



AN ANALYSIS OF ENGLISH COMMUNITY STUDENTS' GRAMMATICAL ERROR IN SPEAKING ENGLISH AT STAI HUBBULWATHAN DURI

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ABSTRACT

This study is a quantitative approach with descriptive design. It aims to know the students' errors in speaking. The researcher used a descriptive analysis technique with the percentage from the frequency of each type of errors that the students' commit on their grammatical errors in speaking. The subject of this study was the student English community, while the object of this study was a students' grammatical errors in speaking. The researcher are used random sampling. There were 20 samples from 43 populations. To collect data, researcher used speaking tests to find out grammatical errors that students made in their language skills. Based on data analysis, the researcher have found the kinds of errors students made in their speaking. The total number of errors made by the student is 93 percent blame the percentage of the student's errors in omission is 15.05% addition is 22,58% misformation 56.98%, and misordering 5.37%. So the most common students' grammatical errors in speaking was a Misformation total of 53 errors or it was up to 56,98%.

Introduction

In learning English, there are four important skills to learn, namely listening, speaking, reading, and writing. These skills are supported by several components such as vocabulary, grammar, pronunciation, etc. All these skills must be mastered by students through learning. Speaking is one of the four skills in English subjects as a tool to communicate with each other. Ur (1992) states "Of the four skills, speaking is considered the most important skill. Learning to speak is the biggest interest for foreign

language learners.” In addition, Richards (2002) states "Most of the world's language learners study English to develop proficiency in speaking". In short, English proficiency is measured by the results of speaking or oral communication skills. Speaking is one of the four language skills that must be developed in teaching English in line with the idea of Hedge (2000) which implies "Learning to speak is very important for students". For many students, learning to speak English is a priority. They may need this for various reasons such as to exchange information or to influence people, such as to persuade others to believe what they are saying.

English Community is one of the organizations established by the Department of English Education at STAI Hubbulwathan Duri, whose members consist of 43 people from semester 2 to semester 8, therefore all members of this English community are required to always interact using English both in communicating as well as in making presentations. After the researcher conducted an interview with one of the English lecturers who mentored the English Community program, he stated that there was a gap as long as these members interacted using English. The phenomena found are:

1. Some of the students who do not pay attention to grammar when speaking English formally.
2. Some of the students found difficulties in using grammatical rules
3. Some of the students still use incorrect grammar in speaking.
4. Some of the students did not feel confident in speaking

Based on the phenomena above, the researcher is interested in conducting more in-depth research, in this case the researcher focuses on grammatical errors in the English Community program.

Based on the description above, the researcher is interested in conducting a research entitled “ **An Analysis of English Community Students' Grammatical Error In Speaking English At STAI Hubbulwathan Duri** “.

A. Speaking

Many definitions about speaking have been proposed by language. Speaking derives from the word “Speak”. According to the Oxford dictionary, “Speak” means to say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate with others. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown,1994; Burns & Joyce, 1997). In general, speaking is the process of pouring ideas in speech. speech which emerged as the embodiment of the preconceived idea lies in the landscape of the idea. It is as expressed by Suhendar, “speaking is the transformation process thoughts/feelings become a form of speech.” (suhendar , 1999).

Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority,

when speaking is the main aim of the lesson it can sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson (Watkins, Peter. 2007).

Meanwhile, Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in the real situation and has little time for detailed planning. Therefore, fluency is required to reach the goal of the conversation. Speaking is the most important skill to master. It brings the ability to carry on a conversation. Through conversation, people can carry out oral communication to carry out the communication itself, both transactional and interactional. Harmer (2007) argues that speaking is a complex skill that requires the simultaneous use of different abilities including the speaking aspect.

According to Mazouzi in Leong (2017), there are five characteristics of speaking skills such as grammar, vocabulary pronunciation, comprehension and fluency. Marriam (2011) explained that language learners need to recognize that speaking skill involves three areas of knowledge. They are mechanics (pronunciation, grammar and vocabulary), function (transaction and interaction), social and culture (rules and norms). Furthermore, Brown (2004) explained that speaking skills have four components. They are grammar, vocabulary, pronunciation, accuracy and fluency. The students should have beliefs and improve their ability to speak in front of the class. From the explanation above, the researcher concludes that speaking is a process to convey and share ideas and feelings orally. Speaking involved some skills such as vocabulary, grammar, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the other person who uses a foreign language too.

