

**GRAMMATICAL ERROR ANALYSIS OF BILINGUAL
STUDENTS' WRITING ON 2ND GRADE MAKBI CLASS OF MAN 3
MALANG**

THESIS

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MAULANA MALIK IBRAHIM OF MALANG
2014**

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3 MALANG**

THESIS

Presented to Humanities and Culture Faculty
In Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra

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CERTIFICATE OF AUTHORSHIP

I certify that the thesis I wrote to fulfill a requirement for the degree of *SarjanaSastra* entitled *Grammatical Error Analysis of Bilingual Students' Writing on 2nd Grade MAKBI Class of MAN 3 Malang* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotation and bibliography. Due to this fact, I am the one responsible for the thesis when there is any objection or claims from others.

Malang, 7 January 2014

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This is certify the HelmiAbdillah's Thesis under the title *Grammatical Error Analysis of Bilingual Students' Writing on 2nd Grade MAKBI Class of MAN 3 Malang* has been approved by the thesis supervisor for further by the Board of Examiners.

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MOTTO

“A man who has never gone to school may steal from a freight car; but if he has a university education, he may steal the whole railroad”

-Theodore Roosevelt-



DEDICATION

*“I dedicate this thesis to my beloved parent, my brother and sisters, and my wife
Luis”*



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Bismillahirrahmaanirrahim

Proudly, I would like to express my best regard to the Lord of the World, the One Who sustains the Heavens and Earths, and the One Who has Power of life and death, Alloh SWT that there is no worthy to be worshipped but Alloh SWT. May Peace and Blessings always be upon to our Prophet and Messenger Muhammad SAW, through his guiding we hope to get the light and to be good moslem.

AllohSWT, has given me His Mercy, supervision and grace to finish the research under the title *Grammatical Error Analysis of Bilingual Students' Writing on 2nd Grade MAKBI Class of MAN 3 Malang* the requirement to attain the Degree of *SarjanaSastra* in English Letters and Language Department at Maulana Malik Ibrahim State Islamic University.

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At last, I invite the readers suggestion and criticism to make this thesis better. Moreover, this thesis is expected not only useful for me but also for the readers and further researchers who investigate in the same area

Malang, 7 January 2014

Helmi Abdillah

TABLE OF CONTENT

TITLE PAGE	i
CERTIFICATE OF AUTHORSHIP	ii
APPROVAL SHEET	iii
LEGITIMATION SHEET	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
ABSTRACT	xii
CHAPTER I: INTRODUCTION	
1.1 Background of the Study	1
1.2 Problems of the Study	6
1.3 Objectives of the Study	6
1.4 Significances of the Study	6
1.5 Scope and Limitation	6
1.6 Definition of Key Term	7
1.7 Research Design	7
1.7.1 Research Instrument	8
1.7.2 Data Source	8
1.7.3 Data collection	9
1.7.4 Data Analysis.....	9
CHAPTER II: REVIEW OF RELATED LITERATURE	
2.1 Bilingual Education	11

2.2 Writing in EFL.....	13
2.3 Grammar.....	15
2.4 Error Analysis.....	16
2.5 Interlanguage	17
2.6 Surface Strategy Taxonomy	19
2.6.1 Omission.....	21
2.6.2 Additions	23
2.6.2.1 Double Markings	23
2.6.2.2 Regularization	25
2.6.2.3 Simple Addition	25
2.6.3 Misformation	26
2.6.3.1 Regularization Errors	26
2.6.3.1 Archi-forms	28
2.6.3.3 Alternating Forms	28
2.6.4 Misordering	31
2.7 The causes of Grammatical Error Occur	32
2.7.1 Overgeneralization	32
2.7.2 Ignorance of Rule Restrictions	33
2.7.3 Incomplete Application of Rules	33
2.7.4 False Concepts Hypothesized.....	33
2.8 Previous Study	33
CHAPTER III: ANALYSIS	
3.1 Finding and Analysis	35
3.2 Discussion	52

3.2.1 Types of Grammatical Error	52
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3.2.2 The Factor Grammatical Error Occur	55
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CHAPTER IV: CONCLUSION AND SUGGESTION

4.1 Conclusion	57
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4.2 Suggestion	58
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BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE



ABSTRACT

Abdillah, Helmi. 2013. *Grammatical Error Analysis of Bilingual Students' Writing on 2nd Grade MAKBI Class of MAN 3 Malang* Thesis, English Letters and Language Department, The Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Supervisor: Hj. Galuh Nur Rohmah, M.Pd., M.Ed.

Keywords: Grammatical Error, Error Analysis.

Grammar is one important aspect that should be mastered in order to make a well structured writing. Especially in English which has perfect grammar. Unfortunately, there is dissimilarity grammatical rule between one language to others language especially English with Indonesian. From this difference grammatical rule, more or less the learners make error the way of writing text in English.

Based on the background above, the research about grammatical error analysis is formulated research problems into two sections; (1) what are grammatical errors found in 2nd grade bilingual students' writing, (2) how do those grammatical errors occur in 2nd grade bilingual students' writing. The aims of this research are to find the grammatical errors on 2nd grade bilingual students' writing and to describe how the grammatical occurs on 2nd grade bilingual students' writing. After finding and describing the grammatical error in the students' writing, the writer decided and identified the types of the grammatical error that occur in the writing text.

This research uses descriptive qualitative design because it aims at finding and describing grammatical error which found in students' writing text. This research shows the nature of the situation as it exists at the time of the study as stated. This research is also qualitative since all the data collections were in the form of words, clause, or sentences. Thus, the analysis will be present in paragraphs and ended by conclusion.

The researcher found four types of grammatical error which is proposed by Dulay et al (1981: 150) in this study are, omission error, addition error, misformation error, and misordering error. There are also found subcategories of addition error, those are regularization, double marking, and simple addition. Furthermore, there is also found misformation error that is regularization error. Misformation error and omission error are the most error while analyzing the 2nd grade bilingual students' writing. Furthermore, there are four reasons of the occurrence of grammatical error. The four probable reasons proposed by Richards in Ellis (1999: 59) are overgeneralization, ignorance of rule restrictions, incomplete application of rule, and false concepts hypothesized. The other reason of the occurrence of error is interference. Incomplete application of rule is the most error that found in the 2nd grade bilingual students' writing followed with interference. Hence, the researcher uses interlanguage approach as foundation to analyze grammatical error in this study

Finally, based on the data found, the researcher suggest to the next researcher to conduct a research in more various situations. Hopefully, the next researcher can explore more various types and the reasons for grammatical error analysis in some other context. Besides, the result of this study will also expect to give more information about grammatical error.

ABSTRACT

Abdillah, Helmi. 2013. *Grammatical Error Analysis of Bilingual Students' Writing on 2nd Grade MAKBI Class of MAN 3 Malang* Thesis, English Letters and Language Department, The Faculty of Humanities. Maulana Malik Ibrahim State Islamic University of Malang. Supervisor: GaluhNurRohmah, M.Pd., M.Ed.

Keywords: Grammatical Error, Error Analysis.

Grammar merupakan salah satu aspek penting yang harus dikuasai untuk membuat tulisan yang terstruktur dengan baik. Terutama dalam bahasa Inggris yang memiliki tatanan bahasa yang sempurna. Sayangnya, ada aturan tata bahasa perbedaan antara satu bahasa ke bahasa terutama bahasa Inggris dengan bahasa Indonesia. Dari perbedaan aturan tata bahasa ini, kurang lebih siswa membuat kesalahan dalam penulisan teks berbahasa Inggris.

Berdasarkan latar belakang di atas, penelitian tentang analisis kesalahan gramatikal dibagi menjadi dua rumusan masalah; (1) apa kesalahan tata bahasa yang ditemukan di tulisan kelas 2 siswa bilingual, (2) bagaimana kesalahan-kesalahan gramatikal terjadi di tulisan kelas 2 siswa bilingual. Tujuan dari penelitian ini adalah untuk menemukan kesalahan tata bahasa pada tulisan kelas 2 siswa bilingual dan untuk menggambarkan bagaimana tata bahasa yang terjadi pada tulisan kelas 2 siswa bilingual. Setelah menemukan dan menggambarkan kesalahan tata bahasa dalam tulisan siswa, penulis memutuskan dan mengidentifikasi jenis kesalahan gramatikal yang terjadi dalam teks tertulis.

Penelitian ini menggunakan desain deskriptif kualitatif karena bertujuan untuk menemukan dan menjelaskan kesalahan tata bahasa yang ditemukan di text. Penelitian ini menunjukkan situasi yang sebenarnya pada saat penelitian terjadi. Penelitian ini juga kualitatif karena semua koleksi data yang berada dalam bentuk kata-kata, anak kalimat, atau kalimat. Dengan demikian, analisis akan hadir dalam paragraf dan diakhiri dengan kesimpulan.

Peneliti menemukan empat jenis kesalahan gramatikal yang diusulkan oleh Dulay et al (1981 : 150) dalam penelitian ini adalah, omission, addition, misformation, dan misordering. Ada juga subkategori ditemukan kesalahan addition, mereka adalah regularisasi, double marking, dan simple addition. Selanjutnya, subkategori dari misformation yaitu regularization error. Misformation dan omission adalah error yang paling banyak ditemukan dalam analisis tulisan kelas 2 siswa bilingual. Selain itu, ada empat alasan terjadinya kesalahan tata bahasa. Empat kemungkinan alasan yang diajukan oleh Richards di Ellis (1999 : 59) adalah generalisasi yang berlebihan, ketidaktahuan aturan pembatasan, aplikasi yang tidak lengkap dari aturan, dan konsep hipotesis yang salah. Alasan lain terjadinya kesalahan adalah pengaruh bahasa pertama. Aplikasi yang tidak lengkap dari aturan adalah kesalahan yang banyak ditemukan di tulisan kelas 2 siswa bilingual dan diikuti dengan pengaruh bahasa pertama. Oleh karena itu, peneliti menggunakan pendekatan interlanguage sebagai dasar untuk menganalisis kesalahan tata bahasa dalam penelitian ini.

Akhirnya, berdasarkan data yang ditemukan, peneliti menyarankan kepada peneliti selanjutnya untuk melakukan penelitian ini dalam situasi yang berbeda. Dan diharapkan, peneliti selanjutnya dapat mengeksplorasi berbagai jenis lebih dan alasan

untuk analisis grammatical error dalam beberapa konteks lain. Selain itu, hasil penelitian ini juga diharapkan untuk memberikan informasi lebih lanjut tentang grammatical error.



CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives of the study, significance of the study, scope and limitation, definitions of the key terms, and research method.

1.1 Background of the Study

Grammar is regarded as a whole system and structure of a language. It consists of syntax, morphology, and sometimes also phonology and semantics (Oxford Dictionaries, N/A). Larsen-Freeman (1997) indicates that grammar encompasses the three dimensions of morphosyntax (form), (meaning), and pragmatics (use).

Grammatical errors thus mean inaccurate forms, semantics meanings, and use. L2 learners will use L2 accurately, meaningfully, and appropriately after mastering these three dimensions. Burt and Kiparsky (1972) then point out that grammatical errors belong to “local errors” which are linguistically morphological, lexical, syntactic, and orthographic errors, while global errors means communicative errors which show L2 learners misinterpret conversational messages.

Since the 1950s, scholars (Corder, 1974; Lado, 1957; Selinker, 1972; Richards, 1974; Wilkins, 1968; and many more) has been striving for analyzing grammatical errors in ESL from Contrastive Analysis (CA), Error Analysis (EA), to Interlanguage (IL). These ways of analysis aim to investigate errors and provide reasonable examinations on causes of the errors.

Contrastive analysis assumes that second language errors are due to negative first language transfer but fails to explain all second language errors. Instead of identifying the linguistics features between first language and second language, Wilkens (1968) claims to look at the actual errors made by second language learners. Error analysis describes error based on the target language, ignores second language learners' linguistic competence, and hardly notices second language learners' avoidance of producing difficult structures. While error analysis is criticized by focusing on sources of the second language grammatical errors, interlanguage emerges to analyze the transitional language system of second language learners. Richards (1974) assert that interlanguage shows second language learners linguistics competence located at somewhere between first language and second language. The three kinds of analysis provide a sufficient explanation to identify grammatical errors. Hence, the researcher uses interlanguage approach as foundation to analyze grammatical error in this study.

