

A COMPARATIVE STUDY OF ERROR ANALYSIS IN WRITING NARRATIVE TEXTS MADE BY JUNIOR, SENIOR AND UNIVERSITY STUDENTS

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Abstract

This research points out the errors analysis in students' writing and it is aimed to describe the types of errors found in the students' writing result made by Junior, Senior, and University students, to know the frequencies of each type of errors found in the students' writing result made by Junior, Senior, and University Students, to explain the similarities and differences types of errors found in the students' writing result made by Junior, Senior, and University students, and to investigate the causes of errors found in the students' writing result made by Junior, Senior, and University students.

There are three types of errors namely lexical error (22,46%), syntactical error (199,41%), and discourse error (100,37%). These types of errors have 13 categories of errors; 1) spelling; 2) false friend; 3) to be; 4) bound morpheme s/es; 5) verb tense; 6) articles (a,an,the); 7) preposition; 8) to infinitive; 9) modal auxiliary; 10) passive voice; 11) cohesion; 12) coherence; and 13) generic structure. There are eighteen error cases. The researcher found junior students made more errors than senior and university students, there are 91 errors sentences in junior students, whereas senior students have 43 erroneous sentences and university students have 35 erroneous sentences. The similarities of errors found in junior, senior and university students are: Omission of Bound Morpheme 's/es' as the Plural Marker, Using Verb 1 for Past Event, Using Incorrect Verb 2, False Friend, Omission Errors in the Form of Preposition, Using Verb 1 after to Infinitive, Using Verb 1 after Modal Auxiliary, and Using Passive Voice Form Incorrectly. While, the differences errors found in junior, senior and university students are: The Use of Copula 'Be' Present Tense for Past Event in Junior Students, It does not find in Senior and University students' composition. The errors such as additional 'Be' for Past Event and Omission "Be" for past event that found in Junior and Senior students, but it does not include in university students' composition. The researcher found error. It is omission Errors in the Form of the Article (a, an, the) in Junior Students but It does not include in Senior and University's composition.

There are four causes that lead students to errors, they are overgeneralization, incomplete application of rules, false concept hypothesized, and ignorance of rule restrictions. For this case, ignorance of rule restrictions is the most highest cause of error that occurred in the students' writing with the percentage 114,74%. The error occurred because the students fail to apply the rule of grammar in target language.

Keywords: *comparative, error analysis, interlanguage, grammar, writing.*

Abstrak

Penelitian ini menunjukkan analisis kesalahan dalam tulisan siswa dan ditujukan untuk menggambarkan jenis kesalahan yang ditemukan dalam hasil tulisan yang dibuat oleh siswa SMP, SMA, dan Perguruan Tinggi, untuk mengetahui frekuensi dari setiap jenis kesalahan yang ditemukan dalam hasil tulisan yang dibuat oleh siswa SMP, SMA, dan Perguruan

Tinggi, untuk menjelaskan persamaan dan perbedaan jenis kesalahan yang ditemukan dalam hasil tulisan yang dibuat oleh siswa SMP, SMA, dan Perguruan Tinggi, dan untuk menyelidiki penyebab kesalahan yang ditemukan dalam hasil tulisan yang dibuat oleh siswa SMP, SMA dan Perguruan Tinggi.

