

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The chapter IV describes about the result of the research. The description is divided in two sections, the findings and discussion. Further explanation can be read as in the following:

#### **A. Findings**

As the writer explained in chapter I , this research aims to describe the kind of grammatical errors in argumentative essay writing made by the sixth semester students of English Department at STKIP (PGRI) Banjarmasin in Academic Year 2015/2016. The students' assignment were done with three titles given by the lecturer, i.e. 1) GPA is more important than working experience and organization for applying a job. 2) When teenagers become naughty, parents should be blamed. 3) Children from poor families are also happier than those from rich families. After the writer analyzed the students' written, the writer found one hundred thirty four (134) grammatical errors of 51 students' essay writing. This number is consist of all kinds of errors.

##### **1. Types of Errors**

As described previously, the object is grammatical errors in essay writing, the writer found that the subject of research produced errors. Each error then was classified into its type, i.e., errors of ommision, addition,

misformation and misordering as supported by Dulay,1982, P.170-174. In this study, there are 134 errors of all types. They were classified in the table as follows:

Table. 4.1 The Quantity of Each Errors' types

<b>No.</b>	<b>Types of error</b>	<b>Number</b>
1.	Omission	82
2.	Addition	28
3.	Misformation	12
4.	Misordering	12
<b>Total</b>		<b>134</b>

From the table above, it could be seen that there are four types of errors; error of omission, addition, misformation, and misordering. There were 134 occurrences of all errors' types. Within those types of errors, the highest porportion was placed by the error of omission which occured 82 times out of 134. Then, it was followed by the errors of addition which occured 28 times out of 134. The next were the errors of misformation and misordering on that same occured 12 times out of 134. The example of students'errors on each type in terms of each tense would be described below. Here, the writer compared between constracted sentences in the target language and the original sentences made by students to identify which type the errors belong to.

a. Errors of Omission

These types of errors are characterized by the absence of one or more items that must appear in well-formed sentence. These errors are indicated by the absence of grammatical morphemes in a certain construction where they are fairly required. There are 82 errors in this type. They were classified in the table as follows:

Table 4.2 Errors in Omission

NO.	THE ERROR	RECONSTRUCTION	TYPE OF ERROR
1.	It about 11 years old till 17/18 years old.	It <b>is</b> about 11 years old till 17/18 years old.	Omission of verb auxiliaries
2. 3.	That is why the role their parent are needed.	That is why the role <b>of</b> their parents are needed.	Omission of preposition and plural marker –s
4.	They not try the bad thing.	They <b>will</b> not try the bad thing.	Omission of verb auxiliaries
5.	It makes them not care about what their parents said.	It makes them <b>do</b> not care about what their parents said.	Omission of verb auxiliaries
6.	They can say yes when their parents suggest them to something.	They can say yes when their parents suggest them to <b>do</b> something.	Omission of verb auxiliaries
7.	Their teenagers not feel a freedom.	Their teenagers <b>are</b> not feel a freedom.	Omission of verb auxiliaries
8.	They not feel bored.	They <b>do</b> not feel bored.	Omission of verb auxiliaries
9.	If you children from poor families	If you <b>are</b> children from poor families	Omission of verb auxiliaries
10. 11.	It also reason parents' lost control their children.	It also <b>the</b> reason <b>of</b> parents' lost control their children.	Omission of article and verb

			preposition
12. 13.	Role of parent very important.	Role of <b>a</b> parent <b>is</b> very important.	Omission of article and verb auxiliaries
14.	If you children from rich families.	If you <b>are</b> children from rich families.	Omission of verb auxiliaries
15.	The parents not with them at the time.	The parents <b>are</b> not with them at the time.	Omission of verb auxiliaries
16.	Their parents not understand what teenagers' want.	Their parents <b>do</b> not understand what teenagers' want.	Omission of verb auxiliaries
17.	Teenagers not happy with their family condition.	Teenagers <b>are</b> not happy with their family condition.	Omission of verb auxiliaries
18.	They can something wrong like a misbehaviour.	They can <b>do</b> something wrong like a misbehaviour.	Omission of verb auxiliaries
19.	Their parents not responding to underlying reason for their teenagers' behaviour.	Their parents <b>are</b> not responding to underlying reason for their teenagers' behaviour.	Omission of verb auxiliaries
20.	Some reasons parent be blamed.	Some reasons parent <b>should</b> be blamed.	Omission of verb auxiliaries
21.	He or she not need more money.	He or she <b>does</b> not need more money.	Omission of verb auxiliaries
22.	But children have a wrong place when they social interaction.	But children have a wrong place when they <b>in</b> social interaction.	Omission of preposition
23.	High IPK/GPA not assuring can get a job.	High IPK/GPA <b>is</b> not assuring can get a job.	Omission of verb auxiliaries
24.	When we as parents not understand about our children....	When we as parents <b>do</b> not understand about our children....	Omission of verb auxiliaries
25.	The parents not very afraid with children's interaction.	The parents <b>are</b> not very afraid with children's interaction.	Omission of verb auxiliaries
26.	They not relize about what their teenager want.	They <b>do</b> not relize about what their teenager want.	Omission of verb auxiliaries