L. Strauss in J. Hartley, et al (1962: 66) stated that "writing might, that is to say, be regarded as a form of artificial memory, whose development should be accompanied by a deeper knowledge of the past and, therefore, by a greater ability to organize the present and the future." Being able to write especially in English is getting more and more essential today. English writing brings the learner benefit not solely in their English learning but also in their long-life careers as Glazier (1994: 3) stated "being able to write in English is essential in collage, and it probably will be asset in your career". Yet Indonesian students of senior high school commonly have only little enthusiasm for their writing tasks. Every time they have writing tasks, they feel it is difficult to do. One of the difficulties here is English grammatical which has complex rule.

The basic foundation to arrange good writing is grammatical rule. Grammar is one of the important aspects that should be mastered in order to make a well structured writing. In this case, there is dissimilarity grammatical rule between one language to others language especially English with Indonesian.

From this difference grammatical rule, more or less students make error the way of writing text in English. Brown (1980: 165) stated that an error is noticeable grammar from the adult grammar of native speaker, reflecting the inter-language competence of the learners. These errors occur because of many things. As stated by Richards in Ellis (1999: 58-59) distinguishes three sources of competence errors; Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, “I go not” because the equivalent sentence in German is “Ich gehe nicht”. Intra-lingual errors’ reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience. Furthermore, the error analysis focuses on form of second language learner. According to (Dulay, et al, 1981:150), the investigation of error analysis base on basic categories: error of omission, error of addition, error of selection, and error of ordering. The classification of error is also called by surface strategy taxonomy.

In this research, the researcher uses two theories to identify and analyze grammatical error. The first theory is surface strategy taxonomy which is purposed by Dulay et al (1981: 150). Surface strategy taxonomy holds much promise for researchers

to identify cognitive process of the new language learner. The second one is intra-lingual error which is purposed by Richards in Ellis (1999: 58-59). The researcher chooses intra-lingual error to explain the reason of error occurs. Those theories are supported by each other.

To see the phenomenon, the researcher takes students of MAN 3 Malang as subject of this study. The students are from the 2nd grade of MAKBI (Madrasah Aliyah Keagamaan Bertaraf International) class. The reason of choosing students of MAKBI is because they have uniqueness. First they are the selected students which are specialized to study Islamic lesson and to be bilingual student. Second, the students of MAKBI class are emphasized to study Arabic it is to support their understanding in their lessons such as Qura'an Hadist which use Arabic. But then the students of MAKBI class also have English course in their lesson. Hence, this phenomenon is interesting to be studied.

The researcher considers that the study of grammatical error in writing especially in senior high school is important to study. The reasons are; grammatical rule is basic foundation to arrange good writing, English is one of the subjects of national exam in Indonesia, this study also is able to reference to develop curriculum and arrange teaching strategies in grammatical rule, and to find the data of language acquisition.

Brief overview of socio-linguistic issues concerning grammatical error has been researched by many previous researchers. Murraw (2004) entitle Analysis of Grammatical Errors in Students' Writing (indicators for curricula enhancement). The results highlighted a preponderance of errors related to verb usage. The most common form of error was use of incorrect negative verb forms. Haryanto (2007) entitle Grammatical Error Analysis in Students' Recount Texts. From the result, he concludes

that the possible causes of errors are overgeneralization, and interference. Andi (2012) Entitle Errors of English Grammar in the Pattern of Simple Sentence of Students 7th Grade of SMP Plus Al Aqsha. From the result of the research, it is shown by the number of errors analysis divided into two majors classification; influenced by L1 (error of omission and error of ordering) and not influenced by L1 (error of addition and error of selection).

All of previous studies above discussed about grammatical error that found on writing text from students. In this study also deals with grammatical error analysis. It describes grammatical errors on writing texts by bilingual students of MAKBI MAN 3 Malang. The researcher uses Dulay's et al theory and Richards' theory to analysis this study. Finally, this study takes **Grammatical Error Analysis of Bilinguals' Students Writing on 2nd Grade MAKBI Class of MAN 3 Malang** as the title of this research.

1.2 Problems of the Study

Based on the background of the study, this research conducted to answer the following questions:

1. What are grammatical errors found in 2nd grade bilingual students' writing?
2. How do those grammatical errors occur in 2nd grade bilingual students' writing?

1.3 Objectives of the Study

In relation to the research problems above, the objectives of the study are:

1. To find the grammatical errors on 2nd grade bilingual students' writing.
2. To describe how the grammatical occurs on 2nd grade bilingual students' writing.

1.4 Significance of the Study

The significance of this study is to find out the types of grammatical error on bilingual students' of MAN 3 Malang specifically the students of 2nd grade of MAKBI class. Hopefully, the findings are to enrich knowledge of grammar use on students and to minimize grammatical error which is always done by students. The result is expected to be useful and to understand for teacher in order give new techniques of teaching English. Especially for the institution, this research can be the reference of strategy to develop the language program in MAN 3 Malang.

1.5 Scope and Limitation

This study focuses on grammatical error in writing texts by the 2nd grade of MAKBI students which are analyzed by Dulay's et al theory (1981:150) and Richards'

theory in Ellis (1999:59). The researcher does not give attention on the alphabetical, punctuation, etc. Due to the limited time, the researcher investigates the students who only stay in Ma'had and the data are students' writing texts. Furthermore, the researcher only takes 10 students writing for making efficiency of the research.

1.6 Definition of Key Terms..

To avoid ambiguity and misunderstanding on the term used in this study, the researcher defines some key terms as following:

- **Grammatical errors** mean inaccurate forms, semantics meanings, and use. L2 learners will use L2 accurately, meaningfully, and appropriately after mastering these three dimensions.
- **Omission** is a type of errors which are characterized by the absence of an item that must appear in a well-formed utterance
- **Addition** is a type of errors which are characterized by the presence of item which must not appear in a well-formed utterance
- **Misformation** errors are those characterized by the use of the wrong form of the morpheme or structure
- **Misordering** is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance

1.7 Research Design

In conducting this study, the researcher uses descriptive qualitative method. Descriptive qualitative is used since it shows the natural setting as it exists in the classroom. This method is use because of some reasons. First, this research describes the sentences which produce by 2nd grade students' in their writing's texts. Then, this

research shows the nature of the situation as it exists at the time of the study as stated. The last, this research is also qualitative since all the data collections were in the form of words, clause, or sentences. Thus, the analysis will be present in paragraphs and ended by conclusion.

In analyzing the data, the researcher uses surface strategy taxonomy which purposed by Dulay et al theory (1981:150). Surface strategy perspective helps for researcher to identify cognitive process that underlined the learner's reconstruction of the new language. In this case, the theory guides in analyzing grammatical error 2nd grade students' writing text. Furthermore, Richards' theory is use in investigating the reason of error which occurs on 2nd grade students' writing. Here, the theory of intralingual error which purposes by Richards assists the researcher to give explanation of error on students' writing.

1.7.1 Research Instrument

Qualitative research studies human experiences and any situations. Researchers need a flexible instrument enough to capture the complexity of human experience. In this research, I myself as the research instrument since I have to explore my research to find deep understanding the types of grammatical error on 2nd grade bilinguals' students writing.

1.7.2 Data Sources

The data source of this study is of 2nd grade students of MAKBI class of MAN 3 Malang. The data are taken from 2nd grade students' writing in the Ma'had of MAN 3 Malang. The students' writings are takes during their final exam of Ma'had. Then, the writing texts are transcript to soft file. After being transcript, the data is presented

without any deletion, thus, they are presented in sentences. The data is transcript and retype in an appendix, and some parts of them are cited for discussion in Chapter III.

1.7.3 Data Collection

On this study, researcher uses some steps to find the real data. Firstly, the researcher finds out the writing lesson that has been learnt in 2nd grade, one of them is narrative text. This is necessary to do because it gives student easier position in writing their idea. Then, the researcher seeks licensing to MAN 3 Malang to organize writing test in Ma'had Al Qolam. After get permission, the writing test here is inserted during English exam which is done by Ma'had Al Qolam. Before writing test, the students are not given information that there is writing test. So, in this condition the students are unprepared to do writing test. Here, the researcher is helped by musrifah to arrange the writing test. Secondly, the researcher gives instruction to the students to write their experiences use narrative text. Finally, after writing test the researcher collects the data and organizes it. Furthermore, the researcher move to the next step that is analyzes the data.

1.7.4 Data Analysis

According to Moleong (2002: 103), data analysis is a process of organizing the data into a categorical pattern and unit of basic analysis. After all the data are collected, the researcher analyzed the data using some steps. First, the researcher arranges the data that contain grammatical errors. After arranging the data, the researcher gives correction in writing texts. Second, the researcher identify the turns which are indicate the types of grammatical errors proposed by Dulay (1981:150). The types of error itself are omission, addition, misordering, and misformation. After the researcher decides the

types of grammatical error, the researcher analyzes the reason of grammatical error that occurs students' writing. As stated by Richards in Ellis (1999:59) there are four causes, over generalization, ignorance of rule restrictions, incomplete application rules, and false concepts hypothesized. The last, the researcher make conclusion and gave suggestion to the next researcher that research relate to this study.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter covers the discussion about the definition of bilingualism, bilingual education, the definition of writing, grammar, and the grammatical errors. This chapter presents the theories to review and assist the research questions.

2.1 Bilingual Education

Bilingual education is a form of education in which information is presented to the students in two (or more) languages. Technically, any educational system that utilizes more than one language is bilingual. This means that many, if not most, school programs are bilingual, in at least a literal sense of the word.

Bilingual education is 'a simple label for a complex phenomenon' (Cazden & Snow, 1990a). At the outset, a distinction is needed between education that uses and promotes two languages and education for language minority children. This is a difference between a classroom where formal instruction is to foster bilingualism and a classroom where bilingual children are present, but bilingualism is not fostered in the curriculum. The umbrella term, bilingual education, has been used to refer to both situations leaving the term ambiguous and imprecise. Precision can be attempted by specifying the major types of bilingual education. One early and detailed classification of bilingual education is by Mackey (1970). This account of 90 different patterns of bilingual schooling considers: the languages of the home; the languages of the curriculum; the languages of the community in which the school is located and the international and regional status of the languages. A different

approach to categorizing types of bilingual education is to examine the aims of such education. A frequent distinction in aims is between transitional and maintenance Bilingual Education (Fishman, 1976; Hornberger, 1991).

Transitional bilingual education aims to shift the child from the home, minority language to the dominant, majority language. Social and cultural assimilation into the language majority is the underlying aim. Maintenance bilingual education attempts to foster the minority language in the child, strengthening the child's sense of cultural identity and affirming the rights of an ethnic minority group in a nation. Otheguy and Otto (1980) make the distinction between the different aims of static maintenance and developmental maintenance. Static maintenance aims to maintain language skills at the level of the child entering a school. Developmental maintenance seeks to develop a student's home language skills to full proficiency and full biliteracy or literacy. This is sometimes referred to as Enrichment Bilingual Education for language minority children. (The term 'Enrichment Bilingual Education' is also used for language majority children who are adding a second language in school). Static maintenance attempts to prevent home language loss but not to increase skills in that first language. Developmental maintenance has a 'goal of proficiency and literacy in the home language equal to English' (Otheguy & Otto, 1980, p. 351). Enrichment bilingual education aims to extend the individual and group use of minority languages, leading to cultural pluralism and linguistic diversity.

Ferguson et al. (1977) widened these distinctions and provided ten examples of varying aims of bilingual education:

- To assimilate individuals or groups into the mainstream of society; to socialize people for full participation in the community.
- To unify a multilingual society; to bring unity to a multi-ethnic, multi-tribal, or multi-national linguistically diverse state.
- To enable people to communicate with the outside world.
- To provide language skills which are marketable, aiding employment and status.
- To preserve ethnic and religious identity.
- To reconcile and mediate between different linguistic and political communities.
- To spread the use of a colonial language, socializing an entire population to a colonial existence.
- To strengthen elite groups and preserve their position in society.
- To give equal status in law to languages of unequal status in daily life.
- To deepen understanding of language and culture.

