

CHAPTER IV

FINDING AND DISCUSSION

A. Data Analysis

1. The Interlanguage errors occurred in students' writing.

A total of 499 errors were identified in all. Of them 207 (41,5%) were errors of omission (OM), 97 (19,5%) were errors of addition (AD), 119 (23,8%) were errors of misformation (MF) and 76 (15,2%) were errors of misordering (MO).

a. Omission.

From the three times writing recount text assignment, the researcher found the total error of omission is 207 from the first assignment are 76 (36,7%) errors of omission, the second assignment are 68 (32,9%) errors and the third assignment are 63 (30,4%) errors. The errors categorized into omission of -ed, omission of article, omission of preposition, omission of to be, omission of form s / -es, omission of possessive, omission of verb and omission of auxiliary.

From the research the writer found:

1) Omission of -ed (26,6%)

In past tense for regular verb the characteristic is added -ed but some students still use verb 1 for past tense. They don't add -ed. If the word ends in -e just add -d. If -y preceded by a vowel keep the -y and add ed and if -y preceded by a consonant change -y to i add -ed.

a) After that I return_ home. S39/T1/OM

Suggested: After that I returned home.

b) My mom decide__ to lodge in hotel S23/T3/OM.

Suggested: My mom decided to lodge in hotel

c) I just stay__ at home. S39/T3/OM

Suggested: I just stayed at home

(See others at appendix 1 a)

2) Omission of article. (10,1%)

There are two articles : indefinite article (a, an) and definite article (the)

Article a, an is used for singular and countable nouns. For example: She has a dictionary. The article (the) is used before singular or plural nouns. She has a book. The book is very good.

a) Because so liked with__ atmosphere. S5/T1/OM

Suggested: My family also like with the atmosphere

b) _ holiday was fun. S19/T2/OM

Suggested: The holiday was fun.

c) _ day was getting late. S 33/T2/OM

Suggested: The day was getting late.

(See others at appendix 1 b)

3) Omission of preposition. (12,1%)

The kind of preposition likes in, on, at, for, from, about, of, before etc.

The usage of preposition for instance:

Preposition (at) for time ; at six o'clock, at night

Preposition (on) for day : on Sunday, on Friday

Preposition (in) for period or country, town, : in August, in summer, in America, in Madiun.

Preposition can be used in gerund. Gerund after preposition. When a verb is placed immediately after preposition the gerund form is used.

Example: I am tired of waiting you.

He is good in telling lies

The students make errors in using preposition for time and town.

The following are the examples of data:

- a) __ Sunday at eight o'clock we went to Teleng Ria beach. S22/ T3/OM

Suggested: On Sunday at eight o'clock we went to Teleng Ria beach

- b) We arrive __ Madiun at 11.00 pm. S24/ T3/OM

Suggested: We arrive in Madiun at 11.00 pm.

- c) We arrive _ Friday morning S24/T2/OM

Suggested: My friend and I arrive at home at four oclock.

(See the others at appendix 1 c)

- 4) Ommision of tobe. (14,5%)

It is quite different between English and Indonesian especially in stucture/ grammar of sentence. In English there are to be likes is, am, are, was, were, etc. The following are the examples of data:

- a) Because the way to Jogja__ very jam. S1/T1/OM

Suggested: Because the way to Jogja was very jam.

b) The water in the river__ clean. S4/T1/OM

Suggested: The water in the river was clean

c) My grandmother's home__ near from my home. S15/T3/OM

Suggested: My grandmother's home was near from my home.

(See others at appendix 1 d)

5) Ommision of plural form_s/es. (16,4%)

There are singular and plural forms for noun in English. There are some ways to change singular into plural, One of them is by adding s or es for countable nouns that more than one .for example book (singular) become books (plural). Here the researcher find the students don't add s or es for plural.

a) The next day we spent our time observing plantation and insect while my other friend__ were preparing meals. S6/T1/OM

Suggested: The next day we spent our time observing plantation and insect while my other friends were preparing meals.

b) After five day__ in Tuban. S21/T1/OM

Suggested: After five days in Tuban.

(See others at appendix 1 e)

6) Ommision of possessive.(5,3%)

a). I went to grandmother_ home S15/ T1/OM

Suggested: I went to grandmother's home

b). My grandma_ house was in north BAndung. S38/T2/OM

Suggested: My grandma's home was in north Bandung.

