four <u>legs</u>
31	Elephant has two small <u>eye</u>	Elephant has two small <u>eyes</u>
32	Elephant eat many <u>grass</u>	Elephant eats many <u>grasses</u>
33	I have five <u>hamster</u>	I have five <u>hamsters</u>
34	I get two <u>hamster</u> from my uncle	I get two <u>hamsters</u> from my uncle
35	My mother like all of my <u>hamster</u>	My mother likes all of my <u>hamsters</u>
36	<u>My cat</u> eye are beautiful	<u>My cat's</u> eyes are beautiful
37	<u>It</u> body is very big and strong	<u>Its</u> body is very big and strong
38	The <u>elephant</u> tail is short	The <u>elephant's</u> tail is short
39	The <u>bird</u> leather are smooth	The <u>bird's</u> leather are smooth
40	<u>It</u> foot is small and short	<u>Its</u> foot is small and short
41	<u>It</u> eye are small and beautiful	<u>Its</u> eyes are small and beautiful
42	<u>It</u> color is yellow and green	<u>Its</u> colors are yellow and green
43	<u>Canary</u> colors are red and yellow	<u>Canary's</u> colors are red and yellow
44	<u>Snake</u> body is long	<u>Snake's</u> body is long
45	<u>It</u> name is roby	<u>Its</u> name is roby
46	<u>Roby</u> fur is beautiful	<u>Roby's</u> fur is beautiful
47	I put <u>roby</u> food in the small box	I put <u>roby's</u> food in the small box
48	<u>Giraffe</u> neck is long	<u>Giraffe's</u> neck is long
49	<u>It</u> body is tall and big	<u>Its</u> body is tall and big
50	<u>It</u> food is leaves	<u>Its</u> food is leaves
51	The <u>giraffe</u> legs are long and small	The <u>giraffe's</u> legs are long and small
52	I have a butterfly, <u>it</u> name is lily	I have a butterfly, <u>its</u> name is lily
53	<u>Lily</u> wings are beautiful	<u>Lily's</u> wings are beautiful
54	<u>It</u> colors are green, yellow and blue	<u>Its</u> colors are green, yellow and blue
55	I have a pet, <u>it</u> name is moo	I have a pet, <u>its</u> name is moo
56	<u>Moo</u> body is big and fat	<u>Moo's</u> body is big and fat
57	Moo has a tail, <u>it</u> color is black	Moo has a tail, <u>its</u> colors are black
58	<u>Moo</u> food is grass	<u>Moo's</u> food is grass
59	The <u>scorpion</u> poison is dangerous	The <u>scorpion's</u> poison is dangerous
60	<u>It</u> color is black	<u>Its</u> color is black
61	<u>Monkey</u> name is luna	<u>Monkey's</u> name is luna
62	<u>Luna</u> family is in the jungle	<u>Luna's</u> family is in the jungle

Example:

- a. Omission of {-s/es} as plural marker

*Lily has two wing.*

The sentence above shows us the meaning possessing of plural noun. The students ignored to put (-s) as marker of plural. Thus, the correct construction is:

*Lily has two wings.*

- b. Omission of {-s/es} as possessive pronoun

*My cat eyes are beautiful.*

Example above has meaning of possessing, the students ignored to put possessive marker (-s') as a sign of possessing something.

Thus, the sentence above should be:

*My cats' eyes are beautiful.*

3. False concept hypothesized

**Table 4.3.4. Ignorance of rules restriction errors**

No.	Sentences	Correct form
1	I have a <u>pets</u>	I have a <u>pet</u>
2	Pethra has four legs and a long <u>necks</u>	Pethra has four legs and a long <u>neck</u>
3	My <u>pets</u> is rabbit	My <u>pet</u> is rabbit
4	The elephant has a <u>longs</u> nose	The elephant has a <u>long</u> nose
5	My cat have a short <u>tails</u>	My cat has a short <u>tail</u>
6	It has a cute <u>kittens</u>	It has a cute <u>kitten</u>
7	I have two cats and one <u>birds</u>	I have two cats and one <u>bird</u>
8	My cat has a <u>balls</u>	My cat has a <u>ball</u>
9	My <u>pets</u> is funny and cute	My <u>pet</u> is funny and cute
10	In she body there is a <u>spots</u>	In her body there is a <u>spot</u>
11	A <u>spots</u> look like oval	A <u>spot</u> looks like oval
12	My cat has one <u>kittens</u>	My dog has one <u>kitten</u>
13	I have a <u>cats</u>	I have a <u>cat</u>
14	I have a <u>cows</u>	I have a <u>cow</u>
15	It has four cats and one <u>birds</u>	It has four cats and one <u>bird</u>
16	I put in a <u>boxes</u>	I put in a <u>box</u>