This list shows that bilingual education does not necessarily concern the balanced use of two languages in the classroom. Behind bilingual education are varying and conflicting philosophies and politics of what education is for. Socio-cultural, political and economic issues are ever present in the debate over the provision of bilingual education.

2.2 Writing in EFL

Out of the four fundamental language skills in the language learning process, “competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners.” (Hamp and Heasley, 2006: 2). EFL learners’ success in English writing

brings them benefits not solely in their English learning but also in their life-long careers as Glazier (1994: 3) contends, “Being able to write in English is essential in college, and it probably will be an asset in your career.” For numerous EFL learners, nonetheless, English writing appears to be challenging (Harmer, 1992: 53). In terms of fluency, Nunan (1999) maintains that producing a coherent, fluent, extended writing piece is likely the most difficult thing in language since the reader has to comprehend what has been written without asking for clarification or relying on the writer’s tone of voice or expression.

The nature of writing itself is not interesting enough to motivate English learners to practice regularly (Hedge, 1991: 6). To a preponderance of EFL learners, nothing is more discouraging than doing a writing task and knowing that it will come under the eyes of the teacher, who will consider it as a source of errors to be corrected as Hamp and Heasley (2006: 2) states: Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the "someone else" is the teacher, whose eyes may be critical, and who indeed may assign an individual assessment to the written product, most people feel uncomfortable.

Several students not purely encounter the insipidity in writing but find themselves in a hide-and-seek game with ideas as well since they normally have to write about what is assigned by their teacher rather than about what bears much relevance to them, as Byrne (1991: 5) pronounces, “Being at a loss for ideas is a familiar experience to most of us when we are obliged to write” and Tho (2000: 36) echos that sentiment, “Non-native writers may not have enough ideas to write down

or, even worse, they have nothing to say.” Above and beyond the dearth of motivation, time pressure also hinders learners’ writing effectiveness. In the EFL classroom, students tend to be compelled to perform their writing tasks within a certain length of time. Thus, numerous students occasionally cannot accomplish their tasks. Weir (1990: 61) gives an understanding glimpse: Time pressure is often an unrealistic constraint for extended writing and writing timed essays is not normally done outside of academic life. For most people the writing process is lengthier and may involve several tasks before a finished version is produced.

In this respect, Chandrasegaran (2002: 14) indicates, “A problem to be expected in the writing classroom is that some students take much longer than others to write the required parts of the essay. Many never finish their writing in class.” Because writing is a skill, it makes sense that the more to practice writing, the better improvement in writing. One excellent way to get practice writing, even before you begin composing essays, is to keep a daily or almost daily journal.

2.3 Grammar

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. Leech (1982: 3) defined grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people. Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Gerot & Wignell (1994: 2) state that grammar is a theory of a language, of how language is put together and how it works. Having

known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language.

People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar. The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

2.4 Error Analysis

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from selected norm of mature language performance. Teachers and mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.

Studying learners' errors serves two major purposes:

- (1) It provides data from which inferences about the nature of the language learning process can be made.

- (2) It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

Sometimes researchers distinguish between errors caused by factors such as fatigue and inattention (what Chomsky, 1965, called "performance" factors), and errors resulting from lack knowledge or the rules of the language (what Chomsky, 1965, called "competence"). In some of the second language literature, performance errors have been called "mistakes" while the term "errors" was reserved for the systematic deviations due to the learner's still developing knowledge of the L₂ rule system (Corder, 1967). The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors, we do not restrict the term "error" to competence based deviations. We use error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

2.5 Interlanguage

The successive linguistic systems that a learner constructs on his way to the mastery of a TL have been variously referred to as "idiosyncratic dialects" (Corder 1971a), "approximative systems" (Nemser 1971a) and "interlanguages" (Selinker 1969). The term "Interlanguage" is becoming established in the current literature on

the subject, possibly because it is neutral as to the directionality of attitude-the other two terms imply a T1-centered perspective.

The term Interlanguage (IL) seems to be appropriate also for the following reasons: (1) it captures the indeterminate status of the learner's system between his native language and the T1; (2) it represents the "atypical rapidity" with which the learner's language changes, or its instability; (3) focussing on the term "language," it explicitly recognizes the rule-governed, systematic nature of the learner's performance and its adequacy as a functional communicative system (from the learner's point of view, at least).

The single most important influence on the study of IL phenomena has been the findings of the (post-structuralist) studies of child language acquisition (see Cook 1969, 1973). In a sense, the progression from traditional EA to the concept of IL may be said to parallel the shift from the "telegraphic speech" model of child language to the recent study of the stages of child language acquisition in sui generis terms. The earlier model treated the child's speech as a truncated, "telegraphic" version of adult language and proceeded to derive the child's utterances by means of deletion rules operating on the adult system, just as EA looked upon the second-language learner's performance as "inadequate approximations of the TL norm." Recent studies in child language acquisition (d. Brown 1973) have recognized the absurdity of describing the child as possessing all the rules of the adult language together with a suspiciously large number of deletion rules. The current approach treats child language learning as a progression of self-contained, internally structured systems, getting increasingly similar to the adult language system. This was essentially the approach advocated as

early as 1941 by Jakobson.ⁱ The parallelism between this change of approach in developmental psycholinguistics and the change from traditional EA to the concept of IL is obvious.

2.6 Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.

Table 2.1 A Sample Linguistic Category Taxonomy

Linguistic Category and Error Type		Example of Learner Error
A. <i>The Skeleton of English Caluses</i>		
1. Missing Parts		
a. Surrogate subject missing: <i>there</i> and <i>it</i>		<i>Was a riot last night.</i>
b. Sample predicate missing: <i>be</i>		<i>Was too big for the pony.</i>
c. Object pronoun missing		<i>I bought in Japan.</i>
d. Subject pronoun missing		<i>My mother been the first wife of our father. Always lead the other wives whenever they are invited.</i>
2. Misorder Part		
a. Verb before subject		<i>Escaped the professor from prison.</i>
b. Subject and object permuted		<i>English use many countries.</i>
B. <i>The Auxiliary System</i>		
1. Do		
a. Overuse in questions and negatives		<i>Never do you must spit like that.</i>
b. Underuse in questions		<i>Why you bow to each other.</i>
c. Overuse in affirmative sentences		<i>He does spend his holidays always at Benin..</i>
d. Underuse in negatives		<i>He writes not good books.</i>
2. <i>Have</i> and <i>Be</i>		
a. Misformation of perfect and progressive aspects		<i>We are stayed here already three weeks.</i>
b. Passive auxiliary Misformation		<i>I have impressed with Plato.</i>
c. <i>Be</i> missing		<i>My mind always worried.</i>
d. <i>Do</i> misused with <i>be</i>		<i>Do they be happy?</i>
3. Modals		
a. Misformation of the next verbal word		<i>We should study to night.</i>
b. Misunderstanding of tense with		<i>You have could do it if you wanted to.</i>

modals	
4. Mismatching auxiliaries in tag questions	<i>She has been smoking less, isn't it?</i>
C. Passive Sentences	
1. Problem with formation of passive sentences	
a. Misformation of passive verb	<i>Each cushion given by our priest.</i>
b. Active order but passive form	<i>The traffic jam was held up by my brother.</i>
c. Absent or wrong preposition before agent	<i>She is not allowed to her parents to go,</i>
d. Passive order but active form	<i>Everything covered insurance against fire.</i>
2. Inappropriate use of passive	
a. Making intransitive verbs passive	<i>He was arrived early.</i>
b. Misusing passives in complex sentences	<i>Mark was hoped to become a football player.</i>
D. Temporal Conjunctions	
1. Limited and unlimited verbs	<i>Why don't you go and have a car?</i>
2. Misplacement of conjunctions	
a. Misplacement of <i>after</i>	<i>I got up after I brushed my teeth.</i>
b. Misplacement of <i>since</i>	<i>He broke his leg since he has thrown away his skis.</i>
c. Misplacement of <i>while</i>	<i>While you can't come in, I'm in here.</i>
3. Form of clauses after temporal conjunctions	
a. Non-finiteness of subordinate clauses	<i>After him goes, we will read a story.</i>
b. Superfluous <i>that</i>	<i>After the we walked, we felt very warm.</i>
4. Selection of predicate types	
a. Confusion in unlimited and limited verb selection	<i>I lost my wallet until Juan gave it back.</i>
b. Difficulties in changing limitedness of verb	<i>She kept her patience while the baby was repeatedly dropping his spoon.</i>
c. Misuse of negatives with temporal conjunctions	<i>We had to water the garden after it hadn't rained recently.</i>
d. Misuse of end-of-the-road predicates	<i>Life is complicated while you are old.</i>
5. Superficial tense agreement	
a. Failure to apply STAGR (Superficial Tense Agreement) with <i>before</i> , <i>after</i> , <i>until</i> and <i>while</i>	<i>After our last pennies have been spent we wanted to continue on our way home.</i>
b. Inconsistency in perfect use: <i>while</i>	<i>While you have worked, I make phone calls.</i>
c. STAGR misapplied: <i>since</i>	<i>They are studying in this school since they are six old.</i>
d. Superfluous <i>will</i> and other future constructions	<i>Before you will leave you will kiss Grandma.</i>
E. Sentential Complement	
1. Subordinate constructions	
a. Misordering in subordinate constructions	<i>Rufus hopes that is going to U.S.A. soon.</i>
2. Problems with extraposition of fat subject*	
a. Omission of surrogate subject	<i>Is very hard for me to learn English right.</i>
b. Wrong surrogate subject: <i>it</i> and <i>there</i>	<i>He is raining today.</i>
3. Problems with infinitives and gerunds	
a. Leaving out the subject	<i>It will be some club meetings in Tuesday.</i> <i>It astonishes me to ne here; I thought you were in London.</i>
b. Misformations with non-nominative subjects	<i>For me failing the exam would make mother upset.</i>
c. Misformations without subjects.	<i>For to catch the bus, go to the next corner.</i>
d. Special problems with <i>make</i> , <i>let</i> , <i>have</i> and <i>find</i>	<i>Texas make people to be miserable.</i> <i>You must have some Cielo to bake some delicious</i>

e. Snatched subject as subject for main clause	<i>bread.</i> <i>Volkswagen buses are impossible to go too fast.</i>
f. Snatched subject as object of main clause	<i>A girl was decided to play the piano</i>
g. Misformation of gerunds after prepositions	<i>You must not discourage him from write what he must.</i>
4. Choosing complement types of main verb meaning	
a. Forms taken by propositions and actions	<i>Mark thinks the beans needing fertilizer.</i>
b. Difficulty with verbs which select infinitives	<i>We will offer carrying the furniture.</i>
c. Difficulty with verbs which select gerunds	<i>Most of the pupils enjoy to have a holiday.</i>
d. Wrong complement form after auxiliaries	<i>I will enjoy to swim.</i>
<hr/>	
F. Psychological predicates	
1. Misordering of subject and object	
a. Misordering with reverse psychological verb	<i>The cat is on the dinner table, but my father doesn't bother that.</i>
b. Misordering with straightforward psychological verb	<i>And physical geography prefer me more than anything else.</i>
2. Embedded sentence with reverse verbs	
a. Using the experiencer as subject	<i>I delight that you are so thin.</i>
b. Wrong use of prepositions with -ed forms	<i>We were all bored about his teaching.</i>
c. Free alternation of -ed and -ing forms of reverse verbs	<i>Tell me what you are disgusting by.</i>
d. Leaving out stimulus and experiencer	<i>When Americans excite, they talk to fast for me.</i>
e. Mismanaged extraposition	<i>Sarah annoys that the ice cream is so soft.</i>
3. Straightforward adjectives	
a. Misordering with straightforward adjectives	<i>The broke vase was furious to the shopkeeper.</i>
b. Misuse of adjectives as verbs	<i>It sads me in my heart to leave you.</i>
4. Reverse adjectives	
a. Misordering with reverse adjectives	<i>He is easy learning mechanical things.</i>
b. Misordering in embedded sentences	<i>He thinks you important to hurry up.</i>
c. Difficulty with causation.	<i>She finds easy to make delicious the food.</i>

*fat subject-One that is Clause, rather than a simple noun phrase.

