

**ERROR ANALYSIS ON STUDENTS WRITING SKILL
AT ENGLISH DEPARTMENT ON 4TH SEMESTER AT STATE
INSTITUTE OF ISLAMIC STUDIES JEMBER**

UNDERGRADUATE THESIS

Presented to

State Institute of Islamic Studies Jember in practical fulfillment
of the requirement for the undergraduate degree
in English Education Program



By:

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MOTTO

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ
الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾

“Read: In the name of thy Lord Who createth(1) Createth man from a clot(2)

Read: and thy lord is the most bounteous. (3)Who teacheth by the pen.” (4)¹



¹Al-Qur'an, 96:1.

DEDICATION

The writer dedicates this thesis to:

1. His beloved Parents, Mr. Jumariyanto and Ms. Zainiyah, who are always beside him.
2. His brothers, Muhammad Roy Nova Wahyudi and Muhammad Ridho Amanah Dede Wahyudi.
3. His best friends; Bobby Fadillah Mu'allim, Muhammad Hilmi Abdul Aziz, Muhammad Ibnur Robi, Zainullah, Mujtaba Dliyaul Akbar Lil-Johnny, Hizbullah Huda, Muhammad Adip Anas, Wahed Hasyim Asyari, Andi Abdillah, Muhammad Imanuddin Kamil, Sugiono Bachtiar, Ahmad Hamdani Ali Maulana, Hayyi Farizy, Siti Munawarah, Ismatul Maula, Sri Utami, Firdausatul Jannah, Nafissa Tracy, Hindun Prastuti, Nailul Mazidah Ahmad, Dewi Putri Nur Jannah, Wardatul Firdausiyah, Citra Sari Dewi, who always gave motivations.
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Jember, August3rd, 2019

The Researcher

ABSTRACT

Muhammad Dicky Febri Wahyudi, 2019: “*Error Analysis on Students Writing Skill at English Department on 4th Semester in State Institute of Islamic Studies Jember.*”

Writing activity has become a problem for students because writing is considered as a difficult language skill. Writing is an activity in language as a tool of communication, an ability to express idea in written text form and it becomes media to pour creativity. Whereas, through writing activity people will get some benefit to develop his or her ability, especially for English education department in State Institute of Islamic Studies Jember. A good English skill is necessary for students to the next step of education.

Research questions in this research was: 1) What are types of error written by students at English department on 4th semester in State Institute of Islamic studies of Jember?

the goal of this research was: To identify the error written by students at the English department on 4th semester in State Institute of Islamic Studies of Jember.

To answer these research questions, this research uses qualitative approach. Data collection method used was documentation. Data analysis technique is according to Ellis steps. The validation of data was investigator triangulation. This research findings was: type of errors are caused by grammar with 76 errors in many kinds of grammar aspect, vocabularies as the result got 50 errors in writing, and mechanics are caused by three aspects, they are capitalization, spelling, and punctuation mark which are gotten 54 errors in writing.

Keywords: *Error Analysis, Writing skill*

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CHAPTER I

INTRODUCTION

A. Research Background

Language as a means of communication plays a very crucial role in daily life. It can interrelate between one person to another orally or in writing. However, communication cannot run well if two people from different countries use English as their means of communication. So, both of them are required to use the target language accurately, properly, and correctly. For this reason, studies on language as a means of communication for L2 learners, especially for L2 writers, are required needed. In addition, L2 learners have to acquire a high standard of language competence in order to achieve a better understanding of other languages; in this case, English as a foreign language in the Indonesian context. It is a global language that presents to the world, which does not seem too tricky structure as a global language. English as a Global Language is as a way to connect two different people from a different country.¹ Hence, it takes serious attention to the use of correct English as a target language.

On the other hand, learning English has many skills; there are listening, speaking, reading, and writing. The learners have to master those skills in order to understand what English is. The important one of those skills in writing, as one of language skill, writing has many important part

¹ David Crystal, *English as a Global Language*, (New York: Cambridge University press, 2003.) 1.

or tool for the learner to make an article, news, etc. Sometimes, the learner has been bored because of a problem in writing that they do not know or understand what they have to write. Hence, they are expected to be able to make a letter, write a letter but do not only write a letter but also they can produce or share their idea by their written text as a result such as a memo and an article. Learning a new language means developing skills that allow us to process what other people say in another language and to communicate what we want to say. Nevertheless, to master a language, we must learn about language learning. It is language ability produced by a process as a tool of communication.²

Furthermore, writing is an activity in language, and it has vital roles in the history of people and civilization. It is also a tool of communication, stating the idea of the writer and also spreading another idea from different sources.³ Through writing activity, people will get some benefits to develop his or her ability. It means that writing skill cannot always be on theory, but it has to be practiced. Practice is more effective for students to begin their first writing. Students have to combine between theory and practice in writing and the way to make a good organization on writing. Writing is not easy as well as some people imagine. Some people have a heavy ambition to be a writer, but unfortunately, they are not able to do it. Experience in outside become a serious problem for beginners

²InayatulMukarromah, *Improving the ability in writing a descriptive essay through the use of audiovisualmedia*(Jember: Stain Jember press, 2013), 3.

³Apandi and Kusriandi, "ELT Perspective", *Error analysis on essay writing organization*, 4 (September,2016) Journal 78.

because expressing the idea in writing is so difficult. There are some reasons for those problems; writing skill needs elements inside and outside as material and it should be processed before beginning the writing. Writing is one activity that students should do in academic writing. It exercises in writing an essay is natural on how the way lecturer change students habit in writing and start it in a perfect way such as guidelines from lecturer and book involved: grammar, vocabulary, language style, spelling etc.

Due to the fact, English writing is very difficult for Indonesian learner since English structure has differences with Indonesian structure. Therefore, learning English is different from learning the Indonesian language. Thus, students who learn English may produce many errors.

Some of them are confused in using English structure on their writing. For example: "cat house" it should be "house cat". It happens because the students translate Indonesian structure into English structure directly. Here, the student writing is influenced by Indonesian structure or accent.

Another error example is produced by students is in spelling a word. Such as, most of them write "chicks," but the right one is "cheeks". These are some example of students writing error in learning a foreign language, English. That is why most of students prefer to learn speaking to writing.

The ability to write is more difficult than the ability to speak, to read, or to understand the language.

Furthermore, some problems that happen in students English writing are not only caused by differences in English and Indonesian structure but also they do not understand how to produce a good writing. According to pieces of holy Koran in surah al-Qamar piece of 53th:

مُسْتَطَرُّوْكَبِيْرٍ صَغِيْرٍ وَّكُلِّ ۝۵۳

It means: “and every small and great thing is recorded”⁴

As a result, Islam perspective stated that writing is an activity to suggest to solved affair, problem, etc. It is proved by many pieces of Koran such as 17 pieces mention that write, writing, or written. One of those is surah al-Alaq piece of fourth. It means that Allah SWT teaches to a human on how the way to write by using a pen.

Error in language learning and knowledge of grammar has become one of the most problems in writing skill.⁵ It means error becomes the main problem where the most people often do the error itself because in a conscious way. Sometimes, when the people do something they make an error. Usually, it happens again and again when people do something in the same thing. For the example: game player, there are two kinds of a game player; pro player and noob player. Pro player is a professional gaming and this is a high level for game player that has a good gameplay

⁴ Al-Qur'an, 54:53.

⁵ H. Douglas Brown, *principles of language learning and teaching* (New York: Pearson Longman, 2006), 257.

in game. And then, noob player is another side of pro player where it becomes interesting that the researcher proved as the error in this research but the researcher proved it in another kind of example such as education in writing by finding out the error in the article was written by students.

According to the researcher, English department which has been established since 2015 made many experiences for the first generation through the subject term, which is included four skills of English. In fact, writing becomes one of the problems. Based on the problem above the researcher took the title **“Error analysis on students writing skill at English department on 4th semester in State Institute of Islamic Studies of Jember”**.

B. Research Question

Based on the background of the study as previously presented, the researcher formulates the research question as follows:

What are types of error written by students at the English department on 4th semester in State Institute of Islamic studies of Jember?

C. Scope of the Research

This research has one variable determined; there was Error analysis to find out the error written by students. The approach was qualitative, and the kind of research was descriptive quantitative. The validation of data was investigator triangulation. Data collection methods will be used

documentation. The subject of this research is on TB11 class which was 4th semester in 2018-2019 academic years that include 3 males and 25 females.

D. Research Objectives

Based on the research question, the research objective was to identify the error written by students at the English department on 4th semester in State Institute of Islamic Studies of Jember.

E. Significance of Research

The research is expected to give some theoretical and practical advantages for the following parties:

1. As theoretical

This research provides beneficial and referential contributions in giving general knowledge of the way to evaluate students academic writing.

2. As practical

a. For English department students

This research helps students to do evaluation on learning process of academic writing.

b. For lecturers

This research helps lecturers to do evaluation on teaching process of academic writing.

- c. For other researchers

This research helps other researchers to do the further research.

F. Definition of Key Terms

To avoid the misunderstanding in this research, there are several terms that the researcher feels necessary to explain the terms are as follows:

1. **Error analysis** is a theory or strategy to analyze the structure of the language to find out the error structure of the language on sentence composition and paragraph composition.
2. **Writing skill** is an ability to express an idea in written text form, and it becomes media to develop our creativity.

G. Systematic of Discussion

The systematic discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. Systematic discussion in this research as follows:

Chapter I contains the introduction of the thesis, such as the background of the study, research focus, scope of the research, research objective, significance of research, definition of key terms, research method, and structure of discussion.

Chapter II contains a review of related literature, such as the previous research and theoretical framework related to the research was conducted by the researcher.

Chapter III contains a research method consisting of approaches and type of research, research location, research subjects, source of data, the

technique of collecting data, the technique of analyzing data, research instrument and validity of data.

Chapter IV contains finding, research result, data analysis, and the interpretation, discussion.

Chapter V contains conclusion and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous research

In this research, there are some similarities and differences between this research and three previous researches. This part of reviews about research was conducted by other researchers that have similar focus with my research entitled “Error analysis on students writing skill at English department on 4th semester at State Institute of Islamic Studies of Jember.”

The first research is a thesis conducted by Maureen Decinta Nira Permata, made (2016), the title is “Error analysis of the English writing assignment of vocational school students.” The result of this research found that there are 4 common errors which is made by student of vocational school such as mechanics of writing, tenses, preposition, and subject-verb agreement. The design of this research is a mixture of descriptive qualitative and quantitative. The similarities of this research is using descriptive qualitative as the dominance of the research design. The differences of this research is to find out the error by using error pattern consist of mechanics, tense, preposition, subject verb agreement and the part of writing is not available on the research because the title mention about English writing assignment.

The second research is a journal conducted by Sri Wahyuni, the title is “Error analysis of students’ free writing (A Descriptive study at

English department STKIP Bina Bangsa.” The result of this research found that the first language of the student is influenced or interfered which is the students often think about bahasa then write in English. According to researcher, it is not considered errors but accurately considered the mistakes. The design of this research is descriptive qualitative. The similarities of this research is the research use descriptive qualitative and no interview to make sure the problem. The differences of this research, there is no definition about writing on discussion and find out the error by using error pattern consist of omission, addition, selection, ordering.

The third research is a thesis conducted by Herlinawati, made (2017), the title is “Error analysis in the student writing narrative paragraph at MTSN PajajaranPamulang.” The result of this research is the researcher found that the problem and stated the error is happen caused by misinformation, addition, omission and misordering based on taxonomy but also from 28 students more than half made those mistakes. The similarity of this research is the research focused on writing and error described by discussion chapter. The particular of writing such as definition of writing, types of writing, error analysis are available. The differences of this research that there is no assessment on writing and find out the error by using error pattern consist to addition, omission, misinformation, misordering.

