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RESEARCH ARTICLE

“AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITTEN DESCRIPTIVE TEXT BY THE FIRST YEAR STUDENTS OF VOCATIONAL SCHOOL OF ECONOMICS AND COMMERCE BECORA, DILI EAST TIMOR IN SCHOOL YEAR 2016 / 2017”.

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Abstract

Pascoal Marcal Belo” An Analysis of Grammatical Errors in Written Text by the first year students of Vocational of Economics and Commerce Becora, Dili in School Year 2016/2017”. Supevisors: (I) Prof. Feliks Tans, M.Ed., Ph.D, (II) Dr. Agustinus Semiun, MA. The research was conducted to the grammatical errors made by the first year students of vocational school of economics and commerce Becora , Dili in writing descriptive text, the dominant errors committed by the first grade students in writing descriptive text, the solution to overcome the errors made by the students in their English Writing Texts. Based on the problems stated above, the objectives of the study are as follows: (1) to find out the grammatical errors in writing descriptive text made by the first grade students of Vocational School of Economics and Commerce Becora, Dili, (2) to find out the dominant grammatical errors committed by the first grade students of Vocational School of Economics and Commerce Becora, Dili. (3) to find out the solution to overcome the errors made by the students in their English Writing Texts. The total number of the first grade students of Vocational School of Economics and Commerce Becora, Dili was 500 students. The research subject of this study is 30 students of the first grade students of Vocational School of Economics and Commerce Becora, Dili. The method applied in this study was descriptive method and the instrument used was writing task. The students were given chance to write a composition based on their own topic. The taxonomy used by the writer in analyzing the data was surface strategy taxonomy, consisting of omission, addition, misordering and misformation. The result of the analysis showed that the errors committed by the first grade students of Vocational School of Economics and Commerce Becora , Dili in school year 2016/2017 was omission (41.06%), misformation (20.22%), addition (19.10%), and misordering (14.60%). The total number of error was 89. The most frequent error was omission. Based on the result of this study, the following was the suggestions for the teacher: the teacher should teach the students on how to write a good text especially in writing descriptive text and give the students chance to learn more about good text and focus on grammar especially tenses and subject verb agreement.

Introduction:-

English has a central role in the development of intellectuality, emotion and society. It supports the success of one's study in any field of the study. In schools, English is one of the most important lessons because it is also examined in the national final examination.

English has been learned by secondary school students since they are in the basic level of education or elementary school. When the students learn English, they focus on the fourth language skills, that is: listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing productive skills. All of them are to be improved in the process of teaching and learning English.

Language is in general a tool of communication. English is one of the foreign language learned in schools in Timor Leste and is used by the people for international language in the world. They need English in trading, education or even in science and technology. By using English, people are able to improve the ability to understand any knowledge.

In the process of teaching and learning English, grammar is the most difficult and complicated to be learned almost by the students in every level of education. According to the curriculum in vocational school of Economic and Commerce Becora – Dili, the first year students are taught 5 kinds of genre texts, they are recount, narrative, procedure, descriptive, and news item. In this research the writer only uses descriptive text to be analyzed.

Grammar is the inclusion of additional grammar areas that are important at the intermediate level (Azar, 1992: 15). Some mistakes are made when the students do not understand well about the English grammar. Commonly the students have grammar mistakes in writing. When the teacher teaches English and is not aware about the students' mistakes, and the students are not aware about their mistakes, the students make their mistakes repeatedly. Carl James (1998:78) said that: If the learner is inclined and able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault or a mistake. On the other hand, learner is unable or in any way disinclined to make the correction, we assume that the form the learner used was the one intended, and that is an error.

An error is a noticeable deviation from the adult grammar of native speaker, reflecting the inter- language competence of the learner (Brown, 2007:258). It is unavoidable the Timor – Leste students made errors and mistakes in learning English, the errors and mistakes are unavoidable. The errors are sometimes occurred when they apply their English. Errors in language learning are natural. Specially in learning grammar such as learning tenses, pronoun, and preposition, there are many errors committed by the students.

