

## **Error Analysis on Grammatical Aspects in The Students Writing Essay (Case Study At The Fourth Semester Students Of English Education Programme Of STKIP Taman Siswa Bima.**

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### **Abstract**

The purpose of this study was to describe what kinds of error do the students in their writing essay and to describe the reasons why the students make the error in their writing essay at the four semester students of English education Programe of STKIP Taman Siswa Bima. This research applied case study method. The method unsuited to the error analysis procedures (following Chen, 2006:6) informed the processes to analyze the data consisted four steps were Data collection , Identification of errors, Classification of errors into error types, A statement of error frequency, Find out the case of error. The result of this research was concluded that the grammatical errors made by the fourth semester students of STKIP Taman Siswa Bima in writing essay are in Punctuation and Spelling for the highest errors 50.1%, the second is errors in Sentence Pattern 16%, followed by Auxiliaries 6,1%, Preposition 5.26%, Passive voice 4.48%, Verb Tense and Form 4.2%, Subject-verb agreement 4.0%, Articles 4%, Plurality 3.8%, Word order 2.3% and Pronoun 1,1% of 521 errors obtained from their essays. The cause of error based on interview was succession approximation system.

**Keywords:** Error Analysis, Grammatical Aspects, Essay.

### **Background of Study**

Writing is a difficult process even in the first language. It is even more complicated to write in a foreign language. English carries the status of English as Foreign Language (EFL) based on Indonesian government's policy (SK no 060/U/1993; SK no 170/105/1994). Many studies indicate for the English Foreign Language (EFL) students, there tends to be interference from their first language in the process of writing in English (Adam, Uthman and Abdala, 2015; Al. Buain, 2006; Darus, 2009; Hourani, 2008; Ngangbam, 2006; Sawalmeh, 2013). Lectures of writing classes in the university level are generally faced with students who have memorized a good amount of English vocabulary and grammar rules but have seldom put that knowledge to practical use (Wachs, 1993). In many cases, the majority of these students are still translating

words, phrases, and sentences from Bahasa to English with often very strange results. The challenge for the composition teacher is to find methods to activate in a meaningful way the passive knowledge the students possess in terms of the writing skill, as well as to help the students become more proficient while working to eliminate some of their common errors.

Moreover, writing skills must be practiced and learned through experience. By putting together concepts and solving problems, the writer engages in "a two-way interaction between continuously developing knowledge and continuously developing text" (Bereiter & Scardamalia, 1987, p. 12). Indeed, academic writing demands conscious effort and practice in composing, developing, and analyzing ideas. Compared to students writing in their native language (L1), however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills, they want to write close to error-free texts and they enter language courses with the expectations of becoming more proficient writers in the L2. In university and college environment, writing is usually done by students, scholars, teachers, and researchers that compose academic communities (Murray & Moore, 2006). Error Analysis (EA) emphasizes "the significance of errors in learners' interlanguages system" (Brown 1994: 204). According to Corder (1967), EA has two objects: one theoretical and another applied. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for pedagogical purposes. At the same time, the investigation of errors can serve two purposes, diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem). Corder (1967) said that it is diagnostic because it can tell us the learner's grasp of a language at any given point during the learning process. It is also prognostic because it can tell the teacher to modify learning materials to meet the learners' problems.

Errors are bad things in learning English, but error analysis is advantageous for both students and lectures. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly and for lectures, it is required to evaluate themselves whether they are successful or not in teaching English. Writer has chosen the forth semester students based on consideration that the students have passed one year study and got Writing 1, Writing 2 and Writing 3 as the compulsory subject before.

## **Error Analysis**

### **1. Definition of Error Analysis**

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language (Richards 1998:1). Richards et.al in Emmaryana fajariani's (2010: 6) state that: Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis

## 2. The Differences Between Error and Mistake

Sometimes we confuse to differentiate between error and mistake. 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 it is an error. Richards et.al (1973:95) states that mistake is made by a learner when writing or speaking which is caused of lack of attention, fatigue, carelessness, or other aspects of performance. From these two definitions, it can be concluded that a mistake is made by a learner because he does not apply the rule (s) that he actually knows, in other words, a mistake is a non-systematic deviation from the norms of the language.