*From *the Gooficon: A Repair Manual for English* by M. Burt and C. Kiparsky, 1972. Courtesy of Newbury House Publisher, Rowkey, MA 019769.

2.6.1 Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in sentence is a potential candidate for omission, some types of morphemes are omitted more than others,

Content morphemes carry the bulk of the referential meaning of sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence

Mary is the president of the new company.

the words, *Mary*, *president*, *new* and *company* are the content morphemes that carry the burden of meaning. If one heard

Mary president new company.

one could deduce a meaningful sentence, while if one heard one could not even begin to guess what the speaker might have had in mind.

Is, *the*, and *of* are grammatical morphemes, those little words that play a minor role in conveying the meaning of a sentence. They include noun and verb inflections (the *-s* in *birds*, the *-s* in *Mother's*, the *-ed* in *looked*, the *-ing* in *laughing*, etc.); articles (*a*, *the*, etc.); verb auxiliaries (*is*, *will*, *can*, etc.); (*is*, *was*, *am*, etc.); and prepositions (*in*, *on*, *under*, etc.). Languages that are more richly inflected than English use greater variety of grammatical morphemes. For example, Pilipino uses verb infixes (e.g. the *-in* in *Kinain*, “ate”), reduplications (e.g., the *la* in *lalangoy*, “will swim”), and others.

Language learners omit grammatical morphemes much more frequently than content words. Within the set of grammatical morphemes, however, some are likely to be omitted for a much longer time than others. For example, it has been observed for child L₂ learners that the copula (*is*, *are*) and the *-ing* marker are used earlier in the English acquisition process than are simple past tense and third person markers (*looked*, *eats*).

Omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of L₂ acquisition. In intermediate stages, when learners have been exposed to more of the language, misformation, misordering, or overuse of grammatical morphemes is more likely to occur.

Omission of content words, although typical in the early stages of L₁ acquisition, is not as common in sequential L₂ acquisition where the learner is older and more cognitively mature. If content words are omitted in L₂ speech, it is usually occasioned by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

2.6.2 Additions

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of L₂ acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.

Three types of addition errors have been observed in the speech of both L₁ and L₂ learners: double markings, regularization, and simple additions. These errors are good indicators that some basic rules have been acquired, but that refinements have not yet been made.

2.6.2.1 Double markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions,

but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. We say

I didn't go.

although *go* takes a past tense marker when there is no auxiliary (such as *do*) on which to mark the tense, as in

They went to lunch an hour ago.

The English rule for tense formation is: Place the tense marker on the first verb. In a simple affirmative declarative sentence, the main verb is the only verb, and thus takes the tense, as in the sentence above.

In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. Learners who have acquired the tensed form for both auxiliary and verb often place the marker on both, as in

He doesn't knows my name.

Or

We didn't went there.

Because two items rather than one are marked for the same feature (tense, in these examples), this type of addition error has been called double marking.

Table 2.2 Errors of Double Marking in L₂ Production

Semantic Feature	Error	Example of Error*
<i>Past Tense</i>	Past tense is marked in the auxiliary and the verb	She <i>didn't went</i> goed.
<i>Present Tense</i>	Present tense is marked in the auxiliary and the verb	He <i>doesn't eat</i> .
<i>Negation</i>	Negation is marked in the auxiliary and the quantifier	He <i>didn't</i> give him <i>none</i> . †
	Negation is marked in the auxiliary and the verb	He <i>don't</i> got <i>no</i> wings. † They <i>don't hardly</i> eat.

<i>Equational Predicate</i>	Equation is marked in two copula positions	<i>Is this is a cow?</i>
<i>Object</i>	The object is both topicalized and expressed in the object pronoun.	<i>That's the man who I saw him.</i>
<i>Past Tense</i>	The auxiliary is produced twice	<i>Why didn't mommy don't make dinner?</i>

*These examples are taken from raw data collected by Dulay and Burt via the *Bilingual Syntax Measure* (lower and upper grade versions) and unstructured natural conversation, unless otherwise specified.

†These construction are permissible in some varieties of English, and therefore must not be considered errors when analyzing the speech of persons who speak those varieties.

The table above presents the types of double marking errors commonly observed in L₂ performance.

2.6.2.2 Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exceptions to the rule. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in the plural, not *sheeps*.

Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization.

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take

a marker. For example, *sheeps* and *putted* are both regularization in which the regular plural and past tense markers *-s* and *-ed*, respectively, have been added to items which do not take markers. Other such errors observed in learner performance include *deers*, *hitted* and *beated*.

2.6.2.3 Simple Addition

Simple Addition errors are the “grab bag” subcategory of addition. If an addition error is not a double marking nor regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors – the use of an item which should not appear in a well-formed utterance.

Table 2.3 Simple Addition Errors Observed in Child L₂ Production

Linguistic Item Added	Example*
3 rd person singular <i>-s</i>	The fishes doesn't live in the water
Past tense (irregular)	The train is gonna <i>broke</i> it
Article <i>a</i>	<i>a</i> this
Preposition	<i>in</i> over here

*Taken from G.P. Venable (1974), *A Study of Second Language Learning in Children*.

Unpublished M.Sc. (Applied) Project, McGill University School of Human Communication Disorders. Reprinted by permission

2.6.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, in

The dog eated the chicken.

a past tense marker was supplied by the learner; it was just the right one.

As in the case of additions, misformations are usually not random. Thus far, three types of misformations have been frequently reported in the literature: (1) regularizations; (2) archi-forms; and (3) alternating forms.

2.6.3.1 Regularization Errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run* or *gooses* for *geese*.

Table 2.4 Regularization Errors in the Misformation Category Observed in Child L₂ Production

Linguistic Item Misformed	Example
Reflexive Pronoun	<i>Hissself</i> (himself)
Regular Past	<i>I falled</i> (I fell)
Plural	<i>Gooses</i> (geese) <i>Childs</i> (children)

*These example are taken from raw data collected by Dulay and Burt via the *Bilingual Syntax Measure* (lower and upper grade versions) and unstructured natural conversation, unless otherwise specified

Learners also commonly make regularization errors in the *comprehension of grammar*. Chomsky (1969) for L₁ acquisition and d'Anglejan and Tucker (1975) for adult L₂ Acquisition, both report that exceptional verbs like *promise* and *ask* cause miscomprehension when they appear with reduce complements because they are treated as though they were regular.

Table 2.5 Irregular predicate Causing Misinterpretation in L₁ and Adult L₂ Comprehension

	Sentence Pairs	Interpretation
<i>Regular:</i>	Don <i>allowed</i> Fred to stay.	
<i>Irregular:</i>	Don <i>promised</i> Fred to stay.	<i>Erroneous:</i> *Don promised Fred that <i>Fred</i> would stay. <i>Correct:</i> Don promised Fred that <i>Don</i>

			would stay.
<i>Regular:</i>	The girl <i>tells</i> the boy what to paint.		
<i>Irregular:</i>	The girl asks the boy what to paint.	<i>Erroneous:</i>	*The girl asks the boy what <i>he</i> should paint.
		<i>Correct:</i>	The girl asks the boy what <i>she</i> should paint.
<i>Regular:</i>	John is <i>eager</i> to see.		
<i>Irregular:</i>	John is <i>easy</i> to see.	<i>Erroneous:</i>	*It is easy for <i>John</i> to see.
		<i>Correct:</i>	It is easy to see <i>John</i> .

*The sentence pairs are taken from A. d'Anglejan and G. R. Tucker (1975), following

C. Chomsky (1969), in *Language Learning, a Journal of Applied Linguistics* 24, pp. 281-296, "The Acquisition of Complex English Structure by Adult Learners." Reprinted by permission.

Regularization errors abound in the verbal output of both first and second language learners, child and adult, in host and foreign language learning situations. The over extension of linguistic rules to exceptional items occurs even after some facility with the language has been acquired, since the pervasive principles governing the form and interpretation of more advanced and complex structures (complement types in English, for example) also have exceptions.

2.6.3.2 Archi-forms

The selection of one member of class forms to represent others in the class is a common characteristic of all stages of second language acquisition. It is called the form selected by the learner an archi-form. For example, a learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*, to do the work for several of them:

that dog

that dogs

For this learner, *that* is the archi-demonstrative adjective representing the entire class of demonstrative adjectives.

Learners may also select one member of the class of personal pronouns to function for several others in the class. For example,

Give me that.

Me hungry

In the production of certain complex sentences, the use of the infinitive as an archi-form for the other complement types (e.g. gerunds and *that*-clauses) has also been observed:

I finish to watch TV.

She suggested him to go.

Madden et al. (1978) report that some learners substituted *does* for *are*, *do* and *is* in a sentence imitation task. For example,

How does (is) Mayor Beame getting the money New York City needs? (p. 113)

Finally, in the acquisition of French by English-speaking children, Ervin-Tripp (1974, p.166) reports the use of *moi* for both *monima* (my) and *moi* (me).

The particular form selected for such archi-use varies for different learners, but the use of archi-forms is a typical phenomenon in the acquisition of a new language. If a particular structure such as the nominative-accusative case distinction is acquired fairly early, the use of the accusative as an archi-form for both nominative and accusative constructions is observed early in the acquisition process. The past irregular and past participles, on the other hand, are acquired relatively late, and thus archi-form usage for those structures (past irregular for

both simple past and participle) is observed during the later phases of L₂ acquisition.

2.6.3.3 Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to apparently fairly free alternation of various members of a class with each other. Thus, we see for demonstratives:

Those dog

This cats

In the case of pronouns, we see:

Masculine for feminine (or vice versa), as in:

he for she

Plural for singular (or vice versa), as in:

they for it

Accusative for nominative case (or vice versa), as in:

her for she

We have observed that in the production of verbs when the participle form (-en, as in *taken*) is being acquired, it may be alternated with the past irregular, as in:

I seen her yesterday.

He would have saw them.

In the acquisition of French, a common observation is the alternation of the articles, *le* and *la* (Ervin-Tripp, 1974, p.177). Although little direct research on the subject has been done, it seems that older language learners draw on a greater variety of forms than younger learners and thus tend to produce a wider variety of misformation errors. It has been noted, for example, that L₂ learners use *don't* as well as *no* and *not* to express negation in the first phase of learning English negation, whereas L₁ learners have been observed to use only *no* and *not*,

producing *don't* only in the second stage. The more sophisticated mental apparatus of older learners probably allows them to process more information than younger learners in a given period of time. On the other hand, the observation that second language learners produce a wider variety of forms than first language learners may be an artifact: There have been more studies of second language acquisition than of first language acquisition in several domains, such as the acquisition of negation and questions. More first language data might reveal more variation.

Like addition errors, misinformation indicates that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his or her way to target proficiency.

2.6.4 Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, utterance

He is all the time late.

all the time late is misorder.

Misordering errors occur systematically for both L_2 and L_1 learners in constructions that already have been acquired. During a later phase of acquisition, when they have acquired the simple question order, they produce

I don't know what is that.

using a simple question order for *what is that?*.

In addition to these creative misordering errors, students have made written misordering errors that are word-for-word translation of native language surface structures. Examples include sentences like:

I met there some Germans. (Duskova, 1969),

and phrases such as:

another my friend. (Duskova, 1969).

Similarly, English speakers occasionally produce similar misordering errors in second languages:

Hoffentlich du bist gesund.

and

Ich bin glücklich sein hier.

English speaking children in French language immersion programs occasionally produce sentences such as:

Le chien a mange les.

2.7 The causes of Grammatical Error Occur

According to Richards (in Ellis 1999:59) the errors of L₂ learner are distinguishes the following:

2.7.1 Overgeneralization

Overgeneralization arises when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures. For instance, “He can sings” where English allows “He can sing” and “He sings”.