Ada tiga jenis kesalahan yaitu kesalahan leksikal (22,46%), kesalahan sintaksis (199,41%, dan kesalahan wacana (100,37%). Jenis-jenis kesalahan itu memiliki 13 kategori kesalahan; 1) spelling; 2) false friend; 3) to be; 4) bound morpheme s/es; 5) verb tense; 6) articles (a,an,the); 7) preposition; 8) to infinitive; 9) modal auxiliary; 10) passive voice; 11) cohesion; 12) coherence; and 13) generic structure. Ada delapan belas kasus kesalahan. Peneliti menemukan siswa SMP membuat lebih banyak kesalahan dari pada siswa SMA dan universitas, ada 91 kesalahan kalimat pada siswa SMP, sedangkan siswa senior memiliki 43 kalimat yang salah dan mahasiswa memiliki 35 kalimat yang salah. Kesamaan dari kesalahan yang ditemukan pada tulisan siswa SMP, SMA dan perguruan tinggi adalah: Omission of Bound Morpheme 's/es' as the Plural Marker, Using Verb 1 for Past Event, Using Incorrect Verb 2, False Friend, Omission Errors in the Form of Preposition, Using Verb 1 after to Infinitive, Using Verb 1 after Modal Auxiliary, and Using Passive Voice Form Incorrectly. Sementara, perbedaan kesalahan yang ditemukan di tulisan siswa SMP, SMA dan Perguruan Tinggi adalah: The Use of Copula 'Be' Present Tense for Past Event di tulisan siswa SMP, itu tidak ditemukan dalam tulisan siswa SMA dan Perguruan Tinggi. Kesalahan seperti additional 'Be' for Past Event dan Omission "Be" for past event yang ditemukan di tulisan siswa SMP dan SMA, tetapi itu tidak masuk dalam tulisan mahasiswa. Peneliti menemukan kesalahan. Pada hal ini, Kesalahan omission Errors in the Form of the Article (a,an,the) ada di tulisan siswa SMP tapi itu tidak masuk dalam tulisan siswa SMA dan Perguruan Tinggi.

Ada empat penyebab yang menyebabkan siswa melakukan kesalahan, mereka adalah overgeneralization, incomplete application of rules, false concept hypothesized, dan ignorance of rule restrictions. Untuk kasus ini, ignorance of rule restrictions adalah penyebab paling tertinggi kesalahan yang terjadi dalam penulisan siswa dengan persentase 114,74%. kesalahan ini terjadi karena siswa gagal untuk menerapkan aturan tata bahasa dalam bahasa target.

Kata Kunci: *perbandingan, analisis kesalahan, antarbahasa, tata bahasa, tulisan.*

A. INTRODUCTION

Teaching learning English as a foreign language in Indonesia still face lot of problems. Somehow mastering second language in transferring knowledge of second language system must be controlled very well. Learners need consultant who getting of the best of mastering second language system. Moreover, Fauziati (2010) says that most of learning problems are caused by different elements found between the two languages. Therefore, the researcher will be able to learn the elements of the target language which are similar to those with his own more easily than those which are not found in his native language. On the other hand, it is difficult for Indonesian to use correct structure in English.

While in this reseach, teaching learning English also has given in three institutions, SMPN 1 Kajen Pekalongan, SMAN 1 Kajen Pekalongan, and University of Pekalongan. As the students learn more about English, many errors will appear. Not only do they replace one tense with the other tense(s), but also they fail to construct the correct verb forms for these tenses. In the same case the researcher finds some errors done by the students of these three institutions. They often make in their writings. Based on pre-observation result, the researcher asked the students of in SMPN 1 Kajen Pekalongan, SMAN 1 Kajen Pekalongan, and University of Pekalongan to make the narrative text. Below are the examples of student's writing products:

One day Kancil **go** to forest because **he is** hungry. He **is saw** *mentimun*. Kancil **liked** *mentimun* very much. He looked left and looked right, than, he ate all *mentimun*. The *mentimun***are** fresh. Kancil didn't know Pak Tani **is see** him.....
(writing result of class VIII student)

One day in Arabian city, a woman went to the market and bought a beautiful hen.

A few days later, to her surprise, the hen laid a silver egg. The woman thought that if **the hen could lay** more than one egg each day, she **would never work again**.

So the woman decided to make the hen eat more, so that it could lay more eggs. But unfortunately the **hen died because indigestion**, and did not lay eggs at all.(writing result of class XI student)

A fisherman **fishing** all day, but he did not catch anything. In the evening, he caught one very small fish.

"Please, don't eat me. Please, I am too small to make you a good dinner. Please, **back me to** the water. Later, **when I bigger**, you can catch me again.

"No, no," said the fisherman. "I'm going to keep you. If you get back into water, you will never come near me again."

Then, the fisherman put the little fish in his pond at the back yard. When **the fish bigger**, it became a good friend of the fisherman. He never wanted to eat the fish. (writing result of second semester of university student)

These errors were caused by the difference between the rules of the language used by the students (Indonesian) and the rules of target language.

- students' error system influenced by mother tongue system (Indonesian) to express the idea;
- The students used rules of Indonesian system in English, such as "He is **liked mentimun**" should be written "He liked *mentimun*".

