

## **CHAPTER IV**

### **RESEARCH FINDING & DISCUSSION**

This chapter presents the result of research include data presentation, data description and data analysis.

#### **A. Data Presentation**

The data in the form of scores were obtained from students paragraph writing from 31 students of the first semester students of IAIN Tulungagung in academic year 2017/2018. The objectives of this thesis are to find the types of grammatical error do occur in English paragraph writing written by first semester students of IAIN Tulungagung in academic year 2017-2018 and to know the factors that cause of grammatical error in English paragraph writing written by first semester students of IAIN Tulungagung in academic year 2017-2018.

#### **B. Data Finding**

The grammatical error occurs when the students did't know the grammatical well when they are applied in writing. The data are several sentences that might be contain grammatical error. There are two types of grammatical error, morphological error and syntactical error. This section looks further into the samples taken from students paragraph writing. The sentences are utilized by some students who uses English as their second language. The writer gives the

number for the collected data to make easier to analyze. The data was taken from the students paragraph writing as follows,

### 1. Morphological error

**Table 1. Subject – Verb Agreement**

No	Erroneous	Correct Sentences	Sources
1.	But, she <b>have</b> married with my brother.	But, she <b>has</b> married with my brother.	Yuliana Cahya.
2.	But, She <b>have</b> a strong sense.	But, She <b>has</b> a strong sense.	Nur Isna M.
3.	I will not <b>forgets</b> all her kindness.	I will not <b>forget</b> all her kindness.	Badro Elok P.
4.	She will <b>helps</b> me to do it.	She will <b>help</b> me to do it.	Abdul Rohman.
5.	Cell phone <b>can used</b> for entertainment's tool.	Cell phone <b>can use</b> for entertainment's tool.	Lutfi A.N.
6.	I can <b>tells</b> her about my anxiety.	I can <b>tell</b> her about my anxiety.	Ani Sandini.
7.	<b>She is always</b> there for me.	<b>She always</b> be there for me.	Badro Elok P.
8.	She <b>is</b> always to helps me.	She always helps me.	Tawan Mulae.

9.	I <b>am</b> always try to be nice.	I always try to be nice.	Diki Herlambang.
10.	She always <b>listen</b> everything that I want to share with her.	She always <b>listens</b> everything that I want to share with her.	Nisaul Husna
11.	She always <b>help</b> me to do my assignment.	She always <b>helps</b> me to do my assignment.	Lonny Riordan I.
12.	She always <b>remind</b> me to pray on time.	She always <b>reminds</b> me to pray on time.	Lonny Riordan I.
13.	She always <b>tell</b> her story and so do I.	She always <b>tells</b> her story and so do I.	Gading B.P
14.	She often <b>tell</b> me about her loves story and her best friend.	She often <b>tells</b> me about her loves story and her best friend.	Gading B.P
15	Through cell phone <b>make</b> me easy to get some informations.	Cell phone <b>makes</b> me easy to get some information.	Nuriana Almas L.F.
16.	We often <b>shares</b> our problem, not just problem but many stories also.	We often <b>share</b> our problem, not only the problem but also many stories	Nisaul Husna.
17.	She <b>give</b> me something to strike.	She <b>gives</b> me something to strike.	Iin Nurhidayah.

18.	All peoples in the world <b>is</b> not familiar with me.	All peoples in the world <b>are</b> not familiar with me.	Ramdani Eka S.
19.	<b>I very</b> lazy wash my clothes.	<b>I am very</b> lazy wash my clothes.	Lonny Riordan I.
20.	My sister <b>named</b> Adena.	My sister <b>name's is</b> Adena.	Alda Kharisna N.
21.	She humble to my friend and She kind to everyone.	She <b>is</b> humble to my friend and She <b>is</b> kind to everyone.	Gading B.P
22.	She <b>actually</b> not sure my sister.	She <b>is not</b> sure my sister actually.	Yuliana Cahya.
23.	Because <b>She more</b> clever than me.	Because <b>She is cleverer</b> than me.	Lonny Riordan I.
24.	But, when <b>she also</b> sorrow or something else, she always tells me.	But, when <b>she was</b> sorrow or something else also, she always tells me.	Elmi Hana R.
25.	She <b>cooking</b> such as fried rice or other food.	She <b>was cooking</b> such as fried rice or other food.	Alda Kharisna N.
26.	Teacher order .... to do homework.	Teacher orders <b>me</b> to do homework.	Atifan Samahae.
27.	<b>Is</b> can be used in daily life.	<b>It</b> can be used in daily life.	Rachanon Jaitrong.
28.	<b>Then develop</b> our	<b>Then it can be develop</b>	Rachanon

	writing and reading skill.	our writing and reading skill.	Jaitrong.
29.	Then <b>always</b> get new vocabulary from it.	Then <b>I always</b> get new vocabulary from it.	Rachanon Jaitrong.
30.	But, shares all that she has.	But, <b>she</b> shares all that she has.	Tawan Mulae.
31.	She always gives very good advice.	She always gives <b>me</b> very good advice.	Tiara Chandra P.
32.	Next, we must work on homework, do not <b>seeing</b> the notes.	Next, we must work our homework, do not <b>see</b> the notes.	Silvia Ilma R.
33.	I can share all <b>I</b> experiences.	I can share all <b>my</b> experiences.	Tawan Mulae.
34.	Disnayland was a great place for our <b>family</b> vacation.	Disnayland was a great place for our <b>family's</b> vacation.	Ichwanudin.
35.	This is will help us to remamber the <b>mathematical</b> formulas.	This is will help us to remamber the <b>mathematic's</b> formulas.	Silvia Ilma R.

**Table 2. Singular – Plural Agreement.**

No	Erroneous	Correct Sentences	Sources
1.	Hand phone make me easy to get many <b>information</b> from my school.	Hand phone make me easy to get many <b>informations</b> from my school.	Romdani Eka S.
2.	Not just problem but many <b>story</b> also.	Not only the problem but also many <b>stories</b> .	Nisaul Husna.
3.	There are many <b>advantage</b> for students.	There are many <b>advantages</b> for students.	Rachanon Jaitrong.
4.	We will argue many <b>topic</b> .	We will argue many <b>topics</b> .	Moch Gigih.
5.	We often sharing our problem and many <b>story</b> .	We are often sharing our problem and many <b>stories</b> .	Moch Gigih.
6.	Many <b>boy</b> try to makes a relationship with her.	Many <b>boys</b> try to makes a relationship with her.	Bagas Harya K.P.
7.	In there so many <b>game</b> and we can try all of <b>game</b> .	In there so many <b>games</b> and we can try all of <b>games</b> .	Ichwanudin.
8.	There <b>is</b> more informations from	There <b>are</b> more informations from internet	Lutfi A.N.

	internet with cell phone.	with cell phone.	
9.	Cell phone give me more <b>information.</b>	Cell phone give me more <b>informations.</b>	Lutfi A.N.
10.	I can go to outside and to go to some tourism <b>place.</b>	I can go to outside and to go to some tourism <b>places.</b>	Lutfi A.N.
11.	It is makes us fun. Although, it's just to buy some <b>food</b> or <b>snack.</b>	It is makes us fun. Although, it's just to buy some <b>foods</b> or <b>snacks.</b>	Bagas Harya K.P.
12.	She gives me a lot of <b>motivation</b> and her motivation gives me spirit.	She gives me a lot of <b>motivations</b> and her motivation gives me spirit.	Nisaul Husna.
13.	I have <b>several game</b> application in my cell phone.	I have <b>several games</b> application in my cell phone.	Moch Bayu A.
14.	There are three <b>reason</b> why my cell phone was useful.	There are three <b>reasons</b> why my cell phone was useful.	Romdani Eka S.
15.	I watches this film three <b>month</b> ago.	I watches this film three <b>months</b> ago.	Nur Isna M.
16.	We can get language idiom and new	We can get language idiom and new vocabulary	Rachanon Jaitrong.