Speaking is the most important skill to master. It brings the ability to carry on a conversation. Through conversation, people can carry out oral communication to carry out the communication itself, both transactional and interactional. Harmer (2007) argues that speaking is a complex skill that requires the simultaneous use of different abilities including the speaking aspect. There are several experts who explain the aspects of speaking. The aspects of speaking English are as follows:

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Understanding

B. Error Analysis

Error is different from mistake. Yet, making errors and mistakes are commonly done by the second language learners and foreign language learners. Without deep understanding, the learners usually tend to see the errors and mistakes similarly. Brown (2007) gave the explanation about mistake that all native speakers make mistakes, or have a "performance lapse". He also stated that a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. Brown added that all people make mistakes in both natives and second language situation. Therefore, whether they are native speakers or second language learners, they probably could make mistakes in producing the language. Mistakes occur because the learners know the system but they fail to use it.

Meanwhile, errors according to Brown (2007) are the result of one's systematic competence. An error reveals a portion of learner's competence in the target language. The English learners are usually not able to make any corrections of their errors by themselves. Therefore they need teachers to correct. Corder (1967) states that errors are things made by beginners of second or other language learners who do not yet have a full command of the language system. Thus, the English learners could probably make errors because they do not know the English grammar well. The learners think that they make the right English even though they do not because their language system says so. All in all, making errors is something that cannot be avoided by the learners, especially by the second language learners and foreign language learners. As the foreign language learners, we sometimes lack competence about the target language. We are not aware with what the errors are and do not know how to correct the errors.

In conducting this study about error analysis, the writer used the five steps of error analysis method which are provided by Corder as quoted by Ellis (1994). They are collection of the sample error, identification of the errors, classification of error, explanation of error, and evaluation of errors.

C. The Place of Grammar Teaching

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

.According to Penny Ur (1996) these are opinions about the teaching grammar:

- a. When someone learns his/her mother tongue, he/she does not need learn the grammar. On the other hand teaching and learning grammar is not only

necessary or sufficient for language learning, but also it helps or not to improving mastery of the language not as an end in itself.

- b. Learner study grammar individually and independently than as a part of the classroom lesson. But other says that grammar is surely sufficient justification for the teacher to help them by providing information and practice in the classroom.
- c. Teaching learners how to construct grammatical sentences does not enable them to produce real-life discourse. On the other hand, grammatical accuracy used to receive and produce interesting and purposeful meanings within the context of real-life language use.
- d. Grammar is an affirmation of the usefulness of grammar for effective language learning. Other says that the main point of Grammar is an affirmation of its value as a means to help language learning.

D. Grammatical Error

Grammar is a sub skill that must be learned to master all English language skills such as listening, speaking, reading and writing correctly. Without learning and understanding grammar, people will find it difficult to master English in all aspect. Therefore, to master English well, we need to learn grammar. Komala (2014) explained that grammar play a central role in the four language skills and vocabulary to establish communicative task. According to Ur (2006) grammar is one of the English components which are taught to every language learner. It has an important role in understanding the English language. Without proper knowledge of grammar the students find many problems to build up the sentences and express their ideas for communication activities.

According Jack C. Richards (1974) Grammar is a description of the struture of a language and the way inwhich linguistic units such as words and phrases are combined to produce sentence in the language, and in generatie transformation theory, grammar means a set of rules and lexicon which describes the knowledge (competence) which a speaker has of his or her language. Furthermore, Leacock (2010) explained that knowledge of grammar underlying our ability to produce and understand sentences in a language. Harmer (2001) explained that the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in that language.