This is mostly because the students are influenced by their mother tongue on the acquisition of the new structure. However, the students are still weak in English, especially in their writing skill. They still seem to commit errors in all aspect of language. Errors in writing such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are committed by learners. The learners usually face difficulties in learning the grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of preposition, articles and the use of correct tense. According to Zhang (2011) said that:

errors can be seen clearly in the learners' written performance that the students are bound to encounter would be weak vocabulary, inappropriate use of grammar in sentence etc.

Actually, learning second language system needs good environment neither the teacher nor technique nor method that supports mastering second language system. When the teachers are not control second language system properly, transferring knowledge in second language learning can cause an error of the result. Error of transferring knowledge of second language is one of some sources error in student's result in learning second language.

With regard to such errors, on the one hand, there are other related previous studies that confirm the such a view. First, Darus & Ching (2009) investigated common errors in written English essays of form one Chinese students: a case study. The results of the study show that four most common errors are mechanics (2.73), tense (1.73), preposition (1.29) and subject

verb agreement (1.24). Second, Hussain, et. al (2013) investigated an error analysis of L2 writing at higher secondary level in Multan, Pakistan. The total errors of punctuation were 72 with an error rate of 1.37%. Errors of capitalization were also found frequently. Total errors of capitalization were 71, with an error rate of 1.35%. The highest error rate in the study is related to error of verbs. There were 164 errors with an error rate of 3.18%. There were 40 errors with a rate of 0.76%. The errors of preposition in this study figured very high with an error of 0.70%. The errors involved omitting prepositions, or adding unnecessary preposition. The total number of errors of noun was 25 with an error rate of 0.48%. The error rate of conjunction was 0.08%. The total error of adjective was only seven with an error rate of 0.13%. Five errors of passives with an error rate of 0.10% were found. Five errors of negation were found with an error rate of 0.10%. Four errors of translation were found with a rate of 0.08%. Literal translation from the mother tongue also induced many errors among the learners. The researcher found some examples of errors that seemed to have been caused by literal translation. The researchers found many errors of overgeneralization also in the tests. The researchers also found many errors which were due from incomplete application of rules. Some of the errors as discussed among the learners were due to ignorance of rules restriction.

Third, Al-Khasawneh (2014) was interested in error analysis of written English paragraphs by Jordanian undergraduate students: a case study. The findings of the study reveal that that the students of Ajloun National University have committed several errors such as: spelling, word order, and subject-verb agreement. The results also showed that the most frequent error committed by the students was the improper use of English articles. The frequency of errors are included in the categories of error such as Wrong Use of Articles 13.3%, Wrong Use of Prepositions 12.4%, Subject-Verb Agreement 12.3%, Word Order 44 10.3%, Verb Tense 43 10%, Singular and Plural Forms 9.4%, Spelling 8.9%, Capitalization 7.2%, Fragment 6.4%, Demonstratives 5.6%, Irregular Verbs 18 4.2%.

Fourth, Hau Tse (2014) focused on a case study of grammatical errors made by Malaysian students. The findings revealed a total of 797 errors. Six significant errors occurred in the sample were a) singular/plural noun; b) articles; c) prepositions; d) adjective/noun/adverb; e) subject-verb agreement; and f) tenses. There are various ways to cope with errors, for instance, 'process writing' and 'peer correction; they are recommended to help the learners avoid making errors.

Fifth, Krishnasamy (2015) focused on grammatical error analysis in writing of ESL diploma students. Based on the findings, it is shown that there are three most common types of grammatical errors identified from the students' writing which are errors in Tenses, SVA and Verb. It is discovered that most of the errors in the use of Tenses are those under the main category of Simple Past Tense which cover 80,75% of the total errors. This is followed by the errors in the use of Past Progressive represented by an amount of 10.16%. The remaining 9.09% constitute the errors in the use of Past Perfect Tense.

Thus, This current research is different from other studies due to the main point on comparative error of students' writing in different levels and investigates the types of errors then linguistic category and surface strategy taxonomy are used in classification of error and focuses to identify the types of lexical errors, syntactical errors and discourse errors; describing the frequency of each type of errors; explain; the dominant type of error; and then the researcher will follow the theory from Richard (1971) to investigate the cause of errors.