Table 2.1

Similarities and Differences between Previous Researches and This Research

No.	Title and Name of Researcher	Similarities	Differences
1	Maureen Decinta Nira Permata/Error analysis of the English writing assignment of vocational school students	a. The design of the study used descriptive qualitative b. Discuss about error	a. Find out the error by using error pattern consist to mechanics, tense, preposition, subject verb agreement. b. Part of writing is not available.
2	Sri Wahyuni/Error analysis of students' free writing (A Descriptive study at English department STKIP BinaBangsa)	a. The design of the study used descriptive qualitative b. Analyze student writing work	a. No definition about writing in discussion b. Find out the error by using error pattern consist to omission, addition, selection, ordering.
3	Herlinawati/Error analysis in the student	a. The research focused on	a. No assessment on writing

	writing narrative paragraph at MTSN Pajajaran Pamulang	writing and error b. The discussion included definition of writing, Types of writing, and Error analysis.	b. Find out the error by using error pattern consist to addition, omission, misinformation, misordering.
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According to researcher, those previous researches have each interest thing that makes a reason why they are conducted those research because without something interest in a research it will not being conducted by each researcher. So the researcher was decided to conduct this research because it has something interest and that is a reason why the researcher conduct this research.

B. Theoretical Framework

1. Error analysis

a. Definition of error analysis

Error in language learning and knowledge of grammar has become one of the most problems in writing skill. To solve the problem we must have a tool to be it counter, error analysis. It is a strategy to understand process of

production mistakes in learning.¹ The process involves kind of mistakes; there are mistakes, misjudgments, miscalculations, and erroneous assumptions. The fundamentally of learning is a process in making of mistakes because mistakes becomes the object on the research where it is the most fully border all the statement in this research. Instead, mistakes enumerated those statement above; first is mistakes it means an error performance is seen by the process on how that error performance happens, second is misjudgments it means error performance in determine of theme on writing through idea into written text form, third is miscalculations it means the planning is not fit about the result of writing in other word. It is not relate between concept and outcome, the last is erroneous assumptions it means the error performance on point of view about the theme where the writer suffer misunderstanding on theme until the writer makes error in writing because the statement is not true and false to determine.

Furthermore, when we want to learn about how to drive a motorcycle in the right way, we have to know what we have to do for the first time to operate the motorcycle. It will be going continuously

¹H. Douglas Brown, *principles of language learning and teaching* (New York: Pearson Longman, 2006), 257.

until we understand how to operate the motorcycle. Then, through the error in drive motorcycle we can understand where the error or wrong act to solve until there is no error anymore when we want to operate the motorcycle. It is an example of the error which is all people ever to suffer that problem many times until they understand on how to drive a motorcycle in the right way. Thus, the researcher analyze students writing by using error analysis as material and references because it is suitable to do in this object of the research.

2. Mistakes and Errors

All people in the world should be ever doing a mistake. A mistake means error performance in language and all people always make a mistake on second language.²In fact, do not only native speakers are capable to speak English fluently but also other people who use English as second language are often to make a mistake in their grammar. It is the impact of their mother tongue that they always use in their conversation. They must be learn and practice until they made it as habitual to speak because English is their second language.

Moreover, mistakes become impact of writing skill in other of errors. Errors are should be distinguished by mistakes.³ It is the one side of mistakes which is related in one research subject. It means the uncorrectable structure of the language in a paragraph form or sentence form. It is become the particular of native speaker for the

²Ibid., 257.

³Ibid., 257.

first time. They made a mistake about the structure of the language since adult. Native speaker mistakes happens when they use their adult grammar and normally all the people make that problem since they was child.

3. Theory of Writing skill

a. Definition of Writing skill

Writing is an ability to express our idea in written text form. It is progressive activity which means that start to write, for the first time we must thinking about the idea and put it down into a written text form as the result of the thinking description.⁴ It is progressive activity because writing is not only on step over but it is several steps. We must know what we want to say and how to say what we want into written text form.

On the other hand, writing is not about on step action but it is about a creative act.⁵ For the first time when we want to write something, automatically we have been thinking about an idea. After that, we must make a change and correction about what we have been written. We must write and revise our written many times until we are satisfied that our writing actually express what we want to say.

⁴ Alice Oshima and Ann Hogue, *Introduction to academic writing* (New York: Pearson Longman), 2.

⁵ Alice Oshima and Ann Hogue, *Introduction to academic writing third edition* (New York: Pearson Longman, 2007), 15.

b. Genre Based Approach

The one of writing particular which is include many types of writing learning; there are argumentative, persuasive, and expository. First, argumentative is an idea or point of view as a reason about some problem. Second, persuasive is an activity to invite someone to do something by using oral statement. The last is expository, it means the explanation about something or object which is the objective refers to illustrate, clarify, and make clear the object of the explanation for readers.

Thus, genre based approach is more influenced by the constraints of genres itself. It becomes the planning stage in a process of approach and in other hand that analysis approach encourages the writer to disobey some of the genre.

c. Process Based approach

A progress on writing activity which is explained the way or step to produce written text. It is include many steps to reach the objectives of writing such as the outcome of writing process on drafting and re-drafting for example.

d. Genre Process Based approach

Genre process based approach is a combination between genre based approach and process based approach where it will be a conceptual way on how writing be able to produce an outcome such as

written text.⁶ Furthermore, the concept of the combination generating ideas which is need more time even the writers fluent about the language. The key of this stage is ‘process + genre’ involve the study of individual genres, and the planning of texts.

4. Writing process

a. Prewriting

To start for make a written text we must think about an idea. A way to get ideas is called prewriting.⁷ It becomes the first step of writing process and in this step we choose the topic then collect the ideas to explain the topic.

b. Organizing

Besides, after an idea has made in the first step it is continued by second step. Second step is called organizing.⁸It means that in this step you must organize and make a simple outline in our ideas. This model has two ways to organize that named topic like “Mother” and the main idea “Mother helped cooking organization.”

c. Writing

In this step, we start to make a written text for the third step. The third step is called writing.⁹ This is where you start to

⁶ Jeremy Harmer, *How to Teach Writing*(England: Longman, 2004), 86.

⁷ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 16.

⁸Ibid., 17.

⁹Ibid., 18.

make a draft by using your outline before on second step as guide. You must write your draft as quickly as you can without thinking about grammar, punctuation, and spelling until you can see many errors in your write but also you can fix the errors later.

d. Polishing: Revising and Editing

In the last steps is called polishing. It means evaluate or fix the error sentence in written text.¹⁰ This step is also called revising and editing, because both of those is part of polishing. To make the polishing success you have to use both of those. First namely revising, fix the big issues of content and organization. Second namely editing, fix the smaller issues of grammar, mechanics, and punctuation.

5. Aspect of writing

a. Grammar

Grammar is one component of English to be learned and understood by the students. It is an arrangement system of government rules and words in a sentence relationship.¹¹ It is include many components of word; there are prefixes, suffixes, verb, roots and noun endings, etc. the component above will be the point of assessment because the criteria involve the component as guidance.

¹⁰Ibid., 18.

¹¹H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

Moreover, the students still have problems in the grammatical sentence patterns. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in the language.¹² Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context. In addition, it is used to avoid misunderstanding in each communicator.

b. Vocabulary

Vocabulary means stock of words that employed by language. According to Merriam Webster since 1828 it is a collection or a list and phrases which are arranged by alphabetical.¹³ It is a word and word is emerged by language but also all languages have words.¹⁴ It is all about words and the word in a language or special set of words to make a conversation, sentence, paragraph which produces a statement as the outcome.

Building the vocabulary is important for a person who is learning a language. It is known that language is really an important thing in human's life for communication as social community. We demand to know vocabulary when we want to communicate and express our ideas. Without knowing

¹² Jeremy Harmer, *The Practice of English Language Teaching*(England: Longman, 2002), 12.

¹³ <https://www.merriam-webster.com/dictionary/vocabulary>. Retrieved on 17 april 2019.

¹⁴ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

vocabulary, we cannot use the language either orally or written and we will not understand what other people are meant.

Vocabulary is total number of words in a language.¹⁵ Vocabulary also defines as all the words that a person knows or uses in a particular language.¹⁶ In addition, vocabulary refers to a list or a set of words for a particular language or a list of words that individual speakers of a language might use.¹⁷ It means that vocabulary take part of language and it is spoken by speakers of language.

Vocabulary is all the words in a language that a person knows or uses in learning a foreign language. Vocabulary is an area which so important in learning foreign language and it deserves praise attention in classroom. A curriculum with a comprehensive vocabulary component should include opportunities for explicit learning as well as implicit learning. Students need to develop independent learning strategies that will allow them to expand their vocabularies both in and out of the classroom. Without a commitment to vocabulary instruction, the English for Specific Learners (ESL) students will find themselves

¹⁵ Martin H. Manser, *Oxford Learner's Pocket Dictionary* (Oxford: Oxford University Press, 1995), 465.

¹⁶ Hornby, *Oxford Advanced Learner:Dictionary of Current English* (New York: Oxford University Press, 1986), 1506.

¹⁷Hatch and Brown, *Vocabulary, Semantic, and Language Education* (New York: Cambridge University Press, 1995), 1.

at a “loss for words,” and it makes them unable to function sufficient in the second language contexts.

The student knowledge and context they need, and educational expectations all must determine which techniques are can use when they are needed, and to know what extent they are needed to use. If these constain prevent a simple guideline for applying vocabulary learning techniques, which is perhaps as it should be. Teaching is an art, and vocabulary instruction would appear in teaching and learning foreign language.

In summary, vocabulary usage is not the same as its knowledge. And it is a teacher’s job to activate these items in a classroom. This means that learners must process this newly acquired vocabulary.

c. Coherence

The content of writing must be easy to understood by the reader. It needs one of aspect of writing which is called coherence to make a good writing. It means a good paragraph that flow smoothly sentence by sentence.¹⁸ It is technical terms thatdo not too difficult to be explained; coherence refers to how easy it is to understand the writing, for the example: My favorite song is fake love that explode Asian music world and reach many awards. For this reason, I did have to say my favorite song is fake love.

¹⁸ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 79.

Moreover, in different side the paragraph must be cleared in explanation. Coherence in Latin verb is cohere which means “hold together.”¹⁹ It refers to the sentences that must be logical and smooth in writing while there is no sudden jump and each sentence should connect into the next one.

d. Mechanic

Mechanics means symbolization on writing to express reading process in order to know the meaning of the written text. It has many fundamentals part; there are spelling, punctuation, and capitalization. Indeed, all of it part have meaning that the first is Spelling refers to part of word by using alphabetical spell like Love becomes L-O-V-E. Second is punctuation that refers to graphic symbol such as comma (,) and full stop (.). The last is Capitalization that refers to the first letter at the beginning of the sentence and name of the place.

Furthermore, from the example above it has benefit in every character. Punctuation gives meaning just as word do because correct punctuation is important to describe the situation of word.²⁰ Then spelling is the way the sound to be spelt in word such as you, know, why, always, me, as example.²¹ And the last capitalization, it means a sentence or a word which is begin with

¹⁹ Alice Oshima and Hogue, *Introduction to Academic Writing Fourth Edition*(New York: Pearson Longman), 21.

²⁰Ibid., 280.

²¹ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 155.

capital letter and it includes name of something, title, and the first sentence of paragraph.²² Those are become a fundamental part on success in writing.

6. Micro and macro skill of writing

Micro skills for writing production are enumerated; to produce graphemes and orthographic patterns of English, to produce writing at an efficient rate of speed to suit the purpose, to produce an acceptable core of words and use appropriate word order patterns, to use acceptable grammatical system for example: tense, agreement, pluralizations, patterns and rules, to express a particular meaning in different grammatical forms.