## 3. The Causes of Error

Norrish (1987:8,21-26) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

- a. *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- b. *First language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference”.
- c. *Translation*. It is one of the causes of error. This happens because 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 error.

## 4. The Kinds of Error

According to Corder (1981:36) errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:

### a. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example: “I watch the movie last night”. Instead of: “I watched the movie last night”

### b. Addition

Learners not only omit elements which they regard as redundant, but they also add redundant element.

For example: - I swims

- The books is here Instead of: “I swim” and “The book is here”

### c. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For

example: “Fika is smartest than Femy”. Instead of “Fika is smarter than Femy”.

d. Ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example “He is got upping now”, the learners attaches the inflection-ing to the particle of the two words verb “get up”

## WRITING

Writing is one of the parts of language skills besides Listening, Speaking and Reading. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they produced words, sentences and paragraphs with a good grammatical. Written text has several conventions which separate it out from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation (Harmer 2001:255)..

### 1. Definition of Writing

There are many definitions of writing according to many experts. Writing is to make letters or other symbols (ideograph) on a surface.<sup>17</sup> It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.

### 2. The Purpose of Writing

There are many kinds of writing, such as: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. All of them are writing. They all have the basic purpose of getting ideas from one mind into another. And here are some purposes of writing:

a. Writing to entertain

Entertain does not necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it is like to be a reader, you can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays. Sometimes imaginative writing disguises itself as a ‘true story’ for added effect.

b. Writing to inform

Inform tells the reader about something. These kinds of writing can also be ‘entertaining’ in the sense that they’re a good read. But entertaining the reader isn’t their main purpose. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

c. Writing to persuade

Persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings (Grenville 2001:10-11).

### 3. Academic Writing

a. Definition of Academic Writing

Academic Writing is for international students studying in colleges and universities where courses are taught in English. Those students who are not native speakers of English often find the written demands of their courses very challenging.

b. Kinds of Academic Writing

Based on Stephen Bailey (2006:3) academic writing are divided into six types namely Letter, Notes, Report, Project, Essay, Thesis/Dissertation, Article/Paper.

### **Essay**

Essays are set as assessment tasks across all Colleges, from business to medical science, from engineering to computer science, from law to languages, and from psychology to the humanities. The essay-writing task challenges each student to go beyond the accumulation of information and to engage with the questions that are at the heart of their area of study. This involves learning to think critically, that is, to identify issues that allow you to explore the question (analyze), consider the question from a range of different perspectives (critique), and construct an academically credible argument (evaluate) (ANU 2013: 1).

### **Essay Writing Style**

Stella Cottrell (in Vivien Perutz, 2010:14-16) refers to three main styles used in essay writing: descriptive, argumentative and evaluative. Many writing tasks will involve some combination of the three and the use of critical, analytical skills. Some courses will require a degree of more personal, reflective writing.

### **Grammar**

#### **1. The Definition of Grammar**

James E. Purpura (2004:6) stated in his book *Assessing Grammar*: “Grammar is defined as a systematic way accounting for a predicting an ideal speaker’s or hearer’s knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language”. Penny Ur (1996:75) said that: “Grammar is sometimes defined as the way words are put together to make correct sentences”. This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English “I am a student” is grammatical; “I a student” and “I are a student” are not.

#### **2. The Place of Grammar Teaching**

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive, and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned.

#### **3. The Grammatical Errors in Writing**

Following the taxonomy of error Corder, 1974; Richards, 1974; James, 1998; Selinker, 1972 in Richards, 1974; Richards & Sampson, 1974, a Taxonomy for Error Analysis including grammatical errors: passive verb, tense, and form subject-verb agreement, word order, prepositions, articles, plurality and auxiliaries.

### **METHOD**

In accordance with the proposed research questions, this research was designed to be qualitative which settled descriptive case study. Hatch (Tabah Ghifary, 2013) argues that qualitative research study was intended to explore the reality about human behavior within natural setting and context. A qualitative study does not start with the hypothesis, so there is no interference in the form of controlled treatment to the participant. This research describes the phenomenon refers to the grammatical errors that are made the students in composing essay. This study employed a case study as its method, Cray (Tabah Ghifary, 2013) a case study is the in-depth investigation of an individual, group or institution, while in education, case study were typically conducted to determine the background, environment and characteristic of students with problem. Through this study, the problem which described were kinds of error and the factors that influence the students do the error. Eventually, the factors that influence the students do the error can be identified after the frequency of the most error known, for the instance, the subject and verb agreement does not exist in Bahasa, so the cause of error can be the overgeneralization of the target language as one of the result of Intralingual Interference (Richards, 1970).