17	Every <u>boxes</u> contains two birds	Every <u>box</u> contains two birds
18	Roby have a <u>tails</u>	Roby has a <u>tail</u>

Example:

- a. Addition of {-s/es} as singular marker

*I have a pets*

Students had inaccurate idea about language rule. The word “a” in the sentences above is singular marker, but the students put (-s) in the end of the word “pet” and the students couldn’t distinct it. If they could, they should arrange the structure into the correct form like, as below:

*I have a pet*

#### 4. Incomplete application rules

**Table 4.3.4. Ignorance of rules restriction errors**

No.	Sentences	
1	Pack-pack <u>have</u> two leg	Pack-pack <u>has</u> two legs
2	Pack-pack <u>live</u> land	Pack-pack <u>lives</u> land
3	Pack-pack <u>wake up</u> at four o'clock	Pack-pack <u>wakes up</u> at four o'clock
4	Chello <u>like</u> to eat the grass	Chello <u>likes</u> eating the grass
5	Chello <u>have</u> long tail	Chello <u>has</u> long tail
6	It <u>have</u> many friends	It <u>has</u> many friends
7	Roby <u>sleep</u> seven o'clock	Roby <u>sleeps</u> seven o'clock
8	Roby <u>like</u> to play	Roby <u>likes</u> to play
9	Roby <u>have</u> many fur	Roby <u>has</u> many firs
10	Moly <u>like</u> fish	Moly <u>likes</u> fish
11	Monkey <u>have</u> fur	Monkey <u>has</u> firs
12	It <u>eat</u> food banana	It <u>eats</u> food banana
13	It <u>live</u> in the jungle	It <u>lives</u> in the jungle
14	My snake <u>like</u> frog or chicken	My snake <u>likes</u> frog or chicken
15	My cat <u>have</u> two eye	My cat <u>has</u> two eyes
16	Oktob <u>like</u> eating flesh	Oktob <u>likes</u> eating flesh
17	Oktob <u>run</u> fast	Oktob <u>runs</u> fast
18	Pethra <u>have</u> white and brown colours	Pethra <u>has</u> white and brown colours
19	Pethra <u>drink</u> water	Pethra <u>drinks</u> water
20	Pethra <u>have</u> smooth fur	Pethra <u>has</u> smooth fur