27.	Teenagers must have a method organize the time.	Teenagers must have a method <b>to</b> organize the time.	Omission of preposition.
28. 29.	Parent have time for teenagers to listen them.	Parents <b>should</b> have time for teenagers to listen them.	Omission of plural marker –s and verb auxiliaries
30. 31.	Roles of parent very important.	Roles of parents <b>are</b> very important.	Omission of plural marker –s and verb auxiliaries
32	They want their parent loved them.	They want their parents loved them.	Omission of plural marker -s
33.	They not have friends to listen to their problem.	They <b>do</b> not have friends to listen to their problem.	Omission of verb auxiliaries
34. 35.	Teenager become naughty because teenagers have been influence by their friend.	Teenagers become naughty because teenagers have been influenced <b>by</b> their friend.	Omission of plural marker –s and verb inflection
36.	That opinion not always right.	That opinion <b>is</b> not always right.	Omission of verb auxiliaries
37.	Children from poor families not have harmonious family.	Children from poor families <b>do</b> not have harmonious family.	Omission of verb auxiliaries
38.	Rich people have much money and not have love.	Rich people have much money and <b>do</b> not have love.	Omission of verb auxiliaries
39. 40.	Teenager’s happines not always about material.	<b>A</b> teenager’s happines <b>is</b> not always about material.	Omission of article and verb auxiliaries
41.	Children from poor families not need to buy toys.	Children from poor families <b>do</b> not need to buy toys.	Omission of verb auxiliaries
42.	They have not enough money.	They <b>do</b> not have enough money.	Omission of verb auxiliaries
43. 44..	I think to get a job not have high GPA.	I think to get a job <b>does</b> not have <b>to have</b> high GPA.	Omission of verb auxiliaries

			and verb inflection
45. 46. 47.	GPA make worker feel confident in his/her ability at work.	GPA makes <b>a</b> worker feels confident in his/her ability at work.	Omission of verb inflection and article
48. 49.	Teenager the change of the childhood to adulthood.	Teenagers <b>are</b> the change of the childhood to adulthood.	Omission of plural marker –s and verb inflection.
50.	Protecting the children should with love.	Protecting the children should <b>be</b> with love.	Omission of to be.
51.	Their parents not responding to the underlying reason for their teenagers' misbehavior.	Their parents <b>are</b> not responding to the underlying reason for their teenagers' misbehavior.	Omission of verb auxiliaries
52.	Happiness can not measured with rich or materials.	Happiness can not <b>be</b> measured with rich or materials.	Omission of to be.
53.	Parents not care about their children.	Parents <b>do</b> not care about their children.	Omission of verb auxiliaries
54.	It mean that we have quality.	It means that we have quality.	Omission of verb inflection.
55.	It make teenagers became naughty.	It makes teenagers became naughty.	Omission of verb inflection.
56. 57.	Teenager influenced by their friend.	Teenagers <b>are</b> influenced by their friend.	Omission of plural marker –s and verb auxiliaries
58.	It parents' responsibility to make their children keep going to school.	It <b>is</b> parents' responsibility to make their children keep going to school.	Omission of verb auxiliaries
59.	She not have love and harmonious family.	She <b>does</b> not have love and harmonious family.	Omission of verb auxiliaries.
60.	University provide us many advantages for applying a job.	University provides us many advantages for applying a job.	Omission of verb inflection.
61.	They not have friend	They <b>do</b> not have friends	Omission