Moreover, writing is one of the productive skills that should be mastered by the first year students of senior high school and vocational school. It requires some aspects as a critical thinking, knowledge, and need good understanding on grammar. In this case, the essential part in grammar understanding is one of the important aspects that have to be gained in order to make well-structured in writing.

Without grammar, a written text would be disorganized and caused some problems like grammatical errors in writing, especially in making a recount text.

In fact, these grammatical errors are commonly occurred for them. For example: when they have to do some essay tests, there must be many grammatical errors in their answer sheets. From the explanation above, it was important by the teacher to give errors analysis for students. Errors analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors (Brown, 2007: 259). James (1989: 1) stated that error analysis is the process of determining the incidence, nature, causes, and the consequences of unsuccessful language.

From the explanation above, the writer is interested in analyzing the grammatical errors in the written text of the first grade students of vocational school of economics and commerce Becora - Dili and carrying out the research

entitled: “An Analysis Of Grammatical Errors In Descriptive Written Text By The First Year Students Of Vocational School Of Economics And Commerce Becora – Dili In School Year 2016 / 2017”.

Research Questions:-

The writer wants to answer the following research question:

1. What are English Written Texts Errors Made by the First Year Students of vocational school of Economics and Commerce Becora, Dili East Timor?
2. What are the dominant errors of an English Texts Written made by the first year students of vocational school of Economics and Commerce Becora, Dili East Timor in school year 2017?
3. What are the solutions to overcome the errors made by the students in their English Written Texts?

Research Aims:-

The objective of this research written expected to give contribution:

1. To improve information for English teacher about the ability of students.
2. To find out the errors of students written text in English.

Research Benefits:-

The benefits of this research are as follow:

1. For the Students; this study is to know how to write the sentences by using their own vocabulary, to reduce misunderstanding about how to use verb specially in regular and irregular verbs, tenses, prepositions, articles in writing sentences and also to anticipate the errors that they make in the next time . It makes students to read, write, listen and practice English a lot.
2. For the Teachers; this study is good for teachers to improve the teaching method especially in English teaching learning process and to help teachers to minimize the errors in teaching writing.
3. For the Researcher; this study is to add the experiences and knowledge about written text errors, to help the writer as a good researcher in English written text errors and as a guideline for the next researcher in the future.

Scope and Limitation:-

This study is about written text errors. The writer going is to focus on the grammar, vocabulary and the content of the student's text written.

The Definition of Key Terms:-

To give clear description and avoid misinterpreting the title, the writer gives limitation of the terms as follows:

1. **Error:-**Error is being wrong as defined in Oxford Dictionary. A noticeable deviation from adult grammar of a native speaker reflects the competence of the learner (Brown, 2007: 258). According Brown (2007:259) error is indeed reveal a system at work, the classroom language teacher can become so preoccupied with noticing error that the correct utterances in the second language unnoticed. The meaning of error here is students' mistakes in the use of action verb in recount text.
2. **Analysis:-**Analysis is study of something by examining its parts (Oxford, 2004: 14). Detailed examination of something, in this case analysis of written text errors. Analysis the students' errors in applying descriptive text.
3. **Grammatical:-**Jack C. Richards and Richard Schmidt (2010:252), Grammatical is a phrase, clause or sentence which is acceptable because it follows of a grammar, it is described as grammatical. For instance: They walk to school.
4. **Error analysis:-**Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language (James, 1998:1). Another shortcoming in error analysis is the an overemphasis on production data (Brown, 2007:259). The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis (Brown, 2007:259).

Research Method:-

This study conducted with the purpose of finding out the student's ability of written errors. Therefore, to conduct it the writer used descriptive qualitative method. This method used to describe systematically a situation or area of interest factually and accurately. In this case, the writer analyzed the student's written text in order to be able to explain about the grammatical errors.