2.7.2 Ignorance of rule restrictions

Ignorance of rule restrictions involves the application of rules to contexts where they do not apply. An example is “He made me to rest” through extension of the pattern found with the majority of verbs that take infinitival complements. For instance, “He asked/wanted/invited me to go”.

2.7.3 Incomplete application of rules

Incomplete application of rules involves a failure to fully develop a structure. Thus learners of L₂ English have been observed to use declarative word order in questions, for example, “you like to sing?” in place of interrogative word order for instance, “do you like to sing?”

2.7.4 False concepts hypothesized

False concepts hypothesized arise when the learner does not fully comprehend a distinction in the target language. For example, the use of “was” a marker of past tense in “One day it was happened”

2.8 Previous Study

- Murraw (2004) Analysis of Grammatical Errors in Students’ Writing (indicators for curricula enhancement). The results highlighted a preponderance of errors related to verb usage. The most common form of error was use of incorrect negative verb forms.
- Haryanto (2007) Grammatical Error Analysis in Students’ Recount Texts. From the result, he concludes that the possible causes of errors are overgeneralization, and interference.

- Andi (2012) Errors of English Grammar in the Pattern of Simple Sentence of Students 7th Grade of SMP Plus Al Aqsha. From the result of the research, it is shown by the number of errors analysis divided into two majors classification; influenced by L1 (error of omission and error of ordering) and not influenced by L1 (error of addition and error of selection).
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CHAPTER III

FINDINGS AND DISCUSSION

In this chapter, the researcher focuses on the findings and discussion on grammatical errors analysis of 2nd grade bilingual students' writing. This chapter discusses the types of grammatical errors and the reason why the error occurred.

3.1 Finding and Analysis

This part explains the findings which are analyzed by the researcher. In explaining the findings, the researcher does two steps. First, the researcher presents the types of grammatical errors that are found in students' writing. Second, the researcher presents the reason of the occurrence of grammatical errors. After that, the researcher gives his analysis based on types of grammatical errors according to Dulay (1981: 150:163) and the reason of grammatical errors occurs according to Richard (in Ellis 1999:59). Furthermore, the data are analyzed based on the classification related to the types and reasons of grammatical errors occurs found in 2nd grade bilingual students' writing.

In addition, the researcher gives context in each data to make easier in understanding the participant idea. The researcher use initial to show the writer identity. For instance, Data 16: RC means that the data from the writer whom name Rona Camila. The last, the analysis are described directly after displaying the data.

Data 1: AK

Yesterday night, I went to a café near my office to met my friend. We would talk about our jobs for a month. It was so quite. Just me and my friend in that café. And someone I didn't know, sit opposite us. A bald man. Suddenly I felt strange. With that bald man, and this café. What's wrong. My friend said the same too. We become frightened. Then I heard a voice like someone touched a glass with spoon. "ting... ting..." it was come from that bald-man! The waitress come to the bald-man. I with my friend just looked strangely. We both scared. We chose to kept silent. Slowly, the waitress come closer. She bought a note and started to wrote something while that bald-man spoke. What happened? I just kept my eyes on that bald-man.

Suddenly, he move his head to look at us. He didn't has a face! Aaaaa! We went ran away left the café. I would never went there anymore.

Context:

AK tells about her fear experience when she met her friend at a café. AK writes that AK and her friend meet a strange bald man who come to that café and sit opposite them. She is falling frightened with that strange bald man and café situation that so quiet. In short, that bald man suddenly turns his face on them. AK shocks, she realized that the bald man actually faceless. AK and her friend immediately run from that café. AK uses narrative text to tell her story. Therefore, the grammatical rule purposes on this writing text are past tense.

Analysis:

From AK's writing text above, the researcher found several characteristics of grammatical error. Firstly is omission error. AK omits simple predicate and subject of the sentence. For instance in the sentence "just me and my friend in that cafe", it should be "it was only me and my friend in that cafe". In this case, the writer of narrative above fails to complete application of rule to fully develop a structure.

Secondly addition errors that found in the text above. For instance, the sentence "it was come from" should be "it was from". The writer makes simple addition error on that sentence with inserting word "come". This word is not necessary to add since from is enough to catch the writer idea. The other example of simple addition error is "he didn't has a face" should be "he didn't has face". Because, the article "a" before word "face" makes different definition. It can be mean as the other face of that bald man, whereas the writer means the bald man face. Furthermore the addition error of double marking also found in the text above. For instance, "We went ran away left the café", in this case past tense is marked in the

auxiliary and the verb, those are went and left. It should be omit “went” because there is verb “ran”, and the word “left”, the writer should be changing with verb one that is “to leave”. The other example of double marking error is “I would never went there anymore” should be “I would never go there anymore”. The addition error here is occurred because the writer creates a deviant structure on the basis of the other structures in the target language.

Thirdly is misformation error, the misformation errors are the most error that found in this writing. For instance, the word “met” in utterance “I went to a café near my office to met my friend”. It can be seeing before word “met” is to infinitive, the grammatical rule said that after to infinitive should be verb one “meet”. The other errors of this case are, “kept” should be “keep” and “wrote” should be “write”. Furthermore, the misformation errors that found in the text above are “touched” in the sentence “Then I heard a voice like someone touched a glass with spoon” should be “Then I heard a voice like someone hit a glass with spoon”. In this case the writer still lacks in word choice that “touched” means AK touch the glass with spoon. But in the following sentence, AK writes sound expression “ting... ting...” which is means something hit. The other errors of this case are “bought” should be “brought”, “know” should be “recognize”, “spoke” should be “ordered” and “yesterday” should be “last”. The errors are caused by ignorance of rule restriction because AK do not apply a context where should be applying.

The last characteristic of error is misordering. For instance, in the sentence “and someone I didn’t know, sit opposite us, a bald man” should be and someone “I

didn't recognize a bald man sat opposite us". The occurrence of error is happened because AK first language influences in her writing.

Data 4: FE

Garuda Bukan Liberty

It was named of my drama. no not my but our drama, XI-MAKBI. Sometimes I feel tired to think about this. first we are not yet make the property. Second we never serious in practice drama. third that we are not yet remember the script well. but when I think that many class will be great on podium. I get a new and big spirit to this drama. well, if tell about a boys that get a scholarship in HYC. but when he on his campus, his friends told that Indonesia was a bad country. He surrendered. but with his effort, he can make his friends believe that Indonesia is the good country. but in the end, the girl who he liked would be marry with his friend.

Context:

FE tells about her drama experience with her group that is XI-MAKBI. For the first time she feels doubt with her group performance. First they are not making the property of drama yet. Then, they do not serious in practicing the drama. But, after watching other group performance she has motivates in performing the drama. FE's drama is told about a boy who gets scholarship in aboard. He feels not acceptable in his new environment. On that case, he motivates to do his best to prove that he has capability from his friend guess.

Analysis:

From the text above found several grammatical errors. Firstly is omission error. For instance, in the sentence "Second we never serious in practice drama". The writer omits items which should be written in the sentence those are copula "were" that must put on in the middle "we" and never, furthermore suffix "-ing" should be placed in word "practice". Therefore the sentence should be "Second, we were never serious in practicing drama". The occurrence of error is caused by the writer who failures to fully develop a structure.

Secondly is addition error. There is simple addition which found in the sentence “I get a new and big spirit to this drama”. The article “a” should not presence in the sentence since it is not necessary to add and does not have any contribution in meaning. It is happened because the writer does overgeneralization in arranging the sentence.

Furthermore the third of grammatical error found on the text above is misformation. In this case the writer only does not know the grammatical rule. For instance in the sentence “I feel tired to think about this” it should be “I felt tired to think about this”. The context of the writing text above is narrative text which should be use present tense. This error is occurred because the writer comprehends the distinction in the target language.

The last error is misordering. This error found in sentence “..., we are not yet make the property”. The sentence should be “we were not making the property yet”. The word “yet” is disorder. The occurrence of error is caused by the FE’s first language.

Data 8: FKK

Shofi’s and Tika’s Birthday

In Al Azhar who has birthday almost they was celebrated. Every month we had a celebration. In October, my friends and I had a plan to make a surprise for Shofi and Tika. It will be held after “Sertijab OSIMA”. We prepared quickly. We bought a tart cake.

The plan was started. My classmate went to room immediately for prepare it. We had many powder for surprise Shofi & Tika. They didn’t know what will we do for them. The time was in 11 o’clock. We wait Shofi, and Tika joined with us. The other rooms were joined with us. We wait so long, Shofi didn’t come quickly.

Shofi came, and we yelled “Shofi, Happy Birthday Shofi, Happy Birthday Shofi”. And also yelled “Happy Birthday Tika, Happy Birthday Tika”. Tika was confused. We fell many powder to Shofi and Tika, until They cloth was so white. We sang a song of Happy Birthday for them. However that was night.

Then, we eat the tart cake together. And had many photos. Finally, we could celebrated the 17’s Birthday of Shofi and Tika. Happy Birthday, God bless you.

Context:

The narrative text above is FKK's story about the culture of school in celebrating her friends' birthday. The culture is only among students. It can be look at her first sentence that almost of her friends' birthday is celebrated. At that time is Shofi and Tika turn to celebrate their birthday. FKK and her friend makes plan to surprise them. Furthermore, they are preparing cake and powder. The surprise party is operated in 11 o'clock after "Sertijab OSIMA". As they plant before, the surprise party is successful.

Analysis:

From the text narrative above the researcher finds several types of grammatical error. The first error is regularization error, one of misformation error type, in the sentence "... until they cloth was so white" should be "... until their cloth was so white". She fails to apply reflexive pronoun. The misformation error which is error in word form according to the grammatical rule that use on the text above, for instance, the word "will" should be "would" and the word "eat" should be "ate". This error is occurred because the writer fails on applying the rule that should not be applied.

The second error is omission. For instance, "... they was celebrated" should be "they was celebrate it". The item "it" here as surrogate subject that must appear in that sentence. Furthermore, the other example of omission error is "we wait Shofi" it should be "we waited Shofi". The writer omits verb inflections "-ed", it shows simple past tense and play a minor role in conveying the meaning of a sentence. The reason of omission error is the writer fails to complete the application of grammatical rule.

The last is double marking error, one of types of addition error, in the sentence “finally we could celebrated the”. In this case, past tense is marked in auxiliary and the verb. The error is occurred because the writer does not fully comprehend a distinction in the target language.

Data 11: MII

Before I'm school in MAN 3 Malang, I have school in Darul Muttaqin Gontor 5 Banyuwangi. My live in Gontor very decipline. Everyday, I run from security section. The live in there very deciplied.

When examination, I want to out from this boarding school, because in this school very deciplied. All section from security section, ta'mir section, until laundry section also deciplied.

After examination is hoiday, when holiday in my home, I think to out from the boarding school. I went school with seriously, not run from all section in that boarding school every day. But from that, I studied. When I move from gontor to MAN 3 Malang, I very decipline in my new school, this because I learn how decipline in my boarding school gontor. I say thank you for my Islamic boarding school gontor.

Before I'm school in MAN 3 Malang, I have school in Darul Muttaqin Gontor 5 Banyuwangi. My live in Gontor very decipline. Everyday, I run from security section. The live in there very deciplied.

When examination, I want to out from this boarding school, because in this school very deciplied. All section from security section, ta'mir section, until laundry section also deciplied.

After examination is hoiday, when holiday in my home, I think to out from the boarding school. I went school with seriously, not run from all section in that boarding school every day. But from that, I studied. When I move from gontor to MAN 3 Malang, I very decipline in my new school, this because I learn how decipline in my boarding school gontor. I say thank you for my Islamic boarding school gontor.

Context:

The text above is MII's experience when he has been studied in Gontor. He tells about the regulation of Gontor which has discipline system in applying everything. In this case, it is covering all of divisions such as, security division, ta'mir division until laundry division. For the first time, MII feel that the regulation is difficult to endure. But after graduated from Gontor and entranced to new school, the habit from Gontor which has discipline rule is useful. He is very thankful to his former school that is Islamic Boarding School of Gontor.