Macro skills for writing production are enumerated; to use cohesive device in written discourse, to use the rethorical forms and conventions of written discourse, to accomplish the communicative functions of written texts according to form and purpose, to convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification, to distinguish between literal and implied meanings when writing, to correctly convey culturally specific references in the context of written text, to develop and use a battery of writing strategies, such as accurately assessing the

²² Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.²³

7. Analytical scoring rubric of assessment

A methodology to assess and measure the development of student writing skill through many aspect of writing in order to know the result of writing process. Assessment is an important aspect of the pedagogical process of lesson design, implementation, and evaluation.²⁴

a. Definition of scoring rubric

To measure students writing skill, the researcher needs guidance. Rubric or criteria is a guidance of performance assessment or student performance result.²⁵ It is subjective or not fair capable to avoided and capable to minimize. Instead, the teacher could easily to rate student achievement and the student encourage to made an achievement more well because the criteria of assessment is clear.

However, rubric is a tool made or programmed by teacher to help in rate the result of student performance in order to be reliable, objective, and consistent. It is also give clue for

²³H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 399.

²⁴Ibid.,443.

²⁵Mansyur, HarunRasyid, and Suratno, *Assessmen Pembelajaran di Sekolah*(Yogyakarta: PustakaPelajar, 2015), 273.

students to determine the point of assessment in learning. Thus, it becomes a tool to evaluate which is explained the quality of student performance in scale perfect up to bad. It can be a descriptive chart of assessment that was developed or made by teacher or evaluator as the direction to rate and analyze.

8. Aspect of assessment

a. Content

Content means the volume or body of the text which becomes the matter of the text. According to merriamwebster since 1828, it is the topics or matter treated in a written work.²⁶ Usually, it explains about all the side of some objects. By using the function, the reader of the text will understand the objectives of the text itself. It supported development of a written text, not only in one text form but also involve many kinds of it such as article and journal where each of those are have objectives in writing.

b. Organization

Organization refers to the ordering of ideas in writing is how ideas are presented. Typically, it refers to the larger parts of a piece of writing. Although, it also refers to how paragraphs and sentences are written. The way spontaneous speech and written text are constructed shows significant differences both in terms of

²⁶<https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

organizations and language used.²⁷ The sentence or paragraph in writing is smoothly flow in structured way and it is why the result of writing is better.

c. Grammar

Grammar is one component of the English language to be learned and understood by the students. It is an arrangement system of government rules and words in a sentence relationship.²⁸ It is include many components of word; there are prefixes, suffixes, verb, roots and noun endings, etc. the component above will be the point of assessment because the criteria involve the component as guidance.

Moreover, the students still have problems in the grammatical sentence patterns. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in the language.²⁹ Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context. In addition, it is used to avoid misunderstanding in each communicator.

²⁷Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

²⁸H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

²⁹ Jeremy Harmer, *The Practice of English Language Teaching*(England: Longman, 2002), 12.

d. Vocabulary

Vocabulary means stock of words that employed by language. According to Merriam Webster since 1828, it is a collection or a list and phrases which are arranged by alphabetically.³⁰ It is a word and word is emerged by language but also all languages have words.³¹ It is all about words and the word in a language or special set of words to make a conversation, sentence, paragraph which is produces a statement as the outcome.

e. Mechanic

Mechanics means symbolization on writing to express reading process in order to know the meaning of the written text. It has many fundamentals part; there are spelling, punctuation, and capitalization. Indeed, all of it part have meaning that the first is Spelling refers to part of word by using alphabetical spell like Love becomes L-O-V-E. Second is punctuation that refers to graphic symbol such as comma (,) and full stop (.). The last is Capitalization that refers to the first letter at the beginning of the sentence and name of the place.

Furthermore, from the example above it has benefit in every character. Punctuation gives meaning just as word do because correct punctuation is important to describe the situation

³⁰<https://www.merriam-webster.com/dictionary/vocabulary>. Accessed on 17 april 2019.

³¹ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

of word.³²Then spelling is the way the sound to be spelt in word such as you, know, why, always, me, as example.³³ And the last capitalization, it means a sentence or a word which is begin with capital letter and it includes name of something, title, and the first sentence of paragraph.³⁴ Those are become a fundamental part on success in writing.



³²Ibid., 280.

³³ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 155.

³⁴ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Type

The researcher used a qualitative approach frequently called naturalistic research. Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than numeric analysis of data”.¹ So, the result of this research was provided in the form of description.

B. Location of the Research

The research was conducted at the English department at State Institute of Islamic Studies of Jember, Mangli, Kaliwates, Jember, East Java. The researcher intended to describe exactly a phenomenon or problem that he had found. The phenomenon here was errors produced by English Department students and quite became a problem for them as English teachers to be. This research aimed to find out the type of errors made by the English Department students of IAIN Jember.

The researcher choose IAIN Jember rather than other Institutions because the researcher wants to give a dedication or benefit to this institute as gratitude for studying and before he graduated.

¹ Donald Ary, et,al,. *Introduction to research in Education, 8th edition* (Belmont, USA: Wadsworth, 2010), 29.

C. Subject of Research

The subject of this research was the students of State Institute of Islamic Studies of Jember. The class chosen by the researcher was a student of TBI14th semester in 2018-2019 academic years that included three males and 25 females. The researcher choose this class as the subject because this class has an academic writing subject.

D. Source of Data

The researcher compiled the final examination of academic writing produced by the fourth semester of English Department students as the source of data. Meanwhile, after much deliberation, the researcher decided to only focus on analyzing the background of the students' writing considering it was their genuine writings that reflected their true abilities. Thus, the researcher took thirteen documents of article from the lecturer who taught academic writing.

E. Data Collecting Technique

In this research, the technique used to collect many various data was:

Documentation, it comes from word document, which means written articles. Researchers gather written items such as students writing works. Moreover, documentation means the effort to collect data by investigating written objects.² By using documentation techniques, the researcher was able to attach evidence supporting the

² Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 186.

research. The data that the researcher wants to obtain with documentation techniques was students writing works.

F. Data Analysis Technique

After collecting the data, the researcher analyzed the type of errors found in students' academic writing. Fraenkel and Wallen stated that usually the way the researcher interprets the content of the data analysis is through the use of frequencies (the number of the specific incidents found in the data).³ Regarding this statement, the researcher analyzed the data by describing the frequency of each type of errors namely; content, organization, grammar, vocabulary, mechanic.

Moreover, the data analysis was done by using some steps which were adapted from Ellis. Ellis proposed four steps in analyzing learners' errors. They were identifying the errors, classifying the errors, explaining the errors, and calculating the errors.⁴ However, the researcher switched the explaining and calculating part so that explaining the errors became the last step. They were explained as follows:

a. Identifying errors

To identify errors we have to compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them. In this research, the researcher identified the type of errors made by fourth semester

³Fraenkel and Wallen, *How to Design*, 480.

⁴Rod Ellis, *Second Language acquisition*, (New Zealand: Oxford University Press, 2003), 15.

students of English department in their academic writings by underlying the sentences containing errors.

b. Classifying errors

Once the errors learners produce have been identified, they were classified into types. Ellis states that classifying errors can help us to diagnose learners' learning problem at any onestage of their development and also, to plot how changes in error patterns occur over time.⁵

The researcher classified the errors found based on surface strategy taxonomy that covered the content, organization, grammar, vocabulary, mechanic. The researcher then used a table score based on the error types that were analyzed in this research.

c. Calculating the errors

Some errors could be considered more serious than others. Teachers focused their attention on these. While the purpose of the error analysis was to help learners, it was a need to evaluate errors. Therefore, in this step, the researcher determined the most frequent up to the least frequent error types by calculating the errors and the total number of the type of errors that learners' made.

d. Explaining the errors

Explaining errors involved analyzing the errors which were categorized into five types of errors namely content, organization,

⁵Rod Ellis, *Second Language acquisition*, (New Zealand: Oxford University Press, 2003),18.

grammar, vocabulary, and mechanic. It was only a number of errors from each error type that would be analyzed.

G. Data Validity

The concepts of making valid inferences from data and the consistency of the data are also important issues in qualitative research. Validity, or as qualitative researchers most frequently refers to credibility, concerns to the accuracy or the truthfulness of the findings.⁶ A number of methods have been added for enhancing the credibility of qualitative research. However, this study used investigator triangulation.

Triangulation refers to the use of multiple sources of data, multiple observers, and/or multiple methods. Investigator triangulation involves having multiple researchers collect data independently and compare the collected data. Investigator triangulation includes in evidence based on consensus which is by Eisner in Ary defined as “agreement among competent others that the description, interpretation, evaluation, and thematic are correct”.⁷ If multiple investigators agree in their reporting of what said, the validity is enhanced.

Therefore by using this kind of triangulation, a lecturer that was considered capable on the field will be politely asked to check the result of this research. The expert was one of English lecturer. The expert researchers were responsible to check the data, the analysis and the result of this research done by researcher.

⁶Ary, Jacobs, Sorensen, and Razavieh, *Introduction*, 498.

⁷Ibid., 499.

H. Research Instrument

The research instrument used in this research to assess students writing work as follows:

Table 3.1

Guide of Aspect of Writing Assessment

Aspect of writing	Weighting	Score	Converted Score	Criteria
1	2	3	4	5
Content	30%	5	30	Complete (Argumentative text), provide complete supporting details, relevant to the topic, and easy to understand.
		4	24	Complete, provide almost complete supporting details, relevant to the topic, and easy to understand.
		3	18	Complete, provide fairly complete supporting details, relevant to the topic, and relatively easy to understand.
		2	12	Complete. Provide less complete supporting, relevant to the topic, and a little bit easy to understand.
		1	6	Not complete, quite relevant to the topic and quite easy to understand.
1	2	3	4	5
Organization	30%	5	30	Well organized and utilize effective use of connectors.

		4	24	Reasonably well organized and utilize effective use of a connector.
		3	18	I have loosely organized main ideas clear, logical, but incomplete connector.
		2	12	Not quite organized, lack of connectors.
		1	6	Lack of organization and does not utilize any connectors.
Vocabulary	15%	5	15	Practical choice of words and words forms.
		4	12	Effective choice of words but some misuse of words and word forms.
		3	9	Adequate choice of words but some misuse of words and word forms.
		2	6	Limited range, confusing use of words and words forms.
		1	3	Minimal range, inferior knowledge of words, and word forms.
Grammar	20%	5	20	No errors in the use of present tense, pronoun, and other aspects of grammar.
		4	16	Few errors in the use of present tense, pronoun and other aspects of grammar.
1	2	3	4	5
		3	12	Some errors in the use of present tense, pronoun and

		2	8	other aspects of grammar. Many errors in the use of present tense, pronoun and other aspects of grammar.
		1	4	No mastery of present tense, pronoun and other aspects of grammar – dominated by errors in the use of past tense, pronoun and other aspects of grammar.
Mechanic	5%	5	5	Mastery of spelling, punctuation, and capitalization.
		4	4	Few errors in spelling, punctuation and capitalization.
		3	3	Fair number of spelling, punctuation and capitalization errors.
		2	2	Frequent errors in spelling, punctuation and capitalization.
		1	1	No content over spelling, punctuation and capitalization.

Adopted from: A.D. Cohen, *Assessing language ability in the classroom Second Edition* (Boston: Newbury House, 1994)

Table 3.2

Table score of students writing work

No	Name	Aspect of assessment																									Total score
		Content					Organization					Grammar					Vocabulary					Mechanic					
		Converted score																									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.	Jimin																										
2.	Jungkook																										
3.	J-hope																										

For example:

Jimin : Content = 4 Organization = 4 Grammar = 4 Vocabulary = 4 Mechanic
= 4

Content (4) = 24

Organization (4) = 24

Grammar (4) = 16

Vocabulary (4) = 12

Mechanic (4) = 4

24+24+16+12+4= 80 total score

Adapted from: Mansur et al, *Asesmen Pembelajaran di Sekolah*(Yogyakarta: Pustaka
Pelajar, 2015)

Aspect Information:

1. Content: Complete (Argumentative text), provide complete supporting details, relevant to the topic, and easy to understand.
2. Organization: Well organized and utilize effective use of connectors.
3. Vocabulary: Effective choice of words and words forms.