Grammar is traditionally concerned with the principles which determine the formation and interpretation of words, phrases and sentences. So, the researcher concluded that grammar is the essential part in learning English, without having good knowledge about grammar, learners language development will be constrained. In other word, grammar is important role to master the

spoken of the language, because the students learn about how to construct the utterance correctly.

In grammatical errors the English learners have to be able to understand what the grammatical rules of English and how to apply them well. According to Swan (2005). Grammatical errors that show how words are combined, arranged and changed to show different meaning. Therefore, learning the grammatical errors enables the students to produce a good speaking. Grammatical errors have become very important for us to know in order to, we can understand the English text perfectly and there is no misunderstanding in conveying information.

Meanwhile, Burt and Kiparsky in Dewanti (2014) explained that grammatical errors is kind of important to be considered by the learners because it does not match with the grammatical system of a language. It means that grammatical errors is the students do some errors when they speak in front of the class and their grammar is inappropriate because they still use mother tongue.

Similarly, Dulay (1982) explained that grammatical errors have four components. They are omission, addition, misformation and misordering. Omission consists of 5 categories. They are omission of pronouns, nouns, to be, adjectives and adverbs. Then, addition consists of 3 categories. They are regularization, double marking and simple addition. Next, misformation consists of 3 categories. They are regularization, archi-forms and alternating forms. Last, misordering consists of 2 categories. They are simple sentence and preposition.

Omission are characterized by the absence of an item that must appear in a well-formed utterance. It means that the language learners omit necessary items. Then, addition are the opposite of omission, it means the presence of an item which must not appear in a well-formed utterance, that learners add unnecessary items. Next, misformation are characterized by the use of the wrong form of the morpheme or structure. Last, misordering are incorrect placement of a morpheme or group of morphemes in an utterance.

In Dulay, Burt, and Krashen's Surface Structure Taxonomy in "Two Language" (1982) the researcher has chosen only four categories or problem area in grammatical errors, there are :

a. Omission

The omission is the loss of an essential grammar item in sentences due to a lack of knowledge of a particular grammar system. Thus, the sentence in question becomes less structured. For example : I saw movie yesterday. This sentence leaves out an article "a" that must be added before the word movie.

b. Addition

This error is contradicting the previous one. This error is known as an item that does not have to appear in a sentence. This error usually occurs in the second language acquisition process stage (L2), when students have acquired some

knowledge of the target language rules. For example : I needs to see a doctor. There is suffix “s” addes after the word need. Hence, this indicate addition error.

c. Misformation

This error is indicated by the emergence of a new language structure that the target language does not agree with. This structure's appearance results from initial knowledge integrated with a new understanding of the target language. For example :My sister go to Duri yesterday. This sentence contains misinformation in using irregular verb which marked by the using the wrong from “go” to replace “went”.

d. Misordering (Error arranging)

The wrong placement of morphemes or groups of morphemes in speech is the character of this error. For example : She will go morning tomorrow. This sentence has the wrong order of adverb of time ”morning tomorrow” it must be changed becomes : She will come tomorrow morning

Based on the experts’ explanation above, the researcher concluded that grammatical errors is an error which is not suitable to the grammatical rules that speaking become not good. It involves the process, grammatical errors have four components. They are omission, addition, misformation and misordering. The researcher takes all as indicators of this research to be combined with indicators of speaking error.

People do make mistakes and errors while speaking a foreign or second language. Given that not all the incorrect grammatical uttered by students were referred to errors, it is necessary to differentiate between errors and mistakes made by students. Rod Ellis (1997) points out that errors are gaps in learners knowledge due to lack of competence (They do not know what is correct) mistakes are occasional lapses in performance (learners unable to perform what they know). Furthermore, according to Dulay (1982) a mistake refers to a performance error that is either a random guess or “slip”. It is a failure to utilize an available system correctly. An error is caused by the learners who are incompetent and usually unable to recognize their errors or correct them. They do not understand the linguistics system of the language. However, Brown (1994) stated that learning involves a process in which success comes by profiting from mistakes by using mistakes to obtain feedback to make new attempts that successively approximate desired goals. In conclusion, mistakes are favorable to language learning, and errors are harmful to language learning.