### **Subject of the Research**

Twenty and eight students of Class B of English Education Programe of STKIP Taman Siswa Bima were chosen to be the subject of this research based on the assumption that they had passed Writing 1, Writing 2 and Writing 3 as one of the obligatory subject at its program.

### **Research Procedure**

At the initial stage of data collection, permission was sought from the lecture of the targeted class. After the lecture was cooperative and willing to participate in accomplishing this study, the procedure of this research was done. Previously, the students were provided with the free topic of essay. They are also given sufficient time to write in 75 minutes. Data were analyzed following Ellis (1997:15-20), Gas & Selinker (2001:67), Hubbard et al. (1996:135-141) and Huang (2002, as quoted by Chen, 2006:6) informed the processes I used to analyze the data. The following four steps were followed:

1. Data collection
2. Identification of errors
3. Classification of errors into error types
4. A statement of error frequency
5. Find out the case of error

### **The Instrument of the Research**

To collect the data of students error in writing essay the researcher used text document and to help or strengthen the data of the factor which influence the students to do the error the guided interview was used.

1. Text Document

The researcher obtained the text document of the students writing essay by asking the lecture of *Writing 4* permission to use it as the instrument of his research. The text were free genre of essay which were written of the students in their final examination which was held on sixth June 2016.

2. Guided Interview

Even though the causes of error can be identified by following the error analysis step but to strengthen the data the researcher used guided interview. The indicator of the interview

could be seen as follow.

## Technique of Data Collection

### 1. Text Document

In order to collect the data, the writer asked the lecturers of Writing IV subject for her permission. Then, the writer borrows the students' writing essay to make the copies.

### 2. Guided Interview

The data of interview was collected after the researcher met some of the fourth semester students to deliver some questions which was composed and prepare before. Before doing the interview, the researcher informed the interviewee the purpose of the study to aware them that they had to focus, and serious while being asked.

## The Technique of the Data Analysis

### 1. Text Document Analysis

The writer used descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases. The formula was:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: Frequency of wrong answer

N: Number of sample

- Interview Analysis

The formula was:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: Percentage

F: Number of frequencies of the respondent answer

N: Number of sample (Sugijono, 2009:143)

## FINDINGS AND DISCUSSION

### a. Types of Error

In preceding explanation, the data are taken from students' writing essay of students of *STKIP Taman Siswa Bima*. The writer classified the students' grammatical errors into eleven types of errors found in their writing essay. Then the researcher displays the types of errors based on where these errors most emerged. The highest percentage errors made were in Spelling and Punctuation (50.1), Sentence Pattern (14), followed by Auxiliaries (6,1), Preposition (5.26), Passive voice (4.48), Verb Tense and Form (4.2), Subject-verb agreement (4.0), Articles (4), Plurality (3.8), Word order (2.3) and Pronoun (1,1).

### b. Spelling and Punctuation

There were 261 errors or 50.1% errors in Spelling and Punctuation. The errors in spelling and punctuation occurred because of the *language transfer* when the students wrote because most of the students did not know the form of the words correctly. They sometimes change

the spelling in the text. The examples of spelling and punctuation errors:

- We partisipate.....(participate)
- Sun is center.....(centre)
- Komputer.....(computer)
- Indonesia is agricultural contry.....(country)

**c. Sentence Pattern**

From 521 errors students' errors in sentence pattern with the percentage 14%. The researcher assumed that this error caused by the *overgeneralization in intralingua transfer* or error resulting from the transfer of grammatical and stylistic elements from the source language to the target language. The example of Sentence Pattern:

- Lariti Beach is tourist spot so beautiful.....( Lariti Beach is tourist spot which is so beautiful). This is including in omission error.
- I have a new friend from by using of Facebook .....( I have a new friend from Facebook). This is including in addition error.
- Let's use the telephone with positive.....( Let's use the telephone positively). This kind of error applies both of omission and addition.