As a result, the purpose of the present study is four folds: 1) to describe the types of errors are found in the students' writing result made by Junior, Senior, and University Students; 2) to know the frequencies of each type of errors found in the students' writing result made by Junior, Senior, and University Students; 3) to explain the similarities and differences types of errors are found in the students' writing result made by Junior, Senior,

and University Students; 4) to investigate the causes of errors are found in the students' writing result made by Junior, Senior, and University Students.

B. RESEARCH METHOD

This research applies descriptive qualitative method. According to Fraenkel, et.al (2012: 425) qualitative research is the famous method to be used in variety fields, these include comparison between alternative methods of teaching (as in experimental research); examining research among variable (as in correlation relationship); comparing groups of individuals (as in causal comparative method); or surveying different groups of educational professionals, such as teachers, administrators, and counselors (as in survey research).

The subject of research are eight grade students of SMP N 1 Kajen Pekalongan, eleventh grade students of SMA N 1 Kajen Pekalongan and second semester English students of Pekalongan University. The researcher took 10 students in each level. The researcher took them randomly, the total of participants 30 students.

The object of the study is comparative type of errors on students' written form sentences containing errors will take from different level of students' composition in (written production) between junior, senior and university students.

The data are students' errors in writing. The erroneous sentences are taken from 30 pieces of students' writing junior, senior and university students, there are 10 pieces from each levels.

To collect the data the researcher uses elicitation method. The procedure of collecting the data, the researcher prepared some document and some complement. The writer got the data of the students' English writing from one source: the writing narrative text.

In analyzing data, the researcher used the procedures of error analysis suggested by Brown (1980), namely: error identification, error classification, and error explanation. Then the researcher will use analysis (EA) will carry out to analyze or identify the grammar errors. Next, the writer will analyze the collected data by using some steps: and Brown (2007: 260) further says that there are two steps to analysis the data such identification and describing errors.

C. FINDING AND DISCUSSION

In this section the writer intends to describe the type of errors, to know the frequency each type of errors, to describe the similarities and the differences of errors, and the last point about the causes of errors of data erroneous sentences made by Junior, Senior, and University students.

1. Types of Errors Made by Junior, Senior, and University Students

The researcher finds errors in students' writing composition. Here, will be discussed the types of errors made by Junior, Senior, and University students.

a. Lexical Error

Lexis describes about the words and meaning of the English words then the aim of lexis study to represent the meaning of each word in the language and show how the meaning of words in a language are interrelated.

1) Spelling

Spelling is writing or stating the letters and diacritics of a word. Words generally have accepted standard spellings which can vary regionally or nationally.

In this case the students write some wrong spelling in English. The errors are caused by their ignorance of the writing of the word in English. So, the students write with the wrong spelling. The student gets wrong in spelling of the word, such as the sentence : “The monkey always spent *anything*”. The student writes the word “*anything*”, when the student means “*anything*” The students’ errors are caused by the limitation and the lacking of students’ vocabulary in English.

2) False Friend

False friends are pairs of words or phrases in two languages or dialects (or letters in two alphabets) that look or sound similar, but different significantly in meaning. In this case, the errors are caused by confusion of students to write the word or phrase because of the word or phrase look or sound similar.

In this case the students write some wrong spelling in English such as “*Than* rabbit ran and tiger race”. The student uses the word “*than*” for the word “*then*”. The sentence must be “*Then* rabbit ran and tiger race”. The student can not differentiate the use of the words or phrases that look or sound similar. The errors are caused by their ignorance of the writing of the word in English. So, the students write the words or phrases with the wrong spelling.

b. Syntactical Error

Syntax is the structure of language or grammar; syntax consists of tenses, subject, verb, preposition, conjunction and other words to make sentences, so that syntax is the knowledge about grammar and description of word classes, sometimes these were called part of speech, and how to numbers of these classes go together to form phrase and sentences.

