

## CHAPTER III

### PRESENTATION AND ANALYSIS OF THE DATA

#### III.1. Presentation of the Data

Students always face some writing problems such as using the correct structure. Since a good writing depends basically on correct use of structure, it is very important for both students and teachers to pay attention to overcome these problems. In this case, an *error analysis* is conducted to deal with errors in grammar made by the students. It is a way to study the areas of difficulty encountered by those students. Thus, it would be easier to examine the actual error in their second language written works since error analysis provides information of grammatical errors they actually do make. It tells what parts of grammar breaking by the students (Corder, 1973 in Nasr, 1984 : 118-119).

The important point for doing an analysis on grammatical errors is that it can be known what the errors are. Besides, it would be easier for students to recognize those common errors so that they can correct them or even prevent to commit another.

According to Rod Ellis in 'Understanding Second Language Acquisition', the grammatical errors made by students in their second language writing are a natural phenomenon in their process of writing. The errors then can be classified and identified so that it can be assessed more accurately what remedial works would be necessary for further attention (Ellis, 1986). If students still make the same errors, they need to develop the ability to use the structure of language in an appropriate manner. Of course, it takes time to ensue but if the students manage to use English structure correctly, the ability to write good composition can be easily advanced.

After the data have been collected, the writer then presents the data in the forms of sentences. Each sentence consists of various problems of writing. What the writer means by *problems of writing* are not only those which are discussed in this study. The problems of grammar are just some of the crucial problems in second language writing since grammatical rules are needed to produce correct sentence structure of the language. Because of inappropriate use of the structure of language, the sentences formulated by the students in their written works are unacceptable.

It happens generally that students often make errors of grammar in their writing works since it is not easy to express ideas in a different language which has, of course, its own system. They have to think and consider the rules of the second language so that the result does not sound awkward. It is difficult for students to grasp the structure of the second language because it is very much different from the structure of their native language.

By describing the errors, it builds up a picture of the parts of grammar which are causing problems. Those errors should be pointed out and analyzed so that it can be supplied the correct form and then students might be prevented from making the same errors along the way.

The writing skills then require training and practices. As such, in the teaching of writing students have to be given practices and be trained by teachers gradually because learning to write takes long practices. Writing is indeed, a skill in which the students put ideas such as grammatical items on paper in a certain way. The students are expected to write correctly by using certain patterns of the grammatical rules so that the written work will be clearly

understood. Therefore, writing should be learned systematically through practices. That is why the second language writing is not free from errors. Only by making errors will students master the writing skills.

The errors that are going to be discussed are mainly the ones concerning English grammar. There are errors that occur only to certain students but there are also errors which occur to almost every student. These are the types of errors which the writer categorizes as *common*.

To help students to recognize their grammatical errors, the teacher makes series of abbreviations or symbols to indicate the types of errors. These symbols aim solely to point the students in the direction of their errors in order to help them perceive their own errors. Here are the symbols which are used by the teacher:

Table III.1.1. Symbols of Grammatical Errors

No	Symbols	Meaning
1	tn	tenses
2	∞	error in agreement
3	ps	error in parts of speech
4	?	doubtful word, phrase, sentence
5	o	wrong use of word
6	^	missing word(s)
7	/	unnecessary word

Thus, after the errors of grammar have been identified and classified, the errors which commonly made by students in writing are tabulated as follows:

Table III.1.2. Error Types in Grammar

No	Error Type	Number of Errors
1	Agreement	45
2	Prepositions	37
3	Articles	24
4	Verb to be	21
5	Tenses	17
6	Word Order	10
7	Miscellaneous	15
total		169

Looking at the list, students' common errors in writing mostly consist of agreement, the wrong use of prepositions, articles, verb to be, tenses, word order, and miscellaneous. Thus, the errors made are in the field of grammar. The inventory of the areas of difficulties which the students encountered is meant to contribute to both students and teachers so they might devote special care and emphasis to avoid these difficulties.

Based on the previous table mentioned above, some of the categories on the list of the kinds of errors can be further classified as follows :

Table III.1.3. Errors in Agreement

No	Kind of Errors	Number of Errors
1	between subject and verb	17
2	within noun phrase	11
3	between pronoun and its antecedent	10
4	between adjective or marker and verb	3
5	within adverb of place	3
6	in 'expletive' form	1
total		45

Table III.1.4. Errors in Prepositions

No	Kind of Errors	Number of Errors
1	misuse of prepositions	23
2	unnecessary use of prepositions	9
3	omission of prepositions	5
total		37

Table III.1.5. Errors in Article

No	Kind of Errors	Number of Errors
1	omission of 'the'	13
2	unnecessary use of 'the'	5
3	misuse of 'the'	1
4	omission of 'a'	3
5	unnecessary use of 'a'	1
6	misuse of 'an'	1
total		24

Table III.1.6. Errors in the use of the Verb to be

No	Kind of Errors	Number of Errors
1	unnecessary use of the verb to be	10
2	omission of the verb to be	7
3	misuse of the verb to be	4
total		21

Table III.1.7. Errors of Misusing Tenses

No	Kind of Errors	Number of Errors
1	simple past tense	5
2	simple present tense	4
3	past perfect tense	4
4	future tense	2
5	present continuous tense	1
6	past continuous tense	1
total		17

From the tables above it can be seen the part of grammar which student commonly create errors in their writing works. In the foregoing tables, the errors in one linguistic category may vary in more than one type of error. However, most of those types of errors are of only several kinds, they are :

#### 1. omission type

*it means that the student misses to include the necessary element in his sentence. For example :*

*-It has the responsibility to do such job.*

*-I will wait your visit.*

## 2. misused type

in this type of error the student uses improper element in his sentence. For example :

-It has an unique position.

-Our education system is different with the education system in developed countries.

## 3. overused or unnecessary type

if in his sentence the student supplies an unnecessary element, it means that he overuses the element.

For example :

-It is includes a lot of factors.

-That condition can only be seen in outside Java.

## 4. misformed type

in this type of error the student puts an element in a wrong place. For example :

-They generally can be divided into two groups.

-I and my sister always play together.

Also, there are some errors which cannot be grouped in the errors above. These errors are then classified as miscellaneous errors, for example :

-Water is easy to be get.

-At past time, the condition of the country was poor.

-Indonesian people are compulsory to have that



*elementary education.*

The three errors above contain errors of using inappropriate structure of English. It can be seen in the above sentences that students arrange each word or phrase not based on the correct patterns of the grammatical rules of the language.