62.	for listening to their problem.	for listening to their problem.	of verb auxiliaries and plural marker -s.
63.	That no all children happy with material.	That no all children <b>are</b> happy with material.	Omission of verb auxiliaries.
64.	It true that give material for their children.	It <b>is</b> true that give material for their children.	Omission of verb auxiliaries.
65. 66.	Role parent are very important.	Role <b>of</b> parents are very important.	Omission of preposition and plural marker -s.
67.	They revolt and not listen to anything what their parent said.	They revolt and <b>do</b> not listen to anything what their parent said.	Omission of verb auxiliaries.
68.	Each human come into the world, they cannot choose who their parents are.	Each human comes into the world, they cannot choose who their parents are.	Omission of verb inflection.
69.	People have much money but not have love.	People have much money but <b>do</b> not have love.	Omission of verb auxiliaries.
70.	They influenced by their environment.	They <b>are</b> influenced by their environment.	Omission of verb auxiliaries.
71.	Success people not measured by the high GPA.	Success people <b>are</b> not measured by the high GPA.	Omission of verb auxiliaries.
72.	High GPA make workers feel confident in his/her abilities at work.	High GPA makes workers feel confident in his/her abilities at work.	Omission of verb auxiliaries.
73.	It mean that we have quality.	It means that we have quality.	Omission of verb auxiliaries.
74.	If you children from poor families	If you <b>are</b> children from poor families	Omission of verb auxiliaries
75.	The transition involve physical and psychological human development.	The transition involves physical and psychological human development.	Omission of verb inflection.
76.	It make teenagers	It makes teenagers	Omission

	become naughty.	become naughty.	of verb inflection.
77.	School is first influence to their children.	School is <b>the</b> first influence to their children.	Omission of article.
78.	It make them to think more about achievement.	It makes them to think more about achievement.	Omission of verb inflection.
79.	Teenager tried to closed their mind.	Teenagers tried to closed their mind.	Omission of plural marker -s
80.	The teenager must try to listen what their parent say	The teenager must try to listen what their parents say	Omission of plural marker -s
81.	Naughty teenagers are one of the biggest promblem in the world	Naughty teenagers are one of the biggest promblems in the world	Omission of plural marker -s
82.	They not have enough money.	They <b>do</b> not have enough money.	Omission of verb auxiliaries.

From the table above, it could be seen that there were 82 occurrences of all errors in omission. Within those errors in omission, the most errors that students made was placed by the omission of verb inflection. Especially in negative sentence, most of the students forgot to add to be or verb inflection.

b. Errors of Addition

Errors of addition are characterized by the presence of an item that must not appear in well-formed sentences. There were 28 errors in this type. They were classified in the table as follows:

Table 4.3 Errors in Addition

NO	ERRORS	RECONSTRUCTION	TYPE OF ERROR
1.	<b>It is makes</b> them didn't care about what their	It makes them don't care about what their parents	Double marking



	parents said.	said.	
2.	They <b>do cannot</b> control their children's mind.	They cannot control their children's mind.	Addition of verb auxiliaries
3.	It <b>is makes</b> teenagers thinking that their parents are so selfish.	It makes teenagers thinking that their parents are so selfish.	Double marking
4.	Many parents did not control their childrens.	Many parents did not control their childrens.	Addition of pronoun
5. 6.	They <b>are want to</b> their parents loved them.	They want their parents loved them.	Double marking and addition of preposition
7.	They <b>are cannot</b> do misbehave or become naughty.	They cannot do misbehave or become naughty.	Addition of to be
8.	They <b>are didn't</b> want to listen to advice from their parents.	They didn't want to listen to advice from their parents.	Addition of to be
9, 10.	Teenagers <b>are</b> often <b>makes</b> a mistake or problems	Teenagers often make a mistake or problems	Addition of to be and -s
11.	It <b>is happens</b> because any factors.	It happens because any factors.	Double marking
12.	They <b>are think</b> that the school is the first influence to their teenagers.	They think that the school is the first influence to their teenagers.	Double marking
13.	So, it can be negative impact with the <b>childs's</b> behaviour.	So, it can be negative impact with the child's behaviour.	Addition -s
14.	It <b>is makes</b> teenagers feel not supervision children.	It makes teenagers feel not supervision children.	Double marking
15.	That <b>is can make</b> a teenage stressed.	That can make a teenage stressed.	Double marking
16.	They <b>are</b> have their own way to be happy.	They have their own way to be happy.	Addition of to be
17.	Many people imagine that they <b>are come</b> from rich family.	Many people imagine that they come from rich family.	Double marking
18.	High GPA can <b>makes</b> workers more confident with their competence at work.	High GPA can make workers more confident with their competence at work.	Addition -s