	vocabulary from a <b>novels.</b>	from a <b>novel.</b>	
17.	We should working efectively on mathematic with practice an <b>exercise.</b>	We should work efectively on mathematic with practicing the <b>exercises.</b>	Silvia Ilma R.
18.	<b>That is</b> , mickey mouses, sleeping beauty, Alise in the wonderland, peterpam and etc.	<b>Those are</b> , mickey mouses, sleeping beauty, Alise in the wonderland, peterpam and etc.	Vandela Iqbal M.
19.	<b>That is</b> all my reasons why reading novels is important.	<b>Those are</b> all my reasons why reading novels is important.	Rochanon Jaitrong



**Table 3. To-Infinitive**

<b>No</b>	<b>Erroneous</b>	<b>Correct Sentences</b>	<b>Sources</b>
1.	Hand phone make me easy to <b>gets</b> many informations from my school.	Hand phone makes me easy to <b>get</b> many informations from my school.	Romdani Eka S.
2.	Cell phone help me to <b>communication</b> with others.	Cell phone help me to <b>communicate</b> with others.	Lutfi A.N.
3.	She helps me to <b>writing</b> my homework.	She helps me to <b>write</b> my homework.	Bagas Harya K.P.
4.	Many boy try to <b>makes</b> a reationship with her.	Many boy try to <b>make</b> a reationship with her.	Bagas Harya K.P.
5.	I can call authority in order to <b>helped</b> me.	I can call authority in order to <b>help</b> me.	Atifan Samahae.
6.	Disneyland was a fun place to <b>gathering</b> with family.	Disneyland was a fun place to <b>gather</b> with family.	Shinta Ikrana M.
7.	If you want .... go to Disnayland for vacation, be	If you want <b>to</b> go to Disnayland for vacation,	Mirna M.P.

	ready for a best moments in there.	be ready for a best moments in there.	
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**Table 4. Clause**

No	Erroneous	Correct Sentences	Sources
1.	She is the one, .... really <b>understand</b> my feelings up to now.	She is the one, who <b>understand</b> my feelings up to now.	Badro Elok P.
2.	She who always help me patiently.	She <b>is my sister</b> who always help me patiently.	Diki Herlambang.
3.	I have a younger sister <b>who is still</b> 19 years old.	I have a younger sister <b>whose name is.....</b>	Elmi Hana R.
4.	<b>Who will</b> give me some spirit and <b>who will</b> give motivation for me.	She is the girl who will give me some spirits and motivation.	Sufeyyah Maseng.
5.	Mathematic is one of the lesson <b>are</b> difficult for most atudents.	Mathematic is one of the lesson <b>which</b> difficult for most atudents.	Silvia Ilma
6.	I have a lot of <b>family</b> are stay in outside country.	I have a lot of <b>family</b> <b>who</b> stay in outside country.	Romdani Eka .

**Table 5. From of Adjective**

<b>No</b>	<b>Erroneous</b>	<b>Correct Sentences</b>	<b>Sources</b>
1.	She is <b>more clever</b> than me.	She is <b>cleverer</b> than me.	Leonny Reordan.
2.	Sometimes, She is <b>more wise</b> than me.	Sometimes, She is <b>wiser</b> than me.	Harya K.P

**Table 6. Passive Voice**

<b>No</b>	<b>Erroneous</b>	<b>Correct Sentences</b>	<b>Sources</b>
1.	For children the parents should take control.	The parents should be taken control for the children.	Nabila H.
2.	This playground <b>was build</b> with theme Disney characters.	This playground <b>was built</b> with Disney's characters theme.	Harya K.P

## 2. Syntax Errors

**Table 1. Redundancy**

No	Erroneous	Correct Sentences	Sources
1.	That is all <b>for</b> my reasons why reading novels are important.	That is all my reasons why reading novels are important.	Rachanon Jaitrong.
2.	She is very cheerful that's <b>what</b> makes me happy.	She is very cheerful that makes me happy.	Tiara Chandra P.
3.	If we have friends or families in the long distance we <b>still</b> can communicate with cell phone.	If we have friends or families in the long distance we can communicate with cell phone.	Nabila H.
4.	My sister gave <b>me</b> advice on my problem.	My sister gave advice on my problem.	Badro Elok P.
5.	She always understandig <b>me</b> my nature, my attitude my favorite and my leat like.	She is always understand my nature, my attitude my favorite and my leat like.	Tiara Chandra P.
6.	She loves me very much <b>too</b> .	She loves me very much.	Elmi Hana R.
7.	She's cute <b>actually</b> .	She's cute.	Bagas

			Harya K.P.
8.	<b>Now later and forever</b> Heksa will be my lovely sister.	Heksa will be my lovely sister forever.	Bagas Harya K.P.
9.	First is the main function, such as telephone, message, internet, music <b>and much more.</b>	First is the main function, such as telephone, message, internet, music <b>etc.</b>	Moch Bayu A.

**Table 2. Parallel structure**

No	Erroneous	Correct Sentences	Sources
1.	I love her because she is fun,smart and very beautiful.	I love her because she is fun,smart and beautiful.	Harya Kusuma
2.	My sister hobby is <b>cooking</b> and <b>eat</b> .	My sister hobby is <b>cooking</b> and <b>eating</b> .	Alda Kharisna N.
3.	The information include by <b>informations about homeworks, some agendas and the moving time of a lecturer.</b>	The information include by <b>informations about homeworks, agendas and the moving time of a lecturer.</b>	Nuriana Almas L.F.

**Table 3. Misplaced Word**

<b>No</b>	<b>Erroneous</b>	<b>Correct Sentences</b>	<b>Sources</b>
1.	The last part is <b>tool games</b> .	The last part is <b>games' tool</b> .	Moch Bayu A.
2.	This playground was build with <b>theme</b> Disney characters.	This playground was build with Disney characters' <b>theme</b> .	Eka Putri H.
3.	This is will help us to remembers the <b>formulas mathematic</b> .	This will help us to remembers the <b>mathematic's formulas</b> .	Silvia Ilma R.
4.	<b>Every time</b> , when I sad or happy my sister is the first person that I let to know.	When I sad or happy my sister is the first person that I let to know <b>every time</b> ,	Elmi Hana R.
5.	She <b>know just</b> what to say, and <b>do to</b> something make me laugh.	She <b>just know</b> what to say, and <b>to do</b> something make me laugh.	Iin Nurhidayah.
6.	<b>I and my friend</b> in other place can face to face.	<b>My friend and I</b> in other place can face to face.	Nabila H.

**Table 4. Pronoun-Antecedent Agreement**

<b>No</b>	<b>Erroneous</b>	<b>Correct Sentences</b>	<b>Sources</b>
1.	<b>She</b> can be my sister and my trully best friend ever. I love <b>him</b> so much.	<b>She</b> can be my sister and my trully best friend ever. I love <b>her</b> so much.	Nisaul Husna.
2.	<b>She</b> is very cheerful that's make me happy to have a <b>sister</b> like <b>him</b> .	<b>She</b> is very cheerful that's make me happy to have a <b>sister</b> like <b>her</b> .	Tiara Chandra P.
3.	<b>She</b> is very understanding my nature, my attitude my favorite and what I least like. I love <b>him</b> very much.	<b>She</b> is understand my nature, my attitude my favorite and what I least like. I love <b>her</b> very much.	Tiara Chandra P.
4.	<b>She</b> is a kind person. <b>He</b> always give me more advices.	<b>She</b> is a kind person. <b>She</b> always gives me more advices.	Aulia Irma H.
5.	<b>My sister</b> is my best friend. Because <b>He</b> always here with me when I'm in troble.	<b>My sister</b> is my best friend. Because <b>She</b> always here with me when I'm in troble.	Tiara Chandra P.