(See others at appendix 1 f)

7) Omission of verb. (8,7%)

- a) After_ breakfast I went on a trip. (S17/T2/OM)

Suggested: After having breakfast I went on a trip

My father_ to airport. (S23/T1/OM)

Suggested: My father went to airport

(See others at appendix 1 g)

8) Omission of auxiliary.(6,3%)

- a) I_ not feel frighten again . (S8/T1/OM)

Suggested: I did not feel frighten again.

- b) After _ breakfast, we walked to the beach (S21/T3/OM).

Suggested: After having breakfast, we walked to the beach.

(See others at appendix 1 h)

b. Addition

The researcher finds in addition total 97 errors, the first assignment is 31(32%) errors, secondly is 36 (37,1%) errors of addition (AD), and the last is 30 (30,9%) errors of addition(AD).

Double marking means the failure to delete certain items when adding some new ones. The students often forget the grammar in English especially in the tenses . It is very common because it is quite different from Indonesian that doesn't know tense so they translate from Indonesia into English directly. In this study found double

marking of to be, double marking adverb of time and the last is double marking of verb.

1) Double marking (19,6%)

- a) There are is cool located. (S9/T2/AD)

The student uses double to be –are and –is in the sentence.

- b) Last week ago, I and my friend...(S26/T3/AD)

Suggested : Last week, my friend and I ...

S26 uses double adverb of time last and ago.

- c) It's was 31 December 2011. (S31/T3/AD)

Suggested: It was 31 December 2011.

- d) I am is very happy. (S11/T2/AD)

Suggested: I am very happy.

(See others at appendix 2 a)

2) Regularization (30,9%). It refers to an error having exceptional item of the given class that do not take a marker.

- a) We don't forgeted photo together. (S21/T1/AD)

Suggested: We didn't forget taking picture together

- b) At home I get sleeped. (S25/T3/AD)

Suggested: At home I slept

(See others at appendix 2 b)

3) Simple addition:(49,5%). Error of simple addition refers to the addition of one element to the correct utterance.

a) In the Borobudur temple I saw some beautiful temples.

(S7/T1/AD)

Suggested: In Borobudur temple I saw some beautiful temples.

b) On the last week I with the best friend went to cemara sewu

Sarangan (S14/T1/AD) .

Suggested: Last week I with the best friend went to cemara sewu Sarangan.

c) We went to home. (S25/ T2/ AD)

Suggested: We went home.

(See others at appendix 2 c)

c. Misformation

In misformation (MF) total errors are 119, the researcher found 44 (37 %) errors of misformation for the first assignment, 42 (35,3%) errors of misformation for the second and 33 (27,7%) errors of misformation for the third assignment.

There are three errors of misformation :

1) Regularization (56,3%)

Regularization is the application of one rule used with the regular form to irregular or to the other one

a) Last week I go to grandma's house. (S4/T1//MF)

Suggested: Last week I went to grandma's house

b) We buy a gift. (S20/ T1/MF)

Suggested: We bought a gift.

- c) Last week I and my friend go to Surabaya.(S23/T3/ MF)

Suggested: Last week I and my friend went to Surabaya.

The students usually feel difficult to remember about the change of the verb from verb 1 or verb 2 especially for irregular like the example below.buy (v1), bought (2), and bought (v3)

(See others at appendix 3 a)

- 2 Archi-form (11,8%) The selection of one member of class form to represent others in the class. The following are the example of data:

- a) Then she called Adel who had that motorcycles. (S10/T1/MF)

Suggested: Then she called Adel who had those motorcycles

- b) Before we built the a awning.. (S12/T2/MF)

Suggested: Before we built the awning

- c). I and my friend enjoyed all games that there (S26/T3/MF)

Suggested: I and my friend enjoyed all games there

(See others at appendix 3 b)

- 3 Alternating form (31,9%) The alternation of various member of class each other. The examples of the data:

- a) My holiday made we tired but happy. (S8/T2/MF)

Suggested: My holiday made me tired but happy

- b) On vacation last month, me and my mom on vacation to Jogjakarta. (S1/T1/MF)

Suggested: On vacation last month, I and my mom enjoyed vacation to Jogjakarta.

c) It make I bored in the case. (S32/T3/MF)

Suggested: It made me bored in the case.

