TYPES OF SYNTACTICAL ERRORS MADE BY ENGLSIH DEPARTMENTS STUDENTS IN WRITING ESSAY REGISTERED 2014/2015 ACADEMIC YEAR AT STAIN BATUSANGKAR

Hendra Putra

Sekolah Tinggi Ilmu Kesehatan Fort De Kock Bukittinggi (STIKES) Fort De Kock Bukittinggi
email: mrhendraputra6@gmail.com

Abstract

This research deal with types of errors which consist of noun phrase, verb phrase, verb and verb construction, some transformation, word order, addition and omission made by the fourth semester students of the English Department of STAIN Batusangkar in writing essays. This research was aimed at finding out and explaining types of errors made by English Department students in writing essay at STAIN Batusangkar in 2014/2015 academic year. The source of data this research was writing test. The technique of data collection was simple random sampling. From the data, the researcher took 23 essays (20%) from the total of students. In analyzing the data, the researcher used some step, mainly reading, describing and classifying the data. The research revealed that there were 314 errors from students' writing essay. Those errors were noun phrase 80 errors (25.48%), verb phrase 138 errors (43.95%), verb and verb construction 7 errors (2.23%), word order 14 errors (4.46%), some transformation 9 errors (2.87%), omission 43 errors (13.69%), addition 23 errors (7.32%). Based on the finding above, it could be concluded that the students committed the errors in their essays. It might be caused by their grammatical mastery in English. It is also suggested to the lecturers to provide more detail explanations to the students related to the grammar problems so that the students will not make errors in their writing later on or at least it can minimize the errors produced by the students.

Keywords : Errors, Types of Syntactical Errors, Essay

Abstrak

Penilitian ini membahas tentang " Jenis Kesalahan" yang ditemukan dalam karangan comparison dan contrast mahasiswa bahasa Inggris semester empat STAIN Batusangkar tahun akademik 2014/2015. Jenis keselahan tersebut adalah kesalahan dalam hal noun phrase, verb phrase, vern and verb construction, some transformation dan word order.Tujuan penilitian ini adalah untuk menemukan dan menjelaskan jenis kesalahan dalam karangan comparison dan contrast mahasiswa bahasa Inggris semester empat STAIN Batusangkar tahun akademik 2014/2015. Sumber data penilitian ini adalah writing test, yaitu hasil ujian mahasiswa yang didapatkan dari dosen pengampu mata kuliah writing. data dikumpulkan melalui teknik acak yaitu mengambil 23 karangan (20%) dari jumlah semua mahasiswa. Dalam menganalisa data, peneliti menggunakan step analisa yaitu membaca, mendeskripsikan, dan mengelompokan data.Dari penelitian ini ditemukan 314 errors dari esai yang ditulis mahasiswa, dengan perincian noun phrase 80 errors (25.48%), verb phrase 138 errors (43.95%), verb and verb construction 7 errors (2.23%), word order 14 errors (4.46%), some transformation 9 errors (2.87%), omission 43 errors (13.69%), addition 23 errors (7.32%). Dari temuan di atas dapat disimpulkan bahwa mahasiswa membuat kesalahan dalam berbagai jenis kesalahan. Hal ini terjadi karena kurangnya pemahaman mereka terhadap tatabahasa dalam bahasa Inggris sebagai bahasa asing. Dalam hal ini disarankan kepada dosen pengampu mata kuliah untuk lebih menjelaskan tatabahasa lebih detail agar kesalahan –kesalahan di atas tidak muncul lagi dalam karangan mahasiswa kedepannya, setidaknya dapat mengurangi kesalahan yang kemungkinan ditemukan dalam karangan mahasiswa.

Kata kunci: Kesalahan, Jenis Kesalahan Sintaksis, Esai

INTRODUCTION

Writing is complex language skill that is important to be mastered by the ESL and EFL students especially for English department students in written form for communication. It can be seen through academic, job related and personal writing. Academic writing focuses on writing sentences, paragraphs, papers, essays, thesis and dissertation. Job related writing focuses on writing messages, letters, e-mail and personal writing such as writing diaries, notes, fictions and personal story.

