

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents (a) research findings, (b) discussion, and (c) limitations of the research. Each of them is described as follows.

A. Research Findings

This research was conducted in March 2019 up to May 2019. In this sub-chapter, the researcher presents the results of analysis focusing on kinds of errors in general, intralingual errors, and the factors that initiate intralingual in writing works performed by the undergraduate students of English Department students at Ahmad Dahlan University. The errors in general found are 226 data for errors in five categories and 165 data for intralingual errors which form words, phrases, and sentences. After finding the errors, the data were analyzed to categorize the type of errors. The findings of the research are elaborated based on the data obtained at each stage of the process in the following sections.

1. Types of Errors Found in Students' Writing

The present section displays the research findings pertinent to the grammatical errors in writing works performed by the undergraduate students of English Department at Ahmad Dahlan University. After conducting the research by giving a test to the students, some errors are found in the English writing works. The data on this research were analyzed based on the theory proposed by Dulay, Burt, and Krashen (1982) in James (2013) related to four principles ways of the surface strategy taxonomy namely *omission*, *addition*, *misformation*, and

misordering error. James also suggests adding one supplementary category that is *blends*. Therefore, in this section, the researcher decides to use five errors categories for analyzing the data. After that, the percentage of each category of errors in the students' writing is counted. The findings data are portrayed in Table 3 and Figure 4.

Table 3. Percentage of Five Errors Categories

No.	Types of Errors	Component	Frequency	Percentage (%)
1.	Omission	-	78	34.51%
2.	Addition	Double marking	24	10.61%
		Regularization	0	0.00%
		Simple addition	37	16.38%
		Total	61	27.00%
3.	Misformation errors	Archi - forms	2	0.88%
		Alternating forms	73	32.30%
		Total	75	33.18%
4.	Misordering error	-	6	2.65%
5.	Blends	-	6	2.65%
Total			226	100%

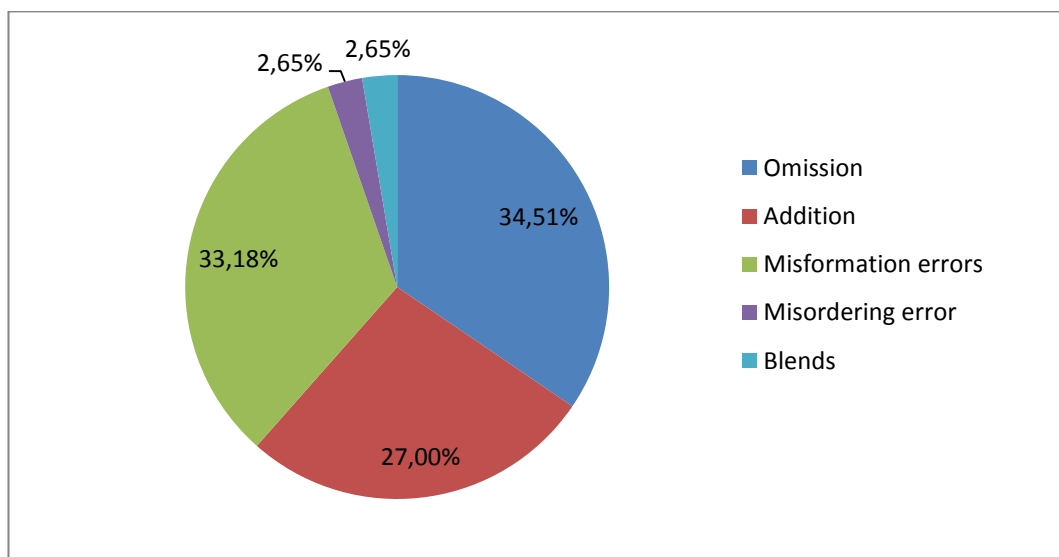


Figure 4. The Distribution of Students' Errors

The data presented in Table 3 show the finding of errors in the form of percentage based on the students' frequency. The data display; 34.51% of *omission*; 27.00% of *addition* including 10.61% of *double marking*, 0.00% of *regularization*, and 16.38% of *simple addition*; 33.18% of *misformation errors* including 0.88% of *archi-forms* and 32.30% of *alternating forms*; 2.65% of *misordering error*; and 2.65% of *blends*.

a. Omission

From the research data, *omission* ranks the highest percentage. The students committed omission 78 times or 34.51% out of the whole errors. Omission is an error which refers to omit a certain linguistic item that must be exit in a well formed construction. Mostly, the errors are about erasure of correct linguistic words, morphemes, and phrases. From the data of students' writing, the researcher found that the common errors occurred is in suffix *-s* as a plural maker. It can be seen from sentence below.

(4.1) “Have you ever heard about Instagram, Twitter, Facebook, Amazon, and Ebay? I believe, **these term are** very familiar in the millennial era. The appearance of technology and social media in the 21st century is inevitable. Our daily life rotates around technology or social media”. (Data Source: DT2.5)

In the example above in the bolded word, the form of “*these term*” is a phrase. “*These*” is a plural determiner; meanwhile “*term*” is a singular noun. Thus, all nouns after the word “*these*” supposed to be plural noun. However, the students use determiner “*these*” but the students also omit *-s* plural in the noun, which make it incorrect. To form the right phrase, the suffix *-s* should be added after the noun “*term*”. Therefore, the phrase “*these term*” changed into “*these terms*”. Thus,

it should be “...I believe, these terms are very familiar in the millennial era”. Moreover, an error is also found in a form of verb which is missing in the sentence below.

(4.2) “*Social media become popular in last ten years. There are many kinds of social media such as Facebook, Instagram, Twitter, YouTube, etc. Nowadays, Indonesian people interested to use social media like twitter.*” (Data Source: DT29.1)

The phrase “*Indonesian people*” in the sentence above is a subject that needs a verb to make a proper sentence. The subject should be followed by the verb “*are*” before the word “*interested*” to make it clear that social media like twitter is becoming popular in Indonesia at this time. In this sentence, the students omit verb “*are*” which should be attached before the adjective “*interested*”. Therefore, the phrase “*Indonesian people interested*” is incorrect. Hence, it should be “*Nowadays, Indonesian people are interested to use social media like twitter*”. Furthermore, errors also occur in the omission of preposition as presented in a sentence below.

(4.3) “*My opinion about social media is confusing, because social media have a lot advantages but social media also give a bad impact. For me, it is really important, social media make it easier for the users to have communication with people who are far away.*” (Data Source: DT1.1)

In this sentence, the preposition “*of*” is needed to indicate an amount or number. In the application of it, the word “*of*” should be added after the word “*a lot*” to make a proper sentence. The students ignore the word “*of*” as preposition in that sentence to combine with the object of preposition in other to form the prepositional phrase within the sentence. Hence, it should be “...*social media*

have a lot of advantages but social media also give a bad impact". Another example in same case also occurs in the sentence below.

(4.4) "*There are several **arguments social media** that are important in our lives. First, for communication, social media have related us with family and friends. Second, we get information easily and quickly with social media.*" (Data Source: DT3.4)

In this case, the students omit the use of preposition to combine with a correlation word. They do not put preposition to relate between nouns or pronouns. The preposition is needed to link the words "*arguments*" and "*social media*". The students have to put preposition "*for*" after the word "*arguments*" and before "*social media*" to clarify the meaning of those words. Since, in this case, the position of "*arguments*" is interconnected with "*social media*". Therefore, the sentence should be, "*There are several arguments for social media that are important in our lives*".

b. Misformation Errors

Secondly, the highest percentage of student errors is *misformation*, which occurs 75 times or 33.18% out of the whole errors. Misformation errors are characterized by the use of the wrong forms of morphemes of the structure. It occurs when the students supply something incorrect in the sentences. There are two types of misformation errors; archi-forms and alternating forms. *Alternating forms* is the biggest error performed by the students within the category of misformation. It occurs 73 times or 32.30% out of misformation errors. The instance of alternating errors can be seen from the sentence below.