(See others at appendix 3 c)

d. Misordering

The researcher found total errors of misordering are 76. That there are 26 (34,2%) errors of misordering for the first assignment , the second there are 28 (36,8%) errors and the last is 22 (29,0%) errors of misordering (MO).

In Misordering the errors are characterized by the incorrect placement of a morpheme or a group of morpheme in an utterance. English is difference from Indonesian about the structure of morpheme.

for example in Indonesia

Liburan ini = Holiday this (wrong)

Liburan ini = This holiday (right)

Penampilan yang bagus = a performance good (wrong)

Penampilan yang bagus =a good performance (right)

The following are the examples from the data:

a) At holiday this I was very happy. S9/T1/MO

Suggested: At this holiday I was very happy

b) There I was happy it rice fried. S9/T1/MO

S9 makes errors in phrase of rice fried. It translates from Indonesian into English nasi goreng become rice fried. He doesn't know that in English the structure is not like that. The right one is fried rice. The second the word (It) it means the student pronounce (makan) is (it) Actually makan in English (eat) although the pronounce is (it) so the sentence will mean if the translate is Di sana saya bahagia/senang makan nasi goreng.

- c) Once we had enough happy. S12/T3/MO
Suggested: Once we had happy enough.
- d) My mom played sand beach. (S1/T1/MO)
Suggested: My mom played beach sand.
- e) We went to the beach Parangtritis. (S1/T3/MO)
Suggested: We went to Parangtritis beach.
- (See others at appendix 4)

2. The characteristics of interlanguage errors made by students:

The aspects of the interlanguage errors are:

- a. Transitional Competence that focus on the fact learners are developing knowledge of second language (L2). This describe of the rules that a learner has developed at a particular stage (his competence) and imphazes its temporary nature as learner progresses (transitional).

- b. Idiocyncratic Dialect. This term emphasizes that at any given time, the learner operates a self-contained language variety (dialect).
- c. Approximative system is proposed by Nemser (1971). This term emphasizes that the learner language has its own system, which is approximative, more or less close to the full second (target) language system. It is also suitable with Adjemian's Concept that there are four important characteristics of interlanguage namely: Systematicity, Permeability, Dynamicity and Fossilization.

1) **Systematicity** : means that there exists an internal consistency in the rule and feature system which make up the interlanguage. Like all human languages interlanguages must contain an organized set of rules and basic elements (lexical items, phonological units, grammatical categories). The organization of these sets into a coherent functional whole results in the emergence of a linguistic entity with internal consistency. Though learner's TL utterance may be deviant by comparison with the target language norm, it does not mean that they lack system. Errors are patterned, some regular errors are evidence to the influence of the native language while others are attributable to the target language. The internal organization of IL can be seen linguistically just like any natural language. So to learn something about the learners'

language system in speech or writing can be done by making a series of description of the learner's language. The researcher

Finds:

a) Systematicity of plural for examples:

After five day__ (days) in Tuban.(S21/T1)

Because a few day__ (days) before....(S21/T2)

I'm so enjoyed here with many activity_

(activities).(S21/T3)

I not forget carry fishing equipment __ (equipments). S26/T1

There I and friend try all game__ (games). S26/T2

I and my friend enjoy all game__ (games). S26/T3

b) Systematicity of regular verb in past verb, for examples:

I plan_ to stay for three days. S33/T1

Finally I reach _ the destination safely. S33/T2.

I enjoy_ cooking. S33/T3.

Then we continue_ the journey.S34/T1

We continue_ after my sister got treatment. S34/T2

They greet _ us with happy. 34/T3

c) Sytematicity of preposition for examples:

We left_ Thursday morning. S24/T1

We arrive_ Friday morning. S24/T2

We arrive_ Madiun. S24/T3

(See others at appendix 5)

2) **Permeability.** The susceptibility of interlanguage to infiltration by first language and the target language rules or form. Yip (1995). The structure of the interlanguage can be invaded or infiltrated by the learner's native language. Especially when the learner is placed in a situation that cannot be avoided, he may use linguistic rule or item from the first language. Similarly from other situation the learner may stretch, distort, or overgeneralize from the target language in his effort to produce the intended meaning. Both of these processes (native language transfer and overgeneralization) reflect the basic permeability of interlanguage. Permeability is a property unique to interlanguage which may differ from other natural language system.