Speaking is the most important skill to master. It brings the ability to carry on a conversation. Through conversation, people can carry out oral communication to carry out the communication itself, both transactional and interactional. Harmer (2007) argues that speaking is a complex skill that requires the simultaneous use of different abilities include the speaking aspect.

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Based on the experts' explanation above, it can be concluded that speaking skill is defined as to be able to use a language. It means that the students can speak English well. It have five components. They are grammar, vocabulary, pronunciation, accuracy and fluency.

E. *The source of errors*

Many experts write about the source of error, for example, five source of error reported by Selinker Jack C. Richards's (1974)

- a. Language transfer
- b. Transfer of training
- c. Strategies of second language learning
- d. Strategies of second language communication
- e. Overgeneralizations of TL linguistic material

Brown write that error-overt manifestations of learners systems-arises from several sources: inter-lingual errors or interference from the native language, the sociolinguistic context of communication, psycholinguistic or cognitive strategy and doubt countless affective variables. He drives those sources as follows:

- a. Inter-lingual Transfer

he beginning stages of learning a second language are especially vulnerable to inter-lingual transfer from the native language or interference. In these early stages before the system the second language is familiar, the native language is the only previous linguistic system upon which learner can draw. Error caused by inter-lingual transfer occur because the sytem of mother tongue influence the second language learned. E.g. The Book of John, it can be expressed John's Book.

- b. Intra-lingual Transfer

Intra-lingual error intra-lingual interfernce is the negative transfer of items which the target language, or put another way, and the incorrect generalization of rules within the target language. This is the major factor in the second language learning. Then intralingua transfer occurs because learners don't master second language learned. E.g. Does John can sing, I

don't know what time it is. These examples should be Can John sing?, I don't know what time it is.

c. Context of learning

Context itself refers, for example: to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language.

d. Communication strategies

Communication strategies are a fourth source of learner error, but this major category is so pervasive and important that it is treated in a separate section here. Communication strategies actually include the process of interlingual and intra-lingual transfer and context of learning as learners try to get a message across to hearer or reader. The latter pertains to the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not available to the learner at that point in communication.

Furthermore John Norrish (2004) writes some current theories of the causes of errors as follows:

a. Carelessness

Carelessness is often closely linked to a lack of motivation. Many professors will admit that a student's grammar mistake does not always happen if he does not lose interest in the material being taught or the presentation is not suitable. One way to reduce the number of 'clumsy' errors in the paper is to involve students in an active search for errors made and discussing these errors in class.

b. First Language Interference

A definitive statement of the behaviorist theory of language learning states that language is fundamentally a set of habits. When we try to learn new practices, old ones become a distraction. The idea of mother tongue disorders as a significant contributor to errors in students' use of foreign languages is strongly related to views on how humans learn a language.

c. Translation

One of the most common situations is when a student is asked to say something in writing but realizes that they do not know an appropriate expression or structure. So, when he wants to communicate his ideas, he will fall back on the language system he is familiar with, namely from his mother tongue.

F. Assessment of Grammatical Errors

Dulay (1982) explained that there are four components of grammatical errors. They are:

1. Omission.
Omission happen because the absence of an item which must appear in a well-formed utterance.
2. Addition.
Addition happen because the presence of an item which must not appear in a well-formed utterance.
3. Misformation.
4. Misformation happen because students used two wrong from of the morpheme or structure in their grammar.
5. Misordering.
Misordering happen because the incorrect placement of a morpheme or a group or morpheme in a utterance.

Table 1: Indicators Grammatical Errors In speaking

Variable	Indicators
Grammatical errors in speaking	Omission
	Addition
	Misformation
	Misordering

The four categories are :

- a. Omission Errors
The students committed 35 sentences on their writing. From the data, the researcher found 15 omission of articles, 11 omission of verbs, 7 omission of singular 1 omission of conjunction and omission of adjective.
- b. Misformation Errors
The students committed 17 sentences on their writing. From the data, the researcher found 35 errors sentences that indicate as the omission errors. Those are : 2 misformation of pronouns, 7 misformation of verbs, 1 misformation of conjunction, 3 misformation of nouns ,2 misformation of adverbs and 2 misformation of prepositions.
- c. Addition Errors
The students committed 8 sentences errors on their writing. From the data, the researcher found 7 error used addition. Those are : 3 addition of verbs, 1 addition of singular, 1 addition of conjunction, 1 addition of preposition and 1 addition of article. Misordering errors. The students committed 2 sentences errors on their writing. From the data, the researcher found 2 data as the missordering of sentence structure.