(4.5) "*As **we known**, social media can make people less sociable because they only focus on our mobile phone than talking to other people.*" (Data Source: DT11.1)

The word of “*know*” have three forms of verb which are “*know*”, “*knew*”, and “*known*” which is called as irregular verb. The word of “*know*” supposed to be applied for simple present tense, “*knew*” for simple past tense, meanwhile “*known*” is for present perfect tense. The students choose verb₃ “*known*” instead of verb₁ “*know*” for simple present tense which is totally incorrect in the sentence. Accordingly, the sentence should be “*As we know, social media can make people less sociable because...*”. Other examples of alternating errors also occur in the choice of auxiliary “*is* and *are*” in a sentence that uses simple present tense below.

(4.6) “*Nowadays, social media become one of the most influential things for the mankind. It is proved by the addiction of people using social media to communicate with each other. Some people think that **social media is** useless thing because people may be busy with their social media while they are meeting*” (Data Source: DT12.3)

“*Is*” and “*are*” are included as auxiliary verb *be* that can be used in simple present tense. However, the phrase “*social media*” is considered as plural meanwhile the singular word of “*media*” is “*medium*”. Thus, the students should use “*are*” after that phrase. Hence, it should be “*Social media are useless because people may be busy...*”. Another example of alternating forms can be seen in the sentence below.

(4.7) “*they can also make people less sociable. It depends on how **their use** social media. In several cases, people really enjoy using social media so that they forget that they have a real life.*” (Data Source: DT4.5)

In this case, the students make an incorrect form because the students use a possessive pronoun “*their*” to refer as a subject instead of using “*they*”. The

purpose of the sentence shows that the word of “*use*” needs a subject. Thus, it should be, “*it depends on how they use social media*”. In the example of the sentence above, the errors are affected by the students because they are still confused to use both possessive pronoun and subject.

Another subcategory of misformation is *archi-forms*. Archi-form error is a type of errors in the selection of a form to declare any particular issues, such as the errors of determiners (*this, that, these, those*) within a sentence. The students commit this error 2 times or 0.88%. The example of archi-form can be seen in the sentence below.

- (4.8) “***This is*** several positive impacts of social media in education. First, social media can help the students in finding information easily. Second, social media can help us to improve our feeling well. Third, social media can help someone to find information from various references.” (Data Source: DT21.1)

Determiner “*this*” is for singular form, meanwhile “*these*” is for plural form. In this case, the students use word “*this*” for the plural word “*several positive impacts*” which is incorrect. It supposed to use *these* as the determiner to indicate the object as plural form. On the other hand, determiner “*these*” should be followed by auxiliary verb *be* “*are*” for composing the plural form in the sentence. Hence, it should be, “*these are several positive impacts of social media in education*”. Other examples occur in the sentence below.

- (4.9) “*So, the presence of social media is very useful and very helpful. **That media are** something new in the form of communication. So, we must know the limits in its use and how to use it.*” (Data Source: DT1.10)

In this sentence, the students ignored the word of “*media*” as a plural noun and use “*that*” instead of “*those*”. Determiner “*that*” is for singular form, meanwhile

“*those*” is the plural form of “*that*”. It is clear that word of “*media*” is plural, and it needs plural determiner as well. Accordingly, it should be “*Those media are somethings new in the form of communication*”.

c. Addition

Thirdly, the highest percentage of students’ errors is *addition*. The students committed this error 61 times or 27.00% on their writing. The errors are characterized by the presence of an item which must not arise in a well formed utterance. There are three subcategories of addition, namely double marking, regularization, and simple additions. *Simple addition* is the highest error performed by the students in this type of error. The students committed errors 37 times or 16.38%. Simple addition is indicated by additional errors other than double markings and regularization. From analyzing the data, it can be seen from the sentence bellow.

(4.10) “*Social media have an important role in information dissemination. At this time, **all informations can** be taken easily from social media. There are some important things about social media in our lives. Social media are the platform of information dissemination.*”
(Data Source: DT25.3)

The word “*all*” is a determiner which uses to explain the plural word. In this case, student assumed that “*information*” is a singular word, so they put suffix –s after that word in order to make it a plural form. The form is always “*information*” because that word actually counted as an uncountable noun, and it only has one form. Therefore, the students do not need to put suffix –s on that word. It should be, “*...all information can be taken easily from social media*”. Another example also occurs in the sentence presented below.

(4.11) *“I think that many conveniences have made people forget about the main objectives of social media. So, many negative effects will occur. **For example is** someone becomes addicted, easily entangled in the crime of social media, and makes someone as an individual.”* (Data Source: DT33.3)

In this case, the student use “*for example*” as subject and followed by “*is*” as linking verb for make a proper sentence. However, the word “*for example*” is an object of preposition that cannot be placed as subject. For make a sentence, the students have to use the “(,)” or “*coma*” after object of preposition and followed by subject and verb. Thus, the sentence should be “*For example, someone becomes addicted, easily entangled in the crime of social media, and makes someone as an individual*”. Another example of simple addition also can be seen in the sentence presented below.

(4.12) *“They make people not really care about other people, especially in public areas. People choose **to playing** with their phone rather than having a small talk with other people.”* (Data Source: DT17.3)

Usually, the word with suffix *-ing* can be as a gerund, main verb, or as an adjective depend on the rule of the sentences. In the sentence above, the word “*playing*” is not placed as those kinds of rules because there is connector “*to*” before that word. The students have to use the word “*play*” because connector “*to*” in the sentence is to-infinitive that needs verb₁. So, the sentence should be, “*people choose to play with their phone rather than having a small talk with other people*”.

The second biggest error performed by the students made in addition error is *double marking*. This error occurred 24 times or 10.61%. Double marking often occurs because of errors in removing certain items that are actually needed in

linguistic construction but not in other cases. From analyzing the data, the example of double marking can be seen from the sentence below.

(4.13) *“People become introvert because they think that **YouTube is can** be entertainment. So, they don’t need to socialize with other people to get entertainment. They only lie in their bed watching YouTube.”*
(Data Source: DT11.7)

In this case, the student write modal “*can*” alongside with auxiliary verb *be “is”* which is incorrect. Modal should not be written alongside the auxiliary verb because it is considered as a redundancy of the structure. The students should choose either modal “*can*” or auxiliary verb *be “is”*. Hence, the sentence should be *“People become introvert because they think that YouTube can be entertainment”*. Another example of error also occurs in the sentence presented below.

(4.14) *“They make our society hate each other like racism and the most dangerous is killing each other. This is so frightening, just because one issue that is not true they **can killed** other people.”* (Data Source: DT13.13)

In this case, the students use two rules of verbs in a sentence, using modal “*can*” plus verb₂ “*killed*”. In fact, the students have to choose between using modal “*can*” or past verb “*killed*”. The word “*can*” is a modal verb which should be use alongside the verb₁, not the verb₂ or verb₃. If the purpose of the sentence above is to explain past event, the form of modal “*can*” should be change into “*could*”, so it will change into “*could kill*”. The purposes of those sentences are correct, but the structures of those sentences are considered incorrect. So, it should be, *“They can kill each other”*. Another example of double marking also can be seen in the sentence presented below.

