

## An Analysis of Students' Error in Writing Interpersonal Text in The Eighth Graders of SMPN 2 Lamongan

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### Abstrak

Dalam penelitian ini, peneliti bertujuan untuk menemukan *error* yang terjadi di teks interpersonalnya siswa dan juga penyebab yang mendasari terjadinya *error*. Penelitian ini menggunakan penelitian kualitatif dalam mengumpulkan data yang menjawab pertanyaan penelitian. Dan hasil dari penelitian ini menunjukkan bahwa siswa masih memiliki masalah serius dalam menulis teks *interpersonal* dalam kasus struktur gramatikal. Empat jenis kesalahan yang terlibat, yaitu *omission*, *addition*, *mis-formation*, dan *mis-ordering*. Hasilnya menunjukkan bahwa siswa sering melakukan *mis-formation*. Selain itu, penyebab kesalahan yang dilakukan juga diperoleh dari tiga faktor yang mendasari kesalahan ini yaitu *carelessness*, *first language interference*, dan *translation*. Maka, itu dapat disimpulkan bahwa kesalahan yang paling sering terjadi dalam rancangan teks *interpersonal* siswa adalah *mis-formation*. Sementara itu, *carelessness* menjadi faktor yang sering dilakukan oleh siswa ketika melakukan *error*.

**Kata Kunci:** Analisis Kesalahan, Kesalahan Siswa, Menulis, Naskah, Teks Interpersonal

### Abstract

In this study, the researcher aims to find out the errors occurred in the students' interpersonal text and also the causes which underlie the errors committed. This study used qualitative research in collecting the data answering the research questions. And the result of this study shows that the students still have a serious problem in writing an interpersonal text in the case of grammatical structure. Four types of error were involved, those were omission, addition, mis-formation, and mis-ordering. The result shows that students high frequently committed mis-formation. Moreover, the causes of errors committed were also obtained from three factors which underlie these errors which are carelessness, first language interference, and translation. Furthermore, it can be concluded that the most frequent error in the students' interpersonal text drafts is mis-formation. While, carelessness becomes the most frequent caused by the students when committing errors.

**Keywords:** Error Analysis, Students' Error, Writing, Draft, Interpersonal text.

### INTRODUCTION

One of the important things in learning is language, by learning a language people may enable to communicate with others. It means that people are able to communicate with each other using the language since it can express everything that they want to say, such as their messages, information, passions, feelings, opinions, impressions, and etc. (Apriliyani, 2012). According to Raimes (1983), when people learn a second language, they learn how to communicate with other people by understanding and talking to them, and also reading what they have written. Fauzianto and Ariatmi (n.d) propose

that mostly basic competences of English are using a model of communicative competence.

Based on the government decree number 24 (2016), the objective of learning of English in school is to develop students' communicative competence in oral and written form. It means that the students have to able to communicate using English as the target language. Furthermore, Indonesian national curriculum as a foundation has decided that English as foreign language students have to have ability conducting interpersonal and transactional communication. It is known that most basic competences apply interpersonal and transactional communication as a material. Interpersonal

communication is mostly done because they know how important and often it is used in daily life by people. So, it is stated in the basic competences on Curriculum 2013 number 24 (2016) mentions especially for K.D. 4.4 of Eighth graders, as follows:

*4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks*

*4.4 constructing oral and written interpersonal text, short and simple, involving ordering, inviting, asking permission and responding it, considering the social function, structure of the text, and correct language features and in contexts.*

From the government decree above, it is obvious that students construct the interpersonal text not only in the oral form but also in the written form. Constructing the interpersonal text in written form means that students are allowed to write a dialogue as a draft before they present it. It is hoped that students can present the dialogue fluency and accuracy.

In constructing a good dialogue, students have to concern appropriate grammar, clearer meaning, and organized text (Brown, 2000). Writing a good text also needs five general components of the writing process, those are grammar, style, form, content, and mechanic (Yudha, 2015). It is meant that learners have to apply those components to make a good text. If the students can construct a good text with correct grammar or structures, they will be more confident in practicing the dialogue.