1) To be

Forms of the verb “to be” include: is, was, am, are, be, being, been, has been, may be, and were. ‘Be’ used after some nouns to describe the person that someone will soon be or the position that they will soon have.

a) The Use of Copula ‘Be’ Present Tense for Past Event

In this case, the students do not use the past tense ‘be’ as predicate such as the sentence: “Her name *is* Tinker Bell”. The student uses ‘*is*’ as predicate for the past tense. The sentence must be “Her name *was* Tinker Bell”. Because the phrase “Her name” indicates the singular subject, so, it must use ‘*was*’ as predicate for copula *be* in the sentence. The students’ errors influenced by the target language. it is because the confusion of the using copula ‘be’ present tense for past.

b) Addition ‘Be’ for Past Event

The simple past is used to make statements about events at last time. In this case the students add be (is) for past event. Errors are caused by confusion of the using verb ‘be’ for tenses in English. So the students’ use be (is) for past event. The students’ Additional ‘Be (is)’ for past event such as in the sentence: “The rabbit *is looked* for food in jungle”. The student adds ‘be (is)’ in the sentence that indicates the past event. The sentence deviates from the rule of standard language. ‘be (is) must be omitted in the sentence. The sentence must be “The rabbit *looked* for food in the jungle”. The students’ errors are influenced by target language because illustrate the learner’s attempt to build up hypothesis about English from the limited experience of it in the classroom.

c) Omission “Be” for Past Event

In this case the students do not understand the function of be for past event such as sentence: “The *grasshopper hungry*”. The students do not add “be”. So the students omit “to be” in their sentence, the students omit to be that indicates

the past tense. So, it should be ‘‘The grasshopper was hungry’’ to indicate the past tense. The students’ errors are influenced by target language because the students were borrowing patterns of the mother tongue and expressing meanings using the words and grammar which are already known about English from the limited experience of it in the classroom.

2) **Bound Morpheme ‘s/es’**

Bound morpheme is a morpheme that can not stand alone as an independent word while carrying the lexical meaning related to the one in the word it is taken from.

a) Omission of Bound Morpheme ‘s/es’ as the Plural Marker

In this case the students do not understand the function of –s/-es in the plural form. The students do not add –s/-es to noun in plural form. So the students omit –s/-es in their sentence. The students omit the use of bound morpheme –s/-es such as in the sentence: ‘‘*All of the fairy* have a binary wings’’. The student omits –s/-es that indicates the plural noun. The phrase ‘‘binary wings’’ indicates the plural noun. The word ‘‘fairy’’ indicates for the singular noun. So it must be ‘‘fairies’’ to indicate the plural noun. The students’ errors are influenced by target language because the students were borrowing patterns of the mother tongue and expressing meanings using the words and grammar which are already known about English from the limited experience of it in the classroom.

3) **Verb Tense**

In English, there are three basic tenses: present, past, and future. Each has a perfect form, indicating completed action; each has a progressive form, indicating ongoing action; and each has a perfect progressive form, indicating ongoing action that will be completed at some definite time.

a) The Use Verb-1 for Past Event

In this case verb can be categorized as Verb 1 and Verb 2. Verb 1 is used for Present tense form and V₂ misuse for past tense. The students use Verb 1 for past event that found by the researcher of the students’ written products such as the sentence: ‘‘Rabbit *continue* his job’’. The student uses Verb 1 for past event. The word ‘*continue*’ of the sentence indicates for the present tense not for the past tense. The students must use V₂ if they want to write the sentence for the past event. So the sentence must be ‘‘Rabbit *continued* his job’’. The errors are caused by students can not differentiate the use between Verb 1 and Verb 2.

b) The Use of Incorrect Verb 2

In this case verb 2 can be categorized as Regular verb and Irregular verb. Verb 1 is used for past tense. In this case the students use incorrect verb 2. The researcher finds examples such as sentence: ‘‘The squirrel *knowed*’’. The student tries to use Verb 2 for past event, but it is false. The sentence should be ‘‘The squirrel *knew*’’. The errors are caused by students can not differentiate the use of Regular and Irregular Verb.

4) **Articles (a, an, the)**

An article is a word that is used with a noun to indicate the type of reference being made by the noun.

a) Omission of the Article (a, an, the)

In this case, the students do not write the article in sentence. Errors are caused by the ignorance of students for the using articles in English for singular and plural noun. The students omit article such as the sentence: ‘‘The rabbit is looked for food *in jungle*’’.

The student should write down ‘a’ as article that indicate general statement about any such thing. The sentence should be ‘‘The rabbit is looked for food *in*

jungle". The students' errors are caused by the target language, because the limited experiences of it in the classroom.