(4.15) *“There are several things why people use social media. It is because social media are important for people. For me, social media are very important because they can be used as **a tools** to communicate with my lovely family members.”* (Data Source: DT5.6)

As we know, singular noun needs article “a” or “an” as singular marker while plural noun needs suffix –s and –es as plural marker in certain words. In this case, the students use two rules both singular and plural form. They have to choose either using plural or singular noun for creating a proper sentence. Therefore, the sentence should be, *“they can be used as tools to communicate with my lovely family members”*.

d. Misordering Error

Fourthly, the lowest errors category is *misordering error*. In this subcategory, the students committed 6 errors or 2.65% of *misordering error*. Misordering error is characterized as a form of linguistic items which are not common in the target language constructions. From analyzing the data, the example of errors can be seen below.

(4.16) *“A lot of people have many friends online but those friends cannot be compared with real life friends. Relationship that we nurture in the real life gives us emotional health boosters. In social networking sites or social media, we **create don’t** relationship that last long.”* (Data Source: DT2.3)

This sentence is considered incorrect because the students applied wrong constructions within auxiliary verb and main verb. Auxiliary verb is always placed before main verb in the positive sentences. However, the students had reversed the place of modal verb “*don’t*” and the main verb “*create*”. Therefore, the sentence should be, *“In social networking sites or social media, we don’t*

create relationship that last long". Beside of that, another example of misordering error can be seen from the sentence below.

(4.17) "*Social media make the **teachers to easy** communicate with their students in Whatsapp group. The teachers can share new knowledge to students when there is not enough time to teach in the class. A family has to give information to all family members.*" (Data Source: DT28.8)

In this case, error occurs in the word order of to-infinitive form. The students put adjective "*easy*" after connector "*to*" whereas the rules to-infinitive form must be followed by verb. Because of that, the sentence becomes the sentence incorrectly. Thus, it should be, "*social media make it easy for teachers to communicate with their students in Whatsapp group*". Another example of misordering error also can be seen in the sentence presented below.

(4.18) "*In my opinion, people have an authority to choose their choices to use social media. But, we have to think smart and do something wise to use social media. We can avoid the effect of becoming less sociable. We have to **still** communicate with others, build relationships, and help each other.*" (Data Source: DT29.13)

The word of "*still*" has two forms as an adverb and as an adjective. In this sentence, "*still*" has to be an adverb and place it between a subject and a main verb, after modal verb, after be as a main verb, or after auxiliary verb. However, the students employ the word "*still*" after connector "*to*" which is not correct in the sentence. "*To*" as a connector should be followed by a verb to create to-infinitive form. Hence, it should be, "*we still have to communicate with others, build relationships, and help each other*".

e. Blends

In this error, the students committed 6 or 2.65% errors in their writing text. Blends also include as the lowest percentage of errors because have same result with misordering error. Blends occur when two or more morphemes appear in a sentence in which they have the same function. It can be seen from the sentence below.

(4.19) “*Social media are important in our lives because almost **everyday we are using social media or everyday we are using mobile phone.***” (Data Source: DT22.3)

In this case, *blends* occur in the students’ sentence from using the words that are not needed. As in the example above, the word “*everyday*” as an adverb of time and the phrase “*we are using*” are used twice in the sentence. This is considered excessive because the use of the word and phrase once is enough. The phrase “*we are using*” is present perfect continuous form whereas the sentence needs simple present tense, so the phrase should be “*we use*”. From here, the sentence should be, “*Everyday we use social media or mobile phone.* Another example of *blends* can be seen from the sentence below.

(4.20) “*There are so many applications that make it easy for us to socialize. Social media as the communication tools should force the children to ask for their parent’s guidance in using social media well. So, it doesn’t matter when they **repeat** the use of social media **again.***” (Data Source: DT6.19)

The words “*repeat*” and “*again*” have a similar meaning. The students should choose one of them to be applied in the sentence. In this case, the students blend two words that have same function because they think that is correct. The use of “*repeat*” and “*again*” in one sentence also considered as excessive. Nevertheless,

the students believe that the words “repeat” and “again” are one entity that can be combined. Hence, it should be, “*it does not matter if they use social media again*” or “*it does not matter if they repeat the use of social media*”. On the other example also can be seen from the sentence below.

(4.21) “*Along with the development of the internet, various social media were born. You can **chat** or **chat with** people from far away from other countries only through social media.*” (Data Source: DT33.1)

It is clear that unnecessary use of the word “chat” occurs in this sentence. The students use the word “chat” twice with unknown meaning. Besides, repeating the word is not necessary because it has the same function and meaning in the sentence. So, it should be, “*You can chat with people from far away from other countries only through social media*”. The use of repeated words should be avoided in order to get an effective sentence.

2. Types of Students’ Intralingual Errors

After analyzing the data and finding the errors occur in the students’ writing text in general, the researcher specifies the data on intralingual errors. From 226 frequency data obtained, intralingual error occupies 166 frequencies from all the data. It can be concluded that intralingual is the main cause of students making errors in their writing. In this research, the researcher decides to analyze the data based on James (2013) theory related to seven principles ways of intralingual errors, including false analogy, misanalysis, incomplete rule applications, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection, and overgeneralization. In this section, the researcher categorizes the errors of each category of intralingual errors in the students’ writing. The last

step is counting the percentage of each type of intralingual errors in the students' writing, and then finds the highest until the lowest category of intralingual errors category occurred in the texts. The findings data are portrayed in Table 4 and Figure 5.

Table 4. Intralingual Errors Categories

No.	Types of Intralingual Errors	Frequency	Percentage (%)
1.	False analogy	3	1.80%
2.	Misanalysis	8	4.81%
3.	Incomplete rule applications	8	4.81%
4.	Exploiting redundancy	11	6.63%
5.	Overlooking co-occurrence restrictions	65	39.15%
6.	Hypercorrection	3	1.80%
7.	Overgeneralization	68	41.00%
Total		166	100%