However, (Vooren, Casteleyn, & Mottart, 2012) indicate that writing a text with correct grammatical structures are still difficult for the learners. In fact, EFL learners are still difficult to make a good text because they often make errors in writing composition, even a simple text such as interpersonal conversation text. It can be named a simple text because the learners high frequently make a conversation in their daily activities. So, it is hoped that the learners are capable to develop communicative competence in oral and even in written form.

Interpersonal conversation aims to keep social relationships, such as personal conversation or interview and conversation role play (Nuha, 2014). It is an appropriate text that is useful for people in daily activities, such people socialize with others, and also it needs a topic to interact with others. In fact, the teachers still found many grammatical errors in students' interpersonal text. It likely happens because the students have limited knowledge about grammar. Moreover, they have lack of knowledge because their teacher has not

taught them in detail yet or they have limited chance to explore their ideas in writing, other words they only practice based on their textbook. On the other hand, students mostly translate the Indonesian language into English directly. In short, they are influenced by their first language, whereas the structure of writing English is totally different from Indonesia structure. Therefore, analyzing grammatical errors in students' draft of the interpersonal text could be useful to help the students to be able to speak English accurately.

Based on the background of the study, the researcher formulates to conduct some research questions as follows:

1. What types of errors are made by eighth-grade students of SMPN 2 Lamongan which found in the interpersonal draft?
2. What causes of errors are made by eighth-grade students of SMPN 2 Lamongan which found in the interpersonal draft?

Related to research questions, it is necessary to limit the problem which focuses on analyzing types and causes of errors in the interpersonal draft about the invitation of the eighth-grade students because it is stated at 4.4 basic competence of government decree number 24 (2016) and it is an interesting topic which is suitable for the eighth-grade students. This study uses data in one of the EFL classes in SMPN 2 Lamongan which contains thirty-two students which are sixteen groups.

Inviting is an expression that how people invite someone in a certain place. There are two kinds of invitation; formal and informal invitation. A formal invitation is commonly done by people who have a long-distance relationship. It means that they have not a close relationship. Moreover, the formal invitation is conducted because of politeness or their age is a different level. While informal invitation is usually committed by people who are at the same level means that their age is similar. Sometimes, they have a close relationship.

Table 1. The example of formal and informal invitation expression

| <b>Formal invitation</b>                           | <b>Informal invitation</b>              |
|--|---|
| - Would you like to go to the mall Saturday night? | - Do you want to go to the zoo?         |
| - Will you see a movie with me?                    | - How about going to the mall together? |
| - I would like to invite you for dinner tonight.   | - Let's have dinner on Sunday.          |

**Generic Features** (syllabus of Kemendikbud, 2016)

- The expression “let’s ..., can you ..., would you like to ..., please...”
- Singular and plural determiner using or without a, the, this, those, my, their, etc.
- Expression, word stress, intonation, spelling, punctuation, and handwriting.

Those are main points in writing interpersonal text about invitation expression, unless word stress and intonation are applying orally in interpersonal communication. However, the researcher only focuses on analyzing the grammar of students’ draft about an invitation. It is caused by the research questions of this study which related to grammar in invitation text.

Discussing a productive skill whether writing or speaking skill, it surely deals with errors. In the process of learning a language, the learners hardly avoid the errors. They often commit errors in mastering the language (Utami, 2016).

An inappropriate form that is caused by the lack of knowledge and weaknesses of the learners in understanding a rule of the language is called by errors (Pratama, 2016). Another expert, Promsupa et al. (2017) provide more information that the learners have limited knowledge, so when they made an error, they are not able to correct it. Even they cannot identify whether it is correct or not.

The EFL students often commit errors and mistakes while learning English, especially constructing a sentence or phrase in writing (Muhsin, 2016). In order to know how to overcome the problem. According to Brown (1987), it can be identified, analyzed, and classified to appear something of the system operating toward the students. Other experts, like Gass, S. M. and Selinker, Larry (2008) say that there are six steps which are analyzing grammatical error committed by the learners. Those are collecting data, identifying errors, classify errors, quantifying errors, analyzing errors and remediating, but the quantifying errors and last step are not appropriate with this study because this study focuses on qualitative research design.