As can be seen, language is used to perform the communication of information. The language performance is made solely by the ability to transfer information through the use of language. It enables man to utilize his knowledge of language (Brown and Yule, 1983 : 2). Thus, the sorts of errors he makes show that he does not know the language well since he keeps making the errors.

From the study of the students' errors, it can be known the nature of their knowledge and discovered what they still have to learn. Students should learn from their errors. However, the more errors they made the less they learn. No error should appear in writing even though it must be admitted that this is unattainable in practice. Errors then are inevitable outcome of the writing-learning process.

Therefore, students need to be prepared. They then can be helped by error correction. Error correc-

tion shows the correct forms of grammatical sentences of their written works. The students will learn more if a correction is pointed out. By having their errors pointed out to them, they will make efforts to correct them. In the process of correction, they will be trained to use their knowledge to perform the correct forms of grammatical sentences so that they will become progressively better. Teachers can also motivate students to internalize grammatical rules that the students predictably make errors since writing requires instruction and practice, anyway.

### III.2. Analysis of the Data

It is clear that writers of a language must have knowledge of the language, the rules for words or sentence formation, for instance. With their knowledge, result can be easily seen and achieved by students from the gradual written practice given in class.

Since there has been a constant reappearance of the grammatical errors in students' second language written works, it is necessary to point the kinds of errors to the students. These grammatical errors are then classified according to their seriousness and degree of occurrence.

This analysis of error has a manifest on the grammatically sentence formation which the students should have made. Error analysis then conducted solely to prevent another errors and to help students to write well-formed sentences. Unless students recognize the types of errors they are making, they will continue to make those errors.

In this error analysis it can be seen what kinds of errors students actually make so that they can be corrected. It can also offer a clear and reliable picture of the students' knowledge of the language, therefore, both the teachers and the students can plan and arrange. It tells what remains to be more emphasized.

From the sorts of errors made by the students it can be seen that they still lack knowledge of the language. They do not know the language very well. In other words, this analysis shows how students break grammatical rules. Therefore, it can also be used to provide information to the knowledge that they still have to master. It is important to know what factors cause the students to make such errors.

### III.2.1. Language Problems

Language problems are problems concerning the language performance in which students possibly make errors in their written works. It is caused by the interference of the students' mother tongue, their native language that somehow creates some grammatical errors in their second language writings.

#### III.2.1.1. Native Language Interference

Students should first master the rules of the grammatical patterns of the second language because the main source of errors is the interference from the native language. The largest number of errors in grammar made by the students in their second language writing is due to mother tongue interference.

This interference of the students' native language will always play an important role in hindering the students' efforts to master the writing skills of the second language. They are accustomed to think in their native language, then try to translate their thoughts into English which result in ungrammatical and unacceptable English sentences. The errors made by the students represented interference from native language habit of using Bahasa Indonesia. Thus, it can

be said that the sentences may exhibit interference from the native language. As long as the students have not been able to use English automatically, especially those students of the English Department who use English as the second language, such native language interference cannot be entirely eliminated. As can be seen as follows :

1. *Indonesia has the third biggest population of other countries.*
2. *Water is easy to be got*
3. *Indonesian people are compulsory to have that elementary education.*

It can be seen in those three sentences above are having the same error in translation. The students replace as accurately as they can each word or phrase of the native language by its 'equivalent' in English without noticing the correct patterns of the grammatical rules of the language

It is important to get the students to start using the second language so that they have more opportunity to use the second language. In other words, students' native language will still influence their second language writing mastery if they lack constant practice of writing in the second language. On the

other hand, if the students have achieved automatic habits of using the second language, many of the common errors will not occur again.

#### III.2.1.2. Common Errors in Grammar

Successful writing involves using the grammatical system correctly. In this case, students should have relatively high degree of control over the production of sentence formations based on the grammatical system.

A grammar correction offers the advantageous of improving students' grammar skills. Accuracy in producing grammar is essential to effective writing and learning to live with errors will help students to prevent another errors and to learn from the errors they have made.

Thus, it is important to make every effort to keep correction of grammar as the error analysis becomes a way to study the areas of difficulties encountered in the second language writing.

In this study, the writer tries to predict the probable sources of difficulties in the second language structure of the students by identifying those errors which have corresponding in the native language of the

students as native language transfer, and those errors which have no parallels in the mother tongue as of other sources. As has been stated above, the grammatical errors are categorized as :

**(1) Errors in Agreement**

Among the other grammatical errors made by students in their writing works, the errors of agreement constitute the majority. There are 45 sentences altogether. The sentences under discussion are listed below :

1. My mother always tell us to try everything first.
2. Following the time, he begin to speak.
3. I has a two-year-old sister.
4. It do not endanger me.
5. I breaks my toys.
6. This effort have gained its result.
7. The government do not forget.
8. My suggestion depend on the result of my research.
9. The last chapter discuss the conclusion.
10. Indonesia have increased its income per capita for about 20 percent.
11. Surabaya have a hot weather.
12. Indonesia consist of thousands of islands.

13. The government of Indonesia use Indonesian language.
14. The government also make a basic rule.
15. He actually disagree with them.
16. People is able to grow plant easily.
17. People at that time also has education.
18. Sunlight is one sources of energy.
19. Rainy season also gives a lot of benefit.
20. It needs a hard works to accomplish it.
21. There is no exact interpretation of a literary works.
22. I have a suggestion to overcome this problems.
23. Pancasila becomes the source of all source of law.
24. It is one of the big city in Indonesia.
25. It makes many people have to lose their life.
26. Various kind of fruit are also easy to grow in Indonesia.
27. One of the major factor that causes its fertility is the seasons.
28. Sidoarjo, one of the city in East Java is even worse.
29. Men and women usually choose different kinds of words and different styles of language to utter his or her intention.



30. Each ethnic has their own culture, custom, and rule.
31. Every child learns how to express their thoughts by using language.
32. Everyone have known about this.
33. Everybody states their arguments freely.
34. The opinion that enlarge my limited view is very advantageous.
35. The theory that have been taught at school should have been used in life.
36. People who is called an educated ones do not necessarily do such things.
37. People who has good education must show some progress.
38. People who lives there objected.
39. Each of us were stubborn.
40. Every student of university have an obligation to write thesis.
41. Every people needs water.
42. The government should put rain-water reservoir in every cities.
43. Surabaya is always hot even hotter than other area.
44. It does not rank with the system of education in others country.