6.	<b>She</b> helps me patiently. <b>He</b> never asked for anything for me.	<b>She</b> helps me patiently. <b>She</b> never asked for anything for me.	Diki Herlambang.
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### 3. Students Grammatical Error

**Table 1. Grammatical error frequency**

No	Grammatical Error	Types of Grammatical Error	Number of Errors	formula	Percentage
1.	Morphological Error	Subject-verb agreement	35	$\frac{35}{94} \times 100 \%$	37,2%
		Singular-plural agreement	19	$\frac{19}{94} \times 100 \%$	20,2%
		To-infinitive	7	$\frac{7}{94} \times 100 \%$	7,4%
		Clause	6	$\frac{6}{94} \times 100 \%$	6,4%
		From of adjective	2	$\frac{2}{94} \times 100 \%$	2,2%



		Passive voice	2	$\frac{2}{94} \times 100 \%$	2,2%
2.	Syntax Error	Redudancy	9	$\frac{9}{94} \times 100 \%$	9,6%
		Parallel structure	3	$\frac{3}{94} \times 100 \%$	3,1%
		Misplacced word	6	$\frac{6}{94} \times 100 \%$	6,4%
		Pronoun-antecedent agreement	5	$\frac{5}{94} \times 100 \%$	5,3%
Total			94		100%

### C. Data Analysis

The collected data will be analyzed through descriptive analysis method. The writer rewrites the sentences containing grammatical error collected from students writing paragraph.. Then, the writer categorizes the compiled data into several categories of grammatical error.

The next step is analyzing the sentences based on the English standard and correcting them into good sentences. From the data description above, they could be analyzed as follows.

## Type 1 : Morphological Errors

### 1. Agreement

English grammar has given some categories including number, person, tense, voice and gender in rule. These categories can be discussed in isolation, but their role in describing language structure becomes clearer when the writer considers them in terms of agreement, for example in the sentence *Alice loves her dog*, the verb *loves* “agrees” with the noun *Alice*.

#### a. Subject – Verb Agreement

The subject and verb must agree in number both must be singular or both must be plural. Problems occur in the present tense because one must add an –s or –es at the end of verb when the subject of the entity performing the action is a singular third person he, she, it or words for which these pronouns could substitute.

Datum 1 :

Wrong : “But, she **have** married with my brother.”

Right : “*But, she **has** married with my brother.*”

Datum 2 :

Wrong : “But, She **have** a strong sense.”

Right : “*But, She **has** a strong sense.*”

Analysis :

In the sentence above, the writer translates a verb “punya” into English “have” without following the subject–verb agreement. The third person

singular “she” should be followed by third singular verb “has”, not “have”, instead “have” is used after the second person subject. Therefore, the appropriate phrase is “She has” wherein the verb has following the subject she.

Datum 3 :

Wrong : “I will not **forgets** all her kindness.”

Right : “ *I will not **forget** all her kindness.*”

Datum 4 :

Wrong : “She will **helps** me to do it”.

Right : “*She will **help** me to do it*”.

Datum 5 :

Wrong : “Cell phone can **used** for entertainment’s tool”.

Right : “*Cell phone can **use** for entertainment’s tool*”.

Datum 6 :

Wrong : “I can **tells** her about my anxiety”.

Right : “*I can **tell** her about my anxiety*”.

Analysis :

In the sentence above, the modal auxiliary “will” and “can” should be followed by the bare infinitive. Because the pattern of modal auxiliary is S + modal + bare infinitive + O/complement. Therefore, the appropriate verb following the modal auxiliary is *forget, help, use and tell*. This error happens because the students did’nt know the rule of target language.

Datum 7 :

Wrong : “She **is** always there for me”.

Right : “*She always there for me*”.

Datum 8 :

Wrong : “She **is** always helps me”.

Right : “*She always helps me*”.

Datum 9 :

Wrong : “I **am** always try to be nice”.

Right : “*I always try to be nice*”.

Analysis :

In the sentence above, the adverb of frequency should be follow after “subject”, so tobe ”is” before adverb of frequency should be deleted. This error happens because in the mother tongue has no rule about this agreement, and the students used the same rules as they obtain mother tongue or their native language.

Datum 10 :

Wrong : “She always **listen** everything that I want to share with her”.

Right : “*She always **listens** everything that I want to share with her*”.

Datum 11 :

Wrong : “She always **help** me to do my assignment”.

Right : “*She always **helps** me to do my assignment*”.

Datum 12 :

Wrong : “She always **remind** me to pray on time”.

Right : “*She always **reminds** me to pray on time*”.

Datum 13 :

Wrong : “She always **tell** her story and so do I”.

Right : “*She always **tells** her story and so do I*”.

Datum 14 :

Wrong : “She often **tell** me about her loves story and her best friend”.

Right : “*She often **tells** me about her loves story and her best friend*”.

Datum 15 :

Wrong : “Through cell phone **make** me easy to get some informations”.

Right : “*Cell phone **makes** me easy to get some informations*”.

Datum 16 :

Wrong : “We often **shares** our problem, not just problem but many stories also”.

Right : “*We often **share** our problem, not only problem but also many stories*”.

Analysis :

In the sentence above shows the present form. It may, or may not, has auxiliary verb. In the simple present tense above, there is no auxiliary verb, so the main verb must be added by –s morpheme to follow the rule of simple present but vice versa. Its can be caused by intralingual transfer which is the learner didn't know the rule of target language.

Datum 17 :

Wrong : “She **give** me **something** to strike”.

Right : “*She gives me something to strike*”.

Analysis :

In the sentence above, the third person singular “she” should be followed by verb which added suffix –s. So that the appropriate phrase are “She gives”. Therefore, the appropriate verb following the subject are *gives*. This error happens because Bahasa has no rule about this agreement..

Datum 18 :

Wrong : “All peoples in the world **is** not familiar with me”.

Right : “*All peoples in the world are not familiar with me*”.

Datum 19 :

Wrong : “**I very** lazy wash my clothes”.

Right : “*I am very lazy wash my clothes*”.

Datum 20 :

Wrong : “My sister **named** Adena”.

Right : “*My sister name’s is Adena*”.

Datum 21 :

Wrong : “She humble to my friend and She kind to everyone”.

Right : “*She is humble to my friend and She is kind to everyone*”.

Datum 22 :

Wrong : “She **actually** not sure my sister”.

Right : “*She is **not** sure my sister **actually***”.

Datum 23 :

Wrong : “Because **She more** clever than me”.

Right : “*Because **She is cleverer** than me*”.

Analysis :

This agreement is based on the category of person, which covers the distinctions of the first person, the second person, and the third person. In Standard English grammar, a verb agrees with its subject in person. If the subject is the third person (he, she, it), the verb must be in the third person too (is, was, does, has). Based on the sentences above, that is incorrect sentence because the verb was follows a subject in the third person not suitable because verb in the first person (am, was, do, have), if the subject is the second person singular (you), the verb is the second person (are, were, do, have). Than, in the sentence above the subject has no verb. So, the sentence should add by verb. This error happens because the student has low motivation to understand grammar in target language more.

Datum 24 :

Wrong : “But, when **she also** sorrow or something else, she always tells me”.

Right : “*But, when **she was** sorrow or something else, she always tells me*”.

Datum 25 :

Wrong : “She **cooking** such as fried rice or other food”.

Right : “*She was **cooking** such as fried rice or other food*”.