Ellis (1997) claims that he is able to classify the errors to get the learners’ ability in writing. This categorization can be exemplified as follows; omission, addition, mis-formation, mis-ordering.

Omission error is a type of error which is caused by the absence of a morpheme that must appear in a correct sentence. The error can be happened because of content or grammatical morpheme that carry the bulk of the referential meaning of a sentence; Nouns, verbs, adjectives, adverbs. The learners more frequently omit a grammatical morpheme than a content morpheme.

Addition error is a type of error which is caused by the presence of an item that must disappear in a correct sentence. In short, this is the contrary of omission error.

Mis-formation error is characterized by the use of an inappropriate form of the morpheme or structure. The learners likely alter the spelling morpheme whether it is added or omitted, whereas it is not correct.

Mis-ordering error is a kind of errors which relates to the inappropriate placement of morpheme or group of morphemes in an utterance.

The errors that appear in students’ writing are caused by some factors. Some experts argue that it can be organized by some points, however those have a little bit of difference. For instance, James (1998) states there are four causes that affect errors and Norrish (1983) claims that there are three factors that cause errors.

Norrish (1983). He classified the cause of errors into three types that is carelessness, first language interference, and translation”. Those causes of error would be discussed briefly below.

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the students’ fault if they lose interest; perhaps, the materials and/or the style of presentation do not suit them.

Norrish (1983) states that learning a language (a mother tongue or foreign language) is a habit formation. When someone learns new language, the old language will interfere the new language. This cause of the error is called first language interference.

Translation happens when a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of the error.

Those classifications actually have resemblance in classifying causes of errors, such as error caused by teacher or learning process, translation of word by word, and first language interference. However, every expert has different terms. In this research, the researcher only focuses on the classification of error causes by Norrish (1983). It becomes the basic theory in order to help this research to find out the causes of the students’ error.

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## METHODOLOGY

The purposes of this study are to inspect the grammatical errors and the causes of students' draft of the interpersonal text. To fulfill the aims of this research, the researcher uses qualitative research as a research design. According to Ary et al. (2010), qualitative research is a plan that is used by the researcher how to explore deeply a phenomenon by analyzing the situation rather than creating the variable. This study will employ a descriptive analysis to convey the result of the research.

The object of this study is the result of eighth EFL students' draft of interpersonal text which is needed in this research to gain the data. The researcher obtains the data from one of the classes in SMPN 2 Lamongan. As the reason that the researcher has stated in the background of the study, students mostly commit errors in writing because of the difficulty. The students' draft of their class can be the representative of the other classes because students are mostly commit errors in writing. It means that the learners mostly commit errors in writing. In a qualitative study, only taking a sample class can represent the whole case to be an object of the study (Santi, 2017).

Based on the objectives of the study, the researcher struggles to find out the errors committed to students' draft of the interpersonal text. It is expected that the students have better writing skill and when the students present the dialogue, they can perform fluently and accurately because they are allowed to write a dialogue before the performance as the researcher has claimed before in the background of the study. Therefore, the

researcher takes students' draft of interpersonal text which is gained from one of the classes in the eighth-grade.

This study is conducted in SMPN 2 Lamongan. The school is located at Jalan Veteran 3, Lamongan. The researcher chooses it because he knows that the school is one of favorite Junior High schools in Lamongan and the numerous achievements of this school are in great quantities. The school is also selected because most teachers have already implemented 2013 Curriculum, including English teachers. However, the researcher only needs an eighth class to obtain the data of students' draft.

Data is one of the most important things in research. If the researchers cannot get the data, they exactly cannot continue their research. There is much data that the researcher can be got from, such as from the phenomena occurs, the students' draft, etc. Meanwhile, the researcher only takes the source of the data from students' draft of the interpersonal text.

In this study, there are two research questions that the researcher constructed in the first chapter. In order to answer those research questions, the researcher attempts to gather data. The first research question deals with the analysis of the types of errors in students' draft of the interpersonal text. The data for this research question is students' words, phrases, and sentences which provided deviations or errors. The second research question involves the causes why the errors were committed by students in the draft of the interpersonal text. It can be got from the analysis of types of errors.