45. There are so many wood and jungles.

The data show that this type of errors can be grouped into : (i) errors in agreement between subject and verb, (ii) errors in agreement within noun phrase (iii) errors in agreement between pronoun and its antecedent, (iv) errors in agreement between adjective or marker and verb, (v) errors in agreement within adverb of place and (vi) errors in agreement of 'expletive' form

(i). Errors in Agreement between Subject and Verb

This type of errors occurs probably because the students neglect the fact that the subject of a sentence could be either singular or plural which of course requires a particular form of its corresponding verb. A verb must agree with its subject in number. A singular subject, one person or thing, takes a singular verb. A plural subject, more than one person or thing, takes a plural verb (Azar, 1989). Examples number 1 - 17 show errors in agreement between subject and verb.

Students often make errors of this type because they are influenced by the noun or nouns coming exactly before the verb. Because of this, instead of writing 'I

break my toy' students write 'I breaks my toy', or instead of 'The last chapter discusses the conclusion' they write 'The last chapter discuss the conclusion'. It shows that they do not pay attention to the subject of the sentence. They forget that a verb must follow the subject. So, the singular subjects require singular verbs. Thus the correct sentences are :

1. My mother always tells us to try everything first.
2. Following the time, he begins to speak.
3. I have a two-year-old sister.
4. It does not endanger me.
5. I break my toy.
6. This effort has gained its result.
7. The government does not forget.
8. My suggestion depends on the result of my research.
9. The last chapter discusses the conclusion.
10. Indonesia has increased its income per capita about 20 percent.
11. Surabaya has a hot weather.
12. Indonesia consists of thousands of islands.
13. The government of Indonesia uses Indonesian language.

Word(s) that come between the subject and the verb do not change subject-verb agreement as can be seen in sentences number 14 and 15. So, the correct forms are:

14. The government also makes a basic rule.

15. He actually disagrees with them.

Also, even the word 'people' does not end in -s but is plural noun and of course take plural verb. So, the correct forms for sentences number 16 and 17 are :

16. People are able to grow plant easily.

17. People at that time also have education.

Besides, most students fail to remember the correct grammatical usage of such English verb forms, since in their native language, Bahasa Indonesia, they do not have any verb inflections. This, then, leads them to use the subject-verb agreement wrongly. In Bahasa Indonesia, however, verbs remain unchanged whatever subjects precede them. The following is a simple comparison between the use of some verbs in Bahasa Indonesia and those in English.

Table III.2.1.2.1. Comparison of Verbs with Different Subject between Bahasa Indonesia and English

Bahasa Indonesia	English
- Saya <u>menbeli</u> sebuah buku.	- I <u>buy</u> a book.
- Kamu <u>menbeli</u> sebuah buku.	- You <u>buy</u> a book.
- Dia <u>menbeli</u> sebuah buku.	- He/She <u>buys</u> a book
- Mereka <u>menbeli</u> sebuah buku.	- They <u>buy</u> a book.

These errors could have been avoided if the students have been more careful in doing the work

(ii). Errors in Agreement within noun phrase

Each word in a single noun phrase should be composed correctly based on the rules of the grammatical patterns of noun phrase formation. If the word refer to a singular one, the noun modified should be in a singular too, and if it is a plural one, the noun must also be in plural. Thus, the correct sentences will be:

18. Sunlight is one source of energy.
19. Rainy season also gives a lot of benefits.
20. It needs a hard work to accomplish it.
21. There is no exact interpretation of a literary work.
22. I have a suggestion to overcome this problem.
23. Pancasila becomes the source of all sources of law.
24. It is one of the big cities in Indonesia.

25. It makes many people have to lose their lives.
26. Various kinds of fruits are also easy to grow in Indonesia.
27. One of the major factors that causes its fertility is the seasons.
28. Sidoarjo, one of the cities in East Java is even worse.

(iii). Errors in Agreement between pronoun and its antecedent

Pronouns are words that take the place of nouns (person, place, or thing). Pronouns are shortcuts that keep from unnecessarily repeating words in writing. A pronoun must agree in number with the word or words it replaces. If the word a pronoun refer to is singular, the pronoun must be singular; if that word is plural, the pronoun must be plural, the word a pronoun refer to is known as the antecedent, (Longan, 1986). Thus the correct forms are:

29. Men and women usually choose different kinds of words and different styles of language to utter their intention.
30. Each ethnic has its own culture, custom, and rule.
31. Every child learns how to express his thought by

using language.

If an indefinite pronoun is used, for example : everyone, everybody, everything, a singular verb is used to refer to an indefinite pronoun, or its antecedent (Longan,1986) as can be seen in these examples :

32. Everyone has known about this.

33. Everybody states his argument freely.

Also, when a relative pronoun is the subject of a clause, its predicate verb must agree with it (Longan,1986). After being corrected, the sentences are :

34. The opinion that enlarges my limited view is very advantageous.

35. The theory that has been taught at school should have been used in life.

36. People who are called an educated ones do not necessarily do such things.

37. People who have good education must show some progress.

38. People who live there objected.

(iv). Errors in Agreement between Adjective or Marker and Verb

*Each* and *every* are adjectives or markers and they modify a singular nouns. The verbs are determined by the nouns used with these expressions so that they take singular verbs (Azar,1989). After being corrected, the sentences are :

39. Each of us was stubborn.

40. Every student of university has an obligation to write thesis.

41. Every person needs water.

As can be seen in sentence 41, the noun following the adjective 'every' must be in a singular one. So, the noun has to be change into a singular noun that suited to the structure.

(v). Errors in Agreement of Adverb of Place

The words from which the adverb is composed must be in a correct form. If the adverb of place is modified by singular modifier, the adverb of place must be in singular and if it refers to a plural one, the adverb of place must follow it (Azar,1989). So, the correct sentences are:



42. The government should put rain-water reservoir in every city.
43. Surabaya is always hot even hotter than other areas.
44. It does not rank with the system of education in other countries.

(vi). Errors in Agreement of 'Expletive' Form

The expletive form has the structure of 'there + be'. The subject of a sentence following 'be' when 'there' is used in this structure. So, if the subject is plural, or two (or more) subjects connected by 'and' (Azar, 1989), as can be seen in the example, 'be' takes a plural form, too.

45. There are so many wood and jungles.

(2) Errors in Using Prepositions

Preposition is one of the most frequently used structural word. A preposition is a word used to show the relationship of some parts of a sentence. It functions as connective. A preposition normally stands first in the phrase, preceding a head word (Thomson and Martinet, 1986). Students have problems with prepositions. The problems are mainly to decide whether in any

construction a preposition is required or not and which preposition to use when one is required. Preposition is very often omitted or misused by students in second language writing. Students often face a variety of problems related to the use of prepositions. They often use unsuitable prepositions.