Findings and Discussions:-

The writer shows some findings and discussion to answer the problem statement in previous chapter. Findings included the type of errors, the source of error and the student's problem in written text in English at vocational school of economics and commerce Becora – Dili in school year 2016 / 2017. Moreover, the discussion analyzes the findings that have been found in conduction the research.

In this section, the writer presents according data findings during research process or to answer the problem statement stated in chapter I, findings regarding types of written text errors, sources of errors and student's written problem in the classroom.

Findings of this researcher are showed as follows:

Type of Errors in English:-

The Types of Grammatical Errors

This sub chapter presents the classification or types of errors made by the first grade students of vocational School Becora - Dili in written text errors. This is an analysis intended to answer the problem statement that presented in chapter one. This type is based on the surface strategy Taxonomy covering Omission, Addition, Misformation, and Misordering. This analysis is presented in form of table, as fallows

Table 1:-Classification of Students' Errors in Descriptive Written Text in Omission.

Student no	Student's Error in Descriptive Written texts	Error Classification	Correction
1	My parent... are farmer	Omission of verb (are)	My parents are farmer.
2	I have two brother	Omission of suffix (s)	I have two brothers
3	My mother's name Maria	Omission of verb to be (is)	My mother's name is Maria
4	My mother name is Silvina	4. Omission of suffix (s)	My mother's name is Silvina
5	My mother name is Gracilda	5. Omission of suffix (s)	My mother's name is Gracilda
6	My brother name is Lazaro	Omission of suffix (s)	My brother's name is Lazaro
7	My mathes name is Julia da Silva	Omission of letter (o,r)	My mother's name is Julia da Silva
8	My father name is Mateus Soares	Omission of suffix ('s)	My father's name is Mateus Soares
9	It's beutiful lie Timor house with a big green garden	Omission of letter (a or k)	It's beautiful like Timor house with a big green garden
10	My mother name is Luzia Soares	10. Omission of suffix ('s)	My mother's name is Luzia Soares
11	My mother is mary	11. Omission of suffix ('s) and word (name)	My mother is mary
12	I happy	12. Omission of verb to be (Am)	I am happy
13	I bougt a magazine	13. Omission of letter (h)	I bought a magazine
14	My mother name is Etelvina	Omission of suffix ('s)	My mother's name is Etelvina
15	My mother name is Josefa	Omission of suffix ('s)	My mother's name is Josefa
16	My father name is Mary	Omission of suffix ('s)	My father's name is Mary
17afternoon I study English with my sister	Omission of preposition (in) and article (the)	In the afternoon I study English with my sister.
18	My brother name is Joao Mendonca	Omission of apostrophe ('s)	My brother's name is Joao Mendonca
19	My mother name is Ana Rosa Soares	Omission of apostrophe ('s)	My mother's name is Ana Rosa Soares
20	My father name is Lourenco Pereira	Omission of apostrophe ('s)	My father's name is Lourenco Pereira
21	I from Same	Omission of verb to be (Am)	I am from Same
22	My father he name call Miguel	Omission of verb to be (Is)	My father's call name is Miguel
23	I love my father because he is	Omission of preposition (for)	I love my father because he is