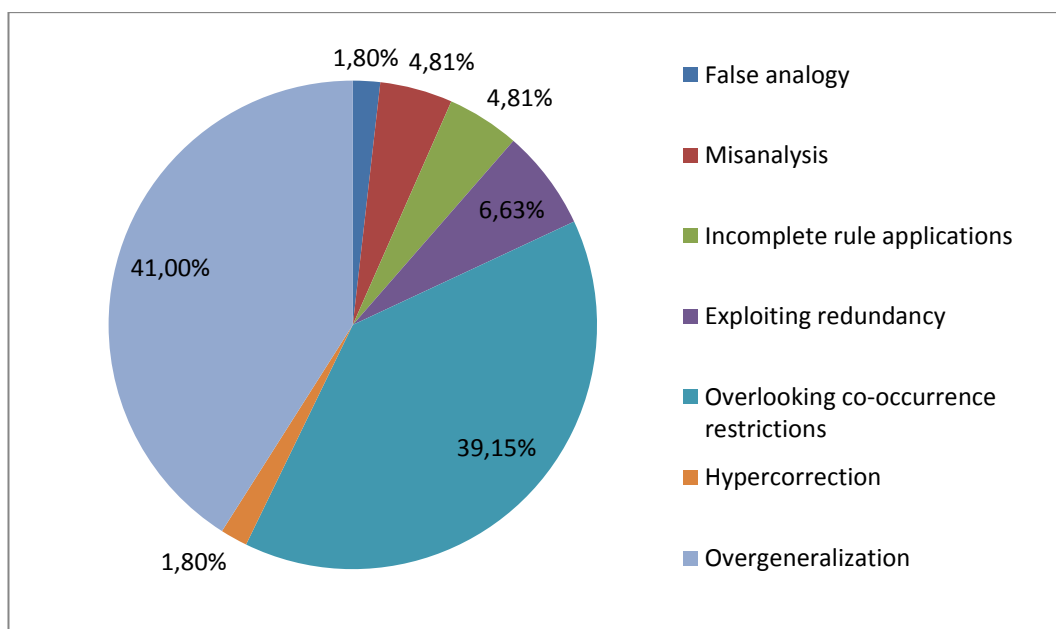


Figure 5. The Distribution of Students' Intralingual Errors

The data presented in Table 4 show the finding of intralingual errors performed by the students. The total of intralingual errors occurred in the students' writing are 166 errors from all 7 sub-categories by intralingual errors. The data show that there are 3 times or 1.80% of *false analogy*, 8 times or 4.81% of *misanalysis*, 8 times or 4.81% of *incomplete rule applications*, 11 times or 6.63% of *exploiting redundancy*, 65 times or 39.15% of *overlooking co-occurrence restrictions*, 3 times or 1.80% of *hypercorrection* and 68 times or 41.00% of *overgeneralization*. Therefore, the highest percentage of students' errors based on competence is overgeneralization.

a. Overgeneralization

Overgeneralization ranks the highest percentage of students' errors within intralingual errors. It is found 68 times of the students' overall writing texts. In this case, errors occur because the use of the target language is not suitable since it is assumed that a word can be used in all situations. System options, such as tense-markings, are also susceptible. In this area, the tense-marking takes place on the verb or in the verb phrase that is related to locate a situation in time in which the situations are typically expressed. The example can be seen from a sentence below.

(4.22) “*In this world, no one can lives without social media. Most of people use them from children until adult. Usually, they use social media to give information or to send messages regularly.*” (Data Source: DT5.1)

In this case, the students create a sentence based on their knowledge of the rule in English structure and applied it in the other rules. In the sentence “*No one can*

lives without social media”, the students treat the sentence with two rules involving modal and simple present tense. The students should apply “*no one can live without social media*” because “*can*” as a modal just need verb₁ without adding suffix –s. Because of that, the sentence should be, “*No one can live without social media*”. Another example of overgeneralization also can be seen in the sentence below.

(4.23) “*Mostly, every person has their own social media in order to interact with **another**s. Social media come up as one of the important “needs” of society.*” (Data Source: DT9.2)

The word of “*another*” is wrongly used to be plural by adding “-s”. The students generalize the rules of making a plural form with only added suffix “-s” or “-es”. The word of “*another*” is no need to add “-s” because “*another*” is used for a singular noun and can be followed by singular noun. In this case, the students have to use “*other*” that can be followed by “*people*” or plural noun to clarify the purpose of a sentence. Hence, the sentence should be, “*Mostly, every person has their own social media in order to interact with other people*”. On one hand, overgeneralization also can be seen from the sentence below.

(4.24) “*People become less talkative and do not take care of their lives around. To be accepted or not, social media give a lot of advantages to us. We also can **using** social media normally.*” (Data Source: DT32.14)

The students ignore the modal rules. It can be seen from the sentence that uses verb plus suffix *-ing* after modal. In this case, the students combine the rules of modal with suffix *-ing* while, in fact, modal is always followed by verb₁ and suffix *-ing* is used in present continuous tense. Therefore, it should be, “*We also*

can use social media normally”. Another example also occurs in the sentence below.

(4.25) “*Nowadays, **social media is using** by all people in the world from children until adult. Social media have an important role in information dissemination. At this time, all information can be taken easily from social media.*” (Data Source: DT25.1)

In this sentence, the students commit an error because they add suffix *-ing* on the verb “*use*” after auxiliary verb *be* “*is*” which is as an active voice sentence. This sentence is in accordance with applicable rules of English structure but not correct in the meaning side. Therefore, the students should change the sentence into passive voice with add “*ed*” on the verb “*use*” so that the sentence has a meaning that people use social media. Accordingly, it should be, “*Social media are used by all people in the world*”. At this stage, the students focus on word structure without looking at the meaning and purpose of a sentence. Errors at this stage also can be seen in the following example below.

(4.26) “*In conclusion, **social media is** important in several aspects. They can more easily communicate with others and easily get information. **Social media is** source of knowledge.*” (Data Source: DT3.9 and DT3.11)

In this case, the students ignore the word “*social media*” as a singular form so that they use “*is*” as a linking verb instead of using “*are*”. The word of *social media* is considered as a plural because the word of “*media*”. On the other hand, social media consist of Facebook, Instagram, Youtube, Twitter and others. So, the sentence should be, “*social media are important in several aspects*” and “*social media are the sources of knowledge*”. In addition, the students also make an error in the sentence below.

(4.27) “As we know, **Instagram are** a viral application because you can improve your creativity and you can get money from Instagram from endorsement if you have a lot of followers on Instagram and have the talent to take some photos.” (Data Source: DT6.4)

In general, “Instagram” is one of social media that can be concluded as a singular form because it does not have any subcategories. In this case, the students use linking verb “are” for the singular noun “Instagram” that makes the sentence incorrect. Hence, it should be, “Instagram is a viral application because you can improve your creativity...”. From the sentence above, it can be concluded that the students are still likely to be confused of using the kind of linking verb for plural and singular forms.

b. Overlooking Co-occurrence Restrictions

The second percentage of students’ errors that is found in the research data is *overlooking co-occurrence restrictions*. The students commit this error 65 times. Overlooking co-occurrence restrictions means that the student does not know that certain words go together with certain complements, prepositions, connectors and others. Besides of that, the students also use the kind of incorrect word in the sentences. The example of the errors can be seen in the sentence below.

(4.28) “There are several reasons why people use social media. It is because social media are important for people. For me, social media are very important because they can be used as **a tools** to communicate with my lovely family member.” (Data Source: DT5.6)

The students still commit the errors in the use of suffix *-s* in the singular and plural form. In this sentence, they add suffix *-s* after using article “a”. Article

“a” is used to put alongside the countable singular noun. The students have to choose either using singular noun by using determiner “a” or plural noun by adding suffix –s on the noun. Because of that, the sentence should be, “*they can be used as tools to communicate with my lovely family member*”. The other example of overlooking co-occurrence restrictions can be seen from the sentence below.

(4.29) “Advice from me, *if you want to use social media, you need to use them wise and carefully*”. (Data source: DT13.16)

Parallel structure or parallelism is one of many requirements that cannot be separated from a correct sentence. By making each compared item or idea in the sentence follow the same grammatical pattern, we create a parallel construction. From the sentence above, the students have not fulfilled the rule of parallel. It can be seen in the words “*wise and carefully*”. Those words should be formed in the same pattern because they are in the same place as adverb. The students have to change an adjective “*wise*” becomes an adverb “*wisely*” to make a correct sentence. Hence, the sentence should be, “*If you want to use social media, you need to use them wisely and carefully*”. Another example also can be seen in the paragraph below.