4. Grammar: No errors in the use of past tense, pronoun and other aspect of grammar.
5. Mechanic: Mastery of spelling, punctuation, and capitalization.

Annotation:

1. Content: Include topic sentence, and supporting sentence.
2. Organization: Utilize the effectiveness of connectors or relation between a sentence to sentence.
3. Vocabulary: chosen words are suitable to the topic.
4. Grammar: The tenses is based on a pattern of the kind of sentences.
5. Mechanic: Effective on using a comma, letter, and capital.

IAIN JEMBER

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After doing a research, the researcher made the table score of student errors that are taken from the data analysis. By calculating the data of errors in writing, the researcher find out the data based on 5 aspects. There are content, organization, grammar, vocabulary, and mechanic. Those aspects divided into 2 kinds of difference focus. First, it focuses on coherence, unity, and arrangement of the text such as topic sentence, supporting sentence, and conclusion of writing was produced by content and organization. Second, focus on the details of writing according to more specific aspects that was produced by grammar, vocabulary and mechanic. Grammar aspect included tenses, modal, conjunctions, adjectives, articles, nouns, passive voice, etcetera. Vocabulary rates the writing based on the diction of the sentence in each paragraph. And then, mechanic included capitalization, spelling, and punctuation mark.

On the other hand, most of errors are caused by grammar with 76 errors in many kinds of grammar in which the fourth semester TBI1 class at English department in State Institute of Islamic Studies of Jember. Moreover, vocabularies are scored by the diction in a sentence as the result produce 50 errors in writing and mechanics are scored by three aspects, there are capitalization, spelling, and punctuation mark with 54 errors in writing. Thus, the result of the research more recapitulated as follow:

1. Name/Initial: R

a. Content

The topic is about reading, entitled *improving students reading comprehension in descriptive text by skimming*, the writer described the progressing in reading and then the writer showed the factor and the reason why the writer made the article entitled *improving students reading comprehension in descriptive text by skimming*. Moreover, in the article, the writer added the suggestion for solution about the problem in students reading progress. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is reading is one of the most important skills for academic learning and success. The organization absolutely very nice because not only begin the discussion about the reading but also the article prove the fact in the field where the most students dislike to read and less of motivation. The writer concluded the purpose of skimming strategy are will help student locate the information quickly while making sure.”

c. Grammar

- 1) ...there many student dislike... (there are many student)(**To be**)
- 2) So that the student... (So the student)(**Conjunctions**)
- 3) In the fact,... (In fact)(**Article**)
- 4) There are many cause... (There are many causes)(**Uncountable**)

5) The student did not get enough motivation... (The student do not get enough) (**Tenses/Simple Present**)

6) ...they think reading a book it is about... (they think reading a book is about) (**Subject pronoun**)

7) ...the student need about instruction... (the student need instruction) (**Preposition**)

8) There are many reason why... (There are many reasons) (**Uncountable**)

9) ...vocab mastering is... (mastering vocab is) (**Active sentence**)

10) There more word you know... (There are more word) (**To be**)

11) The third factor is less grammar. (The third factor is less of grammar/grammar less) (**Conjunctions**)

12) ...the student very low... (the student is very low) (**To be**)

13) ...the student often gets lose... (the student often get lose) (**Uncountable**)

14) ...the student sometimes does not... (the student sometimes do not) (**Bare infinitive/verb**)

15) ...answer readers question or questions. (answer readers question by question.) (**Conjunctions**)

16) ...and not spend... (and do not spend) (**Bare infinitive/verb**)

17) ...because the you have... (because you have) (**Article/Determiner**)

d. Vocabulary

1) That is very important... (It is very important)

2) ...student dislike with reading... (student dislike about reading)

- 3) ...reading skill began to decrease. (reading skill become decrease)
- 4) ...like as less... (such as less)
- 5) ...motivation is very need in this... (motivation is very need on this skill)
- 6) ...difficulties in grammar. (complicated on grammar)
- 7) Having a strong vocabulary is... (Rich of vocabulary)
- 8) ...vocab will be increase slowly. (vocab will be increase little by little.)
- 9) ...the more you will learn... (the most of you will learn)
- 10) ...knowledge of student very low... (knowledge of student is weak)
- 11) ...with speed reading technique... (with reading faster technique)
- 12) ...over the pages and you should read... (over the pages and student should read)
- 13) Scanning is useful... (It is useful)
- 14) ...when they get have read the main point. (when they already read the main point)
- 15) ...help student locate the information... (help student put the information)
- 16) ...all of the little details. (all of the specific details.)
- 17) ...and its relevance to your course... (and it is relevance to their course)

e. Mechanic

- 1) Therefore, sometimes the readers... (Therefore) (**Spelling**)

2) ...the student need about intruction to read... (instruction)

(Spelling)

3) ...experince and also reading. (experience) **(Spelling)**

4) ...it will make the student confuse... (confuse) **(Spelling)**

5) The grammar is important... (important) **(Spelling)**

6) ...that Students are able to... (student) **(Capitalization)**

7) Read key words text or... (keywords) **(Spelling)**

Content: 5 = 30

Organization: 3 = 18

Grammar: 4 = 16

Vocabulary: 3 = 12

Mechanic: 4 = 4

Total score: $30+18+16+12+4 = 80$

2. Name/Initial: UT

a. Content

The topic is about writing, entitled *improving writing skills through diary writing*. The writer showed five aspects, it is all about the way how to improve students writing through diary writing such as the content, organization, vocabulary, language use and mechanics. The writer stated diary writing was aimed as one of media to provide students in practicing

writing skill. Moreover, in the article the writer also explained the problem in students writing practice. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is as one of the four language skills, writing is very difficult part of study English. The arrangement of this article is not too bad although only have three paragraphs because the first thing in this article prove that we can solve problem with many ways. Not only about solve the problem of the students writing but also the writer is prove the causes of students writing based on the fact on the field. For the example: lack of practice and students motivation to write was low. So, the writer concluded that diary writing is aimed as one of media to provide student in practicing writing skill.”

c. Grammar

- 1) There were several problems... (There are several problems) **(To be)**
- 2) ...they want write about. (they want to write about) **(Conjunctions)**
- 3) The main reason was... (The main reason is) **(Tenses/Simple present)**
- 4) So some students were... (So some students are) **(Tenses/Simple present)**

d. Vocabulary

- 1) And writing is skills... (It is skills)

e. Mechanic

1) Improving the writing skills through diary wwriting (writing)(Spelling)

Content: 5 = 30

Organization: 5 = 30

Grammar: 4 = 16

Vocabulary: 4 = 12

Mechanic: 4 = 4

Total score: $30+30+16+12+4=92$

3. Name/Initial: NM

a. Content

The topic is about vocabularies, entitled *improving vocabularies through word game*. the writer is describe about the benefit and mechanism of the strategy and then the writer stated that the problem of the students is lack of motivation. According to writer, it is a big problem for students who do not have wide vocabularies. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is vocabularies is one of the most important language components in learning English. The discussion is begun by explaining about the benefit and impact of vocabularies. The writer is described the mechanism of the strategy named word game. It is a solution to solve students problem in learning. The writer concluded that to improve students interest and motivation in learning vocabulary. The

teachers are expected to create various teaching strategy and correctness in teaching method.”

c. Grammar

- 1) ...students in studying English and support them. (students in studying English and supporting them.) **(V-ing)**
- 2) ...the students did not interest... (the students do not interest) **(Tenses/Simple present)**
- 3) The last problem students less read activity. (The last problem students are less of doing reading activity.) **(To be) (Conjunctions)**
- 4) The more students often read the more vocabularies they got. (More students are often gotten their vocabularies by reading.) **(Passive voice)**
- 5) ...the students interest and motivating in learning vocabulary. (the students interest and motivation in learning vocabulary.) **(Tenses/Simple present)**

d. Vocabulary

- 1) ...the students did not interest with the vocabularies... (the students did not interest about the vocabularies)
- 2) ...the teacher give a game in this... (the teacher make a game in this)
- 3) ...there is media coherence with the lesson. (there is media related to the lesson.)
- 4) ...in the class work fluently. (in the class work smoothly)

e. Mechanic

- 1) Improving vocabuaries through word game (vocabularies) **(Spelling)**

- 2) ...and stuents feel boring. (students) **(Spelling)**
- 3) ...to improve the student's vocabularis. (vocabularies) **(Spelling)**
- 4) ...the teacher give intruction to improve... (instruction) **(Spelling)**
- 5) ...this methode it is effective... (method) **(Spelling)**

Content: 5 = 30

Organization: 5 = 30

Grammar: 2 = 8

Vocabulary 2 = 6

Mechanic 2 = 2

Total score: $30+30+8+6+2= 76$

4. Name/Initial: S

a. Content

The topic is about grammar, entitled *increasing English grammar ability by using grammar translation method*. The writer stated that there are three strategies for icreasing grammar; direct method, gaming method and grammar translation method. But in this article the writer only focused on one method is grammar translation method and describe it on how the way to apply that method. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is grammar. It is set of language rules that you use most of the time unconsciously to create phrases and

sentence that convey meaning. The discussion is begun by explain about the main idea and then the strategy also the problem is faced by the student. In the end, the writer concluded that grammar translation method can help the students to get more understanding about grammar. So, the arrangement is good enough to be serve and it is specific enough about the organization.”

c. Grammar

1) ...he gived student some questions... (he give students some questions)

(Verb)

2) If they always using this method and always practice it... (If they always using this method and always practicing it) **(V-ing)**

d. Vocabulary

1) Grammar is one of important thing... (It is one of important thing)

2) ...students only stand to memorize... (students only tend to memorize)

e. Mechanic

1) ...memorize the pettern... (pattern) **(Spelling)**

2) for increasing grammar... (For) **(Capitalization)**

3) ...have not convidence... (confident) **(Spelling)**

Content 5 = 30

Organization 5 = 30

Grammar 4 = 16

Vocabulary 4 = 12

Mechanic 4 = 4

Total score: 30+30+16+12+4= 92

5. Name/Initial: IKR

a. Content

The topic is about teaching, entitled *teaching English to young learners through songs*. The writer made a good strategy for students in adults such as sing to play in order the students did not get bored again because the students in adult is not easy to remember something. By using sing to play the writer solve that problem as well. Besides, in the article the sing to play method aimed to stimulate children brain. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

”The topic sentence of this article is teaching English to young learners has become a trend nowadays. The discussion is begun by explain about English and the students problem. And then, it is continued by explain about the strategy to solve the problem named sing to play. The writer stated that is one of marvelous way in introducing English vocabulary to the young learners. In the end, the writer concluded that the strategy or method aims to stimulate children brain, so they can understand the material more quickly.”

c. Grammar

1) So that learning methods are needed... (So learning methods are needed)

(Conjunctions)

2) Most children enjoy singing a songs... (Most of children enjoy singing a song) **(Conjunctions)**

3) It needs such method... (It needs such as a method) (**Demonstrative adjective**)

4) ... by singing song... (by singing a song) (**Article/Determiner**)

d. Vocabulary

1) The teacher also adds body movements... (The teacher also add a gesture)

2) ...to practice abilities motor... (to practice abilities form)

e. Mechanic

1) ...more quickly.music affects... (more quickly. Music affects)

(Punctuation).