5) Preposition

A preposition is a other words in a sentence. Prepositions commonly convey the following relationships: agency (*by*); comparison (*like, as . . . as*); direction (*to, toward, through*); place (*at, by, on*); possession (*of*); purpose (*for*); source (*from, out of*); and time (*at, before, on*).

a) Omission of Preposition

In this case, the students do not write preposition in sentence errors. So, the students omit preposition in their sentence. The student's omission of preposition such as in the sentence: "There was *fighting lion and tiger*". The student omits 'preposition'. The student must write down 'between'. The sentence must be "There was *fighting between lion and tiger*". The students' errors are caused by the target language, because the limited experiences of it in the classroom.

6) To Infinitive

The infinitive is a grammar term that refers to a basic verb form that often acts as a noun and is often preceded by the word "to."

a) The Use Verb 1 after to Infinitive

In this case, the students do not write verb 1 after to infinitive in sentences such as: "Turtle ran fast *to raced* rabbit". The student writes verb 2 after to infinitive. The student must write "race". The sentence must be "Turtle ran fast *to race* rabbit". The students' errors are caused by the target language, because the limited experiences of it in the classroom.

7) Modal Auxiliary

A modal is a verb that combines with another verb to indicate mood or tense. A modal (also known as a *modal auxiliary*) expresses necessity, uncertainty, ability, or permission.

a) The Use Verb 2 after Modal Auxiliary

In this case, the students do not write verb 1 after to infinitive in sentences such as: "Tinker Bell *must got* the magic plant in the dangerous place". The student writes verb 2 after modal auxiliary. The student writes "get". The sentence must be "Tinker Bell *must get* the magic plant in the dangerous place". The students' errors are caused by the target language, because the limited experiences of it in the classroom.

8) The Use of Unnecessary Passive Voice

In this case, the students do not use passive voice form correctly in sentences such as: "The *party held* by a animals unique". The student does not write to be and verb 3 after to be. The student must write "was hold". The sentence should be "The *party was hold* by an animal unique". The students' errors are caused by the target language, because the limited experiences of it in the classroom.

c. Discourse Error

Celce-Murcia, et al. (1995: 13–15) described several sub-areas of discourse competence, four of which are most important with regard to the current model: Cohesion is conventions regarding use of reference, substitution/ ellipsis, conjunction, and lexical chains (i.e. Halliday and Hasan, 1976).

1) Cohesion Errors

Cohesion errors are classified into 4 (four) types according to comparative taxonomy. They are reference, substitution and ellipsis, conjunction and lexical

cohesion. In this case, the students made 2 (two) types of error, reference and conjunction.

a) Reference Error

In this case, students make reference errors in their narrative writing such as:

(1) *The use of personal reference 'they' to state singular personal pronoun*

Students make errors by using 'they' to state singular subject such as: "Than, *they* to invite many animals for discussion about wood condition". In those sentences, personal reference "they" is ambiguous to the readers. Readers have no way to know what the student's attitude is 'They' may be meant as the frog, Tinker Bell, and a grasshopper. It is only one subject, but the student writes *they* instead of *he*.

(2) *The Use of 'him' to State Possessive*

In this case, students make error by using personal reference *him* instead of possessive *his* such as:

The frog held a party because the frog was celebration wedding him.

The use of *him* is incorrect. The student should write, 'The frog held a party to celebrate *his* wedding.'

b) Conjunction Error

Conjunctions must be used to create the logical relation among the sentences.

In this case, students make 11 (eleven) conjunction errors in terms of the misuse of *then*, *and then*, and *suddenly*.

(1) *Than*, they to invite many animals for discussion about wood condition.

(2) *Suddenly*, came an ant to helped grasshopper.

(3) *And than*, Glory asked to Odile.

2) **Coherence Error**

Coherence error is an error relates to organizational schemata through conventionally recognized means. In this case, students make coherence errors such as: "Crocodile: *Why, Odile*".

3) **Generic Structure Error**

Generic structure is the structure of a text which determines a genre of the text. In this research, the researcher analyzed narrative texts. The generic structures of narrative are: Orientation: sets the scene and introduces the participants, Evaluation: a stepping back to evaluate the plight, Complication: a crisis arises, Resolution : the crisis is resolved, for better or for worse, Re-orientation : optional.

The researcher does not find any crisis in students' writing. In text above, there are only one orientation, that is a presentation of a problem in a story, and one resolution, that is a solving problem. Thus, the student's error lies on the omission of complication.