(4.30) “*Finally, social media will continue to evolve as technology progress. For that, we must follow this, so that we are not left behind the times. Use social media can help us in many things we need.*” (Data source: DT30.13)

Usually, a subject can be a noun, pronoun, gerund, infinitive, and clause. The word “*use*” is not one of them. Rather, the word “*use*” in the sentence is verb. The students have to change that verb being a subject material with added suffix –ing

that called as gerund. The word “*use*” should be changed “*using*” to make a correct sentence. So, the sentence should be, “*Using social media can help us in many things we need*”. Another example also can be seen from the sentence below.

(4.31) “*Nowadays, people **can not let go** from their gadgets like mobile phone, tablet, and laptop. We can say that life with gadget is already a lifestyle for everyone.* (Data Source: DT27.2)

One of the requirements for an effective sentence can be seen from the use of an effective and correct word in the sentence. In this case, the student choose clause “*people **can not let go of** from their gadgets*” in the sentence that is difficult to understand and ineffective. The structure and the purpose of the sentence is considered incorrect. Hence, the sentence should be, “*nowadays, people **cannot be separated** from their gadgets...*”.

c. **Exploiting Redundancy**

Exploiting redundancy is the third percentage of students’ errors that is found in the research data. In this case, the students commit 11 redundancies in this sub-category of intralingual error that occurs in their writing. Exploiting redundancy can be considered as the use of the words that are not needed. The characteristics of exploiting redundancy can be described by the presence of morphological forms that are considered unnecessary as well as by the use of multiple signals. Here is the example of error that can be seen in the sentence below.

(4.32) “*Along with the development of the internet, various social media were born. You can **chat** or **chat** with people from far away from other countries only through social media.*” (Data Source: DT33.1)

In this sentence, the students use the word of “*chat*” twice. It seems that they want to highlight the usage of that word so that they use it twice. Besides, the students only need to use that word once because the meaning of the word “*chat*” is similar in this sentence. It should be, “*You can chat with people from far away from other countries only through social media*”. Another example of exploiting redundancy can be seen from the sentence below.

(4.33) “*Social media as the communication tools should force the children to ask for their parent’s guidance in using social media well. So, it does not matter if they **repeat** the use of social media **again**.*” (Data Source: DT6.19)

The words “*repeat*” and “*again*” have different spelling but they have similar meaning. The students should choose one of them to be applied in the sentence. However, in this sentence they only need the word of “*repeat*” as a verb to make an effective sentence. Thus, it should be, “*it does not matter if they use social media again*” or “*it does not matter if they repeat the use of social media*”. In conclusion, the students repeat two words that have same function because they think that is correct rules. The other example also can be seen in the sentence below.

(4.34) “*All the things, **you want can you get** from social media. People also use them as the communication media. Unfortunately, many people cannot use them wisely and they cannot control their time in using them.*” (Data Source: DT14.1)

From the sentence above, it can be seen that the students does redundancy. The clause “*you want*” and “*you get*” written alongside is each other which made the sentence incorrect, odd, and excessive. An effective sentence consists of one subject, one verb and complement. After all, the words in this sentence can be

shortened by reducing words that are not needed and clarify the meaning of the sentence. From it all, the sentence should be, “*All the things, you can get from social media*”.

d. Misanalysis

The fourth percentage of students’ errors that is found in the research data is *misanalysis*. The students commit error in this type 8 times. The students has formed an unfounded hypothesis in the L2 and put it in practice. Usually, this situation happens when the students are being confused in the use of pronoun. The example of misanalysis can be seen from the sentence below.

(4.35) “*Social media make people less sociable because **their focus** more on gadgets. It can make other people think that the habit makes them addicted.*” (Data Source: DT24.2)

From the sentence above, error occurs in the use of possessive pronoun incorrectly. The purpose of the sentence shows that word of “*focus*” needs a subject instead of possessive pronoun. So, the sentence should be, “*social media make people less sociable because they focus more on gadgets*”. The second example presented in the sentence below.

(4.36) “*It depends on how **their use** social media. In several cases, people really enjoy using social media so that they forget that they have a real life.*” (Data Source: DT4.5)

Similar with the example in number 4.35, the students also use possessive pronoun incorrectly in the sentence that needs a subject. Clearly, this clause “*their use social media*” needs a subject. Hence, the sentence should be, “*it depends on how they use social media*”. Another example of misanalysis can be seen from the sentence below.

(4.37) “...second, people become less sociable because they choose to stay more at their home and use **they** gadget and more active in social media than in their real life. They have no interaction with others and make them introvert”. (Data Source: DT29.9)

In this case, the students make an incorrect form because the students use “*they*” to refer as a possessive pronoun instead of using “*their*”. The purpose of the sentence shows that the word of “*gadget*” needs possessive pronoun. It should be, “...using *their* gadget and more active in social media than in *their* real life”. In the example of the sentence above, the errors are influenced by the students’ own hypotheses about the rules of English. Clearly, they are still confused about the rules of pronoun.

e. **Incomplete Rule Applications**

The students commit this error 8 times. *Incomplete rule applications* also include as the fourth percentage of errors because have same result with misanalysis. Incomplete rule application is the converse of overgeneralization, and it is also called as undergeneralization. In this area, the students do not follow the structure of the target language. The example of errors from incomplete rule applications can be seen from a sentence below.

(4.38) “*Relationship that we nurture in the real life gives us emotional health boosters. In social networking sites or social media, we **create don’t** relationship that last long.*” (Data Source: DT2.3)

The students get wrong from arranging the structure of the sentence. The position of auxiliary verb is reverse with main verb. This sentence is identified as a simple presents so that the students have to put the auxiliary verb “*don’t*” before the main verb “*create*” to get the right structure in the negative form of the sentence. Thus,

it should be, “*We don’t create relationship that last long*”. Another example can be seen in the sentence below.

(4.39) “*No matter whether they are men, women, young people, and old people. They all use social media but they do not realize that social media make people less sociable. **Why it can** happen? I have several opinions about this and I will tell you.*” (Data Source: DT13.3)

In this paragraph, errors made by the students appear in the form of wh-questions. The use of the word is correct but the placement is incorrect. It can be seen from the sentence “*Why it can happen?*”, This sentence has a function as a Question sentence, so that the correct word order is to put a modal “*can*” after the question word “*why*” and before the subject “*it*”. So, the correct question sentence is “*Why it can happen?*”. The example of incomplete rule applications also presented below.

(4.40) “*In this paragraph, I will talk about the advantages of social media. First, social media are very easy and cheap for communications. We **needn’t went** outside to find out something.*” (Data Source: DT30.9)

In this sentence, the students are also committed to make errors in the structure area and word order. This sentence needs a correct auxiliary verb and main verb. The sentence is identified need “*don’t*” as an auxiliary verb as forming negative sentence instead of use the incorrect verb “*needn’t*” and “*need*” as a main verb. It also needs “*go*” as a verb after preposition “*to*”. So, it should be, “*We do not need to go outside to find out something*”. At this stage, the students make errors because they do not understand the word order rules in certain sentence.

f. False Analogy

False analogy and hypercorrections are the lowest percentage of students' errors that is found in their writing. The students commit each of errors 3 times. For the first explain, let's begin with *false analogy*. False analogy can be illustrated when the students incorrectly think that an item behaves like another item. So, they apply a rule in other categories that totally have different rule. From analyzing the data, the researcher finds the example of false analogy performed by the students such as the sentence below.