19. 20.	They <b>are want to</b> their parent loved them.	They want their parent loved them.	Double marking and addition 'to'
21.	They cannot <b>to</b> control their children's mind	They cannot control their children's mind	Addition 'to'
22.	Teenager tried to <b>closed</b> their mind	Teenager tried to close their mind	Double marking
23.	They will not <b>to</b> try the bad thing.	They will not try the bad thing.	Addition 'to'
24.	High IPK/GPA is not assuring can <b>to</b> get a job.	High IPK/GPA is not assuring can get a job.	Addition 'to'
25.	Teenager's happiness is not always about <b>materials</b> .	Teenager's happiness is not always about material.	Regularization
26.	That no all children are happy with <b>materials</b> .	That no all children are happy with material.	Regularization
27.	Naughty <b>teenagers's</b> is not strange to hear.	Naughty teenager's is not strange to hear.	
28.	It makes them <b>to</b> think more about achievement.	It makes them think more about achievement.	Addition 'to'

From the table above, it could be seen that there were 28 occurrences of all errors in addition. Within those errors in addition, the most errors that students made was placed by the addition of double marking. The students still confused about the English rules which are more complicated than Indonesian because of different concepts of tenses between English and Indonesian.

#### c. Errors of Misformation

Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. Generally, in this type of errors, the students often applied something in their utterances

although it was incorrect. There are 12 errors in this type. They were classified in the table as follows:

Table 4.4 Errors in Misformation

NO	ERRORS	RECONSTRUCTION	TYPE OF ERROR
1.	Many <b>children's</b> come from poor families.	Many children come from poor families.	Misformation of noun
2.	They always <b>has</b> time for their teenage children.	They always have time for their teenage children.	Misformation of to be
3.	They <b>is</b> not care about the impact.	They did not care about the impact.	Misformation of to be
4.	Naughty <b>teenager's</b> is not strange to hear.	Naughty teenager is not strange to hear.	Misformation of noun
5.	There <b>is</b> some reasons of the naughty teenager.	There are some reasons of the naughty teenager.	Misformation of to be
6.	<b>This</b> are a few impacts of misbehave.	Those are a few impacts of misbehave.	Archi-form
7.	Many parents <b>is</b> busy to work and get money.	Many parents are busy to work and get money.	Misformation of to be
8.	Naughty teenagers are one of the biggest problem in the world.	Naughty teenagers are one of the biggest problems in the world.	Misformation of noun
9.	It <b>is</b> not work.	It does not work.	Misformation of verb
10.	<b>They</b> parents are not responding to the underlying reason for their teenagers' misbehavior.	Their parents are not responding to the underlying reason for their teenagers' misbehavior.	Misformation of pronoun
11.	Many parents did not control their <b>childrens</b> .	Many parents did not control their children.	Misformation of pronoun
12.	They <b>has</b> less time to play with their teenage children.	They have less time to play with their teenage children.	Misformation of verb

From the table above, it could be seen that there were 12 occurrences of all errors in misformation. Within those errors misformation, the most errors that students made was placed by the misformation of verb.

d. Errors of Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occur systematically for both first language and second language learners.

They were classified in the table as follows:

Table 4.5 Errors in Misordering

NO	ERRORS	RECONSTRUCTION	TYPE OF ERROR
1.	Children from poor family <b>many have</b> good friend.	Children from poor family have many good friend.	Misordering
2.	There are many factors which influence <b>attitude or act the teenager.</b>	There are many factors which influence the teenager' attitude or act.	Misordering
3.	A lot of parents complain <b>with attitude their children.</b>	A lot of parents complain with their children' attitude.	Misordering
4.	It wil be too late in <b>life their.</b>	It wil be too late in their life.	Misordering
5.	It is important for <b>happiness their children.</b>	It is important for their children' happiness.	Misordering
6.	He always ask <b>what are jobs their parents.</b>	He always ask what jobs their parents are.	Misordering
7.	The teenager <b>easily get influence negative or positive.</b>	The teenager gets negative or positive influence easily.	Misordering
8.	Misbehavior happens because of <b>factor enviroentment.</b>	Misbehavior happens because of enviroentment factor.	Misordering
9.	When teenagers become naughty <b>not always should be</b>	When teenager become naughty their parents should not always be	Misordering