	stronger man that works hard us		stronger man that works hard for us.
24	My mother is Leonarda	Omission of apostrophe ('s)	My mother 's name is Leonarda
25	My father name is Luciano	Omission of apostrophe ('s)	My father's name is Luciano
26	My sister still studying in Senior High School	Omission of verb to be (is)	My sister is still studying in Senior High School
27	I get at six o'clock	Omission of preposition up	I get up at six o'clock
28	My father name is Sico	Omission of apostrophe ('s)	My father's name is Sico
29	I've get two little baby	Omission of third verb (gotten)	I've gotten two little baby
30	I love then very much	Omission of letter (m)	I love them very much
31	I alway my femely	Omission of letter (s and a,i)	I always my family
32	He is a teacher language tetun	Omission of preposition (of)	He is a teacher of tetun language.
33	I have two sister	Omission of suffix (s)	I have two sisters
34 Is important for me	Omission of phrase the activity	The activity is important for me
35	I'm study at vocational school	Omission of suffix (ing)	I'm studying at vocational school
36	The activity make I know this school well	Omission of suffix (s) and pronoun (me) and preposition (to)	The activity makes me to know this school well
37	I have two brother and six sister	Omission of suffix (s)	I have two brother and six sisters
38	I have two sister	Omission of suffix (s)	I have two sister
39	I father's job is public service	Omission of possitive pronoun (my)	My father's job is public service
40	I always help my femely	Omission of letter (a,i)	I always help my family
41	I don any have brother and sister so only my	Omission of letter (t)	I don't have any brother and sister so only me

Table 4.2:-Classification of Students' Errors in Descriptive Written Text in addition.

Student no	Student's Error in Descriptive Written texts	Error Classification	Correction
1	My mothered name is Dulce	addition of letter (d)	My mother's name is Dulce
2	I am live and Taibesi	Addition of verb to be (am) and conjunction (and)	I live in Taibesi
3	I am from and Lospalos	Addition of conjunction (and)	I am from Lospalos
4	We have a bgh house	Addition of letter (h)	We have a big house
5	I went to played basketball together with my friends	Addition of suffix (ed)	I went to play basketball with my friends
6	In the 581fternoon I study English with my sister	Addition of letter (f)	In the afternoon I study English with my sister
7	I'm like to studying at vocational school	Addition of verb (like) and preposition (to)	I'm studying at vocational school
8	I love the mother's and father's very moch	Addition of article (the) and word (moch)	I love mother's and father's very much
9	My father is a farmerman	Addition of word (man)	My father is a farmer.
10	An my mother is a farmer	Addition of indefinitive article (an)	My mother is a farmer.

11	I like to school	Addition of preposition (to)	I like school
12	I love got one horrible little brother his name is Joao	Addition of second verb of irregular (got) , word (little) and horrible	I love one brother his name is Joao.
13	He is singles a policeman	Addition of adjective (single) and suffix (s)	He is a policeman.
14	The activity make I am know this school well.	Addition of verb to be (Am) pronoun (I).	The activities make me know this school well.
15	I'm come from Dili	Addition of verb (come)	I'm from Dili
16	I father's job is public service	Addition of personal pronoun (I)	My father's job is public service
17	I'm was born in Maubessi in 1 ST January 2000	Addition of verb to be (am)	I was born in Maubessi in 1 ST January 2000

Table 4.3:-Classification of Students' Errors in Descriptive Written Text in Misformation.

Student no	Student's Error in Descriptive Written texts	Error Classification	Correction
1	He is a teacher portugues	Misformation of word portugues	He is a portugues teacher
2	I'm know this school well	Misformation of verb to be (Am)	I know this school well
3	Every morning from Monday to satunday at six o'clock I get up	Misformation of noun (Saturday) and phrase I get up.	Every morning from Monday to Saturday I get up at six o'clock
4	I studay at school until 12.00 noon.	Misformation of noun (studay).	I study at school until 12.00 noon
5	I father's job is public service	Misformation of pronoun (I)	My father's job is public service
6	I always help my femely	Misformation of word (family)	I always help my family
7	I love then very much	Misformation of (them)	I love them very much
8	...front of my house have meny beutiful flower	Misformation of prep (in)	In front of my house have many beautiful flower
9	Every morning fron Monday to esturday I get up at 6 o'clock	Misformation of prep (from) and verb study	Every morning from Monday to study I get up at 6 o'clock
10	has name is Juvinal da Costa	Misformation of pronoun (his)	his name is Juvinal da Costa
11	My mather's name is Domingas	Misformation of noun (mother)	My mother's name in Domingas
12	I love the mother and father very moch	Misformation of determiner (much) and definitive article (the)	I love mother and very much
13	My father he call name is Miguel	Misformation of pronoun (he)	My father's call name is Miguel
14	I love got one horrible little brother his name is Jose	Misformation of adjective (horrible and little) and second verb of irregular (got)	I love one brother his name is Joao
15	At 5 o'clock afternoon I always went to played football with my friends	Misformation of second verb (went and played)	At 5 o'clock afternoon I always go to play football with my friends.