The researcher needs some instruments to collect the data in order to capable of answering the research questions, there will be some research instruments that can help the researcher. In qualitative research, commonly there are some instruments that can assist the researcher' study such as, field notes, questionnaire, documents, etc. Ary et al. (2010) argued that one of the important tasks of the researcher is determining an instrument. So, it will make the research easier to analyze the data because of the appropriate instrument.

This study will use two instruments. One of them is students' draft (document analysis) that is used to help the researcher to collect the data. According to Strauss and Corbin (2008), document analysis is a procedure to collect the data by reviewing and evaluating the document in order to get understanding and develop knowledge. Another instrument is table of students' errors which helps the researcher to classify and briefly explain the errors committed by students in their drafts. It is employed to answer the research questions and classify the error in each sentence to type of errors. It not only provides the identification and the classification of errors, but also explanation the error and correction of the sentence. Moreover, cause of the errors is also added to complement

it. Therefore, the reader would know where the error is committed.

Since document analysis is employed in this research, the researcher will analyze the types and causes of error of the students' draft which is classified into tables. The topic of writing task is based on the 4.4 basic competence of eighth grade that is inviting conversation.

Classification purposes to find out why type of error that students made which is categorized into four; omission, addition, formation, and order. It is also used to find out the causes of errors which have three types; carelessness, first language interference, and translation. This instrument is the main process of the study in analyzing the students' writing.

To answer the research questions, the researcher will collect and analyze the data that have been done. According to Ary et al. (2010), qualitative research data will be written by the researcher in form of words rather than in terms of number. Some experts have defined qualitative data analysis which is similar thought. They are Brown (1987), Ellis (1997), Cohen et al. (2007), Bhattacharjee (2012), Strauss and Corbin (2008). The most common that the researcher used is Brown's thought in terms of the steps of qualitative data analysis. According to Brown (1987) also propose that analyzing qualitative data needs three steps to be done; Organizing, Classifying, and interpreting. Meanwhile, the steps of Ellis (1997) are committed in analyzing qualitative data. Therefore, this research adapts his steps:

The first step is that the researcher commits organizing the data that he got. In this step, the researcher will identify the deviation by analyzing the students' writing of interpersonal draft.

After the first step is committed, the researcher classifies the errors of writing the interpersonal draft based on the types and causes of errors. Explanation and correction are added to make the classification clearer.

The table 2. Error analysis

| Identification of Errors | Description Error Classification | Explanation | Correction | Cause of Error |
|--------------------------|----------------------------------|-------------|------------|----------------|
|                          |                                  |             |            |                |

After classifying is committed, the researcher evaluates the deviations. He continues to calculate the total of errors based on the types of errors. Then, the researcher represents a total of errors result in the form of diagram and percentage to clarify it.

Since the research design is descriptive qualitative, the researcher will interpret all of the data descriptively.

## RESULT AND DISCUSSION

### Result

In this research, two points which were analyzed by the researcher to answer two research questions. The first point is the types of errors which were made by eighth-grade students that were found in interpersonal text draft. The second point is causes of errors are committed in interpersonal text drafts.

Table 3. The result of analysis

| Group    | Type(s) of Error                                | Cause(s) of Error                                      |
|----------|---|--|
| Group 1  | Omission, addition, mis-formation               | Carelessness, first language interference              |
| Group 2  | Omission, addition, mis-formation               | Carelessness   |
| Group 3  | Omission, mis-formation, mis-ordering           | Carelessness, first language interference, translation |
| Group 4  | Mis-formation                                   | Carelessness, first language interference              |
| Group 5  | Addition, mis-formation,                        | Carelessness, first language interference              |
| Group 6  | Omission, addition, mis-formation               | Carelessness, first language interference, translation |
| Group 7  | Mis-formation, mis-ordering                     | Carelessness, translation                              |
| Group 8  | Omission, addition, mis-formation               | Carelessness, first language interference              |
| Group 9  | Addition, mis-formation                         | Carelessness, first language interference              |
| Group 10 | Omission, addition, mis-formation, mis-ordering | Carelessness, first language interference, translation |
| Group 11 | Mis-ordering                                    | Translation  |
| Group 12 | Omission, mis-formation                         | Carelessness   |
| Group 13 | Omission, mis-formation, mis-ordering           | Carelessness, first language interference, translation |
| Group 14 | Omission, addition, mis-formation, mis-ordering | Carelessness, first language interference, translation |
| Group 15 | Mis-formation                                   | Carelessness, first language interference              |
| Group 16 | Omission, mis-formation, mis-ordering           | Carelessness, translation                              |