Content 5 = 30

Organization 5 = 30

Grammar 4 = 16

Vocabulary 3 = 9

Mechanic 4 = 4

Total score: $30+30+16+9+4= 89$

6. Name/Initial: DI

a. Content

The topic is about writing, entitled *promoting fun learning writing with guessing game or who am i games*. In this article the writer made an inovation to solve the problem such as lack of verb, lack of grammar and lack of knowledges idea in writing skills. By using guessing game the students expected to focus in subject of writing because the writer stated

that usually the strategy of writing in classroom is make student get bored. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is writing is one of the most difficult activities in language learning. The discussion is begun by explaining about writing impact. And then, it is continued by explaining about the problem in fact. In the end, the writer concluded that a game might be able to create a pleasant atmosphere and stimulating student responses in the classroom.”

c. Grammar

- 1) ...your vocab can be increase and your vocab can be writing... (your vocab can be increasing and your vocab can be writing) **(V-ing)**
- 2) ...because you are less reading and lack of practice. (because you are less of reading and lack of practicing) **(V-ing)**
- 3) From two causes it... (It is from two causes) **(Tenses/Simple present)**

d. Vocabulary

- 1) So from reading... (So by reading)

e. Mechanic

- 1) ...in writing learning, usually, the techniques... (usually) **(Punctuation)**

Content 5 = 30

Organization 5 = 30

Grammar 4 = 16

Vocabulary 3 = 9

Mechanic 4 = 4

Total score: 30+30+16+9+4= 89

7. Name/Initial: INF

a. Content

The topic is about pronunciation, entitled *improving students pronunciation by using reading aloud in junior high school*. The writer stated the study of pronunciation has become an important aspect in teaching English. The writer also showed that the students is difficult in practicing description and analyze. Besides, according to the writer one of those difficulty is pronunciation. By applying reading aloud the student expected to be able speak English well. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is pronunciation is one of the essential noun based in an oral form and basic ability of speaking English as well as other language. The discussion is begun by explaining the strategy and the problem that is faced by the student. In the end, the writer concluded that the strategy can solve the problem is faced by student.”

c. Grammar

- 1) The reading aloud have a aim how to... (Reading aloud has an aim how to) **(Tenses/Simple present)**

2) The pronunciation is very important from in teaching... (Pronunciation is very important in teaching) (**Tenses/Simple present**)

3) ...my students aim were vaguely... (my students aim are vaguely) (**To be**)

d. Vocabulary

1) ...difficulty in pronouncing English words. (complicated in pronouncing English words.)

2) ...the students can be speakpronunciation English very well. (the students be able to speak English very well)

3) ...my students aim were vaguely... (my students objective are vaguely)

4) ...to read smoothly... (to read carefully)

e. Mechanic

1) ...language.in learning... (language. In learning) (**Capitalization**)

2) ...and analyzed.one of them... (and analyzed. One of them)

(**Capitalization**)

3) ...English words. pronunciation... (English words.

Pronunciation)(**Capitalization**)

4) ...for students.as a result... (for students. As a result) (**Capitalization**)

5) ...common.in most... (common. In most) (**Capitalization**)

6) ...in English .in the... (in English. In the) (incorrect point)

(**Capitalization**)

7) ...improve pronunciation. reading aloud... (improve pronunciation.

Reading aloud) (**Capitalization**)

Content: 5 = 30

Organization: 5 = 30

Grammar: 3 = 12

Vocabulary: 4 = 12

Mechanic: 2 = 2

Total score: $30+30+ 12+12+2= 86$

8. Name/Initial: NI

a. Content

The topic is about writing, entitled *the effectiveness of cloze test to increase writing skill*. The writer stated that one of problem why the students cannot understand how to write because the teacher always and often give material without give a chance to the student to develop their idea in writing. By using cloze test method the writer expected the students to be able to write in good way. It becomes interest thing in this article where the writer give a solution to solve students problem. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is writing. Writing is form of communication that allow the feelings and ideas put on paper, to organize knowledges and beliefs into convicing arguments, and to convey meaning through well. The discussion is begun by explaining writing learning and the problem in writing learning. The writer stated the problem is caused by

the seldom of writing practice because the student always get material without practicing write by using their own language. In the end, by using cloze test methods the writer hopes the students to be able to write as well.”

c. Grammar

1) ...we should to do be to a good writer... (we should to be a good writer)

(Modal) (Active sentence)

2) ...most of students got the knowledge by giving materials... (most of students gotten knowledge by giving materials) **(Passive voice)**

3) ...how to apply it in the writing... (how to apply it on writing)

(Prepositions)

4) That problems cause most of teacher... (The most problem caused by teachers) **(Passive voice)**

5) ...how to make writing learning... (how to make a writing learning)

(Article/Determiner)

6) And here, cloze test... (here, cloze test) **(Conjunctions)**

7) Cloze test have mainly been used... (closed test has mainly been used)

(Plural person)

d. Vocabulary

1) Writing evolves... (It evolves)

2) We often stuck the ideas... (We often lack of ideas)

3) Cause those problems... (By those problems)

e. Mechanic

1) ...we should to do to be a good... (should) **(Spelling)**

2) ...writing learning's... (learning) (**Punctuation**)

Content: 5 = 30

Organization: 5 = 30

Grammar: 3 = 12

Vocabulary: 3 = 9

Mechanic: 3 = 3

Total score: $30+30+12+9+3= 84$

9. Name/Initial: AW

a. Content

The topic is about vocabulary, entitled *teaching vocabulary using games to young learners*. The writer showed comparative between mother tongue and foreign language where the problem appear because the difference structure of language. Also the writer stated that games will help the students to be fun in study because adults is easy to get bored. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is in learning language, between mother tongue and foreign language, vocabulary is important. The discussion is begun by explaining the impact of vocabulary for student and leaning English. And then, the writer showed a solution in order the learning will be running fun in study because according to the researcher adults is easy to get bored in learning. So the writer concluded that the aims of this

article is to prove that games are effective to explain vocabularies and make it easier to remember their meaning.”

c. Grammar

1) Teacher have to to do because... (Teacher has to do because) (**Plural person**)

d. Vocabulary

1) ...they have bed memory. (they have bad memory)

2) Games can increase language... (It can increase language)

3) Games offer different... (It offers different)

e. Mechanic

-

Content: 5 = 30

Organization: 5 = 30

Grammar: 4 = 16

Vocabulary: 4 = 12

Mechanic: 4 = 4

Total score: $30+30+16+12+4= 92$

10. Name/Initial: W

a. Content

The topic is about vocabulary, entitled *increasing student vocabulary mastery through hangman game*. The writer stated that vocabulary is very important in learning a language because some of learners lack of vocabulary in the first time. And then, the writer stated

that he has doing some research in some journal. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is language is really important. The discussion is begun by explaining about language and language leraning. And then, the writer stated that the beginner absolutely lack of vocabulary because they just now learn about language. In the end, the writer hope by using hangman game the problem is solved. So, based on the explanation above the organization is pretty nice enough.”

c. Grammar

- 1) ...the students give no attention and sometimes feel boring... (the students give no attention and sometimes feel bored) (**Adjective**)
- 2) When the students rarely reads a book and listens to... (When the students rarely read a book and listen to) (**Singular person**)
- 3) ...if the teacher tries to test them. (if the teacher try to test them.) (**Singular person**)
- 4) ...so that the students... (so the students) (**Conjunctions**)
- 5) ...to help students increasing... (to help students increase) (**Tenses/Simple present**)
- 6) So that, I think... (So, I think) (**Tenses/Simple present**)

d. Vocabulary

1) ...vocabulary becomes a major problem... (vocabulary becomes a main problem)

2) Student will have difficulties... (Student will have handicap)

e. Mechanic

1) ...guessing it letter-by-letter. (guessing it letter by letter) (**Punctuation**)

Content: 5 = 30

Organization: 5 = 30

Grammar: 4 = 16

Vocabulary: 4 = 12

Mechanic: 3 = 3

Total score: $30+30+16+12+3=91$

11. Name/Initial: DWR

a. Content

The topic is about listening, entitled *listening comprehension by using bottom strategies from the students*. The writer stated that sometimes listening made the students did not get the point and did not focus to the learning or the problem that is faced by student it might be any something wrong at their ear. Beside that, the problem is about lack of vocabulary. So, to solve the problem above the writer used strategies top down strategies. Actually, there are three strategies that the writer want to use but unfortunately the title in this article is about bottow up strategies and in fact the content is about top down strategies. So, by looking at research

finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is listening comprehension is one of way to learn language, and it is also the most difficult modality for students succes because the listeners or the students should understand among sound, vocabulary notice grammar and intonation and the meaning too. The discussion is begun by explain the process that describe the step of listening comprehension and then showed the problem which is faced by student in listening comprehension. After that the writer give some strategies to be a solution to solve the problem above. In the end, the writer concluded that by using bottom up strategies is very useful and helpful because with bottom up strategies student can understand more the material.”

c. Grammar

- 1) Listening comprehension is on of way to learn language... (Listening comprehension is one of the way to learn a language) **(Tenses/Simple present) (Active sentence)**
- 2) ...it an make... (it makes) **(Plural person) (Article/Determiner)**
- 3) Many of students did not got... (Many of students do not get) **(Tenses/Simple present)**
- 4) ...the teacher did not gave... (the teacher do not give) **(Tenses/Simple present)**

5) ...from media can interest them. (from media can interesting them.)

(Tenses/Simple progressive/continuous)

6) ...it is happened because they had never... (it happened because they never) **(Tenses/Simple present)**

7) Lack pronounciation... (Lack of pronunciation) **(Conjunctions)**

8) ...some example of of... (some example of) **(Conjunctions)**

9) ...that unknowing from the students... (that unknown by the students) **(Passive voice)**

10) ...the teacher suggested that a solution... (the teacher suggested a solution) **(Conjunctions)**

11) In the whle listening... (While listening) **(Determiner)**

d. Vocabulary

1) ...so they try to practice... (so they must try to practice)

2) ...strategies is very helpful... (strategies is very useful)

3) ...so the do... (so they do)

e. Mechanic

1) ...on... (one) **(Spelling)**

2) ...pronounce... (pronounce) **(Spelling)**

3) ...Indnesian... (Indonesian) **(Spelling)**

4) ...knowladge... (knowledge) **(Spelling)**

5) ...vocabularies. (vocabularies) **(Spelling)**

6) ...pronounciation... (pronunciation) **(Spelling)**

7) ...esecially... (especially) **(Spelling)**

- 8) ...leard... (learn) **(Spelling)**
- 9) ...proonoun... (pronounce) **(Spelling)**
- 10) ...hw to pronnoun... (how to pronounce) **(Spelling)**
- 11) ...comperhension... (comprehension) **(Spelling)**
- 12) ...streategiest... (strategies) **(Spelling)**
- 13) ...bttom... (bottom) **(Spelling)**
- 14) ...sollution... (solution) **(Spelling)**
- 15) ...presententing... (presenting) **(Spelling)**
- 16) ...exercisse... (exercise) **(Spelling)**
- 17) ...whilw... (while) **(Spelling)**
- 18) ...difficulty... (difficulty) **(Spelling)**
- 19) ...conclusion... (conclusion) **(Spelling)**
- 20) ...traditionam... (traditional) **(Spelling)**
- 21) ...teacger... (teacher) **(Spelling)**
- 22) ...nowdays... (nowadays) **(Spelling)**
- 23) ...the... (they) **(Spelling)**
- 24) ...whats... (what is) **(Spelling)**

Content: 5 = 30

Organization: 4 = 24

Grammar: 3 = 12

Vocabulary: 2 = 6

Mechanic: 2 = 2

Total score: 30+24+12+6+2= 74

12. Name/Initial: ANA

a. Content

The topic is about English in economic, entitled *improving English for economic students by using TBLT*. In this article the writer stated that the student who do not come from English department claimed that English learning is not too important for spesific purpose of school. Besides, the writer suggest the teacher should be active and creative in order the students will focus and interest to learn about language. The writer give a solution to the teacher to use TLBT as strategy to solve their problem where they are claim that English is not important. By using TLBT the students expected to be interest in English learning. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic of this article is the students who do not come from English department have a big problem and little motivation to learning English. The discussion is begun by explaining about the problem in interest English learning. And then it continued with giving suggestion until solution to solve the mind set problem of students. The writer cocncluded that TLBT will help the teacher to sovel students problem interest about English learning.”

c. Grammar

1) ...the students who not come... (the students who do not come)

(Verb/Bare Infinitive)

2) ...little motivation to learning English. (little motivation to learn English)

(Tenses/Simple Present)

3) We can look the first... (We can look at the first) **(Article/Determiner)**

4) They are thinking that English... (they think that English)

(Tenses/Simple Present)

5) The student of specific purpose... (The specific purpose of student)

(Tenses/Simple Present) (Active sentence)

6) ...their knowledge English... (their English knowledge) **(Tenses/Simple**

Present) (Active sentence)

7) ...also didn't have ability... (also do not have ability) **(Verb/Bare**

Infinitive)

8) So that they... (So they) **(Conjunctions)**

9) ...practice have... (practice has) **(Plural person)**

10) ...to understanding. (to understand) **(Tenses/Simple Present)**

11) ...students knowledge about English also less creative in teaching.