Analysis :

Every native speaker of English knows the tense patterns. There are six principal tenses used: Present Tense, Past Tense, Future Tense, Present Perfect Tense, Past Perfect Tense, and Future Perfect Tense. English rules are reflection of the way the educated people using the language. The rule is simple enough in theory, but in practice, foreigners, especially Indonesian, sometimes ignore the rules for some reasons. Ignoring the tense pattern occasionally produces awkward sentences. By using tenses, the writer indicates the time of an action.

The Simple Past Tense in a sentence is always preceded by Subject + Verb II + O. The Nominal Past Tense is always preceded by verb be was/were and complement. The present progressive in a sentence is always preceded by auxiliary verb *be* (am, are, is, was, were, be, been) and its verb must be followed by *-ing* form. And, the simple present tense in negative form is always preceded by S + do/does + O. In the sentence above, the writer tends to use simple past tense, nominal past tense, present progressive tense and also present tense, but she uses inappropriate verb because the verb in the sentence is not followed by tenses form.



Datum 26 :

Wrong : “Teacher orders ..... to do homework.”

Right : “*Teacher orders **me** to do homework.*”

Datum 27 :

Wrong : “**Is** can be used in daily life.”

Right : “***It** can be used in daily life.*”

Datum 28 :

Wrong : “**Then develop** our writing and reading skill”.

Right : “***Then it can be develop** our writing and reading skill*”.

Datum 29 :

Wrong : “**Then always** get new vocabulary from it.”.

Right : “***Then I always** get new vocabulary from it.*”.

Datum 30 :

Wrong : “**But, shares** all that she has”.

Right : “***But, She shares** all that she has*”.

Datum 31 :

Wrong : “She always gives very good advice”.

Right : “*She always gives **me** very good advice*”.

Datum 32 :

Wrong : “Next, we must work our homework, do not **seeing** the notes”.

Right : “*Next, we must work our homework, do not **see** the notes*”.

Analysis :

In the sentence above, is ungrammmatical because to be a good sentence in english, the sentence should be contain by Subject + tobe and Object. But, in the sentence above there is no subject and object in each sentence. So, the subject and the object must be add on the sentences above based on the topic sentence on the student writing paragraph paper.

Datum 33 :

Wrong : “I can share all **I** experiences”.

Right : “*I can share all **my** experiences*”.

Analysis :

The sentence above ungrammatical form because in the good English sentence there is no double subject in a sentence. The sentence “I can share all **I** experiences” it is not true because there is doule subject in a sentence so the subject “I” must be change by firt person possesive adjective “My”. The grammatical rule in English sub pronoun, to explain “kepunyaan” the subject should add –s to be a good English sentence.

Datum 34 :

Wrong : “Disnayland was a great place for our **family** vacation”.

Right : “*Disnayland was a great place for our **family’s** vacation*”.

Datum 35 :

Wrong : “This is will help us to remamber the **mathematical** formulas”.

Right : “*This is will help us to remamber the **mathematic**’s formulas*”.

Analysis :

The sentence the mathematical formula is ungrammatical form because the mathematica should be explain “noun” not “adjective” and to explain possessive pronoun the object should be add suffix –s before noun. So the correct sentence is “*the **mathematics** formulas*”.

#### **b. Singular – Plural Agreement**

Bahasa does not know “to be” that could change depending on the noun, either singular or plural, as in English grammatical. Because the student is an Indonesian who does not recognize English plural objects and changes “to be” that follow it, then write a sentence in the English language, students ignore the provision of plurals and “to be” that exists in English language. In English, the vast majority of words become plural simply by adding a morpheme -s. The plural of words ending in *s*, *sh*, *ch*, *z*, and *x*, however, is formed by adding *-es*.

Datum 1 :

Wrong : “Hand phone make me easy to get many **information** from my school”.

Right : “*Hand phone make me easy to get many **informations** from my school*”.

Datum 2 :

Wrong : “Not just problem but many **story** also”.

Right : “*Not only the problem but also many **stories***”.

Datum 3 :

Wrong : “There are many **advantage** for students”.

Right : “*There are many **advantages** for students*”.

Datum 4 :

Wrong : “We will argue many **topic**”.

Right : “*We will argue many **topics***”.

Datum 5 :

Wrong : “We often sharing our problem and many **story**”.

Right : “*We often sharing our problem and many **stories***”.

Datum 6 :

Wrong : “Many **boy** try to makes a relationship with her”.

Right : “*Many **boys** try to makes a relationship with her*”.

Datum 7 :

Wrong : “In there so many **game** and we can try all of **game**”.

Right : “*In there so many **games** and we can try all of **games***”.

Datum 8 :

Wrong : “There **is** more informations from internet with cell phone”.

Right : “*There **are** more informations from internet with cell phone*”.

Datum 9 :

Wrong : “Cell phone give me more **information**”.

Right : “*Cell phone give me more **informations***”.

Analysis :

In English between pronoun and it's reference must be in harmony. Writer must correctly identifies and determines whether the subject is singular or plural. Generally in the sentence above “information”, “story”, “advantage”, “topic”, “boy”, and “game” must take plural agreement for “many” or “more” which words come after must be in plural form. The plural form is formed by adding final morpheme –s or –es. Therefore, the words “information” become “informations”, “story” become “stories”, “advantage” become “advantages”, “topic” become “topics”, “boy” become “boys”, and “game” become “games”.

Datum 10 :

Wrong : “I can go to outside and to go to some tourism **place**”.

Right : “*I can go to outside and to go to some tourism **places***”.

Datum 11 :

Wrong : “It is makes us fun. Although, it's just to buy some **food** or **snack**”.

Right : “*It is makes us fun. Although, it's just to buy some **foods** or **snacks***”.

Analysis :

Such as the previous sample, Some nouns of the English language have to agree with the determiners that come before it- a property that does not apply to the Indonesian language. “some tourism place”and “some food or

snack” would be ungrammatical and the correct version would be “some tourism places” and “some foods or snacks”.

Datum 12 :

Wrong : “She gives me a lot of **motivation** and her motivation gives me spirit”.

Right : “*She gives me a lot of **motivations** and her motivations gives me spirit*”.

Datum 13 :

Wrong : “I have **several game** application in my cell phone”.

Right : “*I have **several games** application in my cell phone*”.

Analysis :

Such as the previous sample, between pronoun and its noun must be in harmony. In the sentence above the pronoun “a lot of” and “several” explain the plural agreement. So the noun “motivation” and “game” should be in harmony with the previous pronoun “a lot of” and “several” explain that not only there is one noun but more than one and also explain those much noun. This error happens because the students attempt to discover the structure of the target language (English language) rather than transferring models of their mother tongue.

Datum 14 :

Wrong : “There are three **reason** why my cell phone was useful”.

Right : “*There are three **reasons** why my cell phone was useful*”.

Datum 15 :

Wrong : “I watches this film three **month** ago”.

Right : “*I watches this film three **months** ago*”.

Analysis :

As explanations in the previous section, a writer must correctly identifies and determines whether the subject or the object is singular or plural. Generally, the plural form is formed by adding final morpheme *-s* or *-es* in the singular form. In the datum 14 and 15 the phrase “three” denotes plural form, so another phrase that comes after it must follow the plural agreement by adding the morpheme *-s*. Thus, grammatically, the word “reason” should become “reasons” and “month” become “months”

Datum 16 :

Wrong : “We can get language idiom and new vocabulary from **a novels**”.

Right : “*We can get language idiom and new vocabulary from **a novel***”.

Datum 17 :

Wrong : “We should working efectively on mathematic with practice an **exercise**”.

Right : “*We should working efectively on mathematic by practicing the **exercises***”.