From the data collected, the errors of using prepositions are listed below :

1. They went home in third day.
2. The education policy of Indonesian government aims on the same basis.
3. The introduction of my thesis will be written on chapter one.
4. The problem I have stated on chapter four, has been analyzed.
5. We met on the Asia Badminton Championship in Surabaya.
6. Most people of Indonesia live in agricultural sector and the rest in industrial or other sectors.
7. People begin to be introduced with school education.
8. Our education system is different with the education system in developed countries.
9. Is it true that someone who has received higher

education will have different perception with someone with lower education?

10. I have been interested on linguistic study.
11. I hope that you are interested with my country.
12. In the contrary, people agree to move, anyway.
13. They ask for anything they want to, not only from their parents but also from their friends with the same age.
14. The national system of education is the responsibility of the department of education with the minister of education.
15. I will have to read some books with psychological subject.
16. It is bordered with Australia on the south.
17. My parents would be angry to me.
18. Companies use this kind of advertisement to looking for employees.
19. I have to follow some courses if I insist to continuing my research.
20. Every person has a right on education.
21. Indonesia is placed in the south east Asia and bordered on Malaysia, Singapore, The Philippines, Brunei, and Papua New Guinea.
22. That kind of psycholinguistics subject will be

- available for students from the English Department.
23. Indonesia is a republic country, led by a president which is chosen by the people representatives by general election.
  24. I think you will not forget with me.
  25. The study observes about the phenomenon.
  26. Theory that concerns about language and education.
  27. The last chapter discusses about the conclusion.
  28. The second chapter discusses about the object of the study.
  29. I enjoy with this special treatment
  30. My father called me as a bad girl.
  31. That condition can only be seen in outside Java.
  32. Unlike in your country, Indonesia only experiences two seasons.
  33. We can also make preparation in order to make use the advantages of the seasons.
  34. This kind condition causes people to be high temperamental.
  35. Indonesia is a tropical country with thousands islands.
  36. Indonesia has many ethnics spread in thousands islands.
  37. I will wait your visit.

The above errors can be grouped into three categories : (i) errors of misusing prepositions, (ii) errors of unnecessary prepositions, and (iii) errors of omission of prepositions.

#### (i). Errors of Misusing Prepositions

Some students still do not master the English idioms, the two-word verbs or adjective-preposition phrase, for instance, concerning the use of prepositions. Students sometimes jumble the use of prepositions related with these kinds of verbs. Some students still get confused, as can be seen in those errors encountered, with the use of 'in', 'at', and 'on' because in English these three prepositions have the same meaning if they are translated into Indonesian. Because of this, it is very difficult for most students to use prepositions of this type properly.

The English prepositions 'in', 'on', and 'at' are having the same meaning in Bahasa Indonesia, that is 'pada'. It can be said that the reason of misusing the English articles is caused by the interference of Bahasa Indonesia. For example, after being corrected : 'They went home on the third day' and 'We met at the Asia Badminton Championship in Surabaya' will have the

same meaning for the use of prepositions that is 'Mereka pulang pada hari ketiga' and 'Kami bertemu pada Kejuaraan Badminton SeAsia di Surabaya'. So the correct sentences are :

1. They went home on the third day.
2. The education policy of Indonesian government aims at the same basis.
3. The introduction of my thesis will be written in chapter one.
4. The problem I have stated in chapter four, has been analyzed.
5. We met at the Asia Badminton Championships in Surabaya.
6. Most people of Indonesia live on agricultural sector and the rest on industrial and other sectors.

Errors in sentences 7 - 23 are also errors of misusing the prepositions. There are certain verbs or adjectives that can be followed by certain prepositions. Some of those are :

\*verb-preposition phrase : *ask for, believe in, consist of, depend on, insist on, refer to, rely on, think of/about, wait for.*

\*adjective-preposition phrase : *afraid of, capable of, different from, fond of, good at, interested in, proud of, scared of, tired of*. So, the correct forms for sentences 7 - 11 are :

7. People begin to be introduced to school education.
8. Our education system is different from the education system in developed countries.
9. Is it true that someone who has received higher education will have different perception from someone with lower education?
10. I have been interested in linguistic study.
11. I hope that you are interested in my country.

Instead of using 'in', 'on' must have been used in sentence 12. So, the sentence will be :

12. On the contrary, people agree to move, anyway.

The use of preposition 'with' in sentences 13 - 16 are not correct. After being corrected, the sentences are :

13. They ask for anything they want to, not only from their parents but also from their friends of the same age.
14. The national system of education is the responsibility of the Department of Education under the

minister of education.

15. I will have to read some books of psychological subject.
16. It is bordered by Australia on the south.

The use of 'to' in sentences 17 - 19 is not correct since 'to' does not precede a gerund and it is neither used with the adjective 'angry'. So, the correct forms are :

17. My parents would be angry with me.
18. Companies use this kind of advertisement in looking for employees.
19. I have to follow some courses if I insist on continuing my research.

The use of 'on' in sentences 20 and 21 are wrong and the correct use of the prepositions are :

20. Every person has a right for education.
21. Indonesia is placed in the South East Asia and bordered by Malaysia , Singapore, The Philippines, Brunei, and Papua New Guinea.

Instead of using 'of' and 'through' for sentences 22 and 23, students jumble the use of prepositions. So the



correct forms are :

22. That kind of psycholinguistic subject will be available for students of the English Department.
23. Indonesia is a republic country, led by a president which is chosen by the people representatives through general election.

It can be seen that the use of prepositions in those sentences can be a trouble for students who may find a certain preposition in their own language that correlates with the English preposition. This interference of the students' native language may create errors in English. They should carefully use the preposition properly and avoid the interference of Bahasa Indonesia.

(ii). Errors of Using Unnecessary Prepositions

This kind of errors of using unnecessary prepositions could possibly happen since students may find that a certain construction in their own language requires a preposition, whereas a similar one in English does not. There are seven sentences with such type of errors.

Verbs in sentences 24 - 30 does not necessarily need a preposition. The verbs can be followed immediately by objects since they do not at all require the prepositions. After being corrected, the sentences are:

24. I think you will not forget me.
25. The study observes the phenomenon.
26. Theory that concerns language and education, has been used to analyze the study.
27. The last chapter discusses the conclusion.
28. The second chapter discusses the object of the study.
29. I enjoy this special treatment.
30. My father called me a bad girl.

