

## **ERROR ANALYSIS MADE BY THE FIFTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF CATHOLIC UNIVERSITY OF SAINT THOMAS IN THEIR ENGLISH COMPOSITIONS**

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### **Abstract**

This research was primarily conducted to find out the total amount of grammatical errors and to analyze kinds of morphological and syntactical errors made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions. There are 22 students as the research subjects of the study. The grammatical errors made by the students were analyzed based on linguistic category taxonomy (morphological and syntactical errors) proposed by Dulay et al (1982). Based on the data analysis, it was found that there are 400 grammatical errors altogether (277 morphological errors and 123 syntactical errors) made by the research subject in their English compositions. In morphological errors, the students dominantly made errors in past tense, namely 247 errors (89.2%). Next, the students made 14 errors in definite article (5.0%), 10 errors in third singular verb (3.6%), 2 errors in comparative adjective/adverb (0.7%), 2 errors in regular/irregular verbs (0.7%), 1 error in possessive case (0.4%), and 1 error in past participle (0.4%). In syntactical errors, the students dominantly made errors in transformation, namely 42 errors (34.15%). Next, the students made 30 errors in verb construction (24.39%), 25 errors in word order (20.33%), 24 errors in verb phrase (19.51%), and 2 errors in noun phrase (1.62%). It is advisable that the students had better master English grammar very well and need to equip themselves with at least a number of fundamental abilities such as how to use punctuations and construct simple sentences in the English language correctly, and the English teachers/lecturers had better explain English grammar and teach how to construct simple sentences in the English language correctly.

**Keywords:** *Error analysis, grammatical errors, morphological errors, syntactical errors, English compositions*

## INTRODUCTION

Expressing ourselves is one of the main objectives of writing. Writing is an activity in which we can share with the readers our ideas, experiences, sadness and joy. It should, however, be stressed that writing is much more than merely producing sentences which are both semantically and grammatically acceptable according to what might be referred to as educated, standard English. Indeed, one of the main purposes of writing ought to communicate.

To succeed in writing, in expressing themselves, the learners need then to equip themselves with at least a number of fundamental abilities such as how to use punctuation and construct simple sentences in the target language correctly. The challenge is how to encourage and prepare EFL/ESL learners to aid themselves in order to independently or autonomously minimize their writing errors.

According to George (1972) and Corder (1973), when students read over their compositions, they generally are unable to identify many of their errors. Krashen & Seliger (1975, p.180) assert that all teachers probably provide some means of correcting spoken and written errors in order to help students reconsider their incorrect sentences. It is stated that if a learner is unaware of his errors, his teacher will have difficulty in helping him to correct them (George, 1972).

The students of English Language Education Study Program of Catholic University of Saint Thomas learn the subjects of Writing I-Writing IV. They are equipped with writing skills in order to be able to write in the English language correctly. They are prepared with academic writing skills related to their future career as English teachers. The purposes of mastering academic writing skills are not only to equip themselves in order to be able to complete writing their *Sarjana's* (Undergraduate's) theses but also to prepare themselves to be qualified teachers, writers or researchers. From the first researcher's experiences during teaching Writing I-Writing IV it was found that most of the students sometimes had low expectation of writing so they were not motivated to learn this skill, whereas in fact, writing like any skills can be improved by strong motivation and steady practices.

In the context of English as a foreign language (EFL) and of English as a second language (ESL), writing might be a very challenging language skill for learners to master. Wishon & Burks (1980) state that the thoughtful teacher usually faces a dilemma in deciding how much or how little correcting to do on the students' papers. Often, there is a tendency for the teacher to make so many corrections on his/her students' compositions. The first researcher also experiences the same thing in her teaching. Her students

tend to make grammatical errors, for instance missing a determiner (as in *\*I want to be teacher of English*, instead of *I want to be a teacher of English*) and no concord/agreement between the subject and the finite verb (as in *\*Her children is having lunch now*, instead of *Her children are having lunch now*). Unfortunately, when her students read over their compositions, they generally are unable to identify many of their errors. Thus, she tends to make so many corrections on the compositions written by her students.