Title: Tinker Bell

Orientation

Once upon the time, there was a beautiful fairy in a little islands. Her name is Tinker bell. She has a little body and a long pink hair.

Complication

When she cried, her face became red. All of the fairy had a binary wings. She could fly in the sky, but they must drink the special potion could be made by a magic plant, but the plant was fade. Tinker Bell must got the magic plant at the dangerous place. Then she did it with full of spirit by her spirit.

2. The
Frequency of Each Type of Errors committed by Students in Junior, Senior and University Level

To know about the frequency of error types, the researcher uses the formula from Hatch and Lazaraton (1991: 136) describe to find the frequency on the category as proportion or percentage that has a small data or large data, it is more informative and it is easy to see the how important relative to data. Thus, they conduct the formula below:

$$\text{Percentage} = \frac{\text{Number of error} \times 100}{\text{Total of Error number}}$$

a. The Frequency of Error Categories of Three Levels

After getting the types of errors then the researcher divides the categories of each type of errors. In lexical error has spelling and false friend. Syntactical error has eight categories of errors, they are to be, bound morpheme s/es, verb tense, articles (a,an,the), preposition, to infinitive, modal auxiliary, and passive voice. While, discourse error can be divided into three categories namely cohesion, coherent, and generic structure.

Table 1. The Compression of Error Categories of Students in Three Levels

No	The Types of Error categories	Junior		Senior		University	
		Number	%	Number	%	Number	%
1	I. Lexical	11	12,09%	2	4,66%	2	5,71%
	a. Spelling	3	3,30%	1	2,33%	1	2,86%
	b. False Friend	8	8,78%	1	2,33%	1	2,85%
2	II. Syntactical	65	71,43%	28	65,12%	22	62,86%
	1. To be						
	a. The Use of Copula 'Be' Present Tense for Past Event	3	3,30%	-	-	-	-
	b. Addition 'Be' for Past Event	3	3,30%	2	4,65%	-	-
	c. Omission "Be" for past event	4	4,40%	1	2,33%	-	-
	2. Bound Morpheme s/es						
	a. Omission of Bound Morpheme 's/es' as the Plural Marker	4	4,40%	4	9,30%	4	11,43%
	3. Verb Tense						
	a. The Use of Verb 1 for Past Event	21	23,08%	6	13,95%	6	17,14%
	b. The use of unnecessary verb 2	3	3,30%	1	2,33%	1	2,86%
	4. Articles (a,an,the)						
	a. Omission of the Article (a,an,the)	2	2,20%	-	-	-	-
	5. Preposition						
	a. Omission of Preposition	3	3,30%	1	2,33%	1	2,86%

	6. To Infinitive						
	a. The use of Verb 1 after to Infinitive	8	8,79%	5	11,63 %	5	14,29 %
	7. Modal Auxiliary						
	a. The use Verb2 after modal auxiliary	11	12,09	6	13,95 %	4	11,43 %
	8. Passive voice						
	a. The use of unnecessary passive voice	3	3,30%	2	4,65%	1	2,86%
3	III. Discourse	15	16,48 %	13	30,23 %	11	31,43 %
	1. Cohesion error						
	a. The use of personal reference “they” to state singular person	2	2,20%	2	4,65%	2	5,71%
	b. The use of “him” to state possessive	2	2,20%	2	4,65%	1	2,86%
	c. Conj	3	3,30%	3	6,98%	3	8,57%
	unction Error	3	3,30%	1	2,33%	-	-
		5	5,49%	5	11,63 %	5	14,29 %
	2. Coherence Error						
	3. Generic Structure						
	Total	91	100%	43	100%	35	100%

3. The Similarities and Differences of Error Made by Junior, Senior, and University Students

After getting the percentage of each type of errors and finds the most dominant error in each level, then the researcher compares the similarities and differences of error that made by junior, senior, and university students.

a. The Similarities of Error Made by Junior, Senior, and University Students

The researcher found the similarities of errors in students' composition. Here will be discussed the similarities of errors made by Junior, Senior and University students. The similarities of errors found by researcher are: Omission of Bound Morpheme 's/es' as the Plural Marker, Using Verb 1 for Past Event, Using incorrect verb 2, False Friend, Omission Errors in the Form of Preposition, Using Verb 1 after to Infinitive, Using Verbl after modal auxiliary, and Using Passive Voice form incorrectly.