21	Monmon <u>have</u> two eyes	Monmon <u>has</u> two eyes
22	It <u>have</u> friend	It <u>has</u> friend
23	My cat <u>have</u> one kitten	My cat <u>has</u> one kitten
24	Monmon <u>like</u> fish and meat	Monmon <u>likes</u> fish and meat
25	My cat always <u>sleep</u> with me every day	My cat always <u>sleeps</u> with me every day
26	Pinno <u>eat</u> carrot every day	Pinno <u>eats</u> carrot every day
27	Roby <u>have</u> a tails	Roby <u>has</u> a tail
28	Roby <u>have</u> two eye and two ear	Roby <u>has</u> two eyes and two ears
29	Roby always <u>want</u> to eat food	Roby always <u>wants</u> to eat food
30	My snake <u>have</u> beautiful skin	My snake <u>has</u> beautiful skin
31	My mother <u>give</u> my pet many food	My mother <u>gives</u> my pet many food
32	My snake <u>have</u> no foot	My snake <u>has</u> no foot
33	Every month my snake <u>change</u> skin	Every month my snake <u>changes</u> skin
34	It <u>like</u> mouse	It <u>likes</u> mouse
35	Sometime my pet <u>follow</u> me go	Sometime my pet <u>follows</u> me going
36	It <u>like</u> to play with me	It <u>likes</u> playing with me
37	Moly <u>have</u> a ball	Moly <u>has</u> a ball
38	My sister <u>like</u> hamster	My sister <u>likes</u> hamster
39	She <u>give</u> my hamster food every day	She <u>gives</u> my hamsters food every day
40	My mother <u>like</u> all of my hamster	My mother <u>likes</u> all of my hamsters
41	Moly <u>have</u> beautiful two eye	Moly <u>has</u> beautiful two eyes
42	Moly <u>like</u> to catch insect	Moly <u>likes</u> catching insect
43	Moly <u>eat</u> it sometime	Moly <u>eats</u> it sometime
44	My uncle <u>have</u> parrot	My uncle <u>has</u> parrot
45	My parrot <u>have</u> name picko	My parrot <u>has</u> name picko
46	Picko <u>eat</u> corn	Picko <u>eats</u> corn
47	Picko <u>like</u> to sing	Picko <u>likes</u> singing
48	picko <u>have</u> colour white	picko <u>has</u> white colour
49	Pinno <u>like</u> to eat grass also	Pinno <u>likes</u> eating grass also
50	It <u>eat</u> food banana	It <u>eats</u> banana
51	Lyli <u>like</u> honey	Lyli <u>likes</u> honey
52	Lily <u>have</u> two wing	Lyli <u>has</u> two wings
53	My cat <u>have</u> tail	My cat <u>has</u> tail
54	Cinta <u>like</u> fish	Cinta <u>likes</u> fish
55	My cat <u>live</u> in house	My cat <u>lives</u> in house
56	Koala <u>live</u> in the tree	Koala <u>lives</u> in the tree
57	Pablo <u>have</u> four legs	Pablo <u>has</u> four legs
58	Pablo <u>eat</u> gress	Pablo <u>eats</u> grass
59	Pablo <u>come</u> from the forest	Pablo <u>comes</u> from the forest
60	Chello <u>have</u> nose the long	Chello <u>has</u> the long nose
61	Chello <u>have</u> big body	Chello <u>has</u> big body
62	Chello <u>have</u> eye the little	Chello <u>has</u> the little eyes

63	Sely <u>like</u> eating kernel	Sely <u>likes</u> eating kernel
64	It <u>have</u> hump	It <u>has</u> hump
65	My bird <u>eat</u> many corn	My bird <u>eats</u> many corns

Example:

- a. Omission of {-s/es} as third singular person verb

Example:

*My rabbit like eat carrot*

The third singular subject influences the verb formation, in which {-s/es} should be attached after the verb “like”. So, the correct one is:

*My rabbit likes to eat carrot*

From those explanations above, it can be said that various sources of errors are found in student’s writing descriptive paragraph. Most of students make errors in omission of {-s/es} as plural marker, omission of {-s/es} as possessive pronoun, and addition of {-s/es} as plural/singular marker. Those include to ignorance of rules restriction and incomplete application of rules sources of errors. Some of students also make errors in addition of {-s/es} as possessive marker, misinformation of verb change construction, and addition of {-s/es} as singular marker.

## B. DISCUSSION

This subchapter deals with some discussion of the types of errors in using ending (-s) and the sources of errors.

## 1. Discussion of The Types of Error in Using Ending (-s)

Dulay et. al., (1982:150) have classified surface strategy taxonomy into four types: omissions, additions, misinformation, and miss-orderings. Based on this statement, the researcher analyze the various kind of errors made the eighth grade students of MTs Aswaja Tunggangri in using ending (-s) in writing descriptive paragraph which were, then, also distributed the same way into four types of errors. Some of them were majority some were minority.

As one of the objectives of study was to uncover errors made by the eighth grade students of MTs Aswaja Tunggangri in using ending (-s) in writing descriptive paragraph, the findings of the errors have classified into the types of errors, then, described orderly, finally those data were calculated to find out the frequency as dominated errors.