**d. Auxiliaries**

Auxiliaries are used in an attempt to show that events happen and happened, the respondents in this study over-generalized the use of auxiliary verbs and committed the errors above. Learners then displayed confusion in the use of English auxiliaries. Here some of auxiliaries errors done by the students in their writing essay.

- It so bad especially for skin.....(it is so bad especially for skin).
- The place usual to visit.....(the place is usual to visit)
- It's can show the movie.....(it can show the movie)
- Dahi Bojo be specific characteristic.....(Dahi Bojo has specific characteristic).

**e. Preposition**

There were 27 errors in Preposition with the percentage 5.18%. Preposition errors also happened because of *Overgeneralization* that is an error caused by extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word. The examples of Preposition errors:

- We still fully surrender corruption cases.....(we are still fully surrounded by corruption cases).
- Come in Madapangga.....(come to Madapangga)
- The most two popular.....(the most of two popular)
- Should be published in the world.....(should be published to the world)

**f. Passive Voice**

The analysis of the errors of those who used the passive voice is that 23 errors at the percentage of errors is (4.4%). This type of error might be happened. The misuse of verb to be is peculiar in this example since this verb does not exist in the Arabic language. This type of error may be due to intralingual transfer. Here the examples of passive error in students



writing essay.

- Circled\_Madapangga and Bolo.....(circled by Madapangga and Bolo)
- We\_still surrender corruption cases.....(we are fully surrender by corruption cases)
- Very need by our body.....(very needed by our body)
- Also enjoy doing by anyone.....(also enjoyed by anyone)

**g. Verb Tense and Form**

High error rates in this study occurred within the error category of verbs, with 22 errors, an error rate of 4.2%. This finding may explain that the use of English verbs was one of a major learning difficulty for students. The student over-generalized the use of past tense and verb-ing. The example of the errors are:

- We known it.....(we know it)
- As user often to found.....(as users often to find)
- We have studying.....(we have studied)
- Also for swim.....(also for swimming)

**h. Subject and Verb Agreement**

The most common type of error made by students in the study group is subject-verb agreement. In this case the subject and the verb phrase in the English sentence should agree in number and person. This was the area with a total of 21 attempts. It is evident that this item had the percentage of errors (4%) in this study. Although the students still make errors, they do lack a basic understanding of subject-verb agreement.

Here some examples found in the students' writing essay:

- The man have a bored.....(the man has)
- Cat are.....(cat is)
- Indonesia have.....(Indonesia has)
- The destination have.....(the destination has)

**i. Article**

In their essays the students looked confused using article (a, an, and the). Most of the errors in this case is *omission*, because they did not put the article when it was needed to be placed in front of nouns. Moreover, there is like a rule states the definite article is not allowed to be the initial of proper noun like found in the university. Errors of article found in the students' essay was 21 errors or 4% of the total errors which has been analyzed.

Here the researcher attached the example of errors of using article found in students' essay.

- As\_result Madapangga is interesting.....(as the result Madapangga is an interesting...).
- Time to start from small thing to\_big result.....( Time to start from small thing to the big result).
- You will see\_beautiful landscape.....(you will see a beautiful landscape).
- When we do a activity.....(when we do an activity).

No	Grammatical Errors	Frequency	Percentage (%)
1	Passive Voice	23	4,414
2	Verb Tense and Form	22	4,222
3	Subject-verb agreement	21	4
4	Word Order	12	2,3
5	Prepositions	27	5,18
6	Articles	21	4
7	Plurality	20	3,83
8	Auxiliaries	32	6,14
9	Sentence pattern	73	14
10	Pronoun	6	1,15
11	Spelling and Punctuation	261	50,1
<b>Total</b>		<b>521</b>	<b>100%</b>

Table 4.30: Total of Grammatical Errors

Taking the frequency values of errors, the results show that the most common errors that the students made were in Spelling and Punctuation (50.1), Sentence Pattern (14), followed by Auxiliaries (6.1), Preposition (5.26), Passive voice (4.48), Verb Tense and Form (4.2), Subject-verb agreement (4.0), Articles (4), Plurality (3.8), Word order (2.3) and Pronoun (1.1). Considering the frequency of errors highest found in Spelling and Punctuation, however, there is at least one thing that is clear: many spelling errors are tightly connected to pronunciation. Concerning particular phonemes, we can mention an interesting finding: Linnarud (1993) points out that errors in the pronunciation of vowels are more tolerated than errors of consonants are (the reason may be that vowels often vary a great deal even in the speech of native speakers). When a wrong word is used, she claims that language transfer (communication) can be successful in spite of the error (e.g. me in the wol, volly ball, etc).