b. The Differences of Error Made by Junior, Senior, and University Students

There are some differences of errors made by Junior, Senior and University students. Here will be discussed the differences of errors made by Junior, Senior and University students as follow: The Use of Copula 'Be' Present Tense for Past Event in Junior Students, It does not find in Senior and University students' composition. The errors such as additional 'Be' for Past Event and Omission "Be" for past event that found in Junior and Senior students, but it does not include in university students. The researcher found error. It is omission Errors in the Form of the Article (a,an,the) in Junior Students but It does not include in Senior and University's composition.

4. The Causes of Errors made by Junior, Senior, and University Students

In this part, the researcher attempts to investigate the cause of errors. To reveal the causes of errors, here the researcher follows the theory from Richard (1971: 19-22) that covers the factors which is related to the cause of errors namely, overgeneralization, incomplete application of rules, false concept hypothesized, and ignorance of rule restrictions.

a. Overgeneralization

Overgeneralization occurs when learners meet a new pattern or a new rule they think that the pattern or rule applies to all cases without exception”. For example, The squirrel *knowed*.

b. Incomplete Application of Rules

This case occurs when the students often produce sentences with incomplete application in the real communication. On the other side, the students do not know the whole pattern correctly. For example: The grasshopper [.....] hungry.

c. False Concepts Hypothesized

False concept hypothesized refers to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of distinctions in the target language. for example: *Than* rabbit and tiger race.

d. Ignorance of Rule Restriction

This kind of error is closely related to overgeneralization. That is the students fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where actually it is not necessary. For example: “Rabbit thanks full to Lion.”

After analyzing the cause of errors, then the researcher counts the data to know the percentage of each type of error causes. The result of calculations can be seen in the tabel below.

Table 2. The Error Causes of Junior, Senior, and University Students

No	The Error Causes	Junior		Senior		University	
		Number	%	Number	%	Number	%
1	Overgeneralization	20	25,97%	10	31,25%	8	33,33%
2	Incomplete Application of Rules	16	20,78%	7	21,88%	5	20,83%
3	False Concept Hypothesized	8	10,39%	4	12,50%	2	8,33%
4	Ignorance of Rule Restrictions	33	42,86%	11	34,38%	9	37,50%
Total		77	100%	32	100%	24	100%

Thus, from the table above, the highest causes errors in each level is in ignorance of rule restriction.

D. CONCLUSION

The researcher presents the conclusion at the last part of this paper.

There are three types of errors found in the students’ writing result made by Junior, Senior, and University Students; lexical errors, syntactical errors, and discourse errors. It is found the total errors in the students’ writing result made by Junior, Senior, and University Students are 169 erroneous sentences; lexical errors (22,46%), syntactical errors (199,41%), and discourse errors (78,14%). The lexical errors have spelling error (8,49%) and false friend (13,96%). Syntactical errors cover errors in the use of to be (17,98%), bound morpheme

(25,13%), verb tense (62,66%), articles (2,20%), preposition (8,49%), to infinitive (34,71%), modal auxiliary (37,47%), passive voice (10,81%). While, discourse errors held cohesion error (41,12%), coherence error (5,63%), and generic structure error (31,41%).

The similarities of errors found by researcher are omission of bound morpheme 's/es' as the plural marker, using Verb 1 for past event, using incorrect verb 2, false friend, omission of errors in the form of preposition, using Verb 1 after to infinitive, using Verb1 after modal auxiliary, and using passive voice form incorrectly. The differences of errors made by Junior, Senior and University students are that the use of copula 'be' present tense for past event in Junior students writing result is not found in Senior and University students' composition. The errors such as additional 'be' for past event and omission "be" for past event found in Junior and Senior students writing result was not included in university students. The omission errors in Articles (a,an,the) in Junior students writing result was not included in Senior and University's composition.

There are four causes that lead students to errors, they are overgeneralization, incomplete application of rules, false concept hypothesized, and ignorance of rule restrictions. For this case, ignorance of rule restrictions is the most highest cause of error that occurred in the students' writing with the percentage 114,74%. The error occurred because the students fail to apply the rule of grammar in target language.

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