(knowledge about English to their students also less of creative in

teaching. **(Conjunctions)**

12) ...teacher cannot understanding.... (teacher cannot understand)

(Tenses/Simple Present)

13) ...specific purpose students have... (specific purpose for students

that have) **(Tenses/Simple Present) (Active sentence)**

d. Vocabulary

- 1) ...have low motivation... (have lack of motivation)
- 2) ...that relation about english. (that related to English)
- 3) ...sharpen their knowledge... (develop their knowledge)
- 4) ...they are forming... (they made)
- 5) ...students can grow up... (students able to grow up)
- 6) ...said that... (stated that)
- 7) ...low bility... (lack of ability)
- 8) ...give from teacher. (given by teacher)

e. Mechanic

- 1) ...possibly... (possibly) (**Spelling**)
- 2) ...strategize... (strategies) (**Spelling**)

Content: 5 = 30

Organization: 4 = 24

Grammar: 3 = 12

Vocabulary: 3 = 9

Mechanic: 4 = 4

Total score: 30+24+12+9+4= 79

13. Name/Initial: YLM

a. Content

The topic is about speaking, entitled *improving students speaking ability through debate technique*. The writer is explain about speaking use in daily activity where it is become a media to express an idea. And then,

the writer stated the reason why speaking is important because students will easy to share about ideas and any other information. In the end the writer describe the goal about debate technique. Which is the students could improve their critical thinking and improving communication skills. So, by looking at research finding above the researcher concluded that the title of the article is coherence with the content.

b. Organization

“The topic sentence of this article is in this era speaking become the most interest of human being to be spoken, speaking can be used for expressing their though and express their idea. The discussion is begun by explaining the impact of speaking in this era. And then, it continued to the reason and the important thing about speaking in daily activities. After that, the writer stated the solution to solve the problem by using debate technique. So, the writer concluded that the strategy will help the students to improve their critical thinking and improving their communication skills.”

c. Grammar

d. Vocabulary

1) Speaking is very... (It is very...)

e. Mechanic

1) ...ideas etc. by speaking... (ideas etc. By speaking) (**Capitalization**)

Content: 5 = 30

Organization: 5 = 30

Grammar: 5 = 20

Vocabulary: 4 = 12

Mechanic: 4 = 4

Total score: $30+30+20+12+4= 96$



B. Data Analysis

Table 4.1

Score table of students writing work

No	Initial	Aspect of assessment																									Total score
		Content					Organization					Grammar					Vocabulary					Mechanic					
		Converted score																									
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
1.	R				X			X					X				X							X		80	
2.	UT				X				X				X					X						X		92	
3.	NM				X				X	X					X								X		76		
4.	S				X				X				X					X					X		92		
5.	IKR				X				X			X						X				X		89			
6.	DI				X				X			X					X				X		89				
7.	INF				X				X			X						X			X		86				
8.	NI				X				X			X						X					X		84		
9.	AW				X				X				X						X				X		92		
10.	W				X				X				X						X			X		91			
11.	DWR				X			X				X				X				X		74					
12.	ANA				X			X				X						X					X		79		
13.	YLM				X				X					X					X				X		96		

By the data of research findings above, the researcher analyzed article by article as follow:

1. Initial/Name: R

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.¹ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.² Based on the data from the score table of students writing work, the researcher awarded 3 scores for organization with converted score 18 points which 30% for weighting because the article proved that the organization is loosely organized, main ideas clear, logical and incomplete connector.

Third is grammar, according to Brown grammar is an arrangement system of government rules and words in a sentence relationship or one component of

¹ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

² Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

the English language to be learned and understood by the students.³ Based on the data from the score table of students writing work, the researcher awarded 4 scores for grammar with converted score 16 points which 20% for weighting because the article proved that the grammar had few errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.⁴ Based on the data from the score table of students writing work, the researcher awarded 3 scores for vocabulary with converted score 9 points which 15% for weighting because the article proved that the vocabulary is adequate choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁵ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written

³ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

⁴ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

⁵ *Ibid.*, 155.

text.⁶ Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article revealed that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 80 for R.

2. Initial/Name: UT

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.⁷ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.⁸ Based on the data from the score table of students writing work the researcher awarded 5 scores for organization with converted score 30 points which is 30% for weighting because of the article is enough to prove that the organization is well organized and utilize effective use of connectors.

⁶ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

⁷ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

⁸ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.⁹ Based on the data from the score table of students writing work, the researcher awarded 4 scores for grammar with converted score 16 points which 20% for weighting because the article proved that the grammar had few errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.¹⁰ Based on the data from the score table of students writing work, the researcher awarded 4 scores for vocabulary with converted score 12 points which 15% for weighting because the article proved that the vocabulary is effective choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.¹¹ Third is capitalization, it means a sentence or a word which is begin with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on

⁹ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

¹⁰ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

¹¹ Ibid., 155.

writing to express reading process in order to know the meaning of the written text.¹² Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 92 for UT.

3. Initial/Name: NM

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.¹³ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.¹⁴ Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because

¹²Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

¹³<https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

¹⁴Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.¹⁵ Based on the data from the score table of students writing work, the researcher awarded 2 scores for grammar with converted score 8 points which 20% for weighting because the article proved that the grammar had many errors in the use of present tense, pronoun and other aspects of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.¹⁶ Based on the data from the score table of students writing work, the researcher awarded 2 scores for vocabulary with converted score 6 points which 15% for weighting because the article proved that the vocabulary is limited range, confusing use of words and words forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.¹⁷ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of

¹⁵ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

¹⁶ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

¹⁷ Ibid., 155.

something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.¹⁸ Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 76 for NM.

4. Initial/Name: S

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which is become the matter of the text.¹⁹ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.²⁰ Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because

¹⁸ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

¹⁹ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

²⁰ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.²¹ Based on the data from the score table of students writing work, the researcher awarded 4 scores for grammar with converted score 16 points which 20% for weighting because the article proved that the grammar had few errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.²² Based on the data from the score table of students writing work, the researcher awarded 4 scores for vocabulary with converted score 12 points which 15% for weighting because the article proved that the vocabulary is effective choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.²³ Third is capitalization, it means a

²¹ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

²² Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

²³ *Ibid.*, 155.

sentence or a word which is begin with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.²⁴ Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 92 for S.

5. Initial/Name: IKR

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.²⁵ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.²⁶ Based on the data from the score table of students writing work, the researcher awarded 5 scores for

²⁴ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

²⁵ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

²⁶ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

organization with converted score 30 points which 30% for weighting because the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.²⁷ Based on the data from the score table of students writing work, the researcher awarded 3 scores for grammar with converted score 12 points which 20% for weighting because the article proved that the grammar had some errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.²⁸ Based on the data from the score table of students writing work, the researcher awarded 4 scores for vocabulary with converted score 12 points which 15% for weighting because the article proved that the vocabulary is effective choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word.

Second is spelling, it is the way the sound to be spelt in word such as you,

²⁷ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

²⁸ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

know, why, always, me, as example.²⁹ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.³⁰ Based on the data from the score table of students writing work, the researcher awarded 3 scores for mechanic with converted score 3 points which 5% for weighting because the article proved that the mechanic is fair number of spelling, punctuation and capitalization errors. Thus, the researcher concluded those scores from error aspect as total score is 89 for IKR.

6. Initial/Name: DI

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.³¹ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of

²⁹ Ibid., 155.

³⁰ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition* (New York: Pearson Longman, 2007), 6.

³¹ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

ideas in writing and how ideas are presented.³² Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.³³ Based on the data from the score table of students writing work, the researcher awarded 4 scores for grammar with converted score 16 points which 20% for weighting because the article proved that the grammar had few errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.³⁴ Based on the data from the score table of students writing work, the researcher awarded 3 scores for vocabulary with converted score 9 points which 15% for weighting because the article proved that the vocabulary is adequate choice of words but some misuse of words and words forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do

³² Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

³³ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

³⁴ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.³⁵ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.³⁶ Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 89 for DI.

7. Initial/Name: INF

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.³⁷ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant

³⁵ Ibid., 155.

³⁶ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition* (New York: Pearson Longman, 2007), 6.

³⁷ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.³⁸ Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.³⁹ Based on the data from the score table of students writing work, the researcher awarded 3 scores for grammar with converted score 12 points which 20% for weighting because the article proved that the grammar had some errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.⁴⁰ Based on the data from the score table of students writing work, the researcher awarded 4 scores for vocabulary with converted score 12 points which 15% for weighting because the article proved that the vocabulary is effective choice of words but some misuse of words and word forms.

³⁸ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

³⁹ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

⁴⁰ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁴¹ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁴² Based on the data from the score table of students writing work, the researcher awarded 2 scores for mechanic with converted score 2 points which 5% for weighting because the article proved that the mechanic is fair number of spelling, punctuation and capitalization errors. Thus, the researcher concluded those scores from error aspect as total score is 86 for INF.

8. Initial/Name: NI

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.⁴³ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

⁴¹ Ibid., 155.

⁴² Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

⁴³ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.⁴⁴ Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.⁴⁵ Based on the data from the score table of students writing work, the researcher awarded 3 scores for grammar with converted score 12 points which 20% for weighting because the article proved that the grammar had some errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.⁴⁶ Based on the data from the score table of students writing work, the researcher awarded 3 scores for vocabulary with converted score 9 points which 15% for weighting because the article proved that the

⁴⁴ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

⁴⁵ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

⁴⁶ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

vocabulary is adequate choice of words but some misuse of words and words forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁴⁷ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁴⁸ Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 84 for NI.

9. Initial/Name: AW

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.⁴⁹ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved

⁴⁷ Ibid., 155.

⁴⁸ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

⁴⁹ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.⁵⁰ Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.⁵¹ Based on the data from the score table of students writing work, the researcher awarded 4 scores for grammar with converted score 16 points which 20% for weighting because the article proved that the grammar had few errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.⁵² Based on the data from the score table of students writing work, the researcher awarded 4 scores for vocabulary with converted

⁵⁰ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

⁵¹ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

⁵² Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

score 12 points which 15% for weighting because the article proved that the vocabulary is effective choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁵³ Third is capitalization means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁵⁴ Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 92 for AW.

10. Initial/Name: W

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.⁵⁵ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with

⁵³ Ibid., 155.

⁵⁴ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

⁵⁵ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.⁵⁶ Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.⁵⁷ Based on the data from the score table of students writing work, the researcher awarded 4 scores for grammar with converted score 16 points which 20% for weighting because the article proved that the grammar had few errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.⁵⁸ Based on the data from the score table of students

⁵⁶ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

⁵⁷ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

⁵⁸ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

writing work, the researcher awarded 4 scores for vocabulary with converted score 12 points which 15% for weighting because the article proved that the vocabulary is effective choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁵⁹ Third is capitalization means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁶⁰ Based on the data from the score table of students writing work, the researcher awarded 3 scores for mechanic with converted score 3 points which 5% for weighting because the article proved that the mechanic is fair number of spelling, punctuation and capitalization errors. Thus, the researcher concluded those scores from error aspect as total score is 91 for W.