The data shows that all groups committed errors. It means that every group made errors in writing interpersonal text. Since the great number of errors, the

researcher found one hundred and six errors in interpersonal text drafts. Those errors consisted of four types of errors, thus all types of errors were committed by the students. Types of errors included omission, addition, mis-formation, and mis-ordering errors. These errors provided grammar, word choice, and mechanics (spelling and punctuation).

### Types of errors

#### 1. Omission

This kind of errors was mostly committed by the students. It happened when the students wrote a sentence which is not in a well-formed utterance. It indicates that an item, like the content or grammatical morpheme, does not appear in a well-formed utterance, but actually, it must be constructed content and grammatical morpheme to carry obvious meaning. According to Ellis (1997), the students frequently disappear grammatical morpheme than content morpheme. It can be proven by this research that the students frequently omitted grammatical morpheme than content morpheme.

Example of omission committed group 1:

Dona: "I want invited you go to my in birt day party"  
 Tiara: "Really"  
 Dona: "Ya!"  
 Tiara: "**Oh... thank you! where you birt day party**"  
 Dona: "in my house"

From the bold sentence above, group 1 made an omission error. This kind of errors happened because the students did not appear as a grammatical morpheme, so it should be added by *is* after *where*. Moreover, if the beginning of the sentence is a question word, so the last sentence should be added by question mark ?. Thus, the correct sentence should be "Oh... thank you! Where is your birthday party?" which means the writer asks the place of birthday party.

#### 2. Addition

This kind of errors low frequently appeared than others. Based on the error types table stated in appendix 4, the data shows that addition error is the lowest among the others happened in students writing. A half of all groups committed addition error, they did it because they wrote a word which not must appear in a well-formed utterance. It means that the presence of an unnecessary item which appeared in a well-formed sentence.

Example of addition committed group 2:

Tegar : "**So am I. What will you do on in this weekend**"  
 Nabil : "I will not do anything special. I guess, whats going on Tegar?"  
 Tegar : "Well. I would like to invite you for dinner. Would you like Nabil?"  
 Nabil : "Yes, I will come. By the way what time and where?"  
 Tegar : " It will be held at 7 p.m. The location will be in KFC Restaurant."

From the bold sentence above, group 2 made an addition error. It shows that adding a word *on* is an unnecessary word because it has been written appropriate preposition *in*. So, the students should omit inappropriate preposition that is *on*. Thus, the correct sentence is "What will you do this weekend?"

#### 3. Mis-formation

Due to having the greatest quantities committed in students' draft, mis-formation error becomes the most frequent error happened by the students. On the other words, students mostly made this error in their drafts. They committed this error because they did not write an appropriate form of morpheme or structure.

Example of mis-formation committed group 9:

Ani: "May I go to your birthday party with my mom?"  
 Firda: "Of course. Don't forget to wear tidu clothes!"  
 Ani: "Okay. That would be fun..."  
 Firda: "**I nearly forget, that I will hold thank the getting the first.**"  
 rank..."  
 Ani: "Wow... congratulation to your first rank."  
 Firda: "Ooh thank you. See you tomorrow..."

From the example above, group 9 committed a mis-formation error that happened twice in the sentence. Those occurred in words *thank* and *the*. As the first sample in mis-formation error, this error also was occurred because of an inappropriate word. The first error in word *thank* should be modified to *thanksgiving party* because it was a verb that should be changed to the noun. While the word *the* should not be needed, but it was greatly needed using preposition *for*. Because of the existence of gerund, it would be appropriate using *for* as preposition. Therefore, the correct sentence should be "I will hold thanksgiving party for getting the first rank."

#### 4. Mis-ordering

This error becomes the second rank in the fewest number of errors. This error is low frequently happened by the learners in students' draft of the interpersonal text. This kind of errors occurred when the students did not place a morpheme or group of morphemes correctly in an utterance.