The following are the examples of data:

In the data (a) below (T1) there is no error in using irregular verb (went) but in the second (T2) there is an error in verb regular verb (leave). On the contrary in (T3) there is no error in irregular verb (bought).

The student is still in permeability.

a) I went to farm (S25/T1/P)

I and my family leaved in the morning. (S25/T2/P)

There, we bought souvenirs (S25/T3/P)

- b) We enjoyed at Parangtritis beach.(S1 /T1/P) (No error)
- We clean _ the body. (S1 / T2/P) (error)
- We decided to rest. (S1/ T3/P) (No error)
- c) There we enjoyed the view from the bottom.(S18 /T1/P)
- (no error)
- We arrive_ there a 10.00 a.m. (S18 /T2/P) (error)
- We decided to go home . (S18/ T3/P) (no error)
- d) I depart_ at 08.00 morning (S29/T1/P) (error)
- After all gathered. (S29/T2/P) (no error)
- We immediately wash_ in the shower (S29/T3/P) (error)
- (See others at appendix 6)
- 3) **Dynamicity** . Here interlanguage is dynamic in the sence that the system of rule which learners have in their minds change frequently, resulting in a succession of intern grammar.(Saville Troike 2006). Meanwhile Nemser (1977) refers to this as an approximative system, giving an emphasis that the learners language is approximative in nature.This especially draws attention to the structural aspects of the learner's language, which is approximative, more or less close to the full target language system. In this sense, the learner may be viewed as progressing along a continuum from zero knowledge of L2 to a level closely resembling the linguistic competence of the native speaker of the target language.

The findings are:

In the example of (a) student makes errors just for the first assignment (T1) using s or es in plural (some motorcycle_) the correct is motorcycles. It is added by –s because of plural. However for the second and third assignment the student make correctly (3 hours). It means he understands singular and plural.

a) Because there were some motorcycle__ (motorcycles)
(S10/T1/ D) (error).

It took around 3 hours. (S10/T2/ D) (no error)

It took around 3 hours. (S10/T3/ D) (no error)

In (b) student still do error in preposition (T1) however

In T2 and T3 he doesn't make errors so he closely resembling to the linguistic competence to the target language.

b) I arrived at home _ four o'clock (S22/T1/D) (error)

At two o'clock we came back. (S22/T2/D) (no error)

At eight o'clock we went to Teleng Ria beach. (S22/T3/D)

(no error)

(See others at appendix 7)

3. The possible factors that contribute to the errors.

Based on the findings the students do commit errors because of L1 transfer. As Selinker suggest there are five processes central that contribute to the errors namely: language transfer, transfer of training, strategis of second language communication and overgeneralization of target language linguistic, but related to the study the researcher focuses on two type of error as a result of native language, the process is caled “language transfer” or interlingual transfer and the second is intralingual transfer.

a) Interlingual transfer (i.e transfer from mother tongue or any other previously learned language).The influence of mother tongue is also obvious in this case where some students were influenced by the sentence structures or patterns of their mother tongue or first language. From the students’ writing found 52 sentences (see appendix 9) that influenced by first language or mother tongue.

Some sentences found are:

1. Once on the road, the rain come. S4/T2 (it rained)

Ketika di jalan, hujan datang.

The student was influenced by L1 in the sentence the rain come.

He directly translated into English what he supposed common in his native language (L1).

2. I photoes with all my family. S7/T2

Saya foto dengan semua keluargaku

The word photo has two functions, the first function is as noun and the meaning is (foto), the second function is as transitive verb. The transitive verb is a verb that need an object. Photo here means (memotret). So the sentence made by (student 7) when the meaning is saya foto dengan semua keluargaku directly translate from Indonesia into English without pay attention to the grammar especially to verb photo and the plural on the word family. Here L1 is influence. The suggested sentence is I took a picture with all my families. Or it can be I photo all my family (saya memotret semua keluarga saya).

3. It was morning, the time we cleaned. S12/T3

Itu dah pagi, waktunya kita bersih- bersih.