11. Initial/Name: DWR

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which becomes the matter of the text.⁶¹ Based on the data from the score table of

⁵⁹ Ibid., 155.

⁶⁰ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition* (New York: Pearson Longman, 2007), 6.

⁶¹ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.⁶² Based on the data from the score table of students writing work, the researcher awarded 4 scores for organization with converted score 24 points which 30% for weighting because the article proved that the organization is fairly well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.⁶³ Based on the data from the score table of students writing work, the researcher awarded 3 scores for grammar with converted score 12 points which 20% for weighting because the article proved that the grammar had some errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words

⁶² Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

⁶³ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

that employed by language.⁶⁴ Based on the data from the score table of students writing work, the researcher awarded 2 scores for vocabulary with converted score 6 points which 15% for weighting because the article proved that the vocabulary is limited range, confusing use of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁶⁵ Second is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁶⁶ Based on the data from the score table of students writing work, the researcher awarded 2 scores for mechanic with converted score 2 points which 5% for weighting because the article proved that the mechanic is frequent errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 74 for DWR.

12. Initial/Name: ANA

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which

⁶⁴ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

⁶⁵ Ibid., 155.

⁶⁶ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

becomes the matter of the text.⁶⁷ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.⁶⁸ Based on the data from the score table of students writing work, the researcher awarded 4 scores for organization with converted score 24 points which 30% for weighting because the article proved that the organization is fairly well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.⁶⁹ Based on the data from the score table of students writing work, the researcher awarded 3 scores for grammar with converted score 12 points which 20% for weighting because the article proved that the grammar had some errors in the use of present tense, pronoun and other aspect of grammar.

⁶⁷ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

⁶⁸ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

⁶⁹ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.⁷⁰ Based on the data before at score table the researcher awarded 3 scores for vocabulary with converted score 9 points which 15% for weighting because the article proved that the vocabulary is adequate choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁷¹ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁷² Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 79 for ANA.

⁷⁰ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

⁷¹ Ibid., 155.

⁷² Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

13. Initial/Name: YLM

First aspect is contents, according to Webster, content is the topic or matter treated in a written work or volume or body of the text which is become the matter of the text.⁷³ Based on the data from the score table of students writing work, the researcher awarded 5 scores for content with converted score 30 points which 30% for weighting because the article proved that the content is complete (argumentative text) provide complete supporting details, relevant to the topic, and easy to understand.

Second is organization, according to Harmer, organization is the way spontaneous speech and constructed written text which shows significant differences both in terms of organizations and language used or ordering of ideas in writing and how ideas are presented.⁷⁴ Based on the data from the score table of students writing work, the researcher awarded 5 scores for organization with converted score 30 points which 30% for weighting because the article proved that the organization is well organized and utilize effective use of connectors.

Third is grammar, according to Brown, grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.⁷⁵ Based on the data from the score table of students writing work, the researcher awarded 5 scores for grammar with converted score 20 points which 20% for weighting

⁷³ <https://www.merriam-webster.com/dictionary/content>. Accessed on may 7 2019.

⁷⁴ Jeremy Harmer, *How to Teach Writing*(England: Pearson Longman, 2004), 9.

⁷⁵ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

because the article proved that the grammar had no errors in the use of present tense, pronoun and other aspect of grammar.

Fourth is vocabulary, according to Thornbury, vocabulary is a word and word emerged by language but also all languages have words or stock of words that employed by language.⁷⁶ Based on the data from the score table of students writing work, the researcher awarded 4 scores for vocabulary with converted score 12 points which 15% for weighting because the article proved that the vocabulary is effective choice of words but some misuse of words and word forms.

Fifth is mechanic, according to Thornbury and Oshima, mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁷⁷ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁷⁸ Based on the data from the score table of students writing work, the researcher awarded 4 scores for mechanic with converted score 4 points which 5% for weighting because the article proved that the mechanic had few errors

⁷⁶ Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 1.

⁷⁷ Ibid., 155.

⁷⁸ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

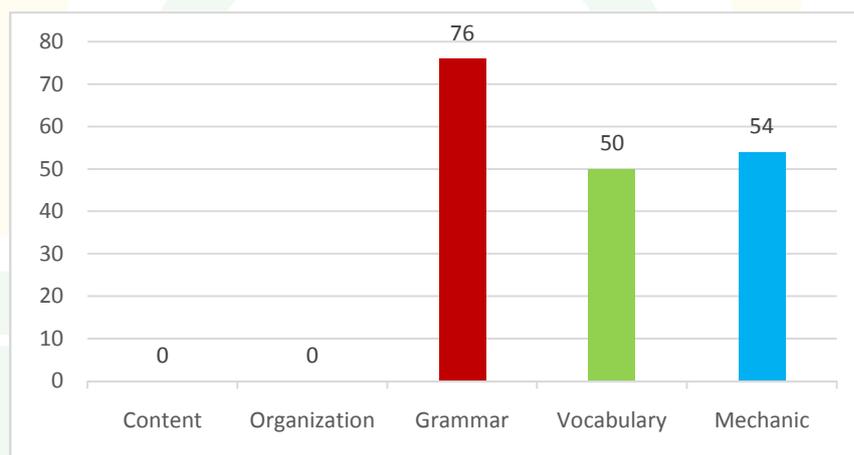
in spelling, punctuation and capitalization. Thus, the researcher concluded those scores from error aspect as total score is 96 for YLM.

C. Discussion

Based on the data findings above the researcher revealed the error were gotten by 3 error aspects such as grammar, vocabulary, and mechanic as follows:

Picture 4.1

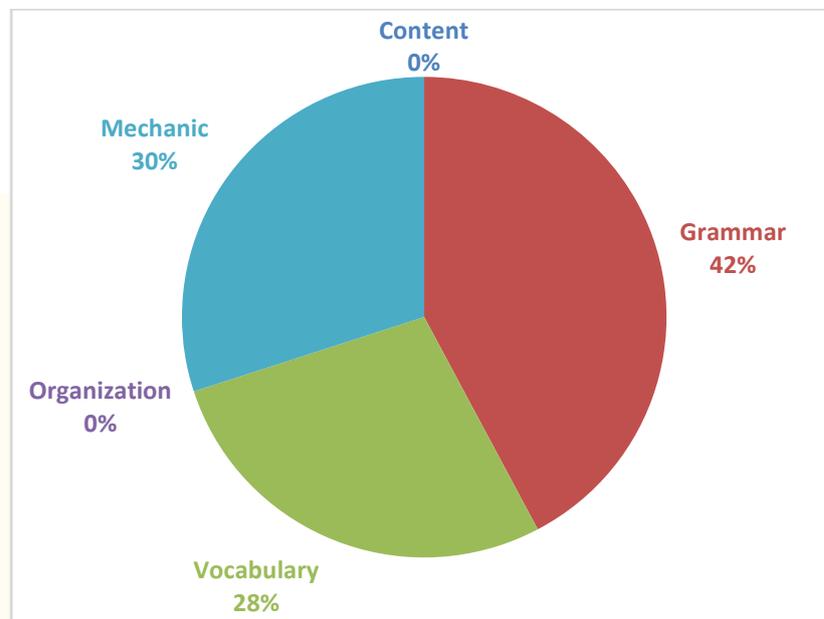
Histogram of error aspects



IAIN JEMBER

Picture 4.2

Pie gram of error aspects



From the histogram 4.1 and pie gram 4.2 explained that the most error on studets writing was grammar with 42% errors. It means that 42% was 76 errors. It was proven by the aspect of grammar that students were made in writing. Such as conjunctions, tobe, article, uncountable, tenses, subjetc pronoun, preposition, active sentence, bare infinitive. Those aspects were important to be learned by students in writing because it were components of sentence or paragraph in writing. This fact in line with the theory from H.Douglas Brown “Grammar is an arrangement system of government rules and words in a sentence relationship or one component of the English language to be learned and understood by the student.”⁷⁹ The aspect of grammar were useful in learning process. If the

⁷⁹ H.Douglas Brown, *Teaching by principles an interactive approach to language pedagogy*(New York: Pearson Longman, 2006), 420.

aspect of grammar contain of unsuitable material that would not help in learning process, it would affect the result of the learning process.

Moreover, the error on second category after grammar was mechanic with 30% errors. It means that 30% errors was 54 errors. It was proven by the aspect of mechanic that students were made in writing. Such as spelling, punctuation, and capitalization. Those aspects were important to be learned by students in writing because it were situation of word, the way of sounds spelt, and capital letter.

Those were become fundamental part on success in writing. This fact in line with the theory from Thornbury and Oshima “mechanic divided into three aspects. First is punctuation, it gives meaning just as word do because correct punctuation is important to describe the situation of word. Second is spelling, it is the way the sound to be spelt in word such as you, know, why, always, me, as example.⁸⁰ Third is capitalization, it means a sentence or a word which is begun with capital letter and it includes name of something, title, and the first sentence of paragraph or symbolization on writing to express reading process in order to know the meaning of the written text.⁸¹ If the aspect of mechanic contain of unsuitable material that would not help in learning process, it would affect the result of the learning process.

On the last category of error was vocabulary with 28% . It means 28% was 50 errors. It was proven by aspect of vocabulary like diction

⁸⁰ Ibid., 155.

⁸¹ Alice Oshima and Hogue, *Introduction to Academic Writing Third Edition*(New York: Pearson Longman, 2007), 6.

that students were made in writing. These aspect was important to be learned by students in writing because it stock of words were employed by language. This fact in line with the theory from Scott Thornbury “vocabulary is a word and word emerged by language but also all languages have words.”⁸² If the aspect of vocabulary contain of unsuitable material that would not help in learning process, it would affect the result of the learning process.

According to the discussion above, the researcher showed that 42% errors are caused by grammar aspect, 28% errors are caused by vocabulary, and 30% errors are caused by mechanic. As a result, the most error was caused by grammar aspect with 76 total errors and by following the error was caused by vocabulary aspect with 50 errors and mechanic aspect with 54 errors. Thus, the researcher stated that this research in line with Maureen Decinta research entitled Error analysis of The English writing assignment of Vocational school students because the result of the research revealed and stated that the errors are caused by interference of LI and inadequate understanding of grammatical rules of English. Besides, this research entitled Error analysis on students writing skill at English Department on 4th semester in State Institute of Islamic Studies of Jember has advantages that this research describe about the error by showing the students writing work.

⁸² Scott Thornbury, *How to Teach Vocabulary*(England: Pearson Longman, 2002), 155.

On the other hand, by comparing with other research that was conducted by Sri Wahyuni entitled Error analysis of students Free Writing (A Descriptive Study at the English Department of STKIP Bina Bangsa) with this research entitled Error analysis on students writing skill at English Department on 4th semester in State Institute of Islamic Studies of Jember was not in line with Sri Wahyuni because the result showed that based on interview protocol, the errors were made because the influence of the first language; the students often think in Indonesian then write in English. The process of transferring the language infected the errors. This also was influenced by students habit that seldom read the writing product after they write it. And then, this research has a weakness that the research was not showing the error in students writing work but only stated the cause of error itself.

Moreover, if we look at the last previous research that was conducted by Herlinawati research entitled Error analysis on The Third Grade Students Narrative Writing at MTsN Pajajaran Pamulang this research entitled Error analysis on students writing skill at English Department on 4th semester in State Institute of Islamic Studies of Jember is not in line too because the research showed that most of error in narrative text are caused by irregular verb as the first error aspect. The students got difficulty in writing especially the word change between verb1, verb2, and verb3. For the second error aspect is caused by regular but its errors are not much more than the first

aspect. And then, this research has a weakness that the research is not showing the students writing work as the prove of the error itself.