Example of mis-ordering committed group 13:

Safinah: **"Fine, tomorrow I held a birthday party, will you come into the party me?"**

Valya : "Yes, I will come to the your party."

Safinah: "Where's party held?"

Valya : "In the hall Mahkota Hotel."

From the bold sentence above, it shows that group 13 committed mis-ordering which is *party me*. This error occurred because of misplacing possession, moreover the writer incorrectly wrote possession *me*, it should use *my*. However, it is appropriate if the possession *my* is placed before the noun *party*. Hence, the sentence should be "Fine, tomorrow I will hold a birthday party, will you come to my party?"

#### Causes of errors

##### 1. Carelessness

The highest frequent cause of the students' error is carelessness. It shows that the students mostly made errors in carelessness. Factor that caused carelessness in student's errors is lack of students' motivation or interest. It might be caused by the material that the teacher gave to the students was not appropriate. Not only the material but also the style of teaching did not suit the students.

Example of carelessness of group 3:

Duwenty: "I just want to invite you to thank for the success in the contest dancing yesterday."

Khaisa : "Yes, I am. Thanks for inviting me."

Duwenty: **"Of course. The event held on tomorrow at 8 pm at home I."**

Khaisa : "Ok. I will try to come"

"The event held on tomorrow at 8 pm at home I." Inappropriate form that was written by the students indicates that the students did not understand the material yet. However, it was caused by the style of the teacher was not appropriate to the students. Hence, the students totally misunderstood the teachers' material. Based on this example, the time signal is the key to apply what kind of tenses will be used. This case, the writer used *tomorrow*.

Thus, the future tense is appropriate to be applied in this sentence. Therefore, the sentence should be "The event will be held at my house tomorrow at 8 pm."

#### 2. First language interference

First language interference is the second highest frequent cause of error committed by students. It mostly occurred in the students who learn the target language. It was caused when they were still influenced by the first language. It is also commonly committed in the learning process of foreign learners while they are learning a foreign language, they are still engaging their first language to foreign language.

Example of first language interference of group 5:

Kayyisa: "Well I help you, I think the clothes that suits you in accordance with your body shape is a Wednesday Addams."

Nisya: "Can you explain about the "Wednesday Addam" clothes?"

Kayyisa: **"... The character has also appeared in television and film, in both the live action and animated formats. Wednesday's most notable features are her pale skin and long, dark twin brainds. She seldom shows emotion and is generally bitter..."**

Nisya: "Thanks for the explanation. You explained it very detail to me."

"She seldom shows emotion and is generally bitter" the students' error was influenced by the first language which in Indonesian language and English have different use of conjunction *and*. The sentence will be fine in the Indonesian language, however it will be a fault in English because of the ungrammatical sentence. The conjunction should be replaced by the word *which* to add information about emotion. In short, the sentence should be "She seldom shows emotion which is generally bitter."

#### 3. Translation

Translation becomes the lowest frequent cause of error committed by the students. This cause is like first language interference because it mostly happened in new foreign learners. It means that when they start to learn foreign language, they translate a foreign language word by word in the learning process.

Example of translation of group 3:

|         |   |
|---------|---|
| Duwenty | : “Of course. The event held on tomorrow at 8 pm at home I.”                |
| Khaisa  | : “Ok. I will try to come”  |
| Duwenty | : “ <b>And do not forget to wear <u>clothes muslim white tomorrow</u></b> ” |
| Khaisa  | : “Yes, but I do not have her”  |

“And do not forget to wear clothes muslim white tomorrow.” The students’ error is caused by translating word by word. It can be seen that *muslim* and *white* are not placed in an appropriate place, whereas those should modify the *clothes*. Thus, the placement of *clothes muslim white* should be rearranged based on the English rule. Therefore, it should be “And do not forget to wear white muslim clothes tomorrow.”

### Discussion

Based on the result of the data, there are two points that will be discussed in this section related to error analysis. Those are errors which are made by the students in writing an interpersonal text. The first is the result of kinds of errors committed by the eighth students of SMPN 2 Lamongan. The second is the result of causes that affect errors committed by them.

### Type of Errors

The result of students’ drafts was classified using Ellis’ categorization (1997). It showed that all types of errors were committed by the students in writing an interpersonal text. The types of errors consisted of omission, addition, mis-formation, and mis-ordering.

Table 4. Total of error types committed by the students

| Rank | Types of Error | The Number |
|------|----------------|------------|
| 1.   | Mis-formation  | 62         |
| 2.   | Omission       | 22         |
| 3.   | Mis-ordering   | 13         |
| 4.   | Addition       | 9          |

Based on the result of the data, there were one hundred and six errors committed because of omission, addition, mis-formation, and mis-ordering. It means that the students still have major problem in writing in the case of grammatical structure. It represents what Herlinawati (2011) claimed that EFL students often make errors when they produce English to be written or spoken because they get a new rule of language, vocabulary, grammatical structure, and pronunciation.

The result shows that students high frequently committed errors in mis-formation with sixty-two errors. Then, it is followed by omission, mis-ordering, and addition. It can be interpreted that they still have a serious problem in writing the second language, especially in determining a suitable form of the word and spelling word. For example, writing inappropriate word will confuse and misunderstand the reader. Furthermore, it can make an incorrect grammatical rule in the target language. In short, mis-formation error is the most frequent error which happens in writing students’ interpersonal texts. Moreover, it has an equal result of a study by Muhsin (2016) which found that mis-formation error is the most frequent error that appears in their subject of the study.

### Cause of Errors

Causes of error were obtained from the error analysis of students’ draft. In the error analysis of students’ draft, the researcher used the thought of Norrish (1983) to analyze the causes of error which are carelessness, first language interference, and translation.

In the error analysis, the researcher shows that carelessness is the most frequent caused by the students when committing errors. Then, it is followed by first language interference. According to Norrish (1983), carelessness is likely related to lack of motivation of the students. Yet, it is not totally the students’ fault. Sometimes, the materials and the style of presentation provided by the teachers are able to be a problem of the students. Moreover, a study by Alfiyani (2013), carelessness is also caused by improper generalization and incomplete grammatical rule.

Norrish (1983) states that first language interference happens when the students learn a new language. In other words, they will be interfered with their first language when producing a new language. Therefore, the error will appear when students apply the correct grammatical rules. Thus, they have a difficulty to obey the grammatical rules.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the objectives of the study, this study was conducted among the eighth graders of SMP Negeri 2 Lamongan, especially VIII-B students. The researcher analyzed the data to find out the types of error based on the classification by Ellis (1997) and the causes of error based on the classification by Norrish (1983). The results and discussion of the data in the previous chapter show that the students still have a serious problem in writing an interpersonal text in the case of grammatical structure. The result of this data exhibits that the students made errors which involved four types of error. Those were omission, addition, mis-formation, and mis-ordering

which had different frequency of error committed. The result shows that students high frequently committed errors in mis-formation because it has the highest number of errors committed in the students' drafts. Afterward, it is followed by omission that has two kinds of omission; content and grammatical morpheme. While mis-ordering and addition are low frequent committed by the students. Furthermore, the researcher can conclude that the most frequent error in the students' interpersonal text drafts is mis-formation.

Meanwhile, based on the result, there were three causes that could be assumed to affect the students committing errors. Those were carelessness, first language interference, and translation. The result shows that the errors were high frequently affected by carelessness and first language interference.

### Suggestion

Based on the result of this study, the researcher would like to present some suggestions that will hopefully give benefit or insight for the students, teachers, and researchers. The first, because many errors were committed by the students, it is important to be aware and careful when they are writing, especially in writing interpersonal text. So, in order to minimize committing errors while writing, they should pay more attention grammatical rules in every next performance.

The second, because errors are high frequently affected by carelessness, the researcher suggests that the teachers should consider whether the material or style of presentation is already suitable for the students or not. So, the teachers often keep the enthusiasm of students in learning English. Giving feedback in students' writing is also important to be committed in order to overcome the students' errors.

The last, the researcher expects that this study is able to be a reference for the future researchers to conduct the research related to grammatical errors. Hopefully, they are able to give solutions in minimizing students' errors.

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