The use of 'in' in sentences 31 and 32 are not necessary. 'In' in sentence 31 is redundant because the word 'outside' itself is a preposition. Whereas the use of 'in' in sentence 32 is caused by the interference of Bahasa Indonesia. Then the sentences will be :

31. That condition can only be seen outside Java.
32. Unlike your country, Indonesia only experiences two seasons.

(iii). Errors of Omission of Prepositions

There are five sentences that contain errors in omission prepositions. Sentences 33 - 37 are not acceptable because the preposition 'of' is missing there. So, the sentences are :

33. We can also make preparation in order to make use of the advantages of the seasons.
34. This kind of condition causes people to be high temperamental.
35. Indonesia is a tropical country with thousands of islands.
36. Indonesia has many ethnics spread in thousands of islands.

The verb 'wait' must have been followed by the preposition 'for'. It is called a two-word verb. So the correct sentence is :

37. I will wait for your visit.

(3) Errors in Using Articles

Bahasa Indonesia has no special usage of article. To express statements in Bahasa Indonesia, such as 'ini buku' in English, students must say 'This is a book'. So it is possible for students to make such

errors especially if the students have not mastered English articles.

There are 24 sentences with this type of errors collected from students' writing works as listed below:

1. Indonesia is located between Indian Ocean and Pacific Ocean.
2. I have been a student of English Department since 1992.
3. As students of English Department, we are supposed to have fluently English speaking.
4. The first time of my study in English Department, I do not really have any friends.
5. Since I became a student of English Department I have a lot of opportunity to read works of literature.
6. My object study is students of English Department.
7. The skill's subject marks of English Department students influence their way of speaking.
8. East Java is one of 27 provinces in Indonesia.
9. Sidoarjo, one of cities in East Java, can possibly become part of Surabaya.
10. You can see Batam, one of islands in Indonesia.
11. Thesis is one of requirements to accomplish my study.

12. The national system of education is responsibility of the department of education under the minister of education.
13. Indonesia whose economical growth is highest for the last years becomes the leader on the next conference.
14. The very first time the hearers will think that 'doctor' is a male.
15. Let's take America for the example.
16. The fishermen are very happy.
17. The farmers are very happy.
18. The harvest can be obtained all the year.
19. To say is the easiest thing but to apply the good system is another problem.
20. Indonesia is tropical country.
21. It will become control to our conduct.
22. It has the responsibility to do such job.
23. Flood can cause a destructions of houses and bridges.
24. You have known that it has an unique position.

Article 'a' or 'an' is used with singular count noun. It is generally called a generic noun since it represents a whole class of things. It is not a specif-

ic, real, concrete thing but rather a symbol of a whole group. For example : I buy a book. The article 'a' in this sentence refers to any book, book in general. When 'a' or 'an' is used with an indefinite singular noun, it shows that the noun is actual thing but it is not specifically identified. As the previous example : I buy a book, it does not need to know which specific book, it was simply one *book* out of that whole group of things (Azar,1989).

Article 'the' is used with definite nouns; singular count noun, plural count noun, and non-count noun. A noun is definite when both the speaker and the hearer, or the writer and the reader, are thinking about the same specific thing or if the thing being talked about is familiar. 'The' is sometimes used with a singular generic count noun. 'Generic' the' is commonly used with, in particular :

- a. species of animals : the whale, the elephant.
- b. inventions : the computer, the refrigerator.
- c. musical instruments : the piano, the guitar (Azar, 1989).

The grammatical errors in using articles above can be further classified into six classes: (i) errors in the omission of the article 'the', (ii) errors in

using unnecessary articles 'the', (iii) errors of misusing the article 'the', (iv) errors in omission of the articles 'a' or 'an', (v) errors in using unnecessary article 'a', and (vi) errors in misusing the article 'an'.

(i) Errors in the Omission of the Article 'the'

The first thirteen sentences contain grammatical errors of omitting the article 'the'. 'The' must be used to indicate a specific, real, concrete thing and it is also used to refer to a thing which is familiar or being talked about by the speaker and the hearer or the writer and the reader. After being corrected, the sentences are :

1. Indonesia is located between the Indian Ocean and the Pacific Ocean.
2. I have been a student of the English Department since 1992.
3. As students of the English Department, we are supposed to have fluently English speaking.
4. The first time of my study in the English Department, I do not really have any friends.
5. Since I became a student of the English Department, I have a lot of opportunity to read works of liter-

ature.

6. My object study is students of the English Department.
7. The skill subject' marks of the English Department students, influence their way of speaking.
8. East Java is one of the 27 provinces in Indonesia.
9. Sidoarjo, one of the cities in East Java, can possibly become part of Surabaya.
10. You can see Batam, one of the islands in Indonesia.
11. Thesis is one of the requirements to accomplish my study.
12. The national system of education is the responsibility of the department of education under the minister of education.

Whereas 'the' is also used in a degree of comparison, showing the superlative such as this ;

13. Indonesia whose economical growth is the highest for the last years, becomes the leader on the next conference.

#### (ii) Errors in Using Unnecessary Articles 'the'

The next sentences are not acceptable because of the overusing of the article 'the'. As has been



stated before, 'the' is not used to indicate indefinite nouns. So, the correct sentences are :

14. The very first time hearers will think that 'doctor' is a male.
15. Let's take America for example.
16. Fishermen are very happy.
17. Farmers are very happy.
18. Harvest can be obtained all the year.

(iii) Errors of Misusing the Article 'the'

Sentence 19 contains the grammatical error of misusing the article 'the'. It is 'a' that must be used to indicate a singular indefinite noun in such expression :

19. To say is the easiest thing but to apply a good system is another problem.

(iv) Errors in the Omission of the Article 'a'

The errors in sentences 20 - 22 lie in the omission of the indefinite article 'a'. 'A' must come first to precede an indefinite singular noun. After being corrected, the sentences are :

20. Indonesia is a tropical country.
21. It will become a control to our conduct.

22. It has the responsibility to do such a job.

(v) Errors of Using Unnecessary Article 'a'

The article 'a' must have not been used in sentence 23 since the noun following 'a' is a plural noun. So, the correct sentence is ;

23. Flood can cause destructions of houses and bridges.

(vi) Errors of Misusing the Article 'an'

Whereas the use of 'a' is more appropriate than 'an' since 'an' is used to precede vowel sounds, not vowel letters.

24. You have known that it has a unique position.

(4) Errors in Using the Verb To be

The verb to be is used in three basic patterns (Azar, 1989) :

a. be + a noun

b. be + an adjective

c. be + a prepositional phrase

Be functions as a linking verb when a complement (either a noun or an adjective) comes after it. However, be is used as an auxiliary verb in continuous verb tenses and in the passive form.