Analysis:

From the narrative text above found the types of grammatical error. First is omission error. For instance in the sentence “I have school in...” should be “I have been school in ...” the auxiliary system “been” is omitted by the writer. The other example is “I very discipline in my...” it should be “I was very discipline in my...”. The writer omits to be “was” in the sentence. The occurrence of error is happened because the writer fails to complete to fully develop a structure.

The second error is addition error. Simple addition error is found on the sentence “this because, I learnt how...”. The demonstrative adjectives “this” is not necessary to add because it is enough to catch the writer idea. The occurrence of error is happened because the writer is overgeneralization in arrange the sentence. Usually it is caused because of influence of the writer first language.

The last error is misformation error. For instance, “...when holiday in my home...” it should be “I spent holiday at home”. The writer of the sentence fails to arrange sentence because there is no subject and verb. Although, the writer idea is following the concept and the meaning of his first language is correct. But it has different concept and meaning in English. The other misformation error is word form, for instance, “decipline” should be “discipline”, the verb “think” in the sentence “I think to...” should be “thought” because it is past tense. The error is caused by the writer who fails to arrange complete sentence according to grammatical rule.

Data 12: DDR**The ring of telephone**

When I study with my friend in my room I feel there is something not to good. all of my roommate were sleep at 11.00 except Alvina and I. we still study in our room. in 12.00 telephone is ringing, I'am afraid. who is telephone? I as alvina "do you hear what I hear?" "what? I not hear anything" and then I study again. I try to not be afraid. but the telephone ringing again, and alvina hear that, we very afraid. suddenly we try to sleep. in the morning, alvina get telephone from her mother. her mother in mekkah, and her mother said if she was telephone at last night. that not ghost.

Context:

On that story above the writer tries to tell about her creep experience. The incident is happened when she is studying with her friend in her dormitory room. All of her roommate except DDR and her friend are sleeping. Suddenly, the telephone is ringing. They are frightened to death. Then, the telephone is ringing again. They are scared and try to sleep hastily. In the morning, DDR's friend gets a call from her mother in Mecca which has time difference. Actually the incident last night was not ghost.

Analysis:

From the text above, the researcher finds several grammatical errors. First is omission error. For instance is found in the sentence "that not ghost", the writer omits to be on the sentence that is "was". The sentence should be "that was not ghost". The error is occurred because the writer does not complete the application of rules that involved a failure to fully develop a structure. The other example of omission error is "but the telephone ringing". The writer omits an element of the sentence that should be appearing. Therefore, the sentence should be "but the telephone kept ringing". The function of "kept" here as adverb to show that the telephone is ringing over and over. It is different when DDR writes "but the telephone ringing again" that has different meaning and concept in English.

It is still in the same problem that the writer does simple addition error in that sentence. The writer should be omits the word “again” because it is not necessary to add because the adverb “kept” is enough to understand. The occurrence of error is happened because the writer creates a deviant structure on the basis of the structures in the target language. It also influenced by the writer first language.

The last error is misinformation. For instance in the sentence “I am afraid” should be “I was afraid” because the grammar must uses past tense. Than the other example is “... she was telephone...” should be “she was calling” because the word “telephone” is noun whereas the grammatical rule should be subject plus verb. The occurrence of error is happened because DDR has false concept hypothesized.

Data 16: RC

Papuma Beach

Yesterday, I and my family went to Papuma Beach in Jember City. Before that, we prepared and also breakfast. at 06.30 a.m we started to Papuma beach. this journey spent two hours. I very tired.

Finally, Papuma beach seem. The Beach is very beautiful with white sands and there is a mountin, and also blue waters. I happy.

after that, we lunch and prayed dhuhur so, we back to Banyuwangi.

Context:

The writer of narrative text above tells about her experience when she had holiday at Papuma Beach. She tells about her preparation before she goes to Papuma Beach. In her writing, she also describe Papuma beach which have blue water and white sand. Then, there is a mountain near Papuma Beach. In the end, the writer tells that she goes back to her hometown after lunch and prays Dzuhur.

Analysis:

The researcher finds several errors on the text above. Firstly is omission error. For instance, the sentence “I happy”, the writer omits copula “was” in the sentence.

The sentence should be “I was happy”. The occurrence of error causes because the writer fail to develop full structure. It is usually happened during the early stages of L₂ acquisition.

Secondly, the researcher finds addition error in the text above. For instance, the suffix “s” on the word “sands” in sentence “we started to Papuma beach with white sands” should be omitted because sand is kind of uncountable word. The error is occurred because the writer not fully understand in the context of singular and plural in English.

The last, the researcher finds misinformation error in the writing. For instance “we started to Papuma Beach”. It should be “we went to Papuma beach”. In this case, the writer fails in applying of word that should be applying in the well-formed sentence. This error also found in the sentence, “finally, Papuma beach seem”. It should be “finally, Papuma beach was looked”.

Data 18: IF

Last holiday, I spent my time in my sweaty home, Bojonegoro. But, I didn't go to just Bojonegoro. I also visited to the grandma hometown. That's Gresik city. Many experiences and stories was gotten by me.

First, I learned to be a good women. My mother was learned me, how to cook, tidy the room, clean the house, and many knowledge else.

Second, I got a big knowledge from my activity. There are apretiat to people who is doing something good or something damage. My father Always remind me to be a simple girl (muslimah).

Third, from all my activity there is activity most happy. Tara.. recreation. Yummy, I visited to my grandma house. After that, I went to recreation area. It's called Beach, and many place other.

And the last, I am very happy with my family. Because, why my family spent our holiday it's always made me happy and It way to charged my spirit for anything.

Context:

IF as the writer of the story above tells about her holiday. She spends her holiday in her hometown and her grandma. She gets new knowledge during holiday. Her mother teaches her how to cook, tidy the room, etc. Then, her dad always gives

her advice to be Muslimah. She also goes to beach with her family. She is happy to spend her holiday with her family. She also fills that she recharges her spirit to do something useful.

Analysis:

The researcher finds misinformation error on the writing above. So some word position is in false appointment. The researcher finds some misinformation error. For instance, the sentence “my mother was learned me”. In IF’s L₁ the meaning of the sentence is correct. But, in English the sentence is incorrect because the writer of text above selects the wrong word and wrong structure. It should be “my mother taught me”. The other error also found in the sentence, “who is doing something good or something damage.” IF fails to comprehend the meaning of the sentence that the sentence has to use simple past tense but in the sentence using simple present tense. The writing has to be “who was doing something good or something bad”. The occurrences of errors are caused by the writer who does not comprehend the concept of English structure and the lack of word choice.

Then, there is omission error that found in the text above. For instance, the sentence “Last holiday, I spent my time in my sweaty home, Bojonegoro”. It should be “Last holiday, I spent my time in my sweet home in Bojonegoro”. IF omits the word “in” without realizing that it has different meaning with the writer’s idea. Actually it has an effect in the meaning of sentence. But IF thinks that the meaning is true. This error is happened because the writer still influenced by her mother tongue. The other example can be found in the sentence, “but, I didn’t go to just Bojonegoro. I also visited grandma hometown”. It should be “I didn’t only go to

Bojonegoro, but also visited grandma's hometown". It is happened because the writer is influenced by her first language in writing.

Furthermore, there is addition error that found in the text above. For instance, the sentence "it always made me happy and it way to charged my spirit for anything". IF makes simple error on that sentence with inserting suffix "-ed" in the word "charged". This suffix should not be add, because after to infinitive always followed by verb one. It can be happened because the writer intentionally creates a deviant structure on the basis of the structures in the target language. The researcher finds subtype of addition error that is regularization error. For instance, "First, I learned to be a good women". IF fails to comprehend the meaning of "women" that should be use for plural meaning. The writing has to be "First, I learned to be a good woman". Because "women" itself has singular meaning.

Data 19: SRS

My Expedition

One day in the last holiday. I and my friends thought about activity in the holiday. Izam thought for went to Jawa Timur Park in the Batu. But some friends not like it because they haven't much money to pay if went to Jawa TIMur Park in Batu. Finally after many time Pras thought for hiking to the Panderman Montain. We like it because this is not need much money for go to the Panderman Montain.

In Thursday at 15.00 o'clock we will get ready to hiking to the Panderman Montain. We bought something for prepared to hiking. We went to the Panderman Montain by Angkot. After this we hiking to up the Panderman Montain. It is so difficult. We have work hard and work together. And then at 03.00 we in up the Panderman montain. It is so beautiful.

Context:

SRS tells about his experience when climbed up Panderman Mountain. For the first time, SRS and his friend make a plan to fulfill their holiday. Izam give his idea to go to Jawa Timur Park. But, some of them don't support Izam's idea because they don't have enough money to pay entrance ticket. After that, Pras bring solution for their problem that they should climb Panderman mount to spend their holiday. They are agreeing Pras' idea. After preparing supply for climbing, they ride public

transportation to go to Panderman Mountain. They have difficulties through their journey. But, with their solid team work and strong will, they arrive on Panderman mount.

Analysis:

The researcher finds misinformation error in the text of writing above. For instance, the sentence “Finally after many time”, it should be “Finally after a few time.” It is happened because SRS is applying context that should not be applied. The researcher finds the error of misinformation. For instance, “It is so difficult”. SRS fails to comprehend the meaning of the sentence that the sentence has to use simple past tense but in the sentence using simple present tense. The writing has to be “It was so difficult”. The other error of misinformation is found in the sentence “We like it because this is not need much money for go to the Panderman”. SRS has correct meaning in Indonesian. But the application in the sentence has different meaning and concept. SRS should be using “We like it because this did not need much money for hiking to the Panderman Mountain”.

The researcher finds the error in completing application on the sentence. For instance, the sentence “We have work hard and work together”. It should be “We have worked hard and work together”. SRS omits the suffix “-ed” without realizing that it has different meaning with the writer’s idea, actually it has an effect in the meaning of sentence. But SRS thinks that the meaning is correct. This error is happened because the writer’s L2, English is influenced by L1, Indonesian language.

Data 20: DRC

Transfer Money

My mother asked me to go t Bank Mandiri to transfer some money to my auntie in Palembang. At first, I refused her because I don’t know the way to transfer money (I was in 2nd grade of

junior high school). But my mother forced me, then I went to the bank with my friend, Nisa by motorcycle.

In the bank, the security gave me a blanko. After wrote on the blanko, I sat in the waiting chair, until my name called. The teller was friendly ant pretty. I told her about my business and she help me. But, there was a little problem to the bank Sumsel (my mother asked me to transfer the money to Bank Sumsel through Bank Mandiri) Unfortunately, I forgot about the problem.

The teller asked me to wait, then she called me. It happened 3x until she ask for apologize me. "I'm sorry the transfer can't be processed because" So, I called my mother with big ashame. My mother asked me to Bank BNI and she asked for apologize to me.

Then I went to Bank BNI with a little cry. Bank BNI didn't far from Bank Mandiri. It was cool because of AC and quiet. The security gave me blanko and queue number. I didn't need to wait too long because my name called a moment after sit. The teller was a man he was friendly too. I told him about my business, and alhamdulillah, the transfer could be processed. Quick and better. I went happily.

My aunt sent a message that she had been accept the money. I'm happy. It was an impressive banking experience.

Context:

The text above is told about DRC banking experience. She is ordered by her mom to transfer some money to her auntie. The problem here, she has never been transferring money. She comes to Mandiri bank and the destination of transfer is Sumsel bank. She is helped by security to process the procedure. But, after waiting for long time, the bank cannot process her transfer because the system is error. Then she goes to BNI to continue the transfer. Finally, she can transfer the money. She is impressed with her banking experience.

Analysis:

The researcher finds the several types of grammatical error on the text above. First, the researcher finds the omission error. For instance, the sentence "The teller was a man he was friendly too". It should be "The teller was a man and he was friendly too". DRC omits the word "and". This error is happened because the writer's L2; English is influenced by L1, Indonesian language.

Second, the researcher finds addition error in the text above. For instance, the sentence "My aunt sent a message that she had been accept the money". DRC make simple addition error on that sentence with inserting "been" in that sentence. This is

not necessary to add since it will be passive sentence. The sentence should be “My aunt sent a message that she had accepted the money”.