16	The activity make I am know this school well	Misformation of pronoun (I) and verb to be (Am)	The activity make me know this school well
17	I has two brother	Misformation of verb to have (has)	I have two brother
18	I have sister two	Misformation of noun (two)	I have two sisters

Table 4.4:-Classification of Students' Errors in Descriptive Written Text in Misordering.

Student no	Student's Error in Descriptive Written texts	Error Classification	Correction
1	my mother's housewife end my father is a dancer	Misordering of verb to be (Am)	My mother's housewife and my father is a dancer
2	This also can to give me value good		This also can give good value to me
3	This can give impact so who good to me	Misordering of adverb (so) , conjunction of (who) and adjective (good)	This can give good impact to me
4	I don any have brother and sister so only my	Misordering of modal auxiliary verb (have) negative form (don't) and adverb of (so)	I don't have any brother and sister so only me.
5	Here is a teacher portugues	Misordering of pronoun (he) and noun (portugues)	He is a portugues teacher .
6	I'm come from Dili	Misordering of verb to be (am)	I come from Dili
7	I'm was born in Maubessi in 1 ST January 2000	Misordering of verb to be (was)	I was born in Maubessi in 1 ST January 2000
8	He is a teacher language tetun	Misordering of noun (tetun language)	He is a tetun language teacher.
9	The activity make I am know this school well	Misordering of verb (am) and pronoun (I)	The activity make me to know this school well
10	School is a way how I can knew the world	Misordering of second verb (knew)	School is a way how I can know the world
11	I'm study at vocational school	Misordering of suffix (ing)	I'm studying at vocational school
12	I have sisters two	Misordering of word (two) and omission of suffix (s)	I have two sisters
13	My father he name call Miguel	Misordering of pronoun (he) and omission of suffix (s) and verb to be (is)	My father's call name is Miguel

The Most Frequent Errors made by the Students:-

This subchapter presents the most frequent of errors encountered by the first year students of vocational school of economics and commerce Becora - Dili in descriptive written text. This is an analysis intended to answer the problem statement No.2 presented in chapter one. This is actually the accumulation of the classification having been done in Subchapter No. 1. It is also presented in form of following table.

Table 4.5:-Most Frequent Types of Errors.

Sentences	Omission	Addition	Misformation	Misordering
1	41 students 1,2,3,4,5,6, 7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25 ,26,27,28,29,30,31,32,33,34,35,36,37,38,39,40,41	17 students 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17	18 students 1,4,5,7, 8, 10,12,13,15, 17,19,20,22,23, 33,35,37,40	13 students 1,2,3,4,5,6,7,8, 9,10,11,12,13
Total	41	17	18	13

Table 4.6:-Percentage of students' errors.

No	Types of Error	Total Errors	Percentage
1	Omission	41	46.06%
2	Addition	17	19.10%
3	Misformation	18	20.22%
4	Misordering	13	14.60%
5	Total	89	100%

$$POM = \frac{\text{Total Omission} \times 100}{\text{Total Errors}}$$

$$POM = \frac{41 \times 100\%}{89}$$

$$= 46.06\%$$

$$PAD = \frac{\text{Total Addition} \times 100\%}{\text{Total Errors}}$$

$$PAD = \frac{17 \times 100\%}{89}$$

$$= 19.10\%$$

$$PMF = \frac{\text{Total Misinformation} \times 100\%}{\text{Total Errors}}$$

$$PMF = \frac{18 \times 100}{89}$$

$$= 20.22\%$$

$$PMO = \frac{\text{Total Misordering} \times 100\%}{\text{Total Errors}}$$

$$PMO = \frac{13 \times 100\%}{89}$$

$$= 14.60\%$$

Explanation:

POM = Percentage of Omission

PMF = Percentage of Misinformation

PAD = Percentage of Addition

PMO = Percentage of Misordering

Discussion of Dominant Errors:-

In this part, the researcher will to discuss about four parts of errors. They are the types of written text error. The types of English Grammatical Error in Descriptive Written Text

Omission Error:-

From the table 1 above show that the total amounts of errors made by the students were 89 and it can be seen that omission error comes as the type of error with the highest frequency of occurrence which makes up 41 = 46.06% of all errors. Misformation error is the type of error that comes in the second place of the most occurred error, it makes up 18=20.22%, misordering error comes as the third highest frequency that makes up 13= 14.60%. The lowest frequency is addition error; it amounts to 17=19.10%. These errors described the problems which students made errors in sentences. From research data found that omission was the highest percentage of students' errors made in the sentences. The students committed errors omission makes up 41 times or 46.06% out of the whole errors. They consist of omission of preposition, an articles, conjunction, modal auxiliary, possessive pronoun and to be. Thus, omission is the error which is characterized by the absence of an item that must appear in a well-formed utterance. Hence, from 41 sentences, the writer found, there are 41 or 46.06% errors made by the students.

Misinformation Error:-

The students also made 18 errors or 20.22% of misinformation. The errors that were made by the students are characterized by use of the wrong form of to be, verb (**past tense**). Therefore from 18 sentences, the writer found that 18 or 20.22% errors made by the students. From sentences 1,2,3,4,5,7,8,9,10,11,12,13,14,15,16,17,18, the writer found most of the students made errors in misinformation. For example in student's sentence in table 4.3 above," He is a teacher portugues', it should" He is a portugues teacher".

Addition Error:-

Additions are the opposite of omission. The presence of an extra item which must not be present in a well formed utterance is characteristic for addition. Moreover in addition type of error the students also made 17 or 19.10% of Error. In this case the students write additional words that should be left out in a sentence. So from their written, the writer found 17 errors made by the students. In 17 paper of descriptive written text the writer found 17 students made errors in addition. For instance in student's sentence in table 4.2. above; "My mothered name is Dulce," and the sentence should," My mother's name is Dulce'. So from the sentence number one above is addition of letter (d) and omission of apostrophe ('s).

Misordering Errors:-

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in utterance. And the last, the students made 13 or 14.60% of misordering error. The writer found 13 errors made by the students. From the sentences 1,2,3,4,5,6,7,8,9,10,11,12,13. They did the incorrect placement of words. For example the students sentences "I'm study at vocational school. *This sentence categorized errors of Misordering, so the correct sentence should be* I'm studying at vocational school. So the researcher found 12 student's sentence made the same error of Misordering such as: School is a way how I can knew the world .This sentence categorized as misordering because, the word *knew* should use in first form of verb know. So the sentence should "School is a way how I can know the world", "I have sisters two", but should "I have two sisters".

The Solutions to the Students' Problems in Writing:-

The solution that English teacher can use drilling – pattern of regular and irregular verbs to overcome the student's errors in English writing. Students should try to practice their English everyday. Students try to write in English by using their own vocabulary. They have to participate English course so that they speak and write in English language.

For the teacher; teacher should dominate many methodologies especially in teaching and learning.

Conclusions:-

The writer takes some conclusion for the data analysis and discussion in the previous chapters and they are as follows:-

This study shows that:

The type of errors are over-generalization, ignorance of rule restriction and addition,

The dominant errors are shown in errors in applying the recount text.

3) The writer gives solution that English teacher can use drilling-pattern of regular and irregular verb to overcome the students' error and ask students to do a lot of exercises.

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