Talking about errors, Dulay et al (1982) propose four basic classification of errors, namely: linguistic category taxonomy, comparative taxonomy, communication effect taxonomy, and surface strategy taxonomy. Bram (2012) states that in the present context, the primary focus is on a number of grammatical or language errors. Based on Bram's opinion, the first researcher together with the second researcher were interested in conducting this research which was focused on the grammatical errors made by the students.

The fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 had finished learning Writing I-Writing II. In fact, they still made a lot of grammatical errors in their English compositions. For examples: One of

her students wrote an incorrect sentence in her English composition; that is *\*My grandma always cook delicious food for us*. In this case, the student made a morphological error in third singular verb. The correction for the incorrect sentence is *My grandma always cooks delicious food for us*. Another student made a syntactical error in transformation; that is *\*Last holiday, I just stayed at home and did housework like sweep, cook, and wash dishes*. The correction for the incorrect sentence is *Last holiday, I just stayed at home and did housework like sweeping, cooking, and washing dishes*.

This research is important to be conducted because it will give some positive impacts if it is carried out. It will be so useful for the researchers that they are able to undertake a systemic analysis, and know how far towards the goal the students have progressed. It is also indispensable to the students themselves, because we can regard the making of mistakes as a device the students use in the process of learning English as a foreign language. Corder (1967) proposes that not only do language learners necessarily produce errors when communicating in a foreign language, but that these errors, if studied systematically, can provide significant insights into how languages are actually learned.

In line with the research background, the research problems are formulated as follows:

- 1) How many grammatical errors (morphological errors and syntactical errors) altogether made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions?
- 2) What kinds of morphological errors made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions?
- 3) What kinds of syntactical errors made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions?

Finding the answers to the research problems is the most important research objectives. Thus, the objectives of this research are:

- 1) to find out the total amount of grammatical errors (morphological errors and syntactical errors) made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions,
- 2) to analyze kinds of morphological errors made by the fifth semester

students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions, and

- 3) to analyze kinds of kinds of syntactical errors made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions.

This research is primarily intended to analyze the grammatical errors made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions. The grammatical errors made by the students were analyzed based on linguistic category taxonomy (morphological and syntactical errors) proposed by Dulay et al (1982, pp.148-150).

### **Writing: Process and Product**

Costas (2002) states that writing is a process and at the same time a product. As a process, writing may involve brainstorming (looking for an idea or topic to write about), drafting, cooling down, editing, revising, and proofreading. Understandably, such a process might be regarded as time and energy-consuming. It is essential then for the teacher of the English language to try to make sure that the learners also realize that their

writing engages these two aspects: a process and product. If the teacher succeeds in this attempt, the learners will certainly allocate more effort and energy in their writing activity in order to produce better compositions with reduced or minimum language problems, for example, missing a determiner before an indefinite, countable, singular noun.

The reality is, however, that quite often, some learners who are beginning writers just quickly write a draft (for example, in less than 30 minutes) and then consider it their final writing product (for instance, a one-paragraph composition about self-introduction consisting of six sentences). It is very possible that a writing product which is also a (first) draft may contain shortcomings or grammatical errors.

Composition is a piece of written work, especially one that you write at school to show your skill and imagination (Sinclair, 1987, p.285). Writing composition is a task, which involves the manipulating of words in correct sentences to form a piece of good writing that successfully communicates the writer's intention on a specific topic. Integrating new ideas in a composition needs special writingskills in which the ideas should be arranged in a good construction.