(4.41) "*Nowadays, in social media, they share much **informations** such as looking for missing people or wallet and sharing about deception. That will make the social media become functional.*" (Data Source: DT15.2)

In this case, the students seem confused about the form of the word "*information*". As a result, they add suffix "-s". However, the word "*information*" itself is an uncountable noun, and it has only one form. Therefore, the word "*information*" needs a determiner "*much*" to be a correct sentence. It should be, "... *they share much information about looking for missing people or wallet and sharing about deception*". The same case also occurs in the sentence presented below.

(4.42) "*Nowadays, we cannot stay away from technology. We live in a digital era. We can access **all informations** from social media. In fact, social media have many benefits.*" (Data source: DT23.1)

In this case, the students also believe that all the words only need suffix *-s* or *-es* to create the plural form. Because of that, the students add suffix *-s* in the word "*information*" to create the plural form. They use the word "*information*" in order to create plural form because there is article "*all*" that needs the plural noun after that. However, the word "*information*" itself is an uncountable noun, and it has

only one form. Hence, the sentence should be, “*We can access all information from social media*”.

g. Hypercorrection

The last error found is *hypercorrection* types. Hypercorrection also include as the lowest percentage of errors because have same result with false analogy. Hypercorrection occurs when the students over-monitoring their L2 output, attempting to be consistent. Students are over monitoring their target language output and make an error, but in the other chance the students use the right rules. In this section, the students commit error 3 times. Here is the example of errors in hypercorrection.

(4.43) “*Social media unconsciously **makes** the users not socializing in their real life. Social media have good impacts, especially in the education.*” (Data Source: DT1.7)

In this case, the students make an error in using suffix *-s* in the verb “*make*”. The word of “*social media*” as a subject in the sentence is plural, so that word does not need suffix *-s*. However, the students did not make errors in other chance such as in the sentence “*social media make it easier for the users to have communication with people who are far away*”. So, the sentence should be, “*Social media unconsciously make the users not socializing in their real life*”. Another example can be seen from the sentence below. The example with similar case also occurs in the sentence below.

(4.44) “*The first is because if people use their social media in their smartphone, **it make** them less communicative with other people, especially with their neighbors.*” (Data Source: DT13.4)

Similar with the example of number 4.43, the students make an error in using suffix –s in the verb “*make*” after subject “*it*”. However, the students did not make errors in other chance such as in the sentence “*It makes our society hate each other like racism and the most dangerous thing is killing other people*”. Hence, the sentence should be, “*it makes them less communicative with other people especially with their neighbors*”. The example of this error also can be seen from the sentence below.

(4.45) “*People in social media are come from any places. Sometimes, they are sharing something that we cannot find it in our place.*” (Data Source: DT27.5)

In this sentence, errors occur in the form of simple present tense. The students use linking verb “*are*” before a word “*come*”. This error is included into the category of hypercorrection because the students did not make errors in other sentence, such as in the sentence “*...they share something that we cannot find...*”. In this sentence, the students use main verb “*share*” in the form of simple present tense correctly. Hence, the sentence should be, “*People in social media come from any places....*”. In summary, the students know about these rules but they are over monitoring of their target language output in writing.

3. Factors of Errors

After conducting writing text, the researcher continues with another step in completing the research by conducting an interview. The purpose of this interview is to discover the factors related to why the students make the errors in their writing texts. The results from interview display that there are many factors causing the students make errors, such as come from their self, environment, and

other factors. In general, the researcher divides the factors into two, namely internal factors and external factors.

In Indonesia, English can be said to be a foreign language because this language is not used in daily conversation by most of the students. In mastering this language, the students usually obtain it when they are learning this language in the school. Because of that, mastering the target language will be more challenging and difficult for the students. In the process of learning the target language, the students often make errors in writing because of some reasons. In internal factor, mostly, the students convey that mastering the rules of English is not easy such as mastering the rules of English in grammar, vocabulary, spelling, and less of practice in writing.

Most of the students convey that less of mastering grammar is being a big reason why they make the errors. Grammar is a rule that governs sentence structure or can be linked to formulas in a language that need to be understood and studied. English has many rules in the structure of the sentences and it is different with their mother tongue. It is not only because the differences between their mother tongue to target language but also they convey that the rules of structure in English is complicated in identifying one rule with other rules. That is why almost all the students claim that grammar is a scattered thing that causes them to make errors in writing.

On one hand, lack of vocabulary also can be a reason why the students make error. In this section, the students convey that they have less vocabulary. Vocabulary has been one of the serious obstacles to master a language, especially

English. The students also state that sometimes they have many ideas to write but cannot express them due to the lack of vocabulary since vocabulary aspect is an important to support language skill.

Apart of vocabulary, the students feel that mastering English spelling is difficult. The students argue that English has different spelling between the way to write and the way to read it. It makes difficult for the students in learning English which causes the students to make errors. However, the other reason the students make errors is because of less practice. That is acknowledged by the students. Less of practice makes them confused to express their ideas in the writing and make them feel strange with the target language. Less practice also makes them forget about the theory they have learned.

Apart with internal factors, the other reason the students make errors also comes from the external factor. In this section, external factors are factors that influence students in making errors that come from outside within themselves such as the learning environment. The learning environment is very influential for students in achieving the learning goals. It also concludes the environment when they are in the test. The disruptions that appear in exam situation such as noisy, tense atmosphere can also be causes of students make errors. On the other hand, learning materials and instructors also have an important rule for students in achieving the learning goals. The learning goal of learning a language is of course the students are able to master the target language. They can use the target language in four abilities, especially in productive skill; writing and speaking without making significant errors.

Obviously, there are many reasons why the students make errors in writing. In this case, the researcher conducted interviews to the students. The question leads to find out what causes the students make errors based on their thoughts and belief. From the interview, the students convey some external factors such as nervousness, not focus, noise, learning material, limited time, instructors, doubts, the classroom environment, and also the room temperature are the reason they make errors. The external factors also have big rules in affecting the students make errors. To clarify this finding, for further details will be discussed in discussion section.

B. Discussion

The present section provides a comprehensive discussion related to the findings. This section comes with deep explanation related to the research questions. A discussion section is explained from the result in analyzing errors from the English Department students writing text pertinent to kind of errors and intralingual errors. This section also explains the factors influencing the students in making errors. In the factors section, the researcher gets the result from conducting an interview personally with the students. In the present section, the comprehensive discussion is divided into three sub-sections that can be seen below.

1. Types of Errors Performed by the Fourth-semester Students

In the previous research, most of the researchers conducted the research in the low level of grade of the students, such as in the Junior High School, Senior High School, and also the first semester of the students in university. The results

from previous research showed that all the students made errors in their writing text, especially grammatical errors. Those results of the research are in line with theory by Lyons (1968:54) that in learning English, one of the massive problems faced by students is related to grammar. Furthermore, Lyons also explains that grammar is the forms of words from the language itself and their combination in phrases, clauses, and sentences. It means that the students have to focus in learning grammar in the form of word, phrases, clause, and sentence in target language to minimize the appearance of errors.

In line with the previous research, this research also has the similarity result where the students in fourth semester of Ahmad Dahlan University also made errors in their writing texts. The present research adopts the theory based on five principles ways of the surface strategy taxonomy, which are *omission*, *addition*, *misformation*, *misordering error*, and *blends* (added by James) from Dulay, Burt, and Krashen (1982) in James (2013). From the finding section, it is found that the students make errors in all of categories with different percentages. The highest result that appears is omission, the second is misformation, followed by addition, misordering, and blends.