The time we cleaned is Indonesian style or influence of mother tongue.

In English is It's time to clean.

4. And we will the story to my mother and father S12/T3

Dan kita akan cerita kepada ibu dan ayahku.

The student knows that the story the meaning is cerita and he doesn't know that the story is noun. And the suggestion is that the sentence using verb namely tell (cerita / menceritakan).

5. I to Solo. S29

Saya ke Solo.

Suggested: I went to Solo.

From the examples above the researcher conclude that the student directly translate from the first language L1 (mother tongue) into English. They don't know that in L2 (english) there is structre and grammar that is quite different from Indonesia.

- b). Intralingual transfer. Those due to the language being learned TL independent of the native language. They are items produced by the learner which reflect not the structure of mother tongue but generalization based on partial exposure to the target language, or overgeneralization is another factor contributing to the students' errors where the learner creates a deviant structure on the basis of his experience of other structures in the target language. For example, "I saw beautiful scenery". Subsequently, the student may also produce another sentence: "I looked at beautiful scenery.

The following are the examples of data:

1. overgeneralization of conjunction with.

We went to Sarangan with car. S12/ T1

The perform with together. S12/T2

I with my friend went camping. S12/T3

2. overgeneralization of pronoun.

Then we uncle family pick up. S8/T1

We visited Borobudur temple.S8/T2

My holiday made we tired.S8/T3

B. Research Finding

1. Interlanguage errors occurred in students' writing:

From the data analysis the researcher found errors of omission, errors of addition, errors of misformation and errors of ordering. There were 8 ommision, namely ommision of –ed (26,6%), ommision of artice (10,1%), ommision preposition (12,1), ommision of to be (14,5%), ommision of s/es (16,4%), ommision of possessive (5,3%), ommision of verb (8,7%), and ommision of auxiliary (6,3%).

The table is below

No	Categories	Sum of errors	Percentage
1	Ed / d	55	26,6%
2	Article	21	10,1%
3	Preposition	25	12,1%
4	Tobe	30	14,5%
5	s/es	34	16,4%
6	Possesive	11	5,3%
7	Verb	18	8,7%
8	Auxiliary	13	6,3%
	Total	207	100%

Based on the finding in data analysis above the first rang of errors made by students was ommision of d / ed. It happened in past tense. To differentiate verb in present tense and past tense for regular verb is by

adding -d or -ed but most students didn't add -d or -ed. They still write verb present without adding anything. The second rank is the omission of s / es. The usage of s / es is present tense for the subject or pronoun He, she, it or the third person singular followed by verb in present tense is added by s / es. For example: She plays badminton every Sunday. Besides s / es also used in plural. For nouns in plural usually added by s / es. For example: He takes five books and the third rank is the usage of to be

Based on the data above the researcher conclude that the students have lack competence of grammar. However the researcher not fully the problem is for students. The researcher assume that the time to study for students is so limited. It can be seen in the curriculum in SMA in a week there are 44 hours and there are 15 subjects. Every hour is 45 minute and for the English subject in a week just 4 hours (9,0%). The teacher should use time for four skill: listening, speaking, reading and writing. On the other hand today grammar is not taught specifically because the teaching learning is integrated.

2. **The characteristic interlanguage error made by the students:**

Based on the data analysis the researcher categorize the interlanguage error made by students in writing recount text into three important characteristics of interlanguage namely:

- a. **Systematicity.** Despite the variability of interlanguage, it is possible to detect the rule-based nature of the learner's use of

the L2. He does not 'select haphazardly from his store of interlanguage rules, but in predictable ways. He bases his performance plans on his existing rule system in much the same way as the native speaker bases his plans on his internalized knowledge of the L1 system. It has often been pointed out that evaluating L2 performance in terms of the target language grammar is unsatisfactory, because the learner behaves 'grammatically' in the sense that he draws systematically on his interlanguage rules. The term 'error' itself is, therefore, doubtful. A learner utterance can be classified as erroneous only with reference to the norms of the target language. For the L2 learner, however, the true norms are contained in the interlanguage system he has constructed.