Based on the result it can be concluded that omission was the highest percentage of types of grammatical errors were found in background students" proposals with the percentage 57,37% . The second highest was misinformation errors with the percentage 11,47%, the third percentage was addition errors with the percentage 27,56% and the lowest percentage was misordering errors with the percentage 3,27%.

This research is analysis research in which focus on "Grammatical Errors in their Speaking" in this study the researcher took Dulay's theory which states that grammatical errors have 4 components, namely:

1. To find out the Omission errors made by students'
2. To find out the Addition errors made by students'
3. To find out the Misinformation errors made by students'
4. To find out the Misordering errors made by students'

Some of these components can certainly be components that make students make grammatical errors in speaking English.

Method

This research is a quantitative approach with descriptive design. Researcher describe quantitatively (numbers) tendencies, behaviors, or opinions of a population by examining samples from that population. According to Gay (2012) descriptive study determines and describes the way thing are. In this situation, Fraenkel (2009) explained that "Descriptive research is a research design that try to describe a phenomenon, subject or area accurately and factually". This study tries to analyze English Community students' grammatical errors in speaking English at Stai Hubbulwathan Duri. The research was conducted from Maret to August 2022. The location of this research is STAI Hubbulwathan Duri. This location was choosen because the problem under study is in this location, on the side an affordable location for researcher to conduct research. Population is very important element in conducting a research. According to Fraenkel, J.R. (2011) Population is the larger group to which one hopes to apply the result. The population in this research is English Community group consist of 43 people 2nd to 8th semester student. The following table describes the total population of the research:

Table 2: The population of the Students' English Community

No	Semester	Total
1	TBI II	9
2	TBI IV	12
3	TBI VI	12
4	TBI VIII	10
Total		43

The researcher used simple random sampling technique to take sample of this research. Cohen (2000) explained that in simple random sampling, each member of the population under research is an equal chance of being selected and the probability of a members of the population being selected is unaffected by the selection of other members of the population. According to Gay in Mahmud (2011) argues that the minimum acceptable sample size based on the research method used, namely Descriptive method, at least 10% of the population, for a relatively small population, at least 20%.

In this research, the data entered were 20 people from 43 populations, so the researcher intended to take these 20 people to be used as samples in this study. Collecting data in this study the researcher use techniques in collecting to support the smooth running of this research, namely: Test. The researcher gave speaking test to the students and explains how to do the test well. The test was about their unforgettable experience, students spoke about their unforgettable experience by Voice Note (audio record) then, the researcher analyzed and percentage the result of students' test.

In analyzing the data, the researcher used descriptive statistics. The descriptive statistics will help the researcher summarize the overall trend or trend in the data. Provide insight into where one score might be, and provide insight into where one score stands in comparison to another. All of that will be calculated manually.

Finding and Discussion

Students totally 93 errors in grammaticalof speaking skill, consist of 14 from Ommission, 21 from Addition, 53 from Misformation, and 5 from Misordering. After counting it to percentage, it was found that the students committed 15.05% error of Omission category, 22.58% error of Addition category, 56.98% error of misformation, 5.37% error of Misordering. It means that in Grammatical Errors of speaking the students only mostly error in Misformation category

- a. The first frequent is Omission. It appears 14 times from 93 of the total errors with calculate as follows:

$$\frac{14}{93} 100 = 15.05\%$$

- b. The second frequent is Addition. It appears 21 times from 93 of the total errors with calculate as follows:

$$\frac{21}{93} 100 = 22.58\%$$

- c. The third one frequent is Misformation. It appears 53 times from 93 of the total errors with calculate as follows:

$$\frac{53}{93} 100 = 56.98\%$$

- d. The last one frequent is Misordering. It appears 5 times from 93 of the

total errors with calculate as follows:

$$\frac{5}{93} 100 = 5.37\%$$

The percentage above has verified the errors type : Misformation errors as the most frequent error in grammatical of speaking. To make the errors clearer, the researcher presents them in the tables that can be seen above.