Omission ranks the highest percentage of errors that occurs in the students' writing texts. In this case, most of the students make errors in the use of suffix *-s* as a plural maker. The use of plural maker is often forgotten by the students in writing sentences. They are basically correct in using subject, determiner, object, adverb, and others but often forget for using suffix *-s* as a plural form. Moreover, errors also occur in suffix *-s* in verb of the third singular person in the simple

present tense. In this stage, the students have not mastered yet the use of third-person pronouns, where the students use the subject of "he", "she", or "it" without adding *-s* in the verb after those subjects. Besides, the students also often eliminate the presence of auxiliary verbs. They seem more focused in using main verb in the sentences. In this research, the students not only eliminate suffix *-s* and auxiliary verbs, but also ignore the presence of prepositions. Sentences used by students are good, but it is considered improper without the presence of a preposition needed in a sentence.

The second highest error occurs in the students' writing texts is *misformation*. There are two sub-categories in misformation, namely archi-forms and alternating forms. From those categories, alternating forms occupy the highest place of errors made by the students with 73 errors. In this case, the students make an error in choosing the right form of word in the sentence. They choose verb₃ instead of verb₁ in using simple present tense. On the other hand, they also make errors in selecting linking verb in the form of plural and singular. Then, the other sub-category of misformation is archi-forms. In this sub-category, errors are found 2 times in the used of determiner. The students have not mastered yet the selection of the determiner forms in the form of plural and singular. These errors are found from the students' writing texts twice.

The third highest error occurs is *addition*. There are three subcategories of addition; those are double marking, regularization, and simple additions. From those sub-categories, simple addition places as the highest category of error found in the students' writing texts which are 37 times. In this case, the students still do

not understand that there are some words that will not change or need added suffix –s in singular or plural words. The second percentage of addition errors found in the research data is double marking which is 24 times. In this case, this error is caused by the students' failure to delete certain items which are required in some linguistic constructions. The students tends to use two linking verbs which make it has ambiguous meaning. They should use one linking verb to explain the sentence. Lastly, the last sub-categories of addition is regularization that is not found in student writing. In this stage, the students are likely to understand the forms of regular and irregular nouns.

The fourth highest percentage of errors that occurs in writing is *misordering error*. In this category, the students apply a form of linguistic item which is not common in the target language constructions. Based on the finding, students are still having difficulty in applying language structures and using correct forms of words. The use of incorrect language structures, words, and phrases causing students to produce errors. An error occurs when the students cannot find the exact order in a sentence. In addition, students also have not been able to decide permanently whether a sentence requires the form of words as nouns or as verbs.

Similar with misordering, *blends* rank the fourth or the lowest highest percentage of errors which is 6 times. In this case, the students make errors because they have activated two structures and failed to choose one of them so that they combine them in a sentence (James, 2013: 111). On the other hand, the students also repeat the same words in other parts of the sentences. The use of the word or phrase in the sentence should be followed by the effectiveness. The use of words repeated by students becomes common because they assume that it is

natural. However, it is not effective because it can be categorized as a waste of words and clearly they are not aware of it.

To be concluded, the five categories of errors included omission, addition, misformation, misordering, and blends are found in the writing texts of the students. From the results of the research, the students from the fourth semester of Ahmad Dahlan University still make errors in writing that are mostly done by beginner learners. In language learning, students are faced with various provisions of the language structure, in the process learning English is no exception. They still have difficulty in using or choosing words that are correct, deciding language structure, and structuring the word order in the sentences. There are some sources of those errors, but this research focus on intralingual errors since the previous research shows that this error has a big role the students make errors.

2. Intralingual Errors Performed by The Fourth-Semester Students

Most of people think that learning a foreign language is difficult because it certainly has a vast difference with the mother tongue. According to the British Council, indeed, there are many languages around the world that have similarities, for example in terms of syntax, grammar, even vocabulary which they have the same origin, such as Dutch and German, Indonesian and Malaysia, or France and Spain. However, Indonesian and English have significant differences pertinent to syntax, grammar, even vocabulary.

Admittedly, mother tongue also becomes the reason the students make error in their writing text. However, the result of previous research shows that the highest percentage of student errors occurs because of the target language. The

research who was conducted by Alfiyani (2013) stated that intralingual has the highest percentage 35.99 %. Muslims (2014) also found that intralingual errors occur 77,77%, Sari (2015) found that the frequent of intralingual errors in SMP were 83 cases (69.74%), in SMK were 70 cases (64.23%), and 73 cases (89.02%) in University, Pratiwi (2015) found that intralingual errors in Junior High School were 72,17% and 85,96% in Senior High School, and Chandra (2017) also stated that the errors fell into intralingual as much as 65,64 %.

By all means, the students' competence is the biggest reason why the students make errors. The errors illustrates that the students are likely to build up the hypotheses about the English from their limited experiences of ambiguous explanation supplied by the teacher, faulty presentation in a textbook, or wrong memorized pattern. Because of that, this research is carried out in order to find out more specifically the types of errors made by students. By using the theory of James (2013) who divided seven types of intralingual errors including *false analogy*, *misanalysis*, *incomplete rule applications*, *exploiting redundancy*, *overlooking co-occurrence restrictions*, *hypercorrection*, and *overgeneralization*. From the finding section, the students make errors in all of categories with different percentages. The highest result that appears is *overgeneralization*, the second is *overlooking co-occurrence restrictions*, the third is *exploiting redundancy*, the fourth is *misanalysis* and *incomplete rule applications*, and the lowest is *false analogy* and *hypercorrection*.

Overgeneralization is being the highest error performs by the students. In this case, errors occur because of the use of the target language is not suitable

since it is assumed that a word can be used in all situations. System options, such as tense-markings, are also susceptible. From the finding, the students have done some errors in their writing. The highest percentage is in the use of two rules, which are the use of modal and simple present tense or others in a sentence. They have to choose one rule in a sentence without combining it. Error also occurs in the alternative word “*other*” and “*another*”. On the other chance, they also commit to make errors in the use of linking verb “*is*” and “*are*” in the form of plural and singular. The last error found in the students’ writing text is that the students tend to focus on word structure without looking at the meaning and purpose of a sentence.

The second highest error performed by the students is *overlooking co-occurrence restrictions*. In this case, the students do not know that certain words go together with certain complements, preposition, and others. Occasionally, they also use the kind of incorrect word in the sentences. Error also occurs in using singular and plural noun, the students add suffix *-s* after using article “*a*”. From analyzing the finding, the researcher found that the students have done several errors in their writing. The example occurs in using the word “*scared*” and “*frightening*”, the student assumes that both of them have similar function. On the other chances, putting preposition to relate nouns or pronouns is needed when the students does not accomplish it.

The third highest percentage of students’ errors was *exploiting redundancy*. The use of words that are not needed in the sentence is called exploiting redundancy. Words that are not needed can be because the word has a

different spelling but the same meaning. On the other hand, it can also be the same spelling with the same meaning but its use does not need to be repeated. From the finding, the students make errors in repeating the word that have same meaning and spelling. In this case, the students also do extravagance the word because they repeat the word that is not needed in the sentence. To be concluded, the students cannot use the words efficiently in a sentence.