Furthermore, the researcher finds misinformation error in the writing text above. For instance, the sentence “After wrote on the blanko”. It should be “After had written on the blanko”. DRC has to use simple past perfect tense. Because the story is happened after the event “wrote on the blanko”. It is happened because DRC is applying context that should not be applied. There are two types of misinformation error that found on the text above. The other error of misinformation is found in the sentence, “I’m happy”. DRC fails to comprehend the meaning of the sentence that the sentence has to use simple past tense but in the sentence using simple present tense. The writing has to be “I was happy”.

Data 21: ZF

I went to Bandung with my family. I went to there by car. When we arrived in Bandung we searched MOTEL (mini hotel). After we found it. We rest for one night. After that we went to tradisional market. It was so big, there are 11th floor. The seller showed me many kinds of clothes. because Bandung is city style, so many clothes there. After we bought clothes. we went to Trans studio Bandung. There are many games, many restaurants, many atrasi. First I went to game place. I played Dragon car. It was crazy, the car is faster. My Heart attack, but it wonderful. And after that I played Halilintar. I stomachache after played it. But after that, I seen atrasi and fashion show. The fashion show seems like party clothes in Paris. And the atrasi seems like Disney land. And after that I went to restaurant. I ate west food. It so delicious. After that I went home. It was very awesome holiday.

Context:

The narrative text above is told about ZF holiday with her family. ZF visits two places those are traditional market and Trans studio. Those places are situated at Bandung. She comes to traditional market in the first. She and her family go shopping there, they are buying some clothes. Furthermore, they are visiting Trans studio which has many games mode such as, Dragon car, Halilintar, etc. After trying the games, she¹² going back to home and fell satisfying with her holiday.²

Analysis:

From the text above found several grammatical errors. First, the researcher finds omission error. For instance, the sentence “It so delicious”, it should be “It was so delicious”. ZF omits the word “was”. The writer fails in completing application on the sentence. This error is happened because the ZF still influenced by her mother tongue.

In the second error, the researcher finds addition error. For instance, the sentence “I went to there by car”. ZF make simple addition error on that sentence with inserting “to” after verb. This word is not necessary to add since from is enough to catch the writer idea. ZF’ use this word “to” because it is influence from ZF’ L1. The researcher also finds the types of addition error that is regularization error. For instance, “there are 11th floor.” DRC fails to comprehend the meaning of the sentence that the sentence has to use simple past tense but in the sentence using simple present tense. The writing has to be “there were 11th floors”. The occurrence of error is caused by false concepts hypothesized’

Furthermore, the researcher finds misinformation error in the writing. For instance, the sentence “because Bandung is city style, so many clothes there”, it should be “because Bandung is city of mode, so many clothes there”. The writer makes an error in word choice. It is happened because ZF is applying context that should not be applied. ZF has to use phrase that is influenced by L1. The researcher finds Alternating form in the writing. For instance, the sentence “I seen atracsi and fashion show”. It should be “I saw an attraction and fashion show”. It is happened

because ZF is applying context that should not be applied. ZF writing is influenced by L1.

3.2 Discussion

After presenting and analyzing the data of grammatical error occurred in 2nd grade bilingual students' writing, the researcher discusses the whole data to answer the research problem, those are, what grammatical errors are found in 2nd grade bilingual students' writing and how do those errors occur 2nd grade bilingual students' writing.

The researcher finds out four types of grammatical errors 2nd grade bilingual students' writing. Those are, omission, addition, misformation, and misordering. The researcher also finds out the problems reason of grammatical error occurred in 2nd grade bilingual students' writing. Those are, Overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized.

3.2.1 Types of Grammatical Error

The grammatical error done by 2nd grade bilingual students' writing can be classified into four types of grammatical error which proposed by Dulay's et al theory (1981:150), those are omission, addition, misformation, and misordering. Addition error has three types; those are double marking, regularization, and simple addition. Furthermore, misformation error divides into three, those are, regularization error, archi-form, and alternating forms.

Omission error is done by the students which have omitted the element of sentence or an item that should be appearing in well-formed sentence. For instance, in data 4: FE, "second we never serious in practice drama". In this case, the

researcher finds two omission errors. First, FE omits copula “were” on that sentence. The function of “were” is a conjunction of verb. “Were” is grammatical morpheme that play a minor role in conveying the meaning of a sentence. Second, FE omits suffix “-ing” that should be place in “practice”. The suffix “-ing” here is denoting a verbal action. Those omission errors are grammatical morpheme. Language learners omit grammatical morphemes much more frequently than content words. The other example of omission error which is omitting grammatical morpheme, that is “we wait Shofi” in data 8: FKK. FKK omits suffix “-ed” in verb “wait”. The suffix “-ed” has function to show past tense marker.

There are three kinds of addition error that found in 2nd grade bilingual students’ writing. First is double marking. For instance which is found in data 1: AK in the sentence “I would never went there anymore”. In AK’s case, past tense is marked in the auxiliary “would” and the verb “went”. So, the sentence should be “I would never go there anymore”. Then, the other type of addition error is regularization. For instance in the data 18: IF “first, I learned to be a good women.” In this case IF make an error in applying women which us for plural meaning. Before the word “women”, there is an article “a” which indicating singular. Hence, the sentence should be “I learned to be a good woman”. Furthermore, simple addition error which is grabs bag subcategory of addition. For instance in data 20: DRC, the sentence “My aunt sent a message that she had been accept the money”. DRC make simple addition error on that sentence with inserting “been” in that sentence. This is not necessary to add since it will be passive sentence. The sentence should be “My aunt sent a message that she had accepted the money”.

One of subcategories of misinformation error is found in the 2nd grade bilingual students' writing. The subcategory is regularization error. For instance in data 8: FKK "... until they cloth was so white" should be "... until "their cloth was so white". She fails to apply reflexive pronoun. In other hand, there are many errors that found out of subcategories of misinformation. Another misinformation of errors those are, error of word choice, error in spelling of word, and error of grammatical rule.

For instance, the error of word choice is found in data 12: DDR in the sentence "... she was telephone..." should be "she was calling" because the word "telephone" is noun whereas the grammatical rule should be subject plus verb. The next is error in word spelling, for instance in data 11: MII "decipline" should be "discipline" and then in data 21: ZF that writes "atrasci", it should be "attraction". Furthermore, the grammatical rule which is contributes the most error that occurs in the 2nd grade bilingual students' writing. For instance in data 1: AK in the sentence "Just me and my friend in that cafe" it should be "it was only me and my friend in that café", in data 12: DDR "in the morning, Alvina get telephone from her mother" should be "in the morning, Alvina got telephone from her mother", in data 20: DRC "My aunt sent a message that she had been accept the money" should be "My aunt sent a message that she had been accepted the money".

The last type of grammatical error is misordering. For instance in data 1: AK, in the sentence "and someone I didn't know, sit opposite us, a bald man" should be and someone "I didn't recognize a bald man sat opposite us".

3.2.2 The Factor Grammatical Error Occur

After analyzing the data, the researcher found the reason of the occurrence of grammatical error. According to Richards in Ellis (1999: 59) there are four reason of grammatical error. Those are:

1. Overgeneralization.

Usually, the learner of L2 For instance in the sentence data 1: AK, in the sentence “it was come from”. In this case the writer is correct to write the sentence, but in English allows writing “it was from” because it already has clear meaning.

2. Ignorance of rule restrictions

The learners of L2 are always misuse in the application of rules to contexts where they do not apply. For instance in data 18: If in the sentence “My mother learned me how to....” it should be “My mother taught me how to...”

3. Incomplete application of rules

This is the most reason of error occurs in 2nd grade bilingual students’ writing. All of the students make failure to fully develop a structure. For instance, in data 21: ZF in the sentence “It so delicious”, it should be “It was so delicious”.

4. False concept hypothesized

It has similarity with incomplete application of rules but then false concept hypothesized is situation where the learner does not comprehend the distinction of the grammatical rule. For example, the learners write an event in the past but they use present tense as structure. For instance, in data 8: FKK in the sentence

“we wait Shofi, and Tika joined with us” it should be “we waited Shofi and Tika to join us”

There is other reason of the occurrence of grammatical error that is, interference. Most of 2nd grade bilingual students use their L1 language structure to arrange the sentence. For instance, in data 4: FE in the beginning of her story there are sentences “It was named of my drama. no not my but our drama, XI-MAKBI”. If the sentences are translated to her first language that is Indonesian, it has correct meaning. In other hand, if there is a reader who has first language as FE it will be understand because the structure and word choice from Indonesian. But, if the reader is foreign or native speaker the sentence is not meaningful. Therefore the sentence should be “It was the title of my drama. Actually it was not fully mine, but it was XI-MAKBI’s drama”.

CHAPTER IV

CONCLUSION AND SUGGESTION

In this chapter, the researcher explains all of the findings into summary. Some suggestions are not only for the students of linguistics but are also for the students of education and for future research are also included in this chapter.

4.1 Conclusion

Based on the analysis done in the research, the researcher concludes the result of his research in this sub chapter. In this study, the subjects of the study are 2nd grade bilingual students who are doing grammatical error in their writing test. This research shows that the students use four kinds of grammatical error types. The four types proposed by Dulay et al (1981: 150) occur in this study are, omission error, addition error, misformation error, and misordering error. There are also found subcategories of addition error, those are regularization, double marking, and simple addition. Furthermore, there is also found misformation error that is regularization error. Misformation error and omission error are the most error while analyzing the 2nd grade bilingual students' writing.

In this study, there are four reasons of the occurrence of grammatical error. The four probable reasons proposed by Richards in Ellis (1999: 59) are overgeneralization, ignorance of rule restrictions, incomplete application of rule, and false concepts hypothesized. The other reason of the occurrence of error is interference. Incomplete application of rule is the most error that found in the 2nd grade bilingual students' writing followed with interference.

The grammatical error analysis has benefit in developing English competence especially writing skill. The grammatical error analysis can guide the teacher to develop strategies in teaching grammatical rule. The students also use this grammatical error analysis to know their error while writing a text and how to solve their error.

4.2 Suggestion

The conclusion shows that there are several types and reasons found in 2nd grade bilingual students' writing test. The researcher also found probable reason of grammatical occurrence.

To begin with, to English department students is expected they should think more critically about the other interesting phenomenon in other contexts. From this study, it is found that grammatical error always is done in the writing text. Thus, the English department students, they have to improve the research about grammatical error analysis not only in writing text but also in speaking.

In addition, based on the data found, the researcher suggest to the next researcher to conduct a research in more various situations. Hopefully, the next researcher can explore more various types and the reasons for grammatical error analysis in some other context. Besides, the result of this study will also expect to give more information about grammatical error analysis.

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APPENDICES

Data 1**Name : Adelia Khairunnisa**

Yesterday night, I went to a café near my office to met my friend. We would talk about our jobs for a month.

It was so quite. Just me and my friend in that café. And someone I didn't know, sit opposite us. A bald man.

Suddenly I felt strange. With that bald man, and this café. What's wrong. My friend said the same too. We become frightened.

Then I heard a voice like someone touched a glass with spoon. "ting... ting..." it was come from that bald-man!

The waitress come to the bald-man. I with my friend just looked strangely. We both scared. We chose to kept silent.

Slowly, the waitress come closer. She bought a note and started to wrote something while that bald-man spoke.

What happened? I just kept my eyes on that bald-man. Suddenly, he move his head to look at us. He didn't has a face! Aaaaa! We went ran away left the café. I would never went there anymore

Data 2**Name : Isti Iyyay Hidayati**

Last week, I went to Azmi's home by bus. I was alone. I arrived in Azmi's home at 10.30 A.M. I was happy when her family happy saw me. Her family very good for me. I felt, I found new family. I just one night in Azmi's home. She told me many about Pasuruan. I was happy. I think, Pasuruan is hot place, but I felt enjoy in the country. I just hope, I can come back to this place, Pasuruan.

Data 3**Name : M. Alfugam Ila Rohman****My Holiday**

The last holiday. I and my family went to with 4D Movie in the Ancol. I was very happy and that morning After breakfast and prepared. We were already to go out. On the street I saw many Buildings. That was Jakarta, Metropolitan City, every day The car terrible on the street.