Sentences that consist of errors in using the verb *to be* are listed as follows :

1. Tourism industry is become our main program.
2. It is includes the reasons for choosing the subject.
3. The dry season is begins from April up to October.
4. The fact that is always exist in Black Society is proven.
5. The education in Indonesia is keep on developing.
6. I am always think that I am right.
7. Damage would be happened at last.
8. What his mother worried about was happened.
9. If we strive hard to make efforts, we can be succeeded.
10. They can be learned some worthwhile things.
11. They are can generally be divided into two groups.
12. To make the analysis be more convincing and acceptable, we need to read a lot.
13. Is it true that I am only lucky or it because I work hard?
14. They should keep the good curriculum and change the curriculum that not suitable anymore.
15. Many typical fruits whose taste very delicious and fresh also grow in Indonesia.

16. The questionnaires will spread to over 100 people.
17. All sources can read from books.
18. They able to concentrate mainly on the intellectual development.
19. Efforts should be made in order to able to win.
20. People is grateful to God because of this grant.
21. My father expected his first child was a boy.

From the sentences listed above, the grammatical errors in using the verb *to be* can be categorized into : (i) errors in unnecessary use of the verb *to be*, (ii) omission of the verb *to be*, and (iii) misuse of the verb *to be*.

(i) Errors in Using Unnecessary Verb *to be*

The first twelve sentences above consist of grammatical errors in using the verb *to be*. Except with the past participle to form the passive voice and with the -ing verb to form progressive tense, the verb *to be* is not used with any verb. So, the correct forms for sentences 1 to 12 are :

1. Tourism industry becomes our main program.
2. It includes the reasons for choosing the subject.
3. Dry season begins from April up to October.

4. The fact that always exists in Black Society is proven.
5. The education in Indonesia keeps on developing.
6. I always think that I am right.
7. Damage would happen at last.
8. What his mother worried about happened.
9. If we strive hard to make efforts, we can succeed.
10. They can learn some worthwhile things.
11. They can generally be divided into two groups
12. To make the analysis more convincing and acceptable, we need to read a lot.

As can be seen in sentences 7 and 8, students often use verb *to be* with the verb 'happen' to have the same meaning with Bahasa Indonesia 'terjadi' since they are accustomed to think in their native language. However, 'happen' itself means 'terjadi' with no verb *to be* at all. Whereas, modals, *can, may, must, should* are followed immediately with the simple verbs as can be seen in sentences 9 -11. Verb *to be* is wrong and not necessarily used in sentence 12 to accompany the comparative.

(ii) Errors in Omission of the Verb *to be*

The next seven sentences contain the errors of

missing the verbs *to be* as a linking verb. As has been stated before, the verb *to be* is used with a noun or an adjective as complements. After being corrected, the sentences are :

13. Is it true that I am only lucky or is it because I work hard?
14. They should keep the good curriculum and change the curriculum that is not suitable anymore.
15. Many typical fruits whose taste are very delicious and fresh also grow in Indonesia.

Whereas sentences 16 - 17 are missing the verb *to be* as part of the passive form. So, the sentences are :

16. The questionnaires will be spread to over 100 people.
17. All sources can be read from books.

Whereas sentences 18 and 19 contain the errors of missing the verbs *to be* since *to be* here is part of the form of 'be able to' means 'can'. Then the correct sentence is :

18. They are able to concentrate mainly on the intel-

lectual development.

19. Efforts should be made in order to be able to win.

(iii) Errors in Misusing the Verb to be

The grammatical errors in using the verbs to be in sentences 20 and 21 lie in the wrong use of the verbs to be. After being corrected, the last sentence will be :

20. People are grateful to God because of this grant.

21. My father expected his first child to be a boy.

(5) Errors in Tenses

From the data collected, there are 17 sentences that consist of grammatical errors in tenses, that are:

1. I have received your letter two days ago.
2. There is a big flood last year.
3. The Indonesian farmers do not think clearly at that time.
4. Teachers are very poor when I came there last year.
5. It begins the time when we were born.
6. I have already tried hard when I decided to give up.
7. After we have fought, we stopped.
8. My father have treated me kindly when I was a

little girl.

9. The government has taken a wrong idea before people demonstrated the new policy.
10. Besides the positive aspects about the rainy, it is also giving negative aspects.
11. This phenomenon could happen because the earth is traveling round the sun.
12. It has been three years since I received your last letter.
13. This book is belonging to the little boy
14. When the clouds look so dark it shows that it will rain.
15. She makes money because she will go abroad next year.
16. Teacher is not only giving material but also develop it through class discussion.
17. It rained when the statue fell down.

Students make errors in using the correct tenses because they are often confused in deciding which tenses are correct for their particular situation, therefore, they mix those tenses up.

The very reason why students misuse English tenses or sometimes jumble them in their writing works



is that in Bahasa Indonesia there are no verb inflections indicating time as in English. One can write 'Saya membeli sebuah buku' for different time when the activity takes place such as : 'hari ini', 'kemarin', 'besok', without any slight change in the form of the verb 'membeli'. On the other hand, one has to change the verb form in English as can be seen as follows :

Table III.2.1.2.2. Comparison of Verb Tenses According to the Sequences of Time between Bahasa Indonesia and English

Bahasa Indonesia	English
- <u>Setiap hari</u> saya membeli sebuah buku.	-I buy a book <u>everyday</u> .
- <u>Sekarang</u> saya sedang membeli sebuah buku.	-I am buying a book <u>now</u> .
- <u>Besok</u> saya akan membeli sebuah buku.	-I will buy a book <u>tomorrow</u> .
- <u>Kemarin</u> saya membeli sebuah buku.	-I bought a book <u>yesterday</u> .
- Saya <u>telah</u> membeli sebuah buku.	-I have bought a book.

From the table above, it can be seen that verbs in Bahasa Indonesia remain unchanged, while the verbs in English change every time the time changes. In English, time signals and verb inflections indicating time are very important. English time signals decide which verb form should be used, whereas Indonesian time signals do not have any decisive influence over Indonesian verb forms. That is why students make errors in using English tenses.

The grammatical errors in using English tenses as listed above can be further classified as : (i) errors in using simple past tense, (ii) errors in using past perfect tense, (iii) errors in using simple present tense, (iv) errors in using future tense, (v) errors in using present continuous tense, and (vi) errors in using past continuous tense.