	blamed their parents but also their environment.	blamed but also their environment.	
10.	Parents should have time for listening <b>what the problem teenager's at school.</b>	Parents should have time for listening what the teenager's problem at school.	Misordering
11.	<b>GPA high</b> and experience support to applying a job.	High GPA and experience support to applying a job.	Misordering
12.	Each human comes into the world, they can not choose <b>who are their parents.</b>	Each human comes into the world, they can not choose who their parents are.	Misordering

From the table above, it could be seen that there were 12 occurrences of all errors in misordering. The student still made error in order to be, verb, noun and adjective.

## 2. Causes of Errors

There are some causes of errors that happen in essay writing; over generalization, ignorance of the rule restriction, incomplete application of rule, and false hypothesized. Below is the result of interview and analyze with some sources. There are 132 the causes of errors in writing essay. They were classified in the table as follows:

Table. 4.6 The Quantity of Occurance of Each Errors' Causes

No.	Causes of Errors	Frequency
1.	Over generalization	40
2.	Ignorance of the rule restrictions	13
3.	Incomplete application of rules	31
4.	False concept hypothesized	48
<b>Total</b>		<b>132</b>

From the table above, it could be seen that there are four causes of errors, i.e., over generalization, ignorance of the rule restrictions, incomplete application of rules, and false concept hypothesized. From 132 expressions in students' essay writing. Whithin those causes of error, the highest proportion was placed by the causes of false concept hypotesized which occured 48 times out of 58 expressions of the causes of errors. Then, it was followed by the causes of errors of over generalization which occured 40 times out of 132 expressions of the causes of errors. The next was the causes of erros of incomplete application of rules which occured 31 times out of 132 expressions of the causes of errors. The lowest frequency was the causes of errors of ignorance of the rule restrictions which occured 13 times out of 132 expressions of the causes of errors. The researcher have taken 9 sentences from 51 essay written as the sample of errors in students' writing to find out the causes of errors based on intralingual errors. The researcher took sample because explaining each causes of errors in all essays would take many sheets, effort and much time. So the researcher take the most common errors in the essays as sample. They are as follows:

a. Over Generalization

The learner has the tendency to simplify the formation or the rules of the target language. It seems that the learner tends to use the simple rules to generalize the other uses.

The students' causes of errors were over generalization in which the students tended to use the simple rules to generalize the other uses and to apply the previous strategies of the target language in the new situation. Thus, it leads them to create a new deviate structure on the basis of his expression of other structure in the target language. The example were as follows:

- 1) It is makes the teenager less attention.
- 2) They would spent their holiday.
- 3) The parent come when their children was sleeping.

In the first example above, it was clear that the students produced the error of addition in using present tense. The students produced the error by inserting present double markers in the same place in a sentence. They did double insertion of present verb "is and makes" in a sentence. Thus, they had over generalized the use of present markers of "is and makes" in constructing the present sentence. The error of the second sentence was caused by overgeneralization in which the student did inappropriate construction of past verb to form past sentence where they did not have to use it since the modal of "would" itself has already past meaning. As stated by Fuad (1987, p.104) that "would" is used to express an action that repeated regularly in the past. While, the last sentence, the error was caused by over generalization in which the student generalized the use of "come" it should be "came".

Moreover, some students say that they cannot be apply grammar in

the writing composition well, especially in the omission, addition, misformation, misordering and the Tenses.

b. Ignorance of the Rule Restrictions

It is still closely related to over-generalization. In this case the learner violates the restriction of existing structure that is the application of rules to the context where they do not apply.

According to Richard (1969, p.176), ignorance of rule restriction covers the failure to observe the restriction of existing structures, which is the application of rules to the context where they do not apply. In this case, most of students failed to apply the rules correctly.