Below are some suggested writing processes which can be implemented by EFL/ESL learners. It should be noted that the order of

the stages might be flexible, or sometimes be optional. Take, for example, the brainstorming stage may be skipped if the theme or topic for a particular assignment has been decided or proposed or if the learners feel confident that they have good ideas about what to write. At times, some of these writing processes may also overlap and take place more or less at the same time. The processes are elaborated as the following:

### **Brainstorming**

It is stated that "The term brainstorming may be defined as an activity to quickly suggest various ideas which may later be used as interesting writing topics or themes" (Bram, 2012, p.115). When brainstorming, the learners can write down a word, phrase or clause/sentence. It is also possible to write a code, use a symbol or draw a simple picture in this particular writing process.

### **Drafting**

It is stated that "In the drafting process, the learners ought to feel free to write down any ideas coming to their mind. The main purpose here is to record the core messages or ideas to share with others" (Bram, 2012, p.116). Other potential issues such as correct spelling and better diction (word choice) can later be fixed where necessary, for instance, in the editing phase. It might be useful to bear in mind that the result of drafting is a draft and not a final writing product yet. As a result, very often, such a

draft needs revising, polishing in order to improve it, including minimizing language mistakes.

### **Cooling Down**

It is stated that “In the cooling down stage, the learners might want to leave or seemingly forget their temporary writing results (which may be called drafts) for a while to allow them to cool down” (Bram, 2012, p.116). Depending on the availability of time and perhaps on the type of writing task, the duration of the cooling down process can also be flexible, ranging from 15 minutes up to several days, for example. It is expected that after cooling down, the learners will reproach their writing with a fresher mind in order to make improvements (where necessary).

### **Editing**

In the editing stage, the learners can try to spot writing mistakes or shortcomings such as comma splices (connecting sentences using a comma) and redundant words, and then correct them (Bram, 2012, p.116). An example of a comma splice is \**My friend is diligent, she studies every day*. This comma splice, which is ungrammatical, can be improved, for instance, by splitting it into two simple sentences: *My friend is diligent. She studies every day*. It is also possible to correct it by replacing the comma with the conjunction *and*: *My friend is diligent and she studies every day*. Next, an example of redundancy is the phrase *in shape* in the sentence

*That plate is round in shape*. Notice that in this particular context, the word *round* automatically refers a shape, and therefore, the words or phrase *in shape* is unnecessary. Thus, the redundant phrase should be omitted and the edited sentence will be read: *That plate is round*.

What is given above is in line with Nation’s (2009) stance says that editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness.

### **Revising**

Bram (2012, p.117) states that sometimes revising is also called editing. Both the editing and revising processes aim to improve a writing product, for example, a one-paragraph composition consisting of six sentences. Probably, it may be said that editing generally tackles minor, easier-to-fix problems, whereas revising might deal with relatively more serious, tougher-to-fix issues, such as, to revise sentence constructions (e.g. changing a passive voice into an active voice) and reorder the sequence of sentences in a paragraph. It can be then be concluded that the revising stage may involve a lot of rewriting.

### **Proofreading**

In the present context, proofreading refers to reading carefully a piece of writing in order to spot possible weaknesses or mistakes, for instance, missing words, misspellings and ungrammatical sentences. Argante

(2004) says that the main objective of proofreading is to check for typographical mistakes. When proofreading, the learners need to read word by word and if necessary, they can start from the last word (the end of the composition) to the first word (the beginning of the composition).

To proofread (their own writing products) better, the learners might want to pretend that they are reading others' works. It should be pointed out that the spelling issue is easy to tackle if the learners prepare their writing using the Microsoft Word processor because they can check their spellings and even grammar electronically. In reality, to proofread manually – the author believes – remains a useful, practical skill.

### **The Purposes of Writing**

A writer must know what the purposes of his writing in order to make it understandable. O'Malley & Pierce (1996, pp.137-138) state that there are three purposes of writing that describe the kinds of students' writing. Those are:

#### 1) Informative Writing

Informative writing helps writers integrate new ideas and examine existing knowledge. Thus, writers can share knowledge and give information, directions, or ideas. The examples of informative writing include describing events or experiences, and developing new ideas or relationships, such as biography about a well-known someone from the writer's life.

#### 2) Expressive / Narrative Writing

Expressive writing is a personal or imaginative expression in which the writer produces a story or an essay. This type of writing is often used for entertainment, pleasure, discovery as fun writing, such as poems and short play.

#### 3) Persuasive Writing

In persuasive writing, writers attempt to influence others and initiate action or change. This type of writing includes evaluation of a book, movie, consumer product and controversial issues.

### **The Categories of Writing**

According to Brown (2001, p.343), there are five major categories of classroom writing performance. They are:

#### 1) Imitative or writing down

This type is at the beginning level of learning to write. Students will simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

#### 2) Intensive or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure throughout.

#### 3) Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or

journal writing also falls into this category.

#### 4) Display writing

For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

#### 5) Real writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

Carroll et al (2001, p.3) state that there are two types of writing. They are:

- 1) Reflexive writing is from yourself and to yourself. When you write a reflexive writing, you choose what to write, what format to use, and whether to share your writing with others. Because it is for you, this type of writing can be tentative and exploratory.
- 2) Extensive writing is generated by others and intended for others. With extensive writing, you purposively write something for someone else to read. Therefore, you pay closer attention to conventions, and your writing is less exploratory and more definitive.

### **Components of Writing**

In writing process, the writer can be said successful if his writing contains some assessments of writing. The following are the

components of writing based on Heaton (1988, p.138):

#### 1) Content

Content is about the logical development of ideas. The ideas should be concrete and thoroughly developed. They should address the main idea. The writer must exclude everything irrelevant to main idea to excellent level of content of writing.

#### 2) Organization

Organization consists of introduction, body, and conclusion. A writer should write his ideas in appropriate manner for a particular purpose with a particular audience in mind, together with the ability to select and organize other relevant information. A writer is expected to demonstrate an understanding of how texts are structured as a whole piece of writing.

#### 3) Vocabulary

Vocabulary is about the style and quality of expression. It is about how the writer uses precise words. The writer should choose the words clearly, do not be ambiguous.

#### 4) Language use

Language use is about all the rules of language application used by the writer. It is also about the ability to write correct and appropriate sentences. The writer should write the sentences correctly based on tenses.

#### 5) Mechanical skills

Mechanical skills are about the punctuation, spelling, and all of the graphic conventions of the language.



## **Error Analysis**

The word error entails different meanings and usages relative to how it is conceptually applied. Brown (1987) states that “Learners do make errors and these errors can be observed, analyzed, and classified to reveal operating system within the learner leads to a surge of study of learner’s errors called error analysis” (p.204). Error analysis is a study of linguistic ignorance which investigates what people do not know and how they attempt to cope with their ignorance. It seems this concept is the same as the one proposed by Crystal (1987) who says that “Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics” (p.112).

According to Dulay et al (1982), the most useful and commonly used descriptive of errors is linguistic category taxonomy, comparative taxonomy, communication effect taxonomy, and surface strategy taxonomy. The errors are elaborated as follows:

### **Linguistic Category Taxonomy**

These taxonomies classify errors according to the language component or linguistic constituent (or both of them) which is affected by the error. Among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse.

Researchers use the linguistic category taxonomy as either the only one or combined with some other taxonomy. This taxonomy is also useful for organizing the collected data. This category classifies errors based on either the language component or the particular linguistic constituent (Dulay et al, 1982, p.146). Still according to Dulay et al, language components which are included in this category are phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Whereas constituents include the elements that comprise each language component, for example within syntax, the error may be in the main clause, and within a clause the error may be in the noun phrase, verb phrase, auxiliary, preposition, and so forth. Based on Dulay et al (1982, pp.148-150), the error types based on linguistic category taxonomy include:

#### 1. Morphological errors

There are several types of errors in morphological errors based on Dulay et al (1982, p.148).

- a. Errors in definite article (a orange instead of an orange)
- b. Errors in possessive case (David magazine instead of David’s magazine)
- c. Errors in third singular verb (Jean work at Mandala Hotel instead of Jean works at Mandala Hotel)
- d. Errors in past tense. (I did finished my homework lastnight)

instead of I finished my homework lastnight)

- e. Errors in past participle (Ray was accept as a marketing manager last week instead of Ray was accepted as a marketing manager last week)
  - f. Errors in comparative adjective or adverb (my sister is more cleverer than me instead of my sister is cleverer than me)
  - g. Errors in regular or irregular verbs (sended instead of sent)
2. Syntactical errors

The syntactical errors can occur in noun phrase, verb phrase, word order, verb construction, and transformation.

- a. Errors in noun phrase (he bought some books. It is about history instead of he bought some books. They are about history)
- b. Errors in verb phrase (I here instead of I am here)
- c. Errors in verb construction (I want buy a car instead of I want to buy a car)
- d. Errors in word order (English book need some students instead of Some students needs English books)
- e. Errors in transformation (when she come? instead of when does she come?)

### **Comparative Taxonomy**

The comparative taxonomy classifies errors on the basis of comparing the structure of second language errors to other types of constructions, most commonly to errors made by children during their first language

acquisition of the language in question. In this taxonomy, we work with four main error categories: (1) developmental errors, (2) interlingual errors, (3) ambiguous errors, and (4) the 'grab bag category' of other errors.

### **Communicative Effect Taxonomy**

This taxonomy focuses on the effect of the errors have on the listener or reader. Dulay et al (1982) says "Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication" (p.189). They call the errors as the former global errors and the latter local errors.

(1) Global errors include:

- a. Wrong order of major constituents
- b. Missing, wrong, or misplaced sentence connectors
- c. Missing cues to signal obligatory exceptions to pervasive syntactic rules
- d. Regularization of pervasive syntactic rules to exceptions
- e. Wrong psychological predicate constructions (i.e. predicates describing how a person feels)
- f. Improper selection of complement types (i.e. subordinate clauses)

(2) Local errors include errors in noun and adverb inflections, articles, auxiliaries, formation of quantifiers, and etc.

### **Surface Strategy Taxonomy**

This taxonomy concentrates on the ways in which surface

structures are altered. Using this taxonomy, Dulay et al (1982) divides errors into the following categories: (1) omission, (2) additions, (3) misinformation, and (4) misordering (p. 150). Dulay et al (1982) state “Omission is typical for the early stages of the second language acquisition, whereas in the intermediate stages, misinformation, misordering, or overuse are much more common” (p.155).

### Some Common Language Problems

Chen’s (2002) and Ferris’ (2003) studies respectively reveal common types of errors made by students. Bram (2012) states that “Notice that the word *error* here is interchangeable with the word *mistake*” (p. 119). It is now necessary to ask why learners’ mistakes or errors need to be examined. Chen (2002) has an answer, which Bram (2012) finds justifiable, “... we need to recognize the value of error analysis in diagnosing students’ individual errors, then helping them identify their weaknesses and cope with those problems”. Thus, a list of common language problems will benefit both the learners and the teacher.

Table 1 lists eight types of errors and their frequency proposed by Chen (2002). In his study, Chen (2002) examined the characteristics and problems of Taiwanese university students, consisting of 28 first and third year students. The participants’ task was to write a

reflection: *My problems when writing in English*. The writing problems which the students identified were then grouped and counted

Table 1 Types and Frequency of Errors

No	Errors in order	Frequency
1.	Word usage	118
2.	Tense	58
3.	Definite article	54
4.	Prepositions	39
5.	Verbs	32
6.	Number, singular/plural	25
7.	Relative clauses	18
8.	Redundancy	17

#### Source: Chen (2002)

Table 2 below lists five main kinds of errors proposed by Ferris (2003). Ferris et al(2000) analyzed over “5,700 errors marked by three ESL writing teachers on 146 texts written by 92 college-level ESL composition students. The marks ... were classified into 15 different categories ...”. For practical purposes, Ferris (2003) provides a more concise list which might be easier to adopt.

Table 2 Error Types

No.	Error Types
1.	Verb errors
2.	Noun ending errors
3.	Article errors
4.	Word choice errors
5.	Sentence structure errors

#### Source: Ferris (2003)

### METHOD

A research is usually conducted in order to fill a gap in the prevailing knowledge or understanding of a subject field. Talking about research design,

Cheek (2008) gives her opinion as follows: Put simply, research design refers to the way in which a research idea is transformed into a research project or plan that can then be carried out in practice by a researcher or research team. However, research design is more than just the selection of methods or techniques to be used in collecting data for a particular study. Rather, the term refers to and encompasses decisions about how the research itself is conceptualized, the subsequent conduct of a specific research project, and ultimately the type of contribution the research is intended to make to the development of knowledge in a particular area. Importantly, the process of developing a research design combines three broadly connected and interdependent components: the theoretical, methodological, and ethical considerations relevant to the specific project.

In carrying out this study, the researchers applied descriptive quantitative research design. They quantified and described the grammatical errors (morphological and syntactical errors) made by the students systematically and accurately. The grammatical errors

- 1) Data Collection

The data of this study are the grammatical errors made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 which were obtained

(morphological and syntactical errors) made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 are the data of this study, and the students' English compositions entitled My Unforgettable Experience are the data source in this study.

The subject of this study is the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019. There are 22 students as the subject of the study, consisting of 3 male students and 19 female students.

The technique of collecting data in this study is by asking the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year 2018/2019 to write an English composition entitled My Unforgettable Experience.

Miles' and Huberman's model (1988) was applied to analyze the data descriptively. This model is focused on four activities. The four are described as follows:

from the students' English compositions entitled My Unforgettable Experience.

- 2) Data Reduction

If all the subjects of the study write their English compositions completely and appropriately, the researchers will

not reduce any data source. But if some data sources are incomplete, the researchers will reduce them and will not include and analyze the incomplete data sources. In this study the researchers did not reduce any data source because all the subjects of the study wrote their English compositions entitled My Unforgettable Experience completely and appropriately.

### 3) Data Display

After finding out the grammatical errors made by the students in their English compositions, the writer displayed the data in the form of table.

The calculation of the percentage of grammatical errors (morphological and syntactical errors) is based on the following formula:

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

#### Notes:

P = percentage of students' errors

F = the total number of each errors

N = the total number of all errors

### 4) Conclusion Drawing

After completing the data analysis, then the conclusions were drawn in order to answer the research questions.

## DATA ANALYSIS

In this chapter, the researchers presented the data analysis of the students' grammatical errors made by the fifth semester students of English Language Education Study Program of

Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions entitled My Unforgettable Experience. The following is the grammatical error analysis of students' English compositions based on Linguistic Category Taxonomy.

Table 3 Types, Frequency, and Percentage of Morphological Errors

No	Types of Morphological Errors	Frequency	%
1	Definite Article	14	5,0%
2	Possessive Case	1	0,4%
3	Third Singular Verb	10	3,6%
4	Past Tense	247	89,2%
5	Past Participle	1	0,4%
6	Comparative Adjective/ Adverb	2	0,7%
7	Regular/ Irregular Verbs	2	0,7%
<b>TOTAL</b>		<b>277</b>	<b>100%</b>

From the table 3, the types, frequency, and percentage of morphological errors made by the students are presented in the form of histogram as shown in the chart 1 as follow:

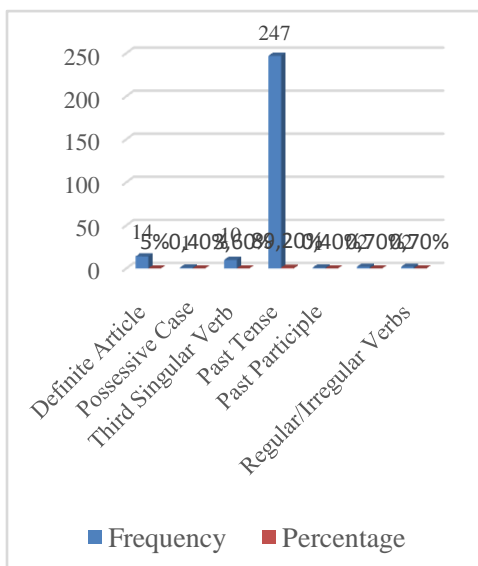


Figure 1

Table 3 Types, Frequency, and Percentage of Syntactical Errors

No	Types of Syntactical Errors	Frequency
1	Noun Phrase	2
2	Verb Phrase	24
3	Verb Construction	30
4	Word Order	25
5	Transformation	42
	<b>TOTAL</b>	<b>123</b>

From the table 3, the types, frequency, and percentage of syntactical errors made by the students are presented in the form of histogram as shown in the figure 2 as follow:

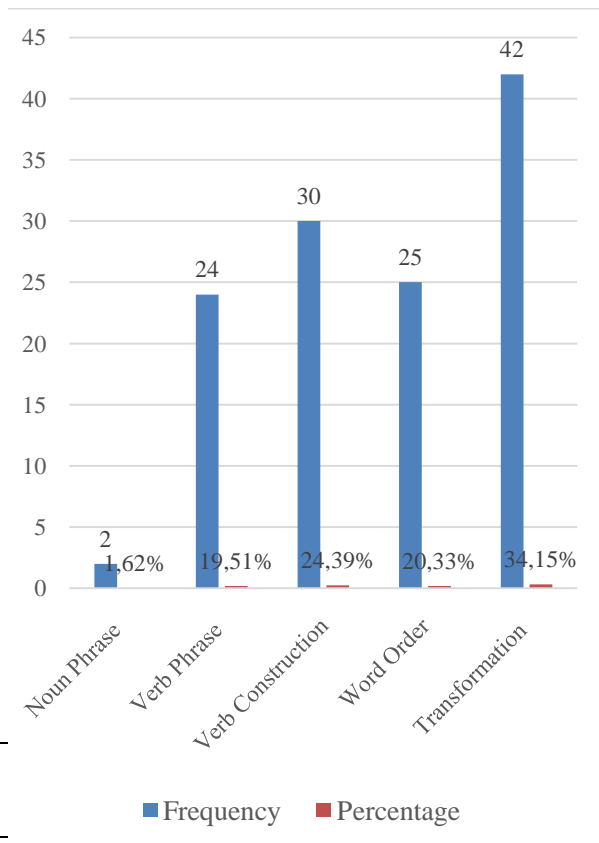


Figure 2

## CONCLUSIONS AND SUGGESTIONS

After analyzing the data, the researchers concluded that: There are 400 grammatical errors altogether (277 morphological errors and 123 syntactical errors) made by the fifth semester students of English Language Education Study Program of Catholic University of Saint Thomas in the Academic Year of 2018/2019 in their English compositions. In morphological errors, the students dominantly made errors in past tense, namely 247 errors (89.2%). Next, the students made 14 errors in definite

article(5.0%), 10 errors in third singular verb(3.6%), 2 errors in comparative adjective/adverb (0.7%), 2 errors in regular/irregular verbs(0.7%), 1 error in possessive case(0.4%), and 1 error in past participle(0.4%). In syntactical errors, the students dominantly made errors in transformation, namely 42 errors (34.15%). Next, the students made 30 errors in verb construction (24.39%), 25 errors in word order(20.33%), 24 errors in verb phrase(19.51%), and 2 errors in noun phrase(1.62%).

### **Suggestions**

In line with the conclusions above, it is advisable that: The students had better master English grammar very well and need to equip themselves with at least a number of fundamental abilities such as how to use punctuations and construct simple sentences in the English language correctly. The English teachers/lecturers had better explain English grammar and teach how to construct simple sentences in the English language correctly. Other writers are expected to conduct much deeper researches on students' grammatical errors in another type of writing.

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