Before I want to 4D cinema, I would go to Dufan "Dunia Fantasi" In there I played Tornado, Bianglala, Jet Couster etc. Dufan was very expensive but I satisfied because that was very interesting. And finally. That film was sad story because Tono have leaved Kura-Kura. And Kura-Kura choosed to die in the kitchen.

After that movie. I finished. We went to home because we were very tired from that experience.

Data 4**Name : Fridina Erlysa****Garuda Bukan Liberty**

It was named of my drama. no not my but our drama, XI-MAKBI. Sometimes I feel tired to think about this. first we are not yet make the property. Second we never serious in practice drama. third that we are not yet remember the script well. but when I think that many class will be great on podium. I get a new and big spirit to this drama. well, if tell about a

boys that get a scholarship in HYC. but when he on his campus, his friends told that Indonesia was a bad country. He surrendered. but with his effort, he can make his friends believe that Indonesia is the good country. but in the end, the girl who he liked would be marry with his friend.

Data 5

Name : Edhita Amanda P.K.W

When I went home, i bought many clothes and some food. I didn't feel my money had there isn't. So i called my mother for asked money again. But, when my mother has answered, i got angry from her. OH NOOOO!! This like an earthquake!

Until a hours i got angry from her. After that, i cried. I just feel if my mother needed much money for my father. My father was sick and must bring to Jakarta for operation. My father was so pity. Since that, I never as money again to my mother if not very danger.

Data 6

Name : Lailiyah Indah Putri Suryani

In holiday of semester ago, My old sister have a baby. It was means I was an aunt. I was very happy, so on that I spent my holiday in there. It only one week, one week later I went home in Tuban.

Data 7

Name : Firyal Rumizah F.

Once upon a time, lived three siblings consisted of one girl named Wendy and 2 brothers were John and Max. Wendy was a beautiful girl and she loved her brothers. Every night, Wendy always told a story to her brothers before slept.

One night, while Wendy told a story, there was a strange voice in the window. It looked like from outside. But Wendy afraid to checked it. The snow was too cold at that time. So, Wendy continued the story. Suddenly, there was someone knocked the window. It was impossible. Their room in 2nd floor. Who is it? Softly, Wendy opened the window, she looked at the sky then the ground. Nothing. And there was a boy flew to their room. Wend, John, and Max were surprise and shock. The boy told them that his name is Peter Pan from Neverland. He liked to listen Wendy's story. He wanted to ask them go with him to Neverland.

Data 8

Name : Fitria Khusnul Khotimah

Shofi's and Tika's Birthday

In Al Azhar who has birthday almost they was celebrated. Every month we had a celebration. In October, my friends and I had a plan to make a surprise for Shofi and Tika. It will be held after "Sertijab OSIMA". We prepared quickly. We bought a tart cake.

The plan was started. My classmate went to room immediately for prepare it. We had many powder for surprise Shofi & Tika. They didn't know what will we do for them. The time was in 11 o'clock. We wait Shofi, and Tika joined with us. The other rooms were joined with us. We wait so long, Shofi didn't come quickly.

Shofi came, and we yelled "Shofi, Happy Birthday Shofi, Happy Birthday Shofi". And also yelled "Happy Birthday Tika, Happy Birthday Tika". Tika was confused. We fell many powder to Shofi and Tika, until They cloth was so white. We sang a song of Happy Birthday for them. However that was night.

Then, we eat the tart cake together. And had many photos. Finally, we could celebrated the 17's Birthday of Shofi and Tika. Happy Birthday, God bless you.

Data 9

Name : Diah Rahmatika

Last week, on Sunday is my agenda for LPK of BDI. I and my friend went to location by car. We sang together and told about BDI. When we arrived in location we felt happy. There, we played together like outbound.

There 7 game, until at 11.00 am, we finished. Before that we got some snacks from comitte, and ate it. Finally we went back to ma'had al qalam. In ma'had al qalam we got lunch too from comitte. That day we felt so tired but we felt happy to.

Data 10

Name : M. Iqbal Hafizh

This is my experience, when I went to bali to visited my family. I went by bus, then I departed from malang after praying maghrib. I arrived in Bali after praying subuh. then I went to Family's house. I slept and I ate. When I went to beach, I swam to the sea, but I can't swam and I was brought by water sea in center of sea. Then my friend help me because he can swim after this moment. I never going to beach again until I go back to malang.

Data 11

Name : M. Izam Ismail

Before I'm school in MAN 3 Malang, I have school in Darul Muttaqin Gontor 5 Banyuwangi. My live in Gontor very decipline. Everyday, I run from security section. The live in there very deciplined.

When examination, I want to out from this boarding school, because in this school very deciplined. All section from security section, ta'mir section, until laundry section also deciplined.

After examination is hoiday, when holiday in my home, I think to out from the boarding school. I went school with seriously, not run from all section in that boarding school every day.

But from that, I studied. When I move from gontor to MAN 3 Malang, I very decipline in my new school, this because I learn how decipline in my boarding school gontor. I say thank you for my Islamic boarding school gontor.

Data 12

Name : Dianisa Dwi Rahmani

The ring of telephone

When I study with my friend in my room I feel there is something not to good. all of my roommate were sleep at 11.00 except Alvina and I. we still study in our room. in 12.00 telephone is ringing, I'am afraid. who is telephone? I as alvina "do you hear what I hear?"

"what? I not hear anything" and then I study again. I try to not be afraid. but the telephone ringing again, and alvina hear that, we very afraid. suddenly we try to sleep.

in the morning, alvina get telephone from her mother. her mother in mekkah, and her mother said if she was telephone at last night. that not ghost.

Data 13**Name : Shofi Athur Rodhiyah****Holiday in the Beach**

In last holiday, I and all of my friends went to the beach. after there, the beach was so beautiful. There were a coral, skips etc. My little brother was so happy that he could swim there.

I just watched him and took his picture. But, suddenly I got some accident. When I walked around the beach some coral I step on it. It was too scary.

Then, we went home quickly. And we went to the hospital to checked up my foot.

Data 14**Name : Abdul Hayyi Mustofa**

My name is Abdul Hayyi Mustofa. I have one story about ghost. Once upon a time I will go out from my room and I go to the infront of library alone. I bring a book and I read the book start from 20.00 until 22.00. After that I'm sleepy. when I sleepy I close my book and Tok, tok, tok.... There is sound and he speak. "Come back to your room." I scarry with the sound because I'm alone here. And in the last I run to my room. And I sleep Quickly.

Data 15**Name : Nila Azmi Ismail****Happy**

One day, I went home after studied in MAN 3 Malang. I was very tired, so I went to ma'had quickly. Because I want to sleep. But, a children surprised me. He is my brother. He came for Pasuruan to Malang with my parents. I was happy, and my tired loose. I was not sleep, but I went to a place in Malang to refleshing. And I was very happy in that day with my parents.

Data 16**Name : Ronaa Caamiliaa****Papuma Beach**

Yesterday, I and my family went to Papuma Beach in Jember City. Before that, we prepared and also breakfast. at 06.30 a.m we started to Papuma beach. this journey spent two hours. I very tired.

Finally, Papuma beach seem. The Beach is very beautiful with white sands and there is a mountin, and also blue waters. I happy.

after that, we lunch and prayed dhuhur so, we back to Banyuwangi.

Data 17**Name : Anas Abdul**

When I was child, I like took a walk. One day, In the morning, I went to hospital with my family. I waited so long and Finally I took a walk with my brother. We took a walk around the hospital. Suddenly, I saw a big dog in the house, I was afraid. I tried to passed it but suddenly the dog run to me. My brother ran firstly and I was late. I arrouned that place and tried to found and safely palce. Finally, I found my car and got in the car quickly. When I saw to the back. Actually the dog didn't run to me. It went a way.

Data 18**Name : Illiyya Fairuz**

Last holiday, I spent my time in my sweaty home, Bojonegoro. But, I didn't go to just Bojonegoro. I also visited to the grandma hometown. That's Gresik city. Many experiences and stories was gotten by me.

First, I learned to be a good women. My mother was learned me, how to cook, tidy the room, clean the house, and many knowledge else.

Second, I got a big knowledge from my activity. There are apretiat to people who is doing something good or something damage. My father Always remind me to be a simple girl (muslimah).

Third, from all my activity there is activity most happy. Tara.. recreation. Yummy, I visited to my grandma house. After that, I went to recreation area. It's called Beach, and many place other.

And the last, I am very happy with my family. Because, why my family spent our holiday it's always made me happy and It way to charged my spirit for anything.

Data 19**Name : Satria Rafi Shiddiq****My Expedition**

One day in the last holiday. I and my friends thought about activity in the holiday. Iazm thought for went to Jawa Timur Park in the Batu. But some friends not like it because they haven't much money to pay if went to Jawa TImur Park in Batu. Finally after many time Pras thought for hiking to the Panderman Montain. We like it because this is not need much money for go to the Panderman Montain.

In Thusrday at 15.00 o'clock we will get ready to hiking to the Panderman Montain. We bought something for prepared to hiking. We went to the Panderman Montain by Angkot. After this we hiking to up the Panderman Montain. It is so difficult. We have work hard and work together. And then at 03.00 we in up the Panderman montain. It is so beautiful.

Data 20**Name : Destialova Rully Csjuizi****Transfer Money**

My mother asked me to go t Bank Mandiri to transfer some money to my auntie in Palembang. At first, I refused her because I don't know the way to transfer money (I was in 2nd grade of junior high school.) But my mother forced me, then I went to the bank with my friend, Nisa by motorcycle.

In the bank, the security gave me a blanko. After wrote on the blanko, I sat in the waiting chair, until my name called. The teller was friendly ant pretty. I told her about my business and she help me. But, there was a little problem to the bank Sumsel (my mother asked me to transfer the money to Bank Sumsel through Bank Mandiri) Unfortunately, I forgot about the problem.

The teller asked me to wait, then she called me. It happened 3x until she ask for apologize me. "I'm sorry the transfer can't be processed because" So, I called my mother with big ashame. My mother asked me to Bank BNI and she asked for apologize to me.

Then I went to BANK BNI with a little cry. Bank BNI didn't far from Bank Mandiri. It was cool because of AC and quiet. The security gave me blanko and queue number. I didn't need to wait too long because my name called a moment after sit. The teller was a man he was

friendly too. I told him about my business, and alhamdulillah, the transfer could be processed. Quick and better. I went happily. My aunt sent a message that she had been accept the money. I'm happy. It was an impressive banking experience.

Data 21

Name : Zulfina Fausziah

I went to Bandung with my family. I went to there by car. When we arrived in Bandung we searched MOTEL (mini hotel). After we found it. We rest for one night. After that we went to tradisional market. It was so big, there are 11th floor. The seller showed me many kinds of clothes. because Bandung is city style, so many clothes there. After we bought clothes. we went to Trans studio Bandung. There are many games, many restaurants, many atrasi. First I went to game place. I played Dragon car. It was crazy, the car is faster. My Heart attack, but it wonderful. And after that I played Halilintar. I stomachache after played it. But after that, I seen atrasi and fashion show. The fashion show seems like party clothes in Paris. And the atrasi seems like Disney land. And after that I went to restaurant. I ate west food. It so delicious. After that I went home. It was very awesome holiday.

Data 22

Name : Mukodar Kironi

Holiday to Grandma's House

One Day, I and My Family went to Grandma's House. It was located in Palangan Village, Karangbinangun Subdistrict, Lamongan District, East Java. I and my family went to Grandma's House by car. We went in 10 o'clock. In the way, We looked the good view. Many Tress, Gardens, e.t.c. it was very green from my city. In middle way, My younger sister was cried because something. It was very disturbed. So, I gave her a lollipop and she stopped her cried. Finally, I until in my Grandma's house. First, I and my family talked about condition here. And Then, I and my brothers swam in the "Bengawan Solo" River. It was very happy. Because I also Played the polo water with my brothers. And Then, I went to home in 2 o'clock. We was very happy with this experience.



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2	August, 8 th 2012	Revise chapter 1and 3	
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