As in the following examples:

- 1) We are very happily. (It should be *We are very happy.*)
- 2) I try to opened the door. (It should be *I try to open the door.*)

In the first sentence above, the students' error were caused by the ignorance of the rule restriction in which the students applied the adverb marker of -ly in the place where it should not be applied. According to Drs. Ahmad Kardini (2005, p.111), adverbs are often formed by adding -ly to an adjective. It is true, but in this case, the adjective of "*happy*" do not have-ly after the word of "*very*". Thus, the student produces an error when they put the adverb marker -ly in an adjective of "happy". Then, the second sentence in the example above showed the student's error of misformation in the past tense. In this case, the error was indicated by the use of wrong morpheme and



the alternation items of tenses. Here, the student applied inappropriate verb construction by using the past verb after *to infinitive* and using basic form of the verb in the place of past verb. According to this case, Desy (2003, p.357) stated that simple past tense is made of S + Verb 2 + Object. It was clear that the students' writing contained an error since he/she did not apply the correct rules of the past tense.

Moreover, some students say that they are confused about the English rules which are more complicated than Indonesian because of different concepts of tenses between English and Indonesian.

c. Incomplete Application of Rules

Here, the students failed to learn the more complex type of the structure to create an acceptable utterance so that error was produced. The following written examples are produced by the students.

- 1) Although parents tired but they still controlled they children. (It should be *Although parents were tired but they still controlled their children.*)
- 2) Children were enjoy the life out of home. (It should be *Children were enjoying the life out of home.*)

In the first example above, the students produced the errors of omission in using past tense. In this case, A. Kardini (2005, p.31) stated that regular verbs form the past tense by simply adding -d or -ed to the infinitive. Therefore, when the student omitted the past tense marker of -ed to form past verb like on the first example above

and the past be “*were*” as in the second example above in creating past utterance, their utterances were completely wrong. They must obey the rules or pattern of the past tenses if not, their utterance would completely contain errors, so that it would be difficult to identify whether the utterances they produced referred to the present or past events.

The students’ error above were only caused by incomplete application of rules. It means that the students tended to form sentences incompletely because of their incomplete knowledge of the target language.

d. False Concept Hypothesized

False concept hypothesis is caused by the faulty comprehension of distinction in the target language. The form *was*, for example, may be interpreted as a marker of present tense. In this case, the students might feel that they applied the correct form in their writing, but they failed to understand the correct construction in applying tenses. The examples were as follows:

- 1) It is makes some teenagers feel frustration. (It should be *It makes some teenagers feel frustration.*)
- 2) Parents didn’t contolled their children. (It should be *Parents didn’t controll their children.*)

In the first sentence above, the students had already known that the marker of “*is*” is present activity marker so that they produced present

utterance as in the example, and the second example also the students had already known that the marker “*did*” is a past verb marker so that they produced past utterance. However, it was fairly incorrect since they used the double markers in an utterance. It should be “it makes some teenagers feel frustration” and “Parents didn’t control their children”.

According to the result of the students’ interview that causes of errors were because of confusing about the English rules which were more complicated than Indonesian rules, the different concept of tenses between English and Indonesian. Also, they do not know the grammar of the writing composition well, so they are confused when they use the present tense, the past tense, etc. Some students said that it was the habitual writing for them, they felt enjoy and it was interesting writing although they did not realize making errors in writing composition.

Based on the result, there were many things can be noted down. There were many causes of errors in this study. There were four causes of errors, i.e., over generalization, ignorance of the rule restriction, incomplete application of rule, and false hypothesized. Moreover, some students say that they are confused about the English rules which are more complicated than Indonesian because of different concepts of tenses between English and Indonesian. They did not know the grammar or mechanic of writing composition well, and some students said that it is habitual writing especially in tenses.

## B. Discussion

Based on the description in the data presentation, there are several matters that can be noted down. Most students still make errors in writing an essay. Kinds of errors were classified into the error types of omission, addition, misformation and misordering. Here the discussion:

### 1. Kind of errors

#### a. Omission

The students still make errors of omission. Here some explanation about their errors. The students use the wrong verb inflection in their sentence. They wrote *“University provide us many advantages for applying a job”*. It should be *“University provides us many advantages for applying a job”*. They forgot to write –s after verb in the sentence. It same with *“It mean that we have good quality”*. It should be *“It means that we have good quality”*. It happens because they are confused about the English rules which are more complicated than Indonesian. That was different concept of tenses between English and Indonesian.

Another error was found in the sentence *“The parents very afraid with the bad influence from environment”*. It should be *“The parents are very afraid with the bad influence from environment”*. They forgot to write *be are* in the sentence. The students cannot differentiate between adjective and verb as in the sentence above.