- b. **Permeability.** The L2 learner's interlanguage system is permeable, in the sense that rules that constitute the learner's knowledge at any one stage are not fixed, but are open to amendment. In many respects this is a general feature of natural languages, which evolve over time in ways not dissimilar to the developments that take place in language-learner language. In a similar way some L2 learners of English (e.g. those with German or Norwegian as a L1) pass through a stage involving main verb negation before introducing an auxiliary into their interlanguage system. In this way the

historical development of English resembles the SLA of English. All language systems are permeable. Interlanguage differs from other language systems only in the degree of permeability, and, if the idea of fossilization is accepted, in the loss of permeability that prevents native-speaker competence being achieved by most learners (Adjemian: 1976)

- c. **Dynamicity.** The L2 learner's interlanguage is constantly changing. However, he does not jump from one stage to the next, but rather slowly revises the interim systems to accommodate new hypotheses about the target language system. This takes place by the introduction of a new rule, first in one context and then in another, and so on. A new rule *spreads* in the sense that its coverage gradually extends over a range of linguistic contexts. For example, early WH questions are typically non-inverted (e.g. 'What you want?'), but when the learner acquires the subject-inversion rule, he does not apply it immediately to all WH questions. To begin with he restricts the rule to a limited number of verbs and to particular WH pronouns (e.g. 'who' and 'what'). Later he extends the rule, by making it apply both to an increasing range of verbs and to other WH pronouns. This process is a feature of the inherent instability of interlanguage and its built-in propensity for change.

The following is the table.

No	Categories	The frequency	percentage
1	Permeability	45	30.7%
2	Dynamicity	33	22,4%
3	Fossilization	0	0 %

Based on the data above permeability the first and the second is dynamicity. In this study the researcher couldn't find the fossilization because he didn't do learning process however just gave the assignment to write recount text.

The dominant characteristic in interlanguage errors from the first language L1 into the second language L2 is permeability.

3. The possible factors that contribute to the errors.

There some factor that influence the errors that the students made. The researcher concludes that there are three factors. **The first** is language transfer that has been used widely in the interlanguage and second language acquisition studies to describe different theoretical account of the role of the learner's mother tongue in learning second language.

The influence of mother tongue is also obvious in this case where some students were influenced by the sentence structures or patterns of their mother tongue or first language.

The second is overgeneralization is another factor contributing to the students' errors where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

It is possible that the processes of transfer and overgeneralization in second language learning are result of single cognitive strategy that could be informally stated as what the learner knows. This predicts that the kind of errors made by second language learners will be dependent on their level proficiency. **The third** is that writing is not easy. It is generally agreed that writing is the most difficult skill to master for foreign language learners. In addition, students also have difficulties transferring ideas from their native language (i.e. Indonesia) into the target language (i.e. English). The student must combine the words or phrase become a good sentence. From the sentence combine with other sentences become a good paragraph and the last combine first paragraph to other paragraph into a good text.

C. DISCUSSION

From the data analysis the researcher found errors of ommision, errors of addition, errors of misformation and errors of misordering. There were 8 ommision, namely ommision of -ed (26,6%), ommision of artice (10,1%), ommision of preposition (12,1% ommision of to be (14,5%), ommision of s/es (16,4%),

ommission of possessive (5,3%),), ommission of verb (8,7%) and ommission of auxiliary (6,3%).

There is an indication that they did not seem to master the grammar aspect well, thus resulting in errors committed in their English compositions. (Krasen, 1987) suggested that the acquisition of grammatical structure follow a natural order which is predictable. It means that generally learners may acquire certain grammatical aspect early and other grammatical aspect late. It allows the possibility that the simple grammatical aspect maybe acquired early that the more complex ones late.

From the data report the worst mark of students in English subject is 75 and the best mark is 87 . Although the mark is good enough, it is not the mark specific for grammar however the mark for English subject, because today all aspect of English skill likes (listening, speaking, reading and writing) taught integrated so there is no mark for certain categories except English subject. The researcher assume that the time to study for students is so limited. It can be seen in the curriculum in SMA in a week there are 44 hours. Every hour is 45 minutes and for the English subject in a week just 4 hours (9,0%). From the limited time at school of course give a big chance for students to use spare time at home. However the students don't use the time as well as possible to study but watching television or games. It is suitable with Wiener statement:

Students spend numerous hours watching television and playing video games (Wiener, 1990).

In similar manner (Arter:2000) also stated that education has also change. