



COMMON GRAMMATICAL ERRORS FOUND IN STUDENTS' WRITING

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ABSTRAK: Penelitian ini bertujuan untuk mengeksplorasi jenis-jenis kesalahan tata bahasa yang ditemukan dalam tulisan mahasiswa dan menemukan jenis kesalahan tata bahasa yang ditemukan dalam tulisan siswa. Penelitian ini menggunakan metode deskriptif kualitatif dan kuantitatif. Data diambil dari 21 tulisan mahasiswa yang mengikuti kelas *Basic Writing* pada Program Studi Sastra Inggris Fakultas Bahasa dan Sastra Universitas Flores. Setiap tulisan memiliki tiga jenis tulisan, yaitu tentang anggota keluarga, objek favorit individu, dan deskripsi objek alam. Hasil penelitian menunjukkan ada 9,1% siswa yang membuat kesalahan dalam verb tense, 12,6% siswa membuat kesalahan dalam subject-verb agreement, 15,3% siswa membuat kesalahan dalam artikel, 4,5% siswa membuat kesalahan dalam preposisi, 6,3% siswa membuat kesalahan dalam jumlah, 4,5% siswa membuat kesalahan dalam kata ganti, 1,8% siswa melakukan kesalahan dalam posesif, 1,8% siswa membuat pilihan kata, 11,7% siswa melakukan kesalahan ejaan, 19,8% siswa salah dalam menyusun kata, 7,2% siswa yang salah huruf kapital, dan 5,4% siswa yang salah dalam tanda baca. Kesalahan disebabkan dari banyak faktor; siswa masih bingung untuk memilih kata yang tepat dalam sebuah kalimat karena kurangnya pengetahuan atau kosakata yang buruk dan penggunaannya. Selain itu, kesalahan terjadi karena bahasa pertama mereka (berpikir logis Indonesia), atau bisa dikatakan gangguan bahasa ibu pembelajar (sumber interlingua), beberapa siswa mencoba menerjemahkan kata-kata satu per satu dari bahasa Indonesia ke bahasa Inggris tanpa memperhatikan Aturan struktur bahasa Inggris.

Kata Kunci: kesalahan, mahasiswa, tulisan

ABSTRACT: This study aimed at exploring the types of common grammatical errors are found in the students' writing and finding out the dominant type of common grammatical errors found in students' writing. This study used descriptive qualitative and quantitative method. The data were taken from the 21 compositions of students who took Basic Writing Class in English Letter Study Program, Faculty of Language and Literature of Flores University. Each writing has three kinds of writing. They are about family member, individual favorite object, and natural objects descriptions. The upshots of the study indicates there are 9,1% students who made errors in verb tense, 12,6% students who made errors in subject-verb agreement, 15,3% students made error in article, 4,5% students made error in preposition, 6,3% students made error in number, 4,5% students made error in pronoun, 1,8% students made error in possessive, 1,8% students made in word choice, 11,7% students made error in spelling, 19,8% students made error in word order, 7,2% students made error in capitalization, and 5,4% students made error in punctuation. The errors are caused from many factors; the students are still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides, errors happened because of their first language (Indonesian logical thinking), or we could say the learners' mother tongue interference (interlingua source), some students



tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

Key Words: *Errors, Students, Writing*

INTRODUCTION

Nowdays in our country, English is taught as a foreign language. English commonly has been learned by students since they were in basic level of education. In English lesson, students just focus on mastering four language skills, namely listening, speaking, reading, and writing. Listening and reading are receptive skills whereas speaking and writing are productive skills. All of them are to be improved in the procedure teaching and learning English. Since writing is a productive skill, it one of the most difficult and therefore frustrating subject to teach particularly in an English as a Foreign Language (ESL) or English as a Foreign Language (EFL) program. For most students, writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them (Taylor, 2009:4). Writing is seen as a product-constructed from the writer's command of grammatical knowledge, and regarded as an extension of grammar means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed novel sentences. The ability to write a good and proper composition is not an acquired process. It needs a lot of step by step practice, even if it is done in the first language. Myles (2002) believes that writing skill is a process that should be practiced and learned. It also involves the ability to tell or retell and transform the information in the form of text. It is undeniable if not all language learners can successfully produce a good writing although they can perform well in other skills. Again Myles (2002) believes that it is because in writing in L2, learners need more attempt in gaining, formulating, and analyzing ideas. They do not only gain the ideas but also have to deliver them in L2 which needs their proficiency in exploiting the strategies needed.

Indeed, writing is among the most important skills that second language students need to develop, and the ability to teach writing is central to the expertise of a well-trained language teacher (Hyland, 2003: 15). Furthermore, Richards and Renandya (2002: 303) state that the skills involved in writing are highly complex and writers need to be proficient in a variety of skills in order to write effectively. English grammar is more complicated than Indonesian grammar. Some errors are made by students when they do not understand well about English grammar. In writing, students involve a serious endeavor to be proficient in English because the undergraduate thesis is the final product of writing. Having a good grammar system of a language will be helpful in delivering their ideas, messages, and feelings either to the readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. English grammar is more complicated than Indonesian grammar. Some errors are made by students when they do not understand well about English grammar. A lot of students generally produce the grammatical errors on the process of Writing learning. But, sometimes the teacher unknown about student' mistakes.



Then they made their errors repeatedly because they do not have the corecction and it was what we have called as error.

This complex area of writing makes it impossible for the learners, especially those who learn English as the target language, not to produce errors. According to Dulay, Burt, and Krashen (1982) errors are the parts of the students' language production that deviate from the norm of language. This flaw is an inevitable part in learning a language. Brown (1980) in Darus and Ching (2009) argues that error is something that cannot be avoided. Error has become the part of students' learning and it is natural. Corder (1981) states that error is something that can be committed by both native speakers and the language learners. However, both speakers show different errors. For the native speakers, error can occur as the breaches of the code, while error for the non-native speakers is the parts of the language production which are different from what native speakers produce. Chomsky (1965) in Dulay, Burt, and Krashen (1982) differentiates errors based on the factors that cause it to happen. The first one is performance error which is caused by the carelessness of the students. This type of error was then called mistake. The second type is competence error which is caused by the lack of knowledge in using the language.

Carl James (1998:78) said that if the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a mistake. If, on the other hand, the learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error. In English, errors are the occurrences which are complicated enough to abandon. Many features that can cause the students of English as a foreign language produce errors and sometimes mother tongue interference also one of the caused. The nature of errors in the process of English learning are natural. In the process of learning the teacher will find many phenomena, they will find many students who have good writing in English, many students who have middle writing in English, and may be they will find many students who have low ability in writing English.

According to explanation above, the students have to know about the error analysis in the writing learning process. Erros analysis is the action to recognize, categorize, and interpreted or explain the error made by someone in the process of the English writing learning. Error Analysis is the process to determine the incidence, nature, causes, and effect of unsuccessful language. Eventhough, in learning English, errors are wicked things, but error analysis is advantageous for both students and teachers. For students, error analysis is needed to indicate them in what feature in grammar which is complicated for them, to show the error made by the students, to know the source or the reason of the error and how the students are able to study from their mistakes so that they will not create some errors repeatedly. And for teachers, it is needed to evaluate themselves whether they successful or not in teaching English. Hence, derived directly from the formulated problems above, the purposes of the study aim at exploring the types of common grammatical errors are found in the students' writing and finding out the dominant type of common grammatical errors found in students' writing.

THEORETICAL REVIEW

As a linguistic skill, writing is conceived as a product or a process, a cognitive or a social activity, and a content-oriented or a form-oriented activity (Llach, 2011:42). Learning to write in EFL imposes a particular challenge for users of other native languages, even if these share the same writing system. By writing, learners practice language, syntactic structures, morphology, and vocabulary (Llach,



2011:50). Ontario (2005: 3) states that writing is a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Kay (in Westwood, 2004:100) observes that writing is a highly complex process involving multiple brain mechanism and specific abilities. The act of writing requires the writer to formulate ideas, organize, and sequence points logical order, select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write legibly. It requires the simultaneous and sequential integration of attention, language, long-term memory, and working memory, motor skills, higher-order thinking, and metacognition. To accomplish this process successfully, the writer needs an efficient nervous system, adequate intelligence, motivation, language proficiency, (for example, adequate vocabulary, knowledge of grammar, and spelling ability) and an awareness of text organization and style (Gregg & Mather, in Westwood, 2004: 100). Therefore, writing ability is considered to be an indicator of language proficiency, especially in academic contexts (Llach, 2011:51).

In linguistic performance, linguists offer three different senses of using language including accuracy, fluency, and complexity. The first is *accuracy*. Skehan (in Ellis & Barkhuizen, 2007:139) cites that *accuracy* refers to how well the target language is produced in relation to the rule system of the target language. Accuracy means being exact or correct (Janulevičienė & Rackevičienė, 2011). It belongs to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic, or discourse features of a language; the ability to produce grammatically correct sentences; the acceptability, quality, and precision of the message conveyed (Ahangari & Barghi (2012). Therefore, the emphasis on accuracy deals with the production of structurally correct instances of second language. On the other hand, inaccuracy is a sign of erroneousness and results in the production of structurally wrong sentences which violates the goals of any language curriculum. The second, *fluency* is the production of language in real time without undue pausing or hesitation. Fluency occurs when learners prioritize meaning over form in order to get a task done. The third is *complexity*. *Complexity* is the extent to which learners produce elaborated language. There are two senses in which language can be considered elaborated. Firstly, learners vary in their willingness to use more challenging and difficult language. Language that is at the upper limit of their interlanguage systems, and thus is not fully automated, can be considered more complex than language that has been fully internalized. Secondly, complexity can refer to the learners' preparedness to use a wide range of different structures. It will depend on learners' willingness to take risks by experimenting linguistically.

Derived from the stated cues above, accuracy is often compared to fluency when we talk about a learner's level of speaking or writing. In writing, Ahangari & Barghi (2012) argues that accuracy is the ability to use language correctly, and grammar instruction in language teaching/learning program mainly aims at uplifting accuracy in learners for better communication. Teachers who concentrate on accuracy help their students produce grammatically correct written accuracy for grammatical accuracy of writing is the ability of the students to write that are free from grammatical errors and to edit their errors (Ferris & Roberts, 2001). In teaching writing, there are various kinds of writing. A lecturer must be able to perform the best way and method in teaching writing to his students so they can produce the good writing. To get a good writing, the students must really know the other skills connected to the writing. It is because among the skill of writing and other skills; listening, speaking, reading, and writing are closely connected each other. Kane, (2000:6) states the four of writing sorts: (1). Narrative. The narrative is a type of writing which talks about events. The narrative is mostly found in the form of



fiction like novel, short story, or fable. (2). Descriptive. The descriptive is the article which describes the characteristics of an object on the whole clearly and systematically. (3). Expository. The expository is the factual writing composition. The social function of this genre is to distribute information concerning important facts in the world. It explains how things work, facts of everyday life. Donoghue (2009:266) states that expository are the composition to satisfy a practical need and its information gives the reader new knowledge, (4). Persuasive. Persuasive paragraph is a paragraph that pursues the reader to such things as what it is illustrated in the text. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof.

Then, many researcher use the linguistic category taxonomy as a reporting tool which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to description of errors provided by other taxonomies. The errors are categorized as an aid in presenting the data rather than to create a basis for extensive speculation concerning the sources for the errors. For this reason, they are categorized along fairly traditional lines into errors in morphology, syntax, and vocabulary (Dulay & Krashen, 1982:148). According the theory of Dulay & Krashen, 1982:2) The two main categories are further subdivided according to different parts of speech or parts of the sentence. The writer, then, puts punctuation and capitalization that commonly occur in students' writing (1) Morphology. The types of errors that fall within the category of morphology are incorrect indefinite article, possessive case, incorrect of third person singular verb, incorrect simple past tense, incorrect past participle, and incorrect comparative: (2) Syntax. In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language. The errors in syntax can be categorized as noun phrase, verb phrase, verb and verb construction, and word order; (3) vocabulary; (4) Mechanics;

METHODS

This study used descriptive qualitative and quantitative method. According to Kothari (2004:3), *quantitative vs. Qualitative*: Quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. Qualitative research, on the other hand, is concerned with qualitative phenomenon, for example phenomena relating to or involving quality or kind. While descriptive approach is intended to describe data based on the phenomenon found in the study referring to the types of grammatical errors and the dominant error found in students' writing. The data were taken from the 21 compositions of students who took Basic Writing Class in English Letter Study Program, Faculty of Language and Literature of Flores University. These writings are the results of basic writing examination. It consists of 21 writings each writing has three kinds of writing they are about family member, individual favorite object, and natural objects descriptions. In collecting the data, some steps to obtaining the data were reading the writings of the students, identifying, and highlighting the grammatical inaccuracy, and listing the sentences containing the grammatical inaccuracy. While in analyzing the data, some steps were adopted, namely by classifying the data into the types of common grammatical errors, calculating the occurrences of each type of common grammatical errors. In calculating the frequency of these each error, the writer



employs the following formula: $P = \frac{n1}{\sum N} \times 100\%$ with P (percentage of each error, N1 (total of the given error), $\sum N$ (total of the whole errors). Then, discussing the common errors of grammar and their occurrences was based on the theory of common grammatical errors proposed by Heidi Dulay (1982).

DISCUSSION

As previously stated, intends to explore the most common grammatical errors in descriptive text about natural object. After collecting and analyzing the data, the writer finds a lot of most common grammatical errors occur in students writing. The errors are classified based on linguistic category. There are two categories; they are morphological error and syntactic error. One hundred and eight (111) grammatical errors of various types were found on students' writing. The types of most common grammatical are twelve types. They are error in using of verb, subject-verb agreement, article, preposition, number, pronoun, possessive, word choice, spelling, word order, capitalization, and punctuation.

Error in Using of Verbs

Error of wrong verb occurs when a student or learner uses the wrong verb tense in certain sentence. The results of this study indicate that the students are not aware applying the correct tense to the verb in the sentences. Besides, there are some rules to be obeyed in using of verb in the sentences. These rules are complex so that the students often make errors in this area. Some of the errors are shown, as follows:

Type of Error	Error Identification	Error Correction	Information
Using of verbs	The stone is a natural object that () hard.	The stone is a natural that is hard.	Student 01
	Round stone () usually <u>use</u> as gun in the war in the long time ago.	Round stone is usually used as the gun in the war at the past time.	Student 01
	The mouse () deer Very clever to lie other animal	The mouse deer is very clever to lie other animals.	Students 20
	In summary, the stone () very helpful of human life	In summary, the stone is very helpful of the human life.	Student 03
	Second sun is <u>use</u> by plant for photosynthesis.	Second, sun is used by plant for the photosynthesis process.	Student 19

Based on example above, in the first sentence, third sentence, and fourth sentence the students made the same errors where they omitted the *to be* (am, is, are) in those sentences. In those sentences, they should be put *to be is* as the linking verb. As we know that *to be* (am, is, are) used in the simple present tense to show the connection between the subject and a noun or adjective that comes after the verb. In the first sentence, second sentence, and third sentence should use *is*, because the subject of those sentences are the proper nouns. Whereas errors in the second sentence and fifth sentence occurs because the students failed to recognize the formula of forming passive sentences that is *to be + Verb 3*. The students failed to put the correct verb in those sentence. The verb *use* in those sentence should be changed into past participle form (verb 3), so the verb *use* be *used*. In English, each passive sentence the form of verb always uses the past participle verb.

Error in Subject-Verb Agreement



Agreement between subject and verb is influenced by the subject form whether it is singular or plural. To compose a correct sentence structurally, the verb must agree with the subject. If the student cannot recognize this means we are failed to compose a correct sentences structurally. Thus, the students can identify the subject whether it is singular or plural. Having no competence in identifying the subject will make the students fail to produce the correct form of the verb. It means that the students have made errors in making the agreement between subject and verb. The students made some errors in this area. They are as follows:

Type of Error	Error Identification	Error Correction	Information
Subject-verb agreement	The waterfall haven't color it is very clear.	The waterfall has not the color, it is very clear.	Student 07
	But it plant have a thorn is very sharp.	But its plant has the thorns, it is very sharp.	Student 12
	Tree (have) a function.	Tree has a function	Student 14
	Stone have several advantages.	Stone has several advantages	Student 16
	Overall stone (have) two advantages.	Overall stone has two advantages.	Students 16

Based on the example above, each sentence above have the same errors. Errors in those sentence occurred because the students failed to make the agreement between subject and verb. Instead of using **has** for subject the waterfall, plant, tree, and overall stone they used the verb **have**.
Error in the Use of Articles

An article is a word that is used with a noun to indicate the type **of** reference being made by the noun. There are two kinds of article they are definite article (the) and indefinite article (a/an). Definite article (the) is used to refer to specific or particular nouns and indefinite article (a/an) is used to modify non-specific or non-particular nouns. In the use of articles, the students should be able to distinguish between the uses of articles. If they are cannot to differentiate them, they will make errors. In the following there is some example of errors in this are that is made by the students:

Type of Error	Identification of Error	Error Correction	Information
Articles	In () weekend many people go to Detusoko.	In the weekend, many people go to Detusoko.	Student 04
	Rose is a flower with has () special characteristic.	Rose is a flower with has a special characteristic.	Student 15
	Pseudo star can't produce () lights.	Pseudo star cannot produce the lights.	Student 18
	Sun including white star.	The sun includes white star	Student 19
	Mouse deer likes eat cucumbers and mouse deer live in (the) wood.	Mouse deer likes eat cucumbers and live in the wood.	Student 20

Based on the example above, errors in this area occurred because the students the students omitted the definitive article and the indefinite article. The example of errors in the articles above showed that the students omitted article **a** and **the** in their writing. Omission in article was found as one of big sources of errors in the students' writing. The students omitted articles **the** and **a** in their writings, because they did not the notice their usage ia a sentence. Master (2002) stated that article



had a function of word which were normally unstressed and it as difficult for a non-native speaker to pay attention to. It caused omission of article for non-native speakers.

Error in the Use of Preposition

Errors in prepositions appears because there are uncertainties in students to select the correct preposition (Darus & Ching, 2009; Dyarenggasti, 2012). It also happened because Bahasa Indonesia did not use preposition in its sentence. It make students can not find the relevant preposition to be used in English sentence. Learners tend to omit the prepositions when they could not find which preposition to be used.

In using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context. Some of the errors made by the students in this area are as follows:

Type of Error	Identification of Error	Error Correction	Information
Prepositions	Deer is one () animal that has several advantages.	Deer is one of the animal that has several advantages.	Student 11
	Second, <u>on</u> the island there are many big trees.	Second, in the island there are a lot of big trees.	Student 14
	Sun has a great gravity to couse the circulation <u>on</u> the soal system circles the sun.	The sun has a great gravity to couse the circulation of the solar system circles in the sun.	Student 19
	First, <u>on</u> the island there are many cave bat.	First, on the island there are a lot of the bat caves.	Student 14

The participants made errors in using prepositions of, in, on, and at. Some students faced confusion because they did not master the application of prepositions. For example, we can see the table above. In the first sentence the student did not put the preposition **of** to the sentence. So, in the third sentence the student used the incorrect preposition, preposition **on** used instead of preposition **of**. And in the second student and fourth students, the students put the preposition the incorrect preposition also, where they used preposition **on** instead of preposition **in**.

Error in Numbers

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object. Plural number is a noun denotes more than one object. Singular can be identified by putting "a" or "an" before noun. Generally, plural nouns can be added by "s" or "es" after noun. In irregular noun form, plural has varoius types e.g. knife-knives, man-men, mouse-mice etc. Most of students made errors in singular and plural because of their lack of knowledge and the influence of their native language or mother tongue interference. We know that the form of Indonesia singular and plural is different from English form. Mostly, Indonesia plural form does not change form its singular form. Some errors in this area will be illustrated as follows:

Type of Error	Identification of Error	Error Correction	Information
Number	The stone has several <u>shape</u> , the first is round.	The stone has several shapes. The first is round.	Student 01
	Rose has three <u>characteristic</u> .	Rose has three characteristics.	Student 15



Rose has a beautiful <u>colors</u> .	Rose has a beautiful color.	Student 15
In brief, star have two <u>type</u>	In brief, star have two types.	Student 18
So, so much <u>teeneger</u> use mawar to show their love for some one.	So, there are a lot of teenegers use rose to show their love for some one.	Student 15

In the five sentences above, the errors in number occurs because the students failed to recognize the plural and the singular of the sentences. Besides that, the students' errors in number occurred because of singular and plural form in Bahasa Indonesia have the same way without any addition, for example, *satu kucing* (one cat) and *dua kucing* (two cats) had the same noun *kucing* (cat). It was different with English which stated a cat and two cats. Some participants realized the rule of singulars and plurals, but they misused this rule. Therefore, errors occurred because of substitution in singulars for plurals and plurals for singulars. In the first sentence, second sentence, fourth sentence, and fifth sentence the students made the error in plural sentence, they did not put the morpheme (s/es) to pluralize the noun. Whereas in the third sentence, the student put the incorrect morpheme (s/es) to the noun that it noun should be did not adding morpheme (s/es) because in this used a singular subject.

Error in the use of pronouns

The pronoun errors were classified into subject pronoun, object pronoun and possessive pronoun. The students made errors in this area, they are as follows:

Type of Error	Identification of Error	Error Correction	Information
Pronoun	In short, the human like chicken because () can make ornament, sale, and eaten.	In short, human likes a chicken because it can be made an ornament, selling, and food	Student 09
	Rose is a plant that making by God, () is very beautiful .	Rose is a plant that is created by God. It is very beautiful.	Student 12
	() Is one of the major groups of stones.	It is one of the major groups of the stones	Student13
	Second, stone also can get rid of toxins in the body, and () can be natural wealth.	Second, stone also can get rid of itoxins in the body, and it can be a natural wealth.	Student 16

Based on the example above we can see that the four sentence above got the errors in pronoun because the students omitted the pronoun *it*. In this case the student did not put the pronoun *it* because they unrecognized the rules of using the pronoun in a sentence its self

Error in using of Possessive

Possessive is a word of grammatical construction used to indicate a relationship of possession. We use the possessive form of a noun when we want to show the ownership by that noun. In other words, we use the possessive form of a noun to show that someone has something, like a brother's car or her husband. Below are some of example of possessive errors found in students' writing:

Type of Error	Identification of Error	Error Correction	Information
Possessive	<u>They</u> favorite food is fish	Their favorite food is a fish	Student 02



Many people very like the sea for recreation with () family, friends, or anybody.	Many people very like the sea for recreation with their family, friends, or anybody.	Student 21
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Based on example above, the errors also in possessive appeared in the first sentence and the second sentence. In the first sentence, they favorite food is fish. Students should be used possessive pronoun **their** rather than **they**. It should be, their favorite food is fish. Then, in the second sentence the students omit the possessive **their** as the possessive pronoun of the subject they. Possessive pronouns were considered as one step more difficult application for learners rather than personal pronoun, like subject and object pronouns (Tay, 2004) as cited in Chang, Mahadhir, & Ting (2010).

Error in Word Choice

Word choice or diction is a process to choosing the right word in a sentence. In English sometimes there are a lot of same words have the several of meaning. Students usually get some difficulties in using appropriate words in their sentence because not all words can be used in every sentence. In the following we can be the example of error in this area:

Type of Error	Identification of Error	Error Correction	Information
Word Choice	Rose is a plant that making by God.	Rose is a plant that is created by God.	Student 12
	Rose is a beautiful flower with any characteris	Rose is a beautiful flower with some characteristics.	Student 15

Word choice also becomes problematic for the students in this study. From the example above the students made the errors in the word choice. In the first sentence the student failed to put the correct word choice base on the form sentences. In that sentence the student should be used the word **created** instead of the word **making**. In the second sentence there are two inappropriate word choice (**any** and **characteris**), it is word should be changed to **some** and **characteristics**. The words **any** and **characteris** changed by **some** and **characteristics** because **any** cannot used in the positive sentence, whereas the word **characteris** was not the noun, the correct word **characteris** is **characteristics**.

Error in the spelling

Spelling is the way how to put a word correctly into the sentence. Most students misspelled certain words, especially for the English words that changed into Indonesian language and made some incorrectly separated words. The students could not spell and write some word correctly because they were still interfered by Indonesian language, their mother tongue. The spelling in Indonesian language imposed students to write spelling in English. Spelling error could also happen by lack of knowledge of students and influence of their native language. For example of this error are:

Type of Error	Identification of Error	Error Correction	Information
Spelling	Water also used to (oxtinguish) fire.	Water also used to extinguish the fire.	Student 5
	(Im berief), the tree have (fungtion).	In brief, the tree has a function.	Student 10
	It is very clear like water, but it is very (salty).	It is very clear like water, but it is very salty.	Student 21
	Sun has a great gravity to cose the circulation on the	Sun has a great gravity to cose the circulation of	Student 19



(soal) system circles the sun.	the solar system circles in the sun.	Student 06
Besides that (excers) water can also lead to disaster flood.	Besides that, the excess of water can also lead the flood disaster.	

Based on the example above we can know that errors in spelling occurred because the students write their writing in the paper directly without any helping from electronic dictionary and computer. The words that found in the example above are **extinguish**, **im**, **fungtion**, **saltly**, **soal**, and **excers**. They were should be changed to the correct spelling became **extinguish**, **in**, **salty**, **function**, **solar**, and **excess**. However, the spelling error of adding to final e and silent letters occurred because the students did not realize when they were writing, they would write what they said in their mind unconsciously.

Error in the Word Order

The most errors that students made in writing descriptive paragraph is word order. Word order is the syntactic arrangement of words in a sentence, clause, or phrase. Word order is sometimes the result from immediate communication strategy when the learner tried to express a meaning, which their competence contained no appropriate items or rules at all. Indonesian word order and English word order is different. For instance of this error are:

Type of Error	Identification of Error	Error Correction	Information
Word Order	We can take a rest there if we fell stres I think .	I think we can take a rest there when we feel stress.	07
	For animals water also desperately needed, as well plants need water for their growth.	For animal, the water also desperately needed like the plants need water for their growth.	08
	Chicken is the many human like .	A lot of humans like a chicken.	09
	So the stone is has many advantages in our lifes.	So, the stone has many advantages in our lifes.	10

Based on the example above, errors made by the students in word order occurred because they had a lack of knowledge about the correct structure of a sentence. A lot of student tend made a piece of writing inappropriate with the rules of a sentence, usual the correct structure of sentence such as at this formula: subject-verb-object-place-time.