From 20 of students, the researcher found some students made some errors in speaking performance. And the collecting data of errors is one ninety three (93) in grammatical of speaking which can be seen.

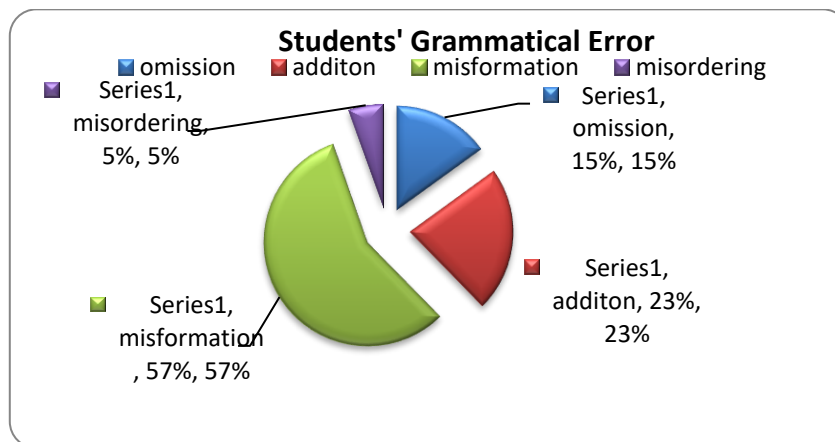


Figure 1. The frequency of grammatical errors in sepaking

Note :

Omission 15.05% = 15%

Addition 22.58% = 23%

Misformation 56.98% = 57%

Misordering 5.37 = 5%

Based on surface strategy Taxonomy by Dulay, the data had been identified and classified in to four types of errors. Each type had several aspects of error. There are Omission, Addition, Misformation, Misordering. From the identification students there were 93 errors which classified into 14 errors of Omission, 21 errors of Addition, 53 errors of Misformation, and 5 errors of Misordering. The result of the study showed the most type of errors made by student was Misformation errors which consisted of 53 errors or 56.98% of errors because almost all student made errors in this type.

It means that the students lack of understanding of structure and grammar especially in speaking (past tense). Grammar is important in speaking, because in grammar clarifies that the way how to make the good sentence the students will be able to translete English well. The result of the study mentioned above has collected some

important information from students' speaking. This study reveals errors that often produced by the students in grammatical of speaking. Also the grammatical errors that occurred in this study belong to four types of errors: Omission, Addition, Misformation, and Misordering.

According to the data presentation above, it can be seen there are 20 students from 43 students as the objects of the research had made the four types of errors, with the total number grammatical errors of speaking are 93. Meanwhile, the misformation error that indeed becomes the most frequent error had been produced by 20 students. Many students make errors categories in misformation because they do not know the rule. This is probably the most common cause of errors.

Conclusion

The research conclusion is presented according to the data which have been described in the previous chapter. From all the data described about the English Community students' grammatical errors in speaking, it can be concluded that: English Community Students' Grammatical errors in speaking at STAI Hubbulwathan Duri consist of the following (based on the types chosen). made errors on:

- a. Omission consist 14 errors.
- b. Addition consist 21 errors.
- c. Misformation consist 53 errors.
- d. Misordering consist 5 errors.

From the above data, it could be concluded that the student's highest grammatical errors was Misformation total of 53 errors, and if the total of the errors were showed by a chart, it could be :

Omission 14 = 15.05%

Addition 21 = 22.58%

Misformation 53 = 56.98%

Misordering 5 = 5.37%

The most common students' grammatical errors in speaking was Misformation total of 53 errors or it was up to 56.98%.

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