Students need to take the writing subject. Because in this class the students get the lessons on how to write, organize and arrange sentences, paragraphs, essay, text, papers, and thesis. The students were taught how to use the correct grammar and sentence structure, how the content of the essay is organized and arranged, and how to use the appropriate mechanics and the appropriate vocabulary in writing topics.

In writing subject, students of English Department of STAIN Batusangkar start studying writing I move up to writing V. In these subjects students are expected to progress in writing from sentences, paragraphs, text, essay, paper and thesis. In writing text paragraph, the students were asked to write descriptive text, recount text, narrative text, spoof text, procedures text, anecdote text, review text, report text, news item text, analytical exposition text, hortatory exposition text, discussion text, and explanation text, they are called by genres. For writing essay, students were asked to write such as argumentative essay, comparison and contrast, cause and effect, persuade essay. In writing essay, students are expected to be able to write introductory paragraph of essay, body paragraph of essay and concluding paragraph of essay.

In writing an essay a writer has to know symbols, punctuation, spelling, grammar, organizing and generating ideas so that it become an understandable text.

The lectures need to take time and teaching, moving the learning process to reach a good writing an essay. It means that writing an essay is not easy to be mastered in a short time because writing well requires long period remains certain errors to be fixed and vanished as well as the learning process reach higher level.

There are many problems faced by the students in writing which can be seen from the errors made by them, both in organization of composition and the language used. So, the students still assume that the writing is the difficult language skills to be mastered. Errors cannot be ignored by the teachers and the students. Errors indicate the ability level of the students' mastery of targeted outcomes. The errors are as the causes of the complexity of the English language for the students.

The errors committed from the beginning or low level of learning. It is needed to be corrected because the uncorrected error from the beginning may become a permanent er (LONGMAN, 2003)ror. The opportunity to notice the errors are limited, because English is not used in daily communication but in specific purpose with limited people and situation. In this term, the errors can take place or occur.

In short, making errors is an inevitable part of learning, people cannot learn without first systematically committing errors. It is commonly happened in a learning process because the people or the students still learn the target language step by step. Therefore, errors much refers to the process done continuously because it commonly happens in learning process and tend to occur again and again until the students master the language well.

The error is an ongoing process in the field of teaching and learning English. Most of students in Indonesia begin to learn English from elementary school. Student's errors should not have been a

problem anymore for English lectures. In fact, most of the students and even English instructors still commit the errors. The errors are varied lies from the most familiar words learnt from elementary (e.g. the confusion of spelling between defination and definition) until the specific words learnt in higher grade (e.g. edvanced that spelled as advanced). It is committed by any level of students and certain English instructors.

In this case, the researcher had the preliminary research at the second year students of English department students of STAIN Batusangkar. It was found that students had problem in writing. The problems were about students' difficulties in using the correct grammar and structure sentence, using the appropriate vocabulary, using mechanic and had types of errors in writing essay. Many students could not write well in English. It means that the students still commit errors in writing essay.

The research problem can be seen from the short paragraph. *What do you think about your parents? They are so kind for you? Your parents special? Or your parents so bad and they are not care with you? For me, my parents is very special in my life. There are three reasons it makes my parents special.* From the short paragraph above it can be found that many errors. For example omission of to be, omission of auxiliary, and there is no full stop after writing a sentence.

In writing essay there are some components, they are organizing idea, grammar and sentence structure, content, mechanic and vocabulary. These components can be related to the example above. From examples above, it can be categorized what types of error made by the English Departments Students at STAIN Batusangkar in writing essay. Firstly, can be seen from grammatical errors and secondly can be seen from mechanical errors, omission of comma (,) and capitalization after full stop or period(.)

Related to the preliminary research done by the researcher, he found some types of errors as dominant errors occurred in students writing which is dealing with writing essay. These documents were obtained from the lecturers of writing. Most of students have errors mainly in case of word choice, verb tense, noun ending (singular/plural), punctuation, spelling, and verb form. These problems are happening because the students' lack of grammar and sentence structure. Therefore, only a few students get good mark in their writing.

Then, the researcher also encountered two lectures of writing subject. One of the lectures said that students have difficulties in elaborating their ideas when they are writing the essay. One of lecture said that to know the pure ability of students later on she is going to hold writing test in the classroom not like usual or take home examination. It is hoped that the lecture wants to know the ability and errors in writing essay. Based on what researcher found, it will be analyzed what types of errors in writing essay committed by English department students at STAIN Batusangkar , and also researcher wants to analyze what causes of the error made by the students of English department at STAIN Batusangkar.