The fourth highest percentage of students' errors was *misanalysis* that becomes the next highest percentage error that occurs in the texts written by the students. In this case, the students have built unfounded hypothesis in the L2 or the students own hypotheses of English rules and put it in practice. James (2013) states this kind of errors occur in the use of pronoun. From the finding, the students make two errors because they are still confused in using pronoun. They use subject as possessive pronoun in the sentence instead of using possessive pronoun itself.

Incomplete rule applications also include as the fourth percentage of errors because have same result with misanalysis. Following the rules in a language is important because when we do not follow the rules, it will be categories as an error. In this case, the student does not follow the structure of the target language because of their competence. From the finding analyzing, the students get wrong from arranging the structure of the sentence. For the example, they put the *main verb* before *auxiliary verb* in the negative form of the sentence. Some of the rule restriction errors are because of wrong analogy and rules.

The lowest percentage of students' error that is found in the research data was *false analogy*. In this stage, the students have done the errors in the same percentage. For *false analogy*, the students think that an item behaves like another item. Students think that in English all singular noun can become plural just by adding suffix *-s*. However, there are several nouns that change depending on its use, called irregular nouns. To conclude, the students only add suffix *-s* without identifying that the noun is a regular or irregular form. There are some nouns that do not need suffix *-s* being plural, called uncountable noun. Nouns that have only one form are used for singular and plural form.

Hypercorrection also include as the lowest percentage of errors because have same result with false analogy. In this case, errors occur because the students over monitor their L2 output. Because of over-monitor process, the students make errors. It can be seen from the findings, there are some hypercorrection found in the students' writing. Another example is when they use suffix *-s* in verb when the subject on a sentence is plural. On the other hand, they also omit suffix "*-ing*" in the auxiliary verb in the form of present continuous tense. In hypercorrection, instead of producing perfect results in writing, the students make errors in sentences that should be correct. However, the students do not make error in other chances.

Above it all, the students in Ahmad Dahlan University make errors in all categories of intralingual errors with different percentages for each category. Errors at this stage are related to their competence. Errors that they make tend to be consistent and occur several times in one paragraph or a text. This is as said by

James (1998: 78) that if the student tends to be able to correct errors in his output, then it can be assumed that the form they chose is not the intended form, and we can say that error is a mistake. However, the student in any way is unable to make corrections, we assume that the form used by the student is the intended form, and that is an error. Besides, there are times that the students make errors, but in other chances the students use the right rules in the same structure. It is concluded as hypercorrection.

This is supported by the results of interviews conducted by the researcher. Students were given several questions, one of which was whether they realized when making an error. Most of them answered that they did not realize it even though they checked it several times. Some stated that they felt there was an error they made in their writing, but they were confused to find the error. This is consistent with what Feltsen (2009: 6) states that errors are something that we cannot correct and it is something that we will have to learn in order to correct and understand.

3. Factors that Causing Errors

In general, there are two factors causing errors in the process of mastering English, namely internal factors and external factors. In this case, the researcher conducted an interview personally with the students after they took the test. The grouping of factors is based on the results of the interviews and students' understanding of the errors they make. Based on the results of the interview, internal factors that cause students to make errors lead to the lack of students mastering of language aspects. Whereas for external factors, students reveal it is

caused due to lack of quality from the learning environment or the atmosphere of test, learning materials, instructors, and others in supporting the development of writing skills.

From an interview, most of students said that mastering the rules of English is not easy such as mastering the rules of English in grammar, vocabulary, and spelling. They also said that they do less of practice in writing. If talking related to the ability of students to master English, of course this can be related to the behavior of the students in the learning process. As stated by Brown (2007), those internal factors are specified by the individual students, such as motivation, attitude, personal practice, and study habits. Each of these factors is in accordance with the learners' ability to acquire a target language.

The improvement of students' learning motivation is certainly very much needed to achieve the learning target. As expressed by Dornyei (1998) motivation has been widely accepted as one of the key factors influences the rate and success of foreign language learning. According to Deci in Brown (2001), there are two types of motivation which are intrinsic and extrinsic motivation. Intrinsic motivation is the one in which there is no apparent reward except one itself. According to the perspective of intrinsic motivation, people seem to engage by their own sake not because of the leading to get rewarded.

The extrinsic motivation is carried out in anticipation of a reward of outside and beyond one self. The typical extrinsic rewards are prizes, money, grades, and even certain types of positive feedback. From both of them, intrinsic motivation strongly plays a significant role in one's success in target language

learning. Then, language teaching and learning in the classroom must be done by building up students' intrinsic motivation for increasing their interest in process learning in order to level up their ability.

Besides, attitude, motivation, personal practice, and study habits are also being important for students to achieve goal learning. Attitudes have a changeable and flexible structure, even though they are formed through inheritance, experience, and environmental impact. As stated by Tran (2013: 9), students need to write copiously and regularly if they wish to make progress in their writing ability. He also gives an example, just as athlete have to practice thousands of hours intensively to perform well. On the other hand, knowing the attitudes that have facilitating effects in the formation and repetition of behaviours and habits, offers the ability to predict, and shape the reactions of individuals (Hermann-Brennecke, 2013).

Moreover, attitudinal factors play a very significant role in the target language learning. Attitudes encourage intake of the students which is capable to help them to communicate in the target language and obtain necessary input for language learning. What is mostly heard in the target language will be acquired by a student who has a positive attitude. Positive attitude towards the classroom and teacher may relate both to acquisition and learning. A student who feels comfortable in the class and likes the teacher may seek out intake by volunteering and accepting the teacher as a source of intake (Krashen, 2002).

Apart with internal factors, external factors also have been important rule in achieving goal learning. From the interview that has been conducted by

researcher, there are many factors that are confessed by students. However, in this stage the researcher point out some factors such as learning environment or the atmosphere of test, learning materials, and instructors. Those are based on Browns' definition (2007), external factors can be different for each individual, but their common attribute is that they are based solely on the circumstances outside of the control and influence of the students.

Learning environment or the atmosphere of test were the most mentioned by the students. They said that the atmosphere in the classroom was not conducive and influenced their learning outcomes. The atmosphere during the test also had an impact on the results of their writing skills. Disturbing things such as a tense atmosphere that causing nervousness and not focus, disturbed by friends by borrowing stationery, noisy, limited time, and room temperature that too cold or hot also being the reason. On the other hand, Silalahi (2014: 163) gives recommendation to the lecturer to improve their teaching practice to help the students learn better and in a long run to make the students as active learners and enable them to use English fluently. As mentioned by the students that learning materials and teachers also influence them in achieving learning goals.

To sum it up, finding a solution to every problem either in internal or external factor is very important. If internal and external factors can be considered more in finding solutions, the students' mastery of the target language is expected to increase. Consequently, the errors made by students in composing English writing texts are likely to decrease gradually. This certainly requires not only the

assurances of the teachers but also cooperation from students to master the English writing skill.

C. The Limitations of the Research

Every research is certainly not perfect, and it also has some limitations. Similarly, there are several limitations in this research.

1. This research is merely focused on the discussion texts which are written by the English Department students majoring in English Education at Ahmad Dahlan University. As a result, the findings and discussion in this research cannot be generalized to all fourth semester students from other universities.
2. This research tends to focus on one type of discussion text. Meanwhile, there are other types of writing text that are considered important to be analyzed as well.
3. Moreover, this research is likely to focus on writing skill. Meanwhile, productive skill such as speaking skill is also considered important to be mastered in learning English.