### a. Omission (65.5%)

127 times occurrences showed that omission was the most frequent types of errors which was made by the eighth grade students of MTs Aswaja Tunggangri in writing descriptive paragraph. This omission error consisted of various error in using ending (-s). the findings also showed that *omission of {-s/es} in a third person singular verb* had been the biggest contributor in being made the error of omission which were then ranked first (look at table 4.5.). *Omission of {-s/es} as plural marker* also could be seen frequently. Simply, from the most frequent to the rare, error in using ending (-s) that related to this omission were *omission of {-s/es} in a third person singular verb*,

*omission of {-s/es} as plural marker, and omission of {-s/es} as possessive pronoun.*

b. Addition (20%)

Total of this errors are 39. The errors in using ending (-s) which related to addition were found in the eighth grade students' writing descriptive paragraph were *addition of {-s/es} as possessive marker, and addition of {-s/es} in plural/singular marker.*

c. Misformation (14,5%)

Errors of misinformation in using ending (-s) in writing descriptive paragraph by the eighth grade students were raked three which were 28 times occurrences. From the analysis, error in using ending (-s) which related to misinformation that could be found; *misinformation of verb change construction.*

d. Misordering (0%)

The researcher didn't find any errors in using ending (-s) in students writing paragraph which related to misordering. It can be concluded that actually each type of error didn't play significant role to the whole total errors.

## **2. Discussion of The Sources of The Errors**

This research also tried to find out the sources of the errors that made by the eighth grade students of MTs Aswaja Tunggangri in using ending (-s) in writing descriptive paragraph from the perspective of intralingual error. The intra lingual errors were explained by Richard (1997:06) as the errors that do

not reflect the structure of mother tongue, but generalization based on partial exposure to the target language. That was the basis idea for the researcher in identifying and classifying any possible course of errors. The researcher had discovered the sources of errors in second objective of this research. Thus the same what Richard said (cited in Arifin 2012:29) that researcher distinguished the sources of intralingual error, from the most to the least, into some categories as follows:

a. Incomplete application of rules

Arifin (2012:46) explained that this error occurs when the learner do not use all rules. In this research, the researcher uncovered 65 errors which were caused by the incomplete application of rules made by the eighth grade students of MTs Aswaja Tunggangri in writing descriptive paragraph.

b. Ignorance of rule restriction

Again, Arifin (2012:47) described that it involves a failure to perceive the restriction of existing structures when rules are extended to other context. For example the students wrote *my canary has two wing*. The word “wing” is a noun and it’s correct if it was used as a object. However in the sentence above, the word “wing” was functioned as modifier the possessing meaning, and the word “two” is the mark of plural. So in this case, the students had ignored the rule restriction of attaching (-s) as plural marker.

In this research, it was discovered that 62 errors came from the ignorance of rule restriction.

c. Overgeneralization

This occurs when the learners composed an utterance based on particular exposure of target language (Arifin, 2012:46). There were 48 errors which came from this overgeneralization. For example, *My dog always sleepes on the sofa every day*, the students tend to generalize the change of verb when it is used the third person singular in simple present tense such as “watch=watches”, “say=says” and/or “take=takes”. The students then made generalization on contracting *sleep+(-s)* based on the exposure.

d. False concept hypothesized

These errors were derived from faulty knowledge of the target language or inaccurate ideas about language rules. It was found that 17 errors in using ending (-s) made by the eighth students of MTs Aswaja Tunggangri in writing descriptive paragraph came from false concept hypothesized. For example, *I have a pets*. The word “a” in the sentences above is singular marker, but the students put (-s) in the end of the word “pet” and the students could not distinguish it.

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of this research, it can be concluded as follows:

1. The eighth grade students of MTs Aswaja Tunggangri made the most errors of ending-S omission were 127 times which means 65.5 % of error total in writing descriptive paragraph.
2. The researcher found various sources of errors in students' writing descriptive paragraph seen from intralingual perspective. The sources included overgeneralization, ignorance of rule restriction, false concept hypothesized, and incomplete application of rules. Incomplete application rule is in the highest place, it is 65 times or 33.5%. The second chart is ignorance of rule restriction; it is 62 times or 31.9%. The next is overgeneralization; it is 49 times or 25.3%. And the last place is false concept hypothesized; it is 18 times or 9.3%.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to offer some suggestions to improve the students' ability in using ending –s in writing descriptive paragraph. The suggestions are:

1. The students should improve their mastery of simple present tense, possessive noun, and plural/singular noun because it can improve their ability in using –s in writing descriptive paragraph.



2. The students should read as much as possible in order to enrich and support their knowledge and improve their ability in writing descriptive paragraph by using ending –s correctly.
3. It is essential for the teacher to know that one of the factors in writing descriptive is the students' mastery of using ending –s.
4. The teacher should provide an opportunity for students to have an extensive writing practice in the class and give students more writing assignments.

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