Analysis :

In English, the subject must be concord with the verb in a sentence. In the sentence above, there are several discrepancies in determining which noun is singular and which noun is plural. The word “novels” and “exercises” should be in singular form agreement for word “a”, ‘an’ denotes singular form. Therefore, the word “novels” should become “novel” and “exercises” become “exercise” in order to agree with the previous word.

Datum 18 :

Wrong : “**That is**, mickey mouses, sleeping beauty, Alise in the wonderland, peterpam and etc”.

Right : “**Those are**, *mickey mouses, sleeping beauty, Alise in the wonderland, peterpam and etc*”.

Datum 19 :

Wrong : “**That is** all my reasons why reading novels is important”.

Right : “**Those are** *all my reasons why reading novels is important*”.

Analysis :

In English, there must be in harmony between the pronoun and it’s reference. The pronoun must be concord with its reference. In the sentence above “that” means singular form from “those”. Refers “mickey mouses, sleeping beauty, Alise in the wonderland, peterpam and etc” is plural because more than one noun. So, grammatically, the “mickey mouses, sleeping beauty, Alise in the wonderland, peterpam and etc” must follow its pronoun



and take the plural agreement as same as with its pronoun. So, the appropriate pronoun or reference for “that” is “those”.

### c. To - Infinitive

An infinitive phrases will begin with an infinitive (to + simple form of the verb).

Datum 1 :

Wrong : “Hand phone make me easy to **gets** many informations from my school”.

Right : “*Hand phone make me easy to **get** many informations from my school*”.

Datum 2:

Wrong : “Cell phone help me to **communication** with others”.

Right : “*Cell phone help me to **communicate** with others*”.

Datum 3 :

Wrong : “She helps me to **writing** my homework”.

Right : “*She helps me to **write** my homework*”.

Datum 4 :

Wrong : “Many boy try to **makes** a reationship with her”.

Right : “*Many boy try to **make** a reationship with her*”.

Datum 5 :

Wrong : “I can call authority in order to **helped** me”.

Right : “*I can call authority in order to **help** me*”.

Datum 6 :

Wrong : “Disneyland was a fun place to **gathering** with family”.

Right : “*Disneyland was a fun place to **gather** with family*”.

Analysis :

In the sentence above, it shows that those sentences are using the wrong verb. Calery, it has been explained above that an infinitive phrase will begin with to and simple verb (verb-1). The word “gets” becomes “get”, “communication” becomes “communicate”, “writing” becomes “write”, “makes” becomes “make”, “helped” becomes “help”, and “gathering” becomes “gather”. This error happen because the students have an assumption that the target language forms are similar to their mother tongue.

Datum 7 :

Wrong : “If you want .... go to Disnayland for vacation, be ready for a best moments in there”.

Right : “*If you want **to** go to Disnayland for vacation, be ready for a best moments in there*”.

Analysis :

In the sentence above, it shows that those sentences are incorrect sentences. Because the sentences can't be accepted in the role of the English

grammatical. Those sentences above there is no infinitive before verb. So those sentences must add with “to-infinitive”.

#### d. Clause

.There are three main types of dependent clauses, they are : noun clause, adjective clause and adverb clause. But in bahasa there is no rule about clause.

Datum 1 :

Wrong : “She is the one, .... really **understand** my feelings up to now”.

Right : “*She is the one, who is really **understand** my feelings up to now*”.

Analysis :

In the sentences above explained that the role of English grammatical in clause form. In the grammatical clause there are 3 types of clause those are noun clause, adjective clause and adverb clause. In that case explain that “she is the one” as a noun phrase so that the verb should be added “who” and “that” be a correct noun clause. This error happens because the students attempt to discover the structure of target language rather than transferring models of their first language.

Datum 2 :

Wrong : “She who always help me patiently”.

Right : “*She is **my sister** who always help me patiently*”.

Datum 3 :

Wrong : “I have a younger sister **who is still** 19 years old”.

Right : “*I have a younger sister **whose name is.....**”.*

Datum 4 :

Wrong : “**Who will** give me some spirit and **who will** give motivation for me”.

Right : “*She is the girl who will give me some spirits and motivations*”.

Datum 5 :

Wrong : “Mathematic is one of the lesson **are** difficult for most students.”.

Right : “*Mathematic is one of the lesson **which** difficult for most students*”.

Datum 6 :

Wrong : “I have a lot of **family are** stay in outside country.”.

Right : “I have a lot of **families who** stay in outside country.”.

Analysis :

From the previous explanation this sentence is a noun clause because “who always”, “who is still” and “Who will” explain the subject as a noun phrase. But, in English pattern of noun clause that is ungrammatical because before “who” always explain the person as noun and after clause “who” used verb. The writers gets error because in the Bahasa Indonesia rule there is no rule about that.

### e. Form of Adjective

Many English adjectives exhibit three forms, example the word “long”. The grammatical words that long, longer and longest express are the positive, comparative, and superlative of “long”, contrasting on the dimension of comparison. All these exhibit, such as “happy”, “green”, “pure”, “tidy” are regular pattern of suffixation with –er and –est, except for better and best which are superlative.

Datum 1 :

Wrong : “She is **more clever** than me”.

Right : “*She is **cleverer** than me*”.

Datum 2 :

Wrong : “Sometimes, She is **more wise** than me”.

Right : “Sometimes, She is **wiser** than me.”.

Analysis :

The sentence above has adjective “clever” and “wise” with one syllable. It must be added with suffix –er, because it is a superlative adjective. The adjective “more clever” become “cleverer” and “more wise” become “wiser”. This kind of error happened when the students are used the rule of comparative with more than one syllable adjectives. It can be happened because they are misconception in learning this material. They assumed that the rule is same with other adjectives which adding –more, so that it caused by context of learning.

### f. Passive Voice

The passive voice is preferred when the “doer” of an action (or the agent) is unimportant or unknown. Because of its impersonal tone, the passive voice is commonly found in the textbooks, in scientific, technical or business reports and in newspaper stories (Frank 1972: 67).

Datum 1 :

Wrong : “For children the parents **should take** control”.

Right : “*The parents **should be taken** control for the children*”.

Datum 2 :

Wrong : “This playground **was build** with theme Disney characters.”

Right : *This playground **was built** with theme Disney characters.*”

Analysis :

The verb which is used in passive voice is past participle (verb 3). Based on the sentence above, there is modal “should”. So, it means that the form of passive voice is future tense. The pattern of future tense passive voice is **should + be+ verb 3 (past participle)**. These sentences are incorrect and ungrammatical. This error caused by context of learning, which are the student misconception about the teacher explanation. From the students writing paper, the students did not know about the passive voice’s formula, so that they assumed to use *verb-1* in passive voice sentence.

## 2. Syntax Errors

### a. Redundancy

Indonesian people tend to beat around the bush when specifying their intentions. They also like to add unnecessary words in the sentences. In the study of language, according to John (1982: 224) redundancy is the construction of a phrase that presents some ideas using more information than is necessary for one to be able understand the idea.

Datum 1 :

Wrong : “That is all **for** my reasons why reading novels are important”.

Right : “*That is all my reasons why reading novels are important*”.

Datum 2 :

Wrong : “She is very cheerful that’s **what** makes me happy”.

Right : “*She is very cheerful that makes me happy*”.

Datum 3 :

Wrong : “If we have friends or families in the long distance we **still** can communicate with cell phone”.

Right : “*If we have friends or families in the long distance we can communicate with cell phone*”.

Analysis :

From the explanation before, the Indonesian often add the word, phrase or sentence elements appear to make full sentences, but often the added element that makes the sentence becomes redundant. In the sentence above. In

the datum 1 and 3 those are ungrammatical sentences because after Subject should added the Verb. So the word “for”, “still”, and “all” dropped from the sentence. Than the datum 2 in the past form S+V2+O the word “have must be dropped from this sentence. And the datum 4 to be a good sentence on clase form the word “what” must be dropped because the word “what” the double N clause.