Error in the Use of Capitalizations

Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters. Using capital letter for the first letter of a word has a specific meaning for most readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization; capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions. Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase and do not capitalize words to emphasize them in academic writing. The examples of this error are found, as follows:

Type of Error	Identification of Error	Error Correction	Information
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Capitalization	leafe help us from .	Leaf help us from the polution.	Student 17
	The mouse deer Very clever to lie other animals	The mouse deer is very clever to lie the other animals.	Student 20
	33 kilometers from ende you can see my village its name Detusoko.	33 kilometers from Ende you can see my village, its name Detusoko.	Student 04
	The sun Is also a source of energy for living things	The sun is also a source of energy for the living things.	Student 19

Based on the example above error in this area occurred because the students did put the correct capital letters in the correct words. In first sentence student did not put the capital letter into the first word of a sentence that was **leafe**. In the second sentences the students failed to put the correct capital into a word in sentence where the student put the capital letter into the word **Very**, as we know that the word **very** was not the first word in the sentence. In the third sentence error in capitalization occurred because the student did not used the capital letter to the proper noun (**ende**). As we know that each the proper noun of a name of city must be began with the capital letter. And the last sentence capitalization error occurred because the students using the capital letter into to be **Is**.

Error in the Using of Punctuations

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well, you must punctuate well; but to punctuate well, you must also write well. Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened. A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese. The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc. For example: It's a fine day today and he dog bit its tail (showing ownership). The example of error in punctuations that made by students are:

Type of Error	Identification of Error	Error Correction	Information
Punctuation	In conclude the sea (,) very salty (,) have not color and very good for recreation for anybody.	In conclude, the sea is very salty, has not the color, and it is very good to recreation for anybody.	Student 21
	Tree has different part (,) and i very love tree.	Tree has some different parts. I am very love the tree.	Student 17
	I like Detusoko (,) I hope one time I can make go ahade to Detusoko.	I like Detusoko. I hope one time I can invite someone to go to Detusoko.	Student 04

Based on the example above, errors in punctuations occurred in the punctuation comma. From the three sentences above the students just made the errors in the punctuation comma. It was because of a lot of student can not dominate the rules of using the punctuation comma. There are a few of the rules of using comma they are, use a comma to separate the elements in a series (three



or more things), including the last two. Use a comma + a little conjunction (and, but, for, nor, yet, or, so) to connect two independent clauses, as in "He hit the ball well, but he ran toward third base."

The Most Dominant Frequency of Error

The frequency of calculation of each error can be described, as follows (1) errors in using of verbs are 10 with 9,1%, (2) errors in subject-verb agreements are 14 with 12,6%, (3) errors in the use of articles are 17 with 15,3%, (4) errors in the use of prepositions are 5 with 4,5%, (5) errors in numbers are 7 with 6,3%, (6) errors in the use of pronouns are 5 with 4,5%, (7) errors in using of possessive are 2 with 1,8%, (8) errors in word choice are 2 with 1,8%, (9) errors in spelling are 13 with 11,7%, errors in word order are 22 with 19,8%, (10) errors in the use of capitalizations are 8 with 7,2%, (10) error in using of punctuations are 6 with 5,4%.

The results of the analysis can be summarized, as follows:

CONCLUSION

Based on the data analysis and the discussion in the previous chapter, the writer made conclusion that the ability of the students in class of Basic Writing in the academic year of 2016/2017 of University Flores in writing descriptive paragraph was still low. The writer found that there were 9,1% students who made errors in verb tense, 12,6% students who made errors in subject-verb agreement, 15,3% students who made error in article, 4,5% students who made error in preposition, 6,3% students who made error in number, 4,5% students who made error in pronoun, 1,8% students who made error in possessive, 1,8% students who made in word choice, 11,7% students who made error in spelling, 19,8% students who made error in word order, 7,2% students who made error in capitalization, and 5,4% students who made error in punctuation. The errors are caused from many factors; the students are still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use. Besides, errors happened because of their first language (Indonesian logical thinking), or we could say the learners' mother tongue interference (interlingua source), some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

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