In summary, the researcher stated that this research entitled Error analysis on students writing skill at English Department on 4th semester in State Institute of Islamic Studies of Jember in line with the first previous that is conducted by Maureen Decinta Permata entitled Error analysis of The English writing assignment of Vocational school students because the result of the research revealed and stated that the errors are caused by interference of LI and inadequate understanding of grammatical rules of English.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

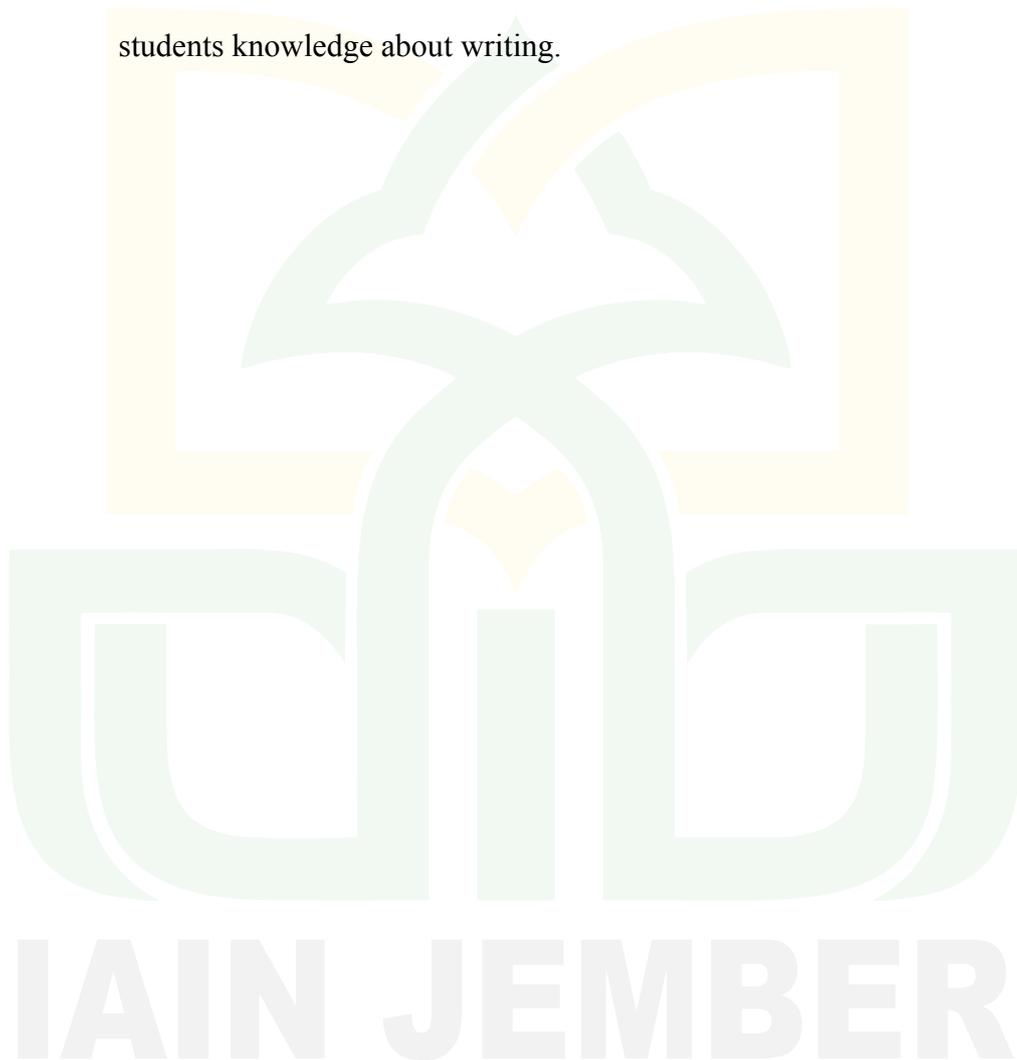
Based on the research and the description of data in the previous chapter, it can be concluded that after researcher did the research, the researcher found out that the error types about students writing based on five aspects; they were content, organization, grammar, vocabulary, and mechanic.

The results showed that the grammar aspect causes 42% of errors, 28% of errors were caused by vocabulary, and 30% errors were caused by the mechanic. As a result, the most frequent error was caused by the grammar aspect with 76 total errors and followed by the vocabulary aspect with 50 errors and mechanic aspect with 54 errors. So, the researcher stated that this research entitled Error analysis on students writing skill at English Department on 4th semester in State Institute of Islamic Studies of Jember in line with the first previous that is conducted by Maureen Decinta Permata entitled Error analysis of The English writing assignment of Vocational school students because the result of the research revealed and stated that the errors were caused by inadequate understanding of grammatical rules of English.

B. Suggestions

Based on the research, this research suggested that the teacher gives the students more motivation to be brave to start their first writing.

In order, the students do not feel afraid to do their writing because the researcher presumed that the students have many factors producing the aspect of an error in writing. By analysis, the researcher found that their problem in the learning process is a lack of motivation. Motivation becomes an essential thing for students to begin their writing. It will enrich students knowledge about writing.



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STATEMENT OF WORK'S ORIGINALITY

I honestly declared that this thesis, which I have written, does not contain plagiarism, except all information contained in this project paper which is derived from the work of others had been given an award by citing the name of the source author correctly. All the contents of this undergraduate thesis are fully the responsibility of the author.

Jember, August 3rd 2019

The Writer

MUHAMMAD DICKY FEBRI WAHYUDI

NIM.T20156012

Title	Variable	Sub Variable	Indicator	Source of Data	Method of Research	Research Question
ERROR ANALYSIS ON STUDENT WRITING SKILL AT ENGLISH DEPARTMENT ON 4TH SEMESTER	a. Error analysis b. Writing skill	a. Error analysis b. Theory of writing skill	a. Definition of error analysis b. Mistakes and error a. Definition of writing skill b. Genre based approach c. Process based approach d. Genre process based approach e. Writing process a) Prewriting b) Organizing c) Writing d) Polishing f. Aspect of writing a) Grammar b) Vocabulary c) Coherence d) Mechanic g. Micro and macro skill of writing h. Analytical scoring rubric i. Aspect of assessment a) Grammar b) Vocabulary c) Coherence d) Mechanic	Students writing works	a. Approach and Kind of Research 1. Qualitative 2. Descriptive b. Data Collection Method Documentation c. Data analysis technique: Adapted from Ellis' steps: 1. Identifying 2. Classifying 3. Calculating 4. Explaining d. Validation of data Investigator Triangulation	a. What are types of error written by students at English department on 4 th semester at State Institute of Islamic studies of Jember?

JOURNAL OF RESEARCH

NO	TIME	RESEARCH SUBJECT	ACTIVITY	PARAF
1	01.00 – 02.00 pm March 13, 2019	Dakwah Office	Documentation	
2	07.00 – 12.00 pm March 14, 2019	Conducted Research	Research	
3	07.00 – 12.00 pm March 15, 2019	Conducted Research	Research	
4	07.00 – 12.00 pm March 16, 2019	Conducted Research	Research	
5	07.00 – 10.00 pm July 4, 2019	Revised Research	Revise	
6	07.00 – 10.00 pm July 5, 2019	Revised Research	Revise	
7	07.00 – 10.00 pm July 6, 2019	Revised Research	Revise	

Jember, 3rd of August 2019

Lecturer of Academic Writing

Ninuk Indrayani, M.Pd.

IAIN JEMBER

Appendix



CURRICULUM VITAE

1. Personal Information

Name : MUHAMMAD DICKY FEBRI WAHYUDI
Gender : Male
Place, Date of Birth : Situbondo, February 24th, 1997
Address : North Wringin, Bondowoso, East Java. Postcode :
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E-mail : dickytracy24@gmail.com

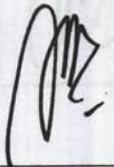
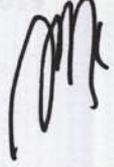
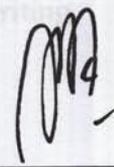
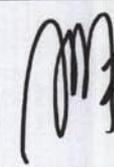
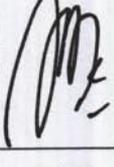
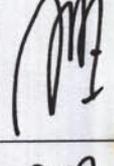
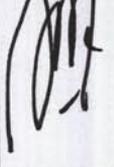
2. Educational Background

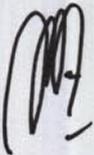
- 2004-2009 : SDN Wringin 01
- 2009-2012 : SMPN 1 Wringin
- 2012-2015 : MAN Bondowoso

3. Organization Experience

- 2017-2018 : CO Talent and Ambition (IKMPB) (United of Students Movement Bondowoso)
- 2017-2018 : CO Talent and Ambition (KUMAN) (Group of Netral Students)
- 2017-2018 : Futsal Coach of Loading FC and Merah Hitam FC
- 2017-2018 : Futsal Leader of Bondowoso United

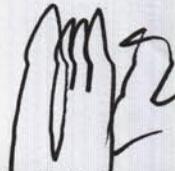
JOURNAL OF RESEARCH

NO	TIME	RESEARCH SUBJECT	ACTIVITY	PARAF
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2	07.30 – 09.35 am March 12, 2019	TBI1 Class	Observation	
3	01.00 – 02.00 pm March 13, 2019	Dakwah Office	Documentation	
4	07.00 – 12.00 pm March 14, 2019	Analyzed data	Research	
5	07.00 – 12.00 pm March 15, 2019	Analyzed data	Research	
6	07.00 – 12.00 pm March 16, 2019	Analyzed data	Research	
7	07.00 – 10.00 pm July 4, 2019	Revised the data	Revise	
8	07.00 – 10.00 pm July 5, 2019	Revised the data	Revise	

9	07.00 – 10.00 pm July 6, 2019	Revised the data	Revise	
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Jember, 3rd of August 2019

Lecturer of academic writing



Ninuk Indrayani, M.Pd.

STATEMENT OF WORK'S ORIGINALITY

The undersigned below:

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Jember, August 3rd 2019

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2. Educational Background

- 2004-2009 SDN Wringin
- 2009-2012 SMPN 1 Wringin
- 2012-2015 MAN Bojonegara

3. Organization Experience

- 2017-2018 CO Talent and Ambition (KUMAM) (United of Students Movement Bojonegara)
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- 2017-2018 Futsal Coach of Lentera FC and Merah Putih FC
- 2017-2018 Futsal Leader of Bojonegara United

APPROVAL

This is to certify that the undergraduate thesis of Muhammad Dicky Febri Wahyudi entitled "Error Analysis on Students Writing Skill at English Department on 4th Semester in State Institute of Islamic Studies Jember" has been approved by the Board of Examiners as the requirement for the undergraduate degree in English Language Teaching

Day : Friday

Date : 13th September 2019

The Board of Examiners

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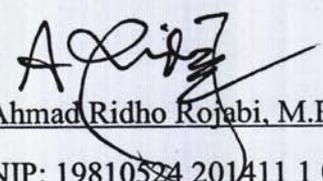
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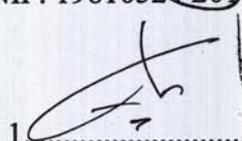
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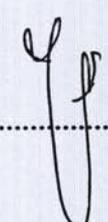
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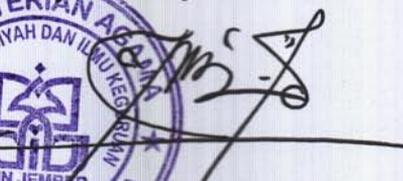

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Approved by

Dean of Faculty of Tarbiyah and Teacher Training




Dr. Hj. Mukni'ah, M.Pd.I

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This is to certify that the undergraduate thesis of Muhammad Dicky Febri Wahyudi entitled "Error Analysis on Students Writing Skill at English Department on 4th Semester at State Institute of Islamic Studies Jember" has been approved by the undergraduate thesis advisor, for further approval the Board of Examiner

Jember, 3th August 2019

Advisor,


Dra. Khoirivah, M.Pd.
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