Datum 4 :

Wrong : “My sister gave **me** advice on my problem”.

Right : “*My sister gave advice on my problem*”.

Datum 5 :

Wrong : “She always understandig **me** my nature, my attitude my favorite and my leat like”.

Right : “*She always understands my nature, my attitude my favorite and my leat like*”.

Analysis :

In sentence above like previous explanation that the students wants to express the view of the similarity of the characters in the story using the phrase commonly used in Indonesia. The students does not understand that in English. In this case, the students write the double subject in the one sentence, they are write those because the students usualy study English translated from their mother tongue. Those are ungrammatical so, the subject “me” and “one” must be dropped from those sentences in order to be a good English sentences.



Datum 6 :

Wrong : “She loves me very much **too**”.

Right : “*She loves me very much*”.

Datum 7 :

Wrong : “She’s cute **actually**”.

Right : “*She’s cute*”.

Datum 8 :

Wrong : “**Now later and forever** Heksa will be my lovely sister”.

Right : “*Heksa will be my lovely sister forever*”.

Datum 9 :

Wrong : “First is the main function, such as telephone, message, internet, music **and much more**”.

Right : “*First is the main function, such as telephone, message, internet, music etc*”.

Analysis :

Indonesian speaker tend to use additional information to clarify a sentence, but sometimes they create ineffective sentence due to waste of elements. In the datum 6 the writer did not understand a good sentence in English should be there is S+V+O the word “too” waste and must e dropped because the subject should be there in the first word on sentences. The datum 6,7,8,and 9 ineffective sentences because Indonesian often add the word, phrase or sentence elements appear to make full sentences, but often the added element that makes the sentence becomes redundant. The students wants to

express the view of the similarity of the characters in the story using the phrase commonly used in Indonesia. The students does not understand that in English, if someone refers back to something that has already been mentioned or to emphasize what his or her suggestion. She or he used "too", "actually", "now later abd forever" and "much more" make the sentences ambiguity. Because to be a good English sentences the writer only needs S+V+O. So, the word "too", "actually", "now later abd forever" and "much more" can be dropped from the sentence.

#### **b. Parallel Structure**

Indonesian recognizes the existence of parallel structures, but equality of the elements in a sentence only applies to the function and category equivalence. Indonesian ignores equality on some provisions because in the Indonesian grammatical, there are no such provisions. So that, the students do not understand the pattern of modal auxiliary, write a sentence in which there are provisions such as Indonesian patterns, consequently written sentence structure in English become not parallel.

Datum 1 :

Wrong : "I love her because she is **fun,smart and very beautiful**".

Right : "*I love her because she is **fun,smart and beautiful***".

Analysis :

Many sentences present a series of ideas about one person or object. All part of a series must have the same grammatical structure. When all the parts of a series in a sentence have the same grammatical structure, the sentence has good parallel structure. A series may have two, three, four or more parts, but all parts must be parallel.

Such as the sentence above, the adjective “very beautiful” is unparallel because they do use “adverb”. While the previous verb do not use “adverb” like “fun”and “smart”. So, the adverb very should be dropped from this sentence.

Datum 2 :

Wrong : “My sister hobby is **cooking** and **eat**”.

Right : “*My sister hobby is **cooking** and **eating**”.*

Analysis :

In the sentence is unparallel sentence because they do not use “Verb-ing” like the previous verb. While the previous verb “cooking” use “Verb-ing” the last verb should be followed by previous verb in order that be a parallel sentence, So, the verb “eat” becomes “eating”. this error because of intralingual cause that is they did not really know about the rules well in target language.

Datum 3 :

Wrong : “The information include by **informations about homeworks, some agendas and the moving time of a lecturer**”.

Right : “*The information include by **informations about homeworks, agendas and the moving time of a lecturer***”.

Analysis :

From the previous explanation above, the sentence should be parallel to be a good sentence. The word such as the sentence above, the verb “some agendas” are unparallel because they do use “adverb” before verb. While the previous verb do not uses “adverb” so, the adverb “some” should be dropped from those sentences.

### c. Misplaced word

Datum 1 :

Wrong : “The last part is **tool games**”.

Right : “*The last part is **games’ tools***”.

Datum 2 :

Wrong : “This playground was build with **theme** Disney characters”.

Right : “*This playground was built with Disney characters’ **theme***”.

Datum 3 :

Wrong : “This is will help us to remembers the **formulas mathematic’s**”.

Right : “*This is will help us to remembers the **mathematics’ formulas***”.

Analysis :

Based on English grammar, noun “tool” explain the “game” possession, the noun “theme” explain the “character” possession and the noun “formula” explain the “mathematic” possession are sentences inappropriate place. So, from the possessive case apostrophe s (-s) explain the noun possession should be added (-s), so the word “tool” come after the possession noun “games”, the word “theme” come after the possession noun “characters” and the word “mathematics” come after possession noun “formulas”. This error happend because the students did not understand about the grammer of English, they still get influence from their mother tongue.

Datum 4 :

Wrong : “**Every time**, when I sad or happy my sister is the first person that I let to know”.

Right : “*When I sad or happy my sister is the first person that I let to know every time*”.

Analysis :

Based on English grammar, adverb of time always take place after object or complement. that sentence above are ungrammatical sentence because adverb of time take place before subject. So, the adverb “every time” should be taken place besides.

Datum 5 :

Wrong : “She **know just** what to say, and **do to** something make me laugh”.

Right : “*She **just know** what to say, and **to do** something make me laugh*”.

Analysis :

Based on English grammar, subject always take place before verb those sentences above are ungrammatical sentences because subject take palce after verb like “know just” and etc. So, subject for those sentences above should be written before adverb.

Datum 6 :

Wrong : “**I and my friends** in other place can face to face”.

Right : “***My friends and I** in other place can face to face*”.

Analysis :

Based on English grammar, the subject I as singular first person should be taken place before plural secound and third person. But, the sentence above is ungrammatical correct because the subjet “ I “ taken place before plural third person. So, the subject “ I “ should be change take place after the subjet “my friends”.

#### d. Pronoun – Antecedent Agreement

Datum 1 :

Wrong : “**She** can be my sister and my trully best friend ever. I love **him** so much”.

Right : “***She** can be my sister and my trully best friend ever. I love **her** so much.*”.

Datum 2 :

Wrong : “**She** is very cheerful that’s make me happy to have a **sister** like **him**”.

Right : “***She** is very cheerful that’s make me happy to have a **sister** like **her***”.

Datum 3 :

Wrong : “**She** is very understanding my nature, my attitude my favorite and what I least like. I love **him** very much”.

Right : “***She** is very understanding my nature, my attitude my favorite and what I least like. I love **her** very much*”.

Analysis :

When subject or possessive pronoun is used inappropriately, it creates misunderstanding due to several interpretations. In the sentence above, “she” is a nominative pronoun for female then it should be associated with the objective pronoun for male too, so it should be “her” not “him”. It may occur because there is no specific singular pronoun for male and female in Bahasa Indonesia.

Datum 4 :

Wrong : “**She** is a kind person. **He** always give me more advices”.

Right : “***She** is a kind person. **She** always give me more advices”.*

Datum 5 :

Wrong : “**My sister** is my best friend. Because **He** always here with me when I’m in troble”.

Right : “***My sister** is my best friend. Because **She** always here with me when I’m in troble”.*

Datum 6 :

Wrong : “**She** helps me patiently. **He** never asked for anything for me”.