#### (i) Misused of Simple Past Tense

The simple past tense indicates that an activity began and ended at a particular time in the past. The simple past tense is therefore used for a past action especially when the time is given (Thomson and Martinet, 1986). As can be seen in the first three sentences, the time signals are clearly mentioned, i.e.: two days ago, last year. So, the correct form is :

1. I received your letter two days ago.
2. There was a big flood last year.
3. The Indonesian farmers did not think clearly at that time.

The tense error in sentences 4 and 5 lie in the dependent clauses since they do not correlate with the verbs in the independent clauses. The verbs in dependent

clauses, therefore, must be in past tense too, and the sentences then will be :

4. Theachers were very poor when I came there last year.
5. It began the time when we were born.

(ii) Misused of Past Perfect Tense

The past perfect tense can be used similarly for an action which began before the time of speaking in the past and stopped at that time or just before it (Thomson and Martinet, 1986). The actions in the sub clauses happen first. It shows that an activity happens before another activity in the past. So, the sub clauses in sentences 6 - 9 must be followed by the past perfect tense as the main verbs in past time, to make the sentences :

6. I had already tried hard when I decided to give up.
7. After we had fought, we stopped.
8. My father had treated me kindly when I was a little girl.
9. The government had taken a wrong idea before people demonstrated the new policy.

### (iii) Misused of Simple Present Tense

The simple present tense is used to express habitual actions, general truths, and for a situation that is relatively permanent (sentences 10 and 11). It is also used when the main clause is a statement or question concerning the length of time between the point of reckoning in the past and the moment of speaking. The simple present, not the perfect tense, is used in this clause (sentence 12). The simple present tense is also used with some verbs referring to a relationship or a state of being such as : *be, belong to, consist of, contain, depend on* (sentence 13) (Thomson and Martinet, 1986). After being corrected, the sentences are :

10. Besides the positive aspects about the rainy, it also gives negative aspects.
11. This phenomenon could happen because the earth travels round the sun.
12. It is three years since I received your last letter.
13. This book belongs to the little boy.

**(iv) Misused of Future Tense**

Future tense 'be + going + to' is used for *prediction*, expresses the feeling of certainty because the future action is 'on the way' and *intention*, expresses intention to perform a certain future action that there is the idea of preparation, i.e.: makes money. So, the sentences are :

14. When the clouds look so dark, it shows that it is going to rain.
15. She makes money because she is going to go abroad next year.

**(v) Misused of Present Continuous Tense**

Sentence 16 has an error in using the present continuous tense. If the previous verb is in present continuous tense, the following verb must be in present continuous tense, too. Since the activity takes place at the same time, both clauses must be in the same form. So, the correct form is :

16. Teacher is not only giving material but (are) also developing it through class discussion.

**(vi) Misused of Past Continuous Tense**

Past continuous tense is used for temporary activities which were in progress at a point of time in the past. So, the last sentence must be :

17. It was raining when the statue fell down.

**(6) Errors in Word Order**

There are ten sentences which are found in the students' writings with errors in word order. Those errors are listed below :

1. They generally can be divided into two groups.
2. The two seasons also can be a serious problem.
3. Flood also can be caused by erotion.
4. Childhood actually is the most important phase.
5. Some people forget often to prevent destructions.
6. I try to be careful with what will I do.
7. It is better to not waste it for worthless things.
8. I and my sister always play together.
9. Language in vacancy advertisements that are more chosen by applicants is English.
10. Many news about flood we often hear during the rainy.

Students often put words inversely in a sentence and the inversion makes the sentences sound awkward. Most of English grammar is taken up with the rules governing the order in which word or phrase can appear. There are also rules forbidding us to put words in a certain order. The reason why students make errors in word order is that they do not master the grammar about word order very well.

Adverbs of frequency tell how often an action takes place. There are three rules that govern the place of adverbs of frequency :

- a. after the verb to be
- b. before the main verb
- c. after modals

So, the correct sentences are :

1. They can generally be divided into two groups
2. The two seasons can also be a serious problem
3. Flood can also be caused by erosion
4. Childhood is actually the most important phase.
5. Some people often forget to prevent destructions.

An interrogative form is not used in a sub clause. It is the affirmative that is used in the sub clause. Then the correct sentence is :

6. I try to be careful with what I will do.

The negative expression 'not' comes before the verb infinitive. So, the sentence will be :

7. It is better not to waste it worthless things.

The last three sentences should have been written :

8. My sister and I always play together.

9. Language in vacancy advertisements that are chosen more by applicants is English.

10. We often hear many news about flood during the rainy season.

#### (7) Miscellaneous Errors

Due to its small number, some errors are grouped into one class of errors, namely : miscellaneous errors. This class of errors consists of errors in word forming, the use of verb infinitive, adjective-phrase, the structure of the words, passive voice, the use of relative pronoun, and the degree of comparison. Sentences which carry those errors are listed below : .

1. There is nothing in our minds but the feeling of *angry*.

2. They then *continuous* to Senior High School.



3. There are *principle* things only men can do.
4. People in the cities can hardly to find water nowa-days.
5. All parents want their children get success in the future.
6. You might be surprised receiving my letter.
7. Now I become a *twenty-years old* girl.
8. Parents send their *five-years old* child to kindergarten.
9. Water is easy to be got.
10. *Indonesian people are compulsory* to have that elementary education.
11. Formal education can be get in schools.
12. The English Department education should be *revise* in the future.
13. It is this department *who* issues many policies concerning the problems.
14. There is a meteorology and geophysics division *who* has the responsibility.
15. The subject of linguistics are *more clear* and exact than literature.

The first three sentences contain errors in word forming. Instead of using noun, student uses adjective in

sentence 1. It is the verb that must come after the subject, not an adjective, as can be seen in sentence 2. Sentence 3 must have used the adjective, and not a noun. So the correct sentences are :

1. There is nothing in our minds but the feeling of *anger*.
2. They then *continue* to Senior High School.
3. There are *principal* things only men can do.

The next three sentences contain errors in using the verb *infinitive*. Modals must be followed immediately by the simple form of a verb. It is not necessary to use verb infinitive. However, there are some verbs that must be followed by verb infinitive and some by verb infinitive without *to*. Some of those verbs are :hope to, plan to, refuse to, want to, seem to, pretend to. So, after being corrected, the sentences will be :

4. People in the cities can hardly *find* water now-days.
5. All parents *want* their children to get success in the future.
6. You might be surprised to *receive* my letter.

Errors in sentences 7 and 8 are errors concerning

adjective phrase. When it is in the form of adjective, the word must not be in plural form. So, the correct sentences are :

7. Now I become a *twenty-year old* girl.
8. Parents send their *five-year old* child to kindergarten.

Sentences 9 and 10 contain errors in the arrangement of each word into the appropriate English sentence. The sentences cannot be said to be wrong but there are some inappropriateness in structuring the words that may create unacceptable sentence formations. These would sound more appropriate if the sentences are arranged as follows :

9. Water can be easily got.
10. It is compulsory for Indonesian people to have that elementary education.

Passive voice must be used with the pattern of *be + past participle*. So, the verb form must be in the past participle form and so sentences 11 and 12 will be as follows :

11. Formal education can be got in schools.
12. The English Department education should be revised

in the future.

The use of relative pronouns to modify the subjects in sentences 13 and 14 are wrong. Instead of using 'that' or 'which' students use 'who'. 'Who' is used for people while 'which' is used for things and 'that' is used for both people and things. After being corrected, the sentences are:

13. It is this department *which* issues many policies concerning the problems.

14. There is a meteorology and geophysics division *which* has the responsibility.

The last sentence contains error in the degree of comparison. Adjectives which consist of one syllable are having -er ending in the comparative form. So, the correct sentence is :

15. The subject of linguistics are clearer and more exact than literature.

### III.2.2. Writers Problems

Besides language problems, students as the writers are also having some problems. From the interviews and observations the writer conducted, most of

the writers problems in writing exist because of carelessness, lack of reading, and lack of linguistics knowledge.

#### III.2.2.1. Carelessness

Those most intimately involved in the writing process are , of course, the students as the writers. They need to be more careful than a native speaker in using the second language. The reason is that the formers do not have the automatic control of the language as it is not their native language. They have to be careful in forming their grammatical construction of the sentence. In fact, the written works of the students are full of errors which should not be made since they, especially students of the English Department, use English as the second language. Very often they neglect the rules of grammar of the language such as agreement, tenses, or word order.

This carelessness may create some errors of grammar in forming the sentences. These errors are not caused by the students' inability of recalling grammatical rules. They are errors which are caused merely by the students' own carelessness. Errors such as these can be seen as follows:

1. She give me an opinion that enlarge my limited view.
2. Every student have an obligation to write thesis.
3. They should have learn something at that time.

It can be seen that those errors result from carelessness. Some students, for example, typically forget the --s ending of the third person simple present or the --ed ending for forming past or past participle tense. When those grammatical errors are being discussed in class, students suddenly recognize the errors. They realize that they have committed errors in their sentence formation while the sentences are shown to them. They can easily find out what the errors are so that they themselves can automatically correct them.

In working on their compositions, many of the students do not think more on their written works. Due to short of time, they are too busy to put their attention only to the content of what they are writing. It is better for them to dedicate precious minutes to finish the composition than devote time to rethink or to check what has already been written. They tend to be less conscious of their knowledge of grammatical rules and concentrate more on their topics. Consequently, the same errors may appear in the next written works. It is then precisely such unmonitored errors that will slip

out.

Besides, students are also too lazy to reread their compositions carefully after they finish writing them. They tend to ignore the kinds of common errors they are always making since there has been a constant reappearance of these errors even after being shown the correct forms of the words.

#### III.2.2.2. Lack of Reading

Reading and writing processes are closely related. Before someone tries to write, he needs to read books or articles because reading contributes an important aspects of language structure needed for writing. It involves all features that portrays how sentences have been put together in grammatical constructions to make good sentences.

The books or articles reading by students will give a lot of benefits since these will provide a continuing source of features of grammatical rules of a language. The language to read is having the rules apply to grammar where words are combined into sentences. Thus, these features of grammatical rules appear in sentence formations building the text reading. They are very advantageous for a wide range of writing.

By reading a lot, students can easily recognize the kinds of patterns of sentence formation in detail. They can identify and achieve essential structure of the sentence formations. They will find out more about the details of how a group of words is composed into sentences in a correct pattern of grammatical rules. Since writing is a richly organized written work it is important for students to improve the ideas of using the grammatical rules particularly on how the placement of words can be structured grammatically so that they are able to produce grammatically correct sentence formation.

From the reading materials, students also find out even a very long single sentence must still be under the patterns of grammatical rules of a language. It must follow the rules of, for instance, agreement, tense, or word order. Let's see the following sentence:

*'A new-born infant is a helpless thing indeed, but it is capable of doing a good many things that require considerable coordination, such as breathing, sucking, wiggling its hands and feet, and crying (Nelson, 1958 : 5)'*



It can be seen from the sentence above that a group of words is combined into sentence based on the patterns of grammatical rules. Each word is put in order and appear in correct forms. Although the sentence is a very long one, it still follows the rules of grammar such as tenses, agreement, and word order.

Also, students should read different kinds of texts since it will give them knowledge of how the placement of words can be structured in correct patterns of grammatical rules. The more they read, the more ideas of English sentence pattern they may have in order to have a good skill of writing. So, reading could become the main way of introducing the patterns of grammatical sentences.

#### III.2.2.3. Lack of Linguistic Knowledge

According to Bell and Burnaby in 'Designing Tasks for the Communicative Classroom', writing is an extremely complex cognitive activity (Bell and Burnaby, 1984 in Nunan, 1989). In working on their compositions, students, especially those who use English as the second language, should first master the rules of grammar of the second language writing. Accuracy in producing grammatical sentences is essential to effec-

tive writing since successful writing involves using the rules of grammar. It is necessary for students to have good knowledge of linguistic since they have to control a number of elements of grammar simultaneously in the forming of sentences. They should consciously reflect on the language structure production. At the sentence level, these include the control of content, format, and sentence structure. So, the sentences composed in the written works have not only to be cohesive and coherent but also to be in correct patterns of grammatical rules of a language.

Students in lack of knowledge of linguistic may have problems to control over language production, the written language production. It is possible for them to create errors in sentence formations since they are unconsciously produce incorrect language structure. It is also important to know how much linguistic knowledge the students have so that it can be known what linguistics knowledge is assumed to be more emphasized in the use of sentence formation. The following sentences are examples of errors in sentence formation because of the above reason :

1. *That condition can only be seen in outside Java.*

2. *I will wait your visit.*
3. *Indonesia is tropical country.*
4. *It is included the reasons for choosing the subject.*
5. *The government use Indonesian language as nationality language.*

Students should clearly understand the rules of grammar of the language. Of course, they have mastered the rules through schooling. However, such errors still happen in their writing. As can be seen in the above sentences, students still fail on mastering the rules of using articles, prepositions, tenses, and agreement. It then results in ungrammatical sentences. So, it is important for students to first master the rules of grammar especially those who use English as the second language so that they can provide written works grammatically.