Considering the result of researcher's preliminary observation above and the real problem of the students in writing, the researcher is interested in analyzing types of errors in writing essay made by English Department students of STAIN Batusangkar. The researcher assumes that errors will be found in their essay because there is a description noticed from their writing which is concerning with writing paragraph and reviewing essay. And surely, in writing essay they will write more than just one paragraph and there will be more errors will be found later on.

Based on explanation above it can be said that the purpose of the research is to find out:

1. The types of syntactical errors made by students in writing comparison and contrast essay.
2. The causes of syntactical errors made by the students in writing comparison and contrast essay.

METHOD OF RESEARCH

A. Types of Research

The type of the research is descriptive qualitative. According to Gay (2000:7) states that Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (i.e., nonnumerical) data to gain insights into a particular phenomenon of interest. Qualitative research methods are based on different beliefs and designed for different purposes than quanti-tative research methods. The purpose of this research is to gain the information about phenomena in order to describe existed condition in the field. Gay (2000:275) points out that a descriptive study to determine and describes the way things are. In addition, Gay argues that the descriptive method is useful for investigating a variety of educational problems and issues. Since this research investigates an educational problem that may occur at the second year students of the English Department of STAIN Batusangkar, the researcher believes that this is the appropriate design for research.

This research is intended to find out the errors made by the students in writing an essay. This description is then extended to a description of the student's competence in producing the good writing of essays. Hence, descriptive becomes the appropriate design of this research.Moreover, the analysis of this research is done by working out with the student's essays. This means the researcher analyses the student's writing essays. Therefore, this research is categorized into a branch of descriptive research.

B. Setting of the Research

This research conducted at STAIN Batusangkar exactly at English teaching department. The reason for choosing this place as the location of the research is the researcher is curious to see the second year students of English department ability in writing essay. In this case, students must be able to write an essay as well so that they can also be able to write paper or thesis later on. After looking at the result, the researcher concerned with the types of errors produced by the students in writing an essay and analyzed them.

C. Source of the Data

The source of data in this research is students of English department at STAIN Batusangkar. The data was students' errors in writing an essay, exactly in the form of writing comparison and contrast essay. (rumisek, 2003) So, the students wrote comparison and contrast essay. There were 100 writings of the students of English department of STAIN Batusangkar who are registered in 2014/2015 academic year. The essays were be collected from three parallel classes.

In relation to the amount of source needed for this research, the researcher applied the number suggested by (GAY, 2000)which is 10 to 20% of the population. Thus, the researcher took 20% from the total of the essays. Therefore, there were 20 essays would be analyzed in this research. It means that the number of the essays would be analyzed by the researcher.

D. Instrumentation

There were two instruments that would be used in this research. They are writing test and interview. Those instruments would be used to collect the data related to the types of grammatical errors especially for syntactical errors and the causes of errors. The writing test is comparison and contrast essay. According to Brown (2003: 14) a test, in simple term is a method of measuring a person's ability, knowledge, or performance in a given domain. The test is used by researcher with some criteria such as the researcher provides paper that

contains instruction which ask students to write an essay based on the list of topics that has been provided by researcher. Students have to choose one topic and construct the comparison and contrast essay. This test took 100 minutes duration. To get accurate data, the writing test will be given twice. Then, from the students' writing, the grammatical errors will be identified into each category.

In a good test, validity and reliability are very important. Validity of the test will use content validity. Arikunto (2007: 67) says that a test can be said has content validity if the indicators of the test measure the specific purpose suitable with the material that has been given to them. It means that, the test that will be given by the researcher to the English Department students of STAIN Batusangkar is suitable with the materials that have been given to the students and it is based on the syllabus that is used by the lecturer. Before doing the test, the researcher will consult with the lecturer of writing subject related to the kind of essay that has been taught, the list of topic in writing and consult the instruction written in the test.

Then, this research used inter-rater reability which means the instrument (students' writing) is scored by two scorers to avoid the bias in giving score (Brown, 2004: 21). The scorers helped the researcher in determining and auditing the data. In this matter, the scorers are given a record of sentences which refer to the grammatical errors. Then, the scorer corrected the sentences that contain grammatical errors.

Table 1 Indicators of Comparison and Contrast Essay

Variable	Indicators	Sub Indicators
Writing Comparison and Contrast Essay	Linguistics Categories Taxonomy	1. Noun phrase 2. Verb phrase 3. Verb- and- verb construction 4. Word order 5. Some transformation
	Surface Taxonomy	1. Omission 2. Addition 3. Misformation 4. Misordering

Interview is secondary instrument in this research. Interview is the popular instrument in qualitative research because the researcher can interact with the subjects of the research so that the researcher will be easy to collect the data. The researcher will design an interview guide to collect the data needed. The questions are based on the theories about some factors which might give contribution to the causes of errors. By using the theories, the data collected can give useful information. There will be some central overarching questions in the interview. Then, the questions will be divided into sub – questions. In other words, there will be one general question which developed based on the participant's answer. Therefore, the researcher can collect many information to get answer the research questions.

The interview is given to the students after the researcher has analyzed the writing of students' comparison and contrast. It is used to find out information that inaccessible from instrument of writing test about the causes of the errors. By doing interview, the researcher expects

that it can be found out the factors that influence the students' error in writing comparison and contrast essay. In this research, the re searcher used indicators as follow:

Table 2 Indicators of the Causes of Errors

Indicators	Concept	Questions	Explanation/Answers
Interlingual transfer	Negative influence from mother tongue		
Intralingual transfer	Types of errors are caused by the target language itself like: simplification, overgeneralization, false analogy, avoidance, false concept hypothesis, incomplete rule application		
Context of learning	Misleading explanation from the lecturer, faulty presentation of structure or word in a textbook, memorizing rotely a pattern in a drill but not properly contextualized		
Communication	Related to the learning style; avoidance, prefabricated pattern, cognitive and personality style, appeal to authority, language switch strategies		

F. Technique of Data Collection

To collect the data, the researcher used two instruments; writing test and interview. Before the research is conducted, the researcher asked permission to the lecturer who have authorities in related classroom in order the researcher is allowed to hold writing test in that classroom. Then, after getting permission from the lecturer, the researcher will come to the classroom to give the students writing test. The writing test will be given two times to get accurate data. Then, from the test the researcher will identify and analyze the grammatical errors found in it.

After that, based on the result of the test there are some chosen students being interviewed to know the causes of the errors in their writing. The list of questions in the interview guide will make the process of collecting data easier.

G. Technique of Data Analysis

In analyzing data, the researcher analyzed students' writing and the interview.

a. Data of the Students' Writing

In analyzing the data, the researcher used error analysis method. Corder was quoted by Ellis (1994: 48) suggests the following steps to conduct an error analysis research. To analyze the errors can be seen as follow:

Table 3 Steps to Conduct Errors Analysis Research

No	Steps	Explanation
1.	Identification	Identifying the errors by underlying the errors the learner made
2.	Classification	grouping the errors that have been found and stateing the case of the errors
3.	Explanation	explaining the errors by establishing the source of the errors and calculating how often the errors appear

4.Evaluation	Evaluating the errors steps involves tabelizing the errors and drawing conclusion

b. Data from Interview

In qualitative analysis, the data was taken from the interview. It was to know the causes of the errors. In this case, the researcher analyzed them qualitatively by using some steps. The steps can be seen as follow:

First, the data from interview that were collected during the research managed and organized entirely. By doing so, it was easier to attain the additional facts and information about the causes of errors that trigger the emergence of types of errors in the students' writing.

Second, the data read and listened for several times until the required data about the causes of types of errors were attained, and then made it into transcription.

After that, the transcription of data collection from the interview translated into English. Later on, that data clarified by describing and quoting the students' responses. Thus, data from interview interpreted completely in order to answer the research questions. The last step was drawing the conclusion about what have been discovered during the research.

c. Data of the Students' Writing

The technique used in this research is descriptive qualitative analysis. Descriptive analysis functions as a technique used to describe something in details. It means that the data will be analyzed and described in details to know the types of grammatical errors made by the students in their writing, especially in comparison and contrast essay. In this case, the researcher will analyze the data by incorporating model analysis used by Brown (2000).

DISCUSSION / RESEARCH FINDING

Generally, it can be assumed that the students tried to write the essay well, however, they committed many errors. The six types of errors were found in the students' essays. Most errors were in term verb phrase, noun phrase, omission, addition, word order and some transformation. Errors can be divided into two part, they were linguistics category taxonomy and surface strategy taxonomy. In linguistics category taxonomy had part, namely noun phrase, verb phrase, verb and verb construction, word order and some transformation. And in surface strategy taxonomy was divided into four, they were omission, addition, misformation and misordering. But just some errors found in student's writing essay/ In short, can be seen from the table

Table 4 Errors Committed by the students

No	Types of Errors	Frequency	Percentage (%)
1.	Noun phrase	80	25.48
2.	Verb phrase	138	43.95
3.	Verb and Verb Construction	7	2.23
4.	Word Order	14	4.46
5.	some transformation	9	2.87
6.	Omission	43	13.69
7.	Addition	23	7.32
	Total	**314**	**100**

The type errors were found in the various numbers. It means that the types of errors occurred in the students' essays.

Most of errors found were in term Verb Phrase (138 errors) and the least errors were in term Verb and Verb Construction

(7 errors). Since the essays written by the students were belong to the comparison and contrast essay, most tenses used by the students were present tense. While, in other types of errors committed by the students, they were just made some errors on each type.

The data of this research were analyzed by taking the example of the students' essays. Then, the researcher focused on linguistics category taxonomy and surface category taxonomy. They were the wrong use of verb phrase, noun phrase, verb and verb construction, word order,

type errors that the researcher analyzed in this research were not found, but the researcher only showed the most errors occurred in the students' essay. Other types of errors were found, but the errors found were only a few.

This research showed that types of errors of Linguistic Category Taxonomy (noun phrase, verb phrase, Verb and Verb Construction, Word Order and Some

some transformation, omission, and addition.

The students had the errors in term verb phrase (disagreement of subject and verb) and noun phrase (substitution of singular for plural). While, addition and omission of errors also committed by the students in writing essay of comparison and contrast. The most errors committed by students were in disagreement of subject and verb (verb phrase).

The researcher wrote these examples as the representative of most errors found in the students' essay. It did not mean that other Transformation) and Surface Taxonomy (Omission, Addition, Misformation, and Misordering). In these terms analyzed that occurred in the student's essay. Besides, analyzing the types of errors made by English department students, this research analyzed what causes of errors made by English department students in writing essay.

Discussion

This research revealed that all types of errors occurred in the student's essays. All types of errors researched by the researcher here was based on linguistic category taxonomy and surface taxonomy proposed by Politzer and Romitzer in Dulay (1982:148). They state that there are noun phrase, verb phrase, verb-and-verb construction, word order, some transformation, omission, addition, misformation, and misordering.

Among the seven types of errors discussed in this research, the researcher highlighted therrors committed by the students were in disagreement subject and verb. It was considered that the students got some difficulties in mastering this case. It assumed that students difficulties in using verb in communication, mainly in written expression. Sometimes, one was hard to determine whether she /he had to put s/es if the subject of sentence was singular. It means that the rule of indonesian language . so, it can be stated that getting an appropraite sense of suing verb was not a simple thing to do.

Related to this research, Nurhasanah (2004) conducted a research entitle" Grammatical errors and their causes as reflected in students' English compositions in the PGRI University Palembang". Thesis program Pasca Sarjana Universitas Negeri Padang. This research aimed to study about the types and the causes of errors that were made by the students in writing English composition at PGRI Universiats Palembang, South Sumatera Province. The different between these researches were in types of error and causes of errors made by students. She found that there were 8 major of errors in their compositions. Those are: errors in omission of '-s/-es" in plural form, omission of "be", omission of "-s/-es" as third singular person indicators, errors in passive and active, past tense and word order in the level of phrase. The errors in omission of –s/-es in plural form were in the highest percentage and the lowest errors were in passive and active sentence. Based on the analysis, the dominant causes of errors were the interference of Bahasa Indonesia as the mother tongue into English as the target language.

Related to this research, it could be argued that more errors committed by the students did not determine that it was the most difficult thing. The small number of errors found by the researcher in writing an essay could be seen as follow: Omission of to in Identical Subject construction (2.23%) some transformation (2.87%) and word order was (4.46%).

The researcher believed that the same errors can occur in other places of students or for English foreign language students and whenever. It can be proven at STAIN Batusangkar that researcher did in that place. The same errors could happen to anyone who learns English, whoever, whenever, and wherever she/he is. Because of that, in order to overcome this problem, anyone who involves in teaching and learning English should think and discuss it seriously. The lecturer or tutor as the one who involves directly in writing subject in the classroom activity should also be able to find out some techniques to evaluate and correct the students' errors.

In addition, the researcher also discussed the causes of errors committed by the students in their writing the researcher then related to the causes of errors based on theory proposed by James (1998), namely: Interlingual errors, Intralingual errors, Communication strategy based on errors, and Induced errors. Apart from resource first language transfer, the learners in ignorance of a target language form on any level and any class can do wither of two things: either they can set about learning the needed item, engaging their learning strategies, or they can set try to fill the gap by resorting to communication strategies. Learning strategies are used for code breaking while communication strategies are encoding and

decoding strategies. Both types of strategies can be the source of errors.

In this research, the researcher underlined the cause of errors into: Intralingual transfer, learning style and grammar. Based on the interview, the researcher found that there were three causes of errors committed by the students. The students got higher score could realized and aware their errors. They could explain why they made the errors. The causes of errors belonged to learning style. Meanwhile for the lower score students, they could explain why they made errors. They just answered by guessing. They made errors what they think in Indonesian they changed into English directly.

Eventually, based on the interview done by the researcher indicated that the students' problem caused by the lack of grammatical mastery and lack of vocabulary. They did not know the function and the position of the things related to the type errors in their writing. Besides, they did not master that there were different rules in using grammar and vocabulary or in other words the students could not use them correctly. Based on the analysis on the students' essays, it was found that the most errors occurred because the students are still learning process.

Based on the finding above, in fact the students had made various types and level of errors grammatical and punctuation errors. In the case of grammatical errors, the most frequent error the students had made in grammar is on the omission type that was the omission of action verb however, they had never made error on the addition type in the case of double marking of regular past. Moreover, in the case of punctuation error, the most frequent error the student made is in the omission of comma.

It is seen that the students had made errors dominantly on the omission of grammatical components in writing their recount. Based on the review of related literature it could be happened because for the teaching of grammar was isolated from teaching and application of writing skills as what Murrow (2004:3) discussed (based on Braddock and Ozbek's idea) she says, related to the writing process the case of teaching grammar seldom improves writing, and may even be detrimental. Although grammar is the first prerequisite for effective writing, students are unable to made use of the grammar they known in composition on course. This arise because they are taught grammar in isolation, and do not have the opportunity to apply it in actual discourse".

CONCLUSION

The discussion of the conclusion drawn from the research findings in previous. These were expected to contribute to the description types of errors made by the fourth semester students of the English department students at STAIN Batusangkar in writing comparison and contrast essay.

Based on the various numbers of errors made by the students above, it could be stated that the students got the problem in understanding and applying the correct form in disagreement of subject and verb and simple verb used instead of ing. In this case, the types of errors occurred in term of omission. It means that the students omitted s/es if the subject of singular sentence.

The same problem was also appeared in terms of simple verb used instead ing. The students committed many errors in this point. The problem here were mostly students changed simple verb into ing or students added ing after using modal and verb to. Meanwhile, the students were only made few errors in term of verb and verb construction, some transformation and word order. It assumed that the students did not have big problem in understanding and applying those things.

Besides, the occurrence of types of errors committed by students was also caused by the lecturers' strategy in

teaching writing. The lecturers probably did not pay much attention to the students' compositions especially in terms of linguistics taxonomy and surface taxonomy. This case could be obviously seen in this research. Most students produced the errors in their comparison and contrast essay.

In short, it could be stated that the students had less comprehension and understanding of grammar in their essays. It could be proven that they still made errors in their writing. From the data found, the students committed the most errors in term disagreements subject and verb and the least one was omission of to and some transformation.

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