Right : “***She** helps me patiently. **She** never asked for anything for me”.*

Analysis :

In the sentence above, the misuse of pronoun makes several interpretation of meaning possible. It creates misunderstanding what it actually means. Instead, from the students writing paper , it is obviously understood that the antecedent of “She” is the girlfriend. As stated before, the pronoun and its antecedent must agree in subject.

### 3. Students Grammatical Error

In this section, the researcher will be analyse the common errors on the grammatical level and will attempt to explain the reasons behind them. Table 3.

Provides the frequency analysis of the errors :



No	Grammatical Error	Types of Grammatical Error	Number of Errors	Percent age
1.	Morphological Error	Subject-verb ageement	35	37,2%
		Singular-plural agreement	19	20,2%
		To-infinitive	7	7,4%
		Clause	6	6,4%
		From of adjective	2	2,2%
		Passive voice	2	2,2%
2.	Syntax Error	Redudancy	9	9,6%
		Parallel structure	3	3,1%
		Misplacced word	6	6,4%
		Pronoun-antecedent agreement	5	5,3%
Total			94	100%

The formula used in analyzing the grammatical error frequency is

$$P = \frac{n1}{\Sigma N} \times 100 \%$$

In which,

P : percentage of each error

N1 : total of the given error

$\Sigma N$  : total of the whole errors

Then after getting a percentage from any data on items of grammatical error frequency that have been processed, the researchers used a Guttman Scale (Riduwan, 2008:17).

As the above table shows, the morphological error includes subject-verb agreement (37,2%) error, singular-plural agreement (20.2%), to-infinitive (7,4%), clause (6,4%), from of adjective (2,2%) and passive-voice in syntax error includes redundancy (9,6%), parallel structure (3,1%), misplaced word (6,4%) and pronoun-antecedent agreement (5,3%).

#### **D. Data Discussion**

As mentioned on chapter I, the researcher built two types of research problems. The researcher used the documents to answer research question number one and two. Based on the findings and the types of errors, the researcher knew that there were two kinds of grammatical error includes eight types of errors appeared in the college students' writing.

##### **1. Types of Grammatical error**

This part discuss about the types of grammatical error do occur in English paragraph writing written by first semester students of IAIN Tulungagung in academic year 2017-2018.

##### **A. Morphological error**

###### **1. Subject – Verb Agreement**

English grammar has given some categories including number, person, tense, voice, and gender in rule (Yule, 2010: 83). These categories

can be discussed in isolation, but their role in describing language structure becomes clearer when the writer considers them in terms of agreement, for example, in the sentence *Alice loves her dog*, the verb *loves* “agree” with the noun *Alice*. The subject and verb must agree in number both must be singular or both must be plural. Problems occur in the present tense because one must add an –s or –es at the end of verb when the subject of the entity performing the action is a singular third person he, she, it or words for which these pronouns could substitute.

Like the second datum (Nur isna) in the sub subject verb-agreement error that she write “But, She **have** a strong sense”. In this sentence she write to be “have” without following the subject–verb agreement. The third person singular “she” should be followed by third singular verb “has”, not “have”, instead “have” is used after the second person subject. Therefore, the appropriate phrase is “She has” where in the verb has following the subject she.

## **2. Singular – Plural Agreement**

In English, there is a term that indicates whether the number of noun or pronoun is one or more than one. A form of words that indicate one or less than one called the singular, whereas more than one is plural (Anies, 1994: 10). Bahasa does not distinguish singular and plural form and to denote plurality, a reduplicated form of the noun is used.

Bahasa does not know “to be” that could change depending on the noun, either singular or plural, as in English grammatical. Because the student is an Indonesian who does not recognize English plural objects and changes “to be” that follow it, then write a sentence in the English language, students ignore the provision of plurals and “to be” that exists in English language. In English, the vast majority of words become plural simply by adding a morpheme *-s*. The plural of words ending in *s*, *sh*, *ch*, *z*, and *x*, however, is formed by adding *-es*.

Like the datum 8 (Lutfi A.N) in sub single - plural agreement, he write “There **is** more informations from internet with cell phone”. In between pronoun and it’s reference must be in harmony. He write ”there is”, the word there is will be explain single object but the word before object there is word “more” that explain plural agreement so the pronoun ‘that is’ should be change “there are” that explain plural agreement.

### 3. To- infinitive

In English explained above that an infinitive phrase will begin with to and simple verb (verb-1) (Calery, 1999: 123). Datum 6 in sub bab to- infinitive error (Shinta ikrana M) write “Disneyland was a fun place to **gathering** with family”. In the sentence above, it shows that those sentences are using the wrong verb. Calery,1999 She has been explained above that an infinitive phrase will begin with to and simple verb (verb-1). The word “gathering” becomes “gather”. This error happen because the students have

an assumption that the target language forms are similar to their mother tongue.

#### **4. Clause**

Clause is a group of word that contains both a subject and a predicate (or a verb). There are two types of clause, independent clauses and dependent clauses (Elesbre 1997: 327). Independent clauses are complete sentences. They can stand alone and express a complete thought. And, dependent clauses contain a subject and a predicate, but they do not express a complete thought. There are three main types of dependent clauses, they are : noun clause, adjective clause and adverb clause. But in bahasa there is no rule about clause. This error happens because the students attempt to discover the structure of target language rather than transferring models of their first language.

#### **5. Form of Adjective**

Many English adjectives exhibit three forms, example the word “long”. The grammatical words that long, longer and longest express are the positive, comparative, and superlative of “long”, contrasting on the dimension of comparison. All these exhibit, such as “happy”, “green”, “pure”, “tidy” are regular pattern of suffixation with –er and –est, except for better and best which are superlative. Interference on this section is

categorized as interference relates to transfer of morphemes because there is no such agreement in the source language.

## 6. Passive Voice

The passive voice is preferred when the “doer” of an action (or the agent) is unimportant or unknown. Because of its impersonal tone, the passive voice is commonly found in the textbooks, in scientific, technical or business reports and in newspaper stories (Frank 1972: 67).

Like the datum 1 sub passive-voice Datum 1 (Nabila), She write “The parents **should be taken** control for the children”. The verb which is used in passive voice is past participle (verb 3). Based on the sentence above, there is modal “should”. So, it means that the form of passive voice is future tense. The pattern of future tense passive voice is **should + be+ verb 3 (past participle)**. These sentences are incorrect and ungrammatical. In this case the students make interference relates to grammatical relation especially in particular word order, because it explicitly conveys unintended meaning in target language.

## B. Syntax error

### 1. Redundancy

When grammatical item or syntactic element is superfluous or unnecessary for the sentence to be correct, such an item is redundant. Sentences with redundant items could be either structurally wrong or seem

strange in English grammar. Indonesian people tend to beat around the bush when specifying their intentions. They also like to add unnecessary words in the sentences. In the study of language, according to John (1982: 224) redundancy is the construction of a phrase that presents some ideas using more information than is necessary for one to be able understand the idea.

Oftentimes, redundancies occur in speech unintentionally, however, redundant phrases can also deliberately construct for emphasis, in order to avoid the possibility of others' misinterpretation of a very important idea. In rhetoric, the term "redundancy" tends to have a negative connotation and may be perceived as improper because of its use of duplicative or unnecessary wording and some people expand the definition to include self-contradictory wording, similar to double negation; however, it remains a linguistically valid way of placing emphasis on some expressed idea.

Some bilingual speakers do not really understand Standard English grammar. They tend to add unnecessary words in their sentences so that they would sound smart, whereas, they do not realize when doing so. Through the use of repetition of certain concepts, redundancy increases the odds of predictability of a message's meaning and understanding to others. A good sentence is the sentence that effectively as possible without any additional element of the sentence that already has the same meaning in the sentence.