Some students still make errors in omission, as in sentence *“Parents should be worried when their children stop to go to school”*.

This sentence is wrong because the student misuses the verb form. It should be *“Parents should be worried when their children stoped to go to school”*. From the sentence above, it can be seen that students use simple present tense instead of simple past tense. The verb stop must be changed into past verb, i.e; stoped. Thomson and Martinet (1986, p.40) stated that the simple past tense in regular verbs is formed by adding *-ed* or *-d* to the infinitive.

b. Addition

Some students still make errors of addition. It shows that students use the wrong verb in their sentences. In sentence *“Parents didn’t contolled their children out of home”* is wrong because the students use two marks in the sentence. It should be *“Parents didn’t control their children out of home”*. Here, the students use the verb *didn’t controlled* for *didn’t control*. It is similar to the sentence *“Teenager tried to closed their mind”*. It should be *“Teenagers tried to close their mind”*. From those sentences, it can be seen that some of students made errors of addition in Simple Past Tense, it was marked by the incorrect use of past verbs of *“didn’t and control”* and past marker of *“- ed”* in a sentence.

Another error of addition is in the sentence *“they can not to control their children’s mind”*. It is incorrect because students used wrong form of the verb. It should be *“They can not control their children mind”*.

c. Misformation

The students use the wrong irregular marker in their sentences. The sentence “*Many childrens come from poor families*” is wrong because the student used a regular marker (-s) in place of irregular ones. It should be “*Many children come from poor families*”. Here, the student use the noun *childrens* for *children*.

Another error of misformation is in the sentence “*This are a few reasons*”. It is incorrect because the student used the wrong demonstrative adjective. It should be “*These are a few reasons*”. Here the student use the demonstrative adjective “*This*” for “*These*”. It is similar to the sentence “*That problems are careless, less attention and affection from his parent*”. It should be “*Those problems are careless, less attention and affection from his parent*”. From those sentences, it can be seen that students made errors in misformation that has been called archi- form. *That* should be followed by singular forms, while *these* should be followed by the plural forms as the sentences above.

Moreover, some students say that they are confused about the English rules which are more complicated than Indonesian because of different concepts of tenses between English and Indonesian.

d. Misordering

The students place the inccorect verb auxiliary in their sentence. The sentence “*Children from poor families many have friends*” is wrong

because the incorrect placement of *have*. Grammatically, the utterance should be written "*Children from poor families have friends*".

Another error of misordering is in the sentence "*Some of parents don't know what are their mistakes*". It is incorrect placement of *are*. It should be "*Some of parents don't know what their mistakes are*".

## 2. Causes of errors

In the process of learning a second language, the learners may use any techniques or strategies in order to get competence or comprehension in the target language. During the process of second language learning, the learners could not avoid producing any mistakes or errors like done the students here they made error of the use of article, plural form, etc. As defined by Brown (1987) cited in Sanal (2007, p.599) mistake refers to performances of failure in using the known system. Everybody both native or second language learner often make mistakes. Certainly, their mistakes are different from each other. It is not the result of competence, but it is caused by imperfection in the process of producing speech. In this study, the writer found four error types, namely omission, addition, misformation and misordering. Those learners' errors may be caused by many factors. In analyzing the causes of errors made by the 51 sixth semester students of English Department at STKIP PGRI Banjarmasin, the writer referred to the theory recommended by Richard (1986, p.174-181) that the errors were caused by over generalization, ignorance of the rule restriction, incomplete application of rule, and false hypothesized.

In addition, according to the result of the students' interview that the causes of errors were because of confusion about English rules which were more complicated than Indonesian because of the different concept of tenses between English and Indonesian. The students did not know the grammatical rules in the writing composition well too, and some of students said that it was the habitual writing for them. Especially in the tenses. They feel enjoy using the tenses although they do not realize making errors in writing composition. Relating to the theory which suggested by Harry (1970, p.4) the lack of mastery something and impression which come to us from our thinking and observation can make an error.

Another causes of errors were because the lack of writing practice on learner. They have been never write anything in English for one week. They have no confident in exploring English skills because they have lack of vocabulary. It supported by S.P Corder (1982, p.65) stated that error arises because there has not been enough effort on the learner or enough explanation or practice on the part of teacher. Therefore, both learners and teachers should have enough effort in achieving a learning goal, without the effort the learners may not master the subject being taught.