## 2. Causes of Error

As stated and explained in the Chapter II there were many experts provided the causes of error, but for this presented study the researcher applied Richards and Simpson wrote in 1974. Moreover, in the recent sub chapter that had been analyzed the causes of errors was the intralingua transfer (communication) as the main cause of error done by the students. In addition, to strengthen and added some views of the causes of errors, the researcher made an interview which has been administered to the 10 of 29 students who got highest frequency in doing errors. The cause of errors was on succession of approximation system, followed by modality, age, language transfer and intralingua transfer. Whereas Sociolinguistic situation and Universal hierarchy of difficulty took a lower result.

1. Successions of Approximative Systems.

When students tried to learn a foreign language, they would use a particular way, technique and style. It deals with the term of succession of approximative system that took the first place as the causes of errors as 80% students claimed got in touch with this problem. The score was obtained from interview which was reflected by the question number 8 and from both questions, question number 8 got 90% and 7 70%, from the score found the average at 80%, meant that there are 80% students had the same style in learning English which has affected their writing result.

2. Modality

Modality is related to the prior experience and knowledge of the students to writing activities. The result showed that 70% of ten students which has been interviewed stated that they had knowledge of all aspect of grammar but their activities in writing done only sometimes in a week. It affected them to do many errors in their essay.

3. Age

It was clear that the 90% students based on interview in their age while being interviewed were not interesting to write. It was added by their statement that thought that they felt easy to write (60%), but proved a contrast result that they got highest frequency of errors in their writing essay.

4. Language Transfer

This aspect dealt with the way or how a target language was transferred or performed to the students. Did they native as the source of the learning in classes? Or their books and dictionaries used were quietly used standard English? It proved as the main factor of causes of errors in the previous sub chapter. Here based on the interview this aspect in the average 75% percent students got in touch with it or lower than Succession of approximation system at 80%.

5. Intralingual transfer

When the students tried to overgeneralize and did not totally apply the rules of the target language, they were indicated got the problem in intralingual transfer. In this case, 60% the students that sometime used their mother language in their writing essay and at the level of often 90% students used the grammar rules in their writing essay.

6. Sociolinguistic situation

The different background of language learner toward the target language did not give a significant influence of their errors in writing essay. This was also correlated to the students feeling to the subject and the lectures. It takes only 60% average of ten students dealt with this issue

7. Universal hierarchy of difficulty

Good grammar books also helped them to be good in writing essay. From the result of interview, the researcher found 60% students had some good and legible grammar book to be their literatures in composing writing essay.

Based on the interview which has been administered to the 10 of 29 students who got highest frequency in doing errors. The cause of errors was 90% and 70% or in average 80% students agreed the problem in succession of approximation system, followed by modality, age, language transfer and intralingual transfer for each aspect got 90% and 60% for both questions or in average 75% agreed with the aspect as the causes of errors. Whereas, sociolinguistic situation and universal hierarchy of difficulty take a lower result at average of 60%.

## CONCLUSSION

According to the explanation in the previous chapter, the researcher concludes that the grammatical errors made by the fourth semester students of *STKIP Taman Siswa Bima* in writing essay are in Punctuation and Spelling for the highest errors 50.1%, the second is errors in Sentence Pattern 16%, followed by Auxiliaries 6.1%, Preposition 5.26%, Passive voice 4.48%, Verb Tense and Form 4.2%, Subject-verb agreement 4.0%, Articles 4%, Plurality 3.8%, Word order 2.3% and Pronoun 1.1% of 521 errors obtained from their essays. Based on the interview result, there are 5 questions possess highest percentage namely question number 4 (aspect of modality), number 5 (aspect of age), 8 (aspect of succession of approximation system), number 9 (aspect language transfer) and question number 12 (aspect intralingual transfer).

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