## **2. Parallel Structure**

Each language has its own rules of grammatical structure which differ between one language and another one. One use of a conjunction is to connect words or phrases that have the same grammatical function in a sentence. The use of conjunction is called parallel structure (Schramppfer, 1989: 287). By this conjunction we can only combine certain words that have similar function as noun, adjective, and adverb, etc. The parts that are combined should be similar.

In language, agreement or concord is a form of cross reference between different parts of a sentence or phrase. Agreement happens when a word changes from depending on the other words it relates to. Parallel structure is the structure of constructions in which the items that are connected by the coordinative conjunction have the same grammatical forms and function in a sentence. All parts of a series must have some grammatical structure. When all the parts of series in a sentence have the same grammatical structure, the sentence has good parallel structure. A series may have two, three, four or more parts, but all parts must be parallel.

Indonesian recognizes the existence of parallel structures, but equality of the elements in a sentence only applies to the function and category equivalence. Indonesian ignores equality on some provisions because in the Indonesian grammatical, there are no such provisions. So that, the students do not understand the pattern of modal auxiliary, write a sentence in which there



are provisions such as Indonesian patterns, consequently written sentence structure in English become not parallel.

### **3. Misplaced word**

Every language has its own unique grammar. Just like English, Bahasa Indonesia also has its own grammar. Before uttering a sentence in a foreign language, one usually arranges the sentences in his or her mind in his or her native language and later changes into the unintended language. Sometimes, the outcome has the same word by word position with the original language.

As stated by Chedar Alwasilah (1985: 128), one type of bilingual competence namely sub coordinate bilingualism where a bilingual in this type can't distinguish the term as separate thing. When he or she speaks tend to translate word by word a language that he or she meant.

### **4. Pronoun – Antecedent Agreement**

A pronoun is a replacement for a noun to avoid repeating the same noun (Mc Daniel, 1998 :259). A pronoun functions as a noun, though there are some differences. It can be classified into three cases: nominative, objective, and possessive. Specifically, a pronoun that is the subject of verb is in nominative case; a pronoun that acts as the object of verb is in objective case; a pronoun that posses something is in the possessive case.

A pronoun should not too far away from its antecedent; otherwise, it will cause misunderstanding. Antecedent is the noun that goes before or precedes the pronoun and that the pronoun points back to( Mc Daniel 1998: 260).

A problem arises in the fact that English has three expressions for the third singular pronoun which refer specifically to male, to female or to unknown object, that is *he, she, it*. In contrast, Bahasa Indonesia has no specific expression for the third singular pronoun, except *dia* that refers to all sexes. Therefore, most Indonesian bilinguals often forget to specify them, so the non-congruent systems of languages convey their English into interference. Interference on this section relates to transfer of morphemes of the source language to target language that violates the existing pattern and ultimately produces error in the target language or a nonsense statement which is understandable by implication.

## **2. The factor that Causes of Grammatical Error**

In this part, the researcher discussed about error analysis based from research findings. It served about the factors that cause of grammatical errors and the reasons why it could be happened in first semester students of IAIN Tulungagung. From four kind of errors stated by Dulay et al. (1982 :150), the researcher found only three kind of errors. They are addition, omission, and misformation. While the sources or causes of error were adopted from Brown (2007 :263-266), they are interlingual, intralingual, context of learning, and communication strategy.

The first type is omission error which is happened when the students are missing an item to construct a sentence (Dulay, 1982 :154). In this study , the researcher found the students often miss in adding a *subject* in subject-verb agreement. She also found some of them missed in adding *tobe (is, am, are)*. Other errors are omitted of some letter. In omission, some students are caused of four types of error's source, they are interlingual, intralingual, context of learning, and communication strategy. Interlingual is caused by the students' translation from their mother tongue into the target language without seeing the correct rule. While intralingual is caused from the student's lack of knowledge in using *a subject* or *tobe* when they did the writing paragraph. Moreover, context of learning is caused by misinterpretation of students in understanding the teacher's explanation about the material, because the teacher has not given the material completely. Then, the communication strategy is caused by the students' strategy in learning grammar on writing skill. They still have low motivation to learn more about it and read the material because they only have minimal book as source to learn.

The second type is addition. In this error, the students are incorrect adding a word or letter which is wrong grammatically. Addition also divided into three types, they are double marking, regularization and simple addition (Dulay, 1982, p. 156). In this study, the researcher found some students made double marking in using comparative degree, such as using both of *more* with suffix *-er*. Errors are caused from intralingual transfer that the students did not know well

about the rules in target language. in other hand, context of learning also caused its error, because they are misconception of teacher's explanation.

The last type is misformation which happened when the students incorrect using morpheme structure (Dulay, 1982, p. 158). This is the most kind of error which is found in this study. In this error, the researcher found regularization of misformation, which the students often use the rule or present tense in past tense or other tenses form. It is caused by context of learning which the students have got the material about tenses incompletely. Other reasons is the students' communication strategy in understanding the vocabulary were suppose to write on test writing English paragraph. They are lack of vocabularies so that they were difficult to write an English paragraph writing. The other kind of misformation found in this study is alternating form. This error is happened when the students misplacement in using tenses form or the opposite of them. It is caused by from the students' communication strategy in understanding the meaning of the word were suppose to write in test. They also misinterpretation in translating the meaning of the word because they still lack of vocabularies.

### **3. Error Identification.**

This study fokus on morphological error and syntax error in the students' English paragraph writing. Researcher undertaken a quantitative frequency analysis of the errors, using simple statistical methods for identifyig and categorising the errors, counting them and calculating the percentages for each category. From the data finding table 3 researcher shows, the morphological error

includes subject-verb agreement (37,2%) error, singular-plural agreement (20,2%), to-infinitive (7,4%), clause (6,4%), from of adjective (2,2%) and passive-voice from the students' English paragraph writing text in syntax error includes redundancy (9,6%), parallel structure (3,1%), misplaced word (6,4%) and pronoun-antecedent agreement (5,3%).

The purpose of identifying the percentage to show how much the students get grammatical error in their English paragraph writing. First, show the students get much subject-verb agreement (37,2%) error. It is happened when the students are missing an item to construct a sentence (Dulay, 1982 :154). The second is singular plural agreement, students' frequency error is (20,2%). It is happened because mother tongue does not distinguish singular and plural form and to denote plurality, a reduplicated form of the noun is used. So, the students get error because less understand about English grammar. Third, to-infinitive show (7,4%), in this types of grammatical error students get error because is misformation which happened when the students incorrect using morpheme structure (Dulay, 1982, p. 158). Four, clause (6,4%) because the students lack of knowledge in using clause when they did the writing paragraph. Five, from of adjective (2,2%) and passive voice (2,2%) also. In this types of error students get minimal error from the other error. It is happened because the students misunderstanding the teacher explanation,

Therefore in syntax error first is redundancy students frequency error is (9,6%). In this case students get much error transferring models of their first language. Second parallel structure ( 3,1%), this types of syntax error get minimal

error frequency because the students incorrect using noun,adjective,verb etc which right grammatically. Third misplaced word (6,4%), it is show that the students didn't know well abot the rules of target language. The last is pronoun-antecendent agreement (5,3%). A pronoun should not too far away from its antecedent; otherwise, it will cause misunderstanding. Antecedent is the noun that goes before or precedes the pronoun and that the pronoun points back to (Mc Daniel 1998: 260). Students get error because the students misconception of the teacher's explanation.

So, after discussing the present the level of error frequency, so the researcher show the highest error and the lowest of error. Based on the table 1 grammatical error's frequency it could be inferred the highest error was owned by error is using subject verb agreement (37,2%). Thus, errors in the from of adjective (2,2%) and passive voice (2,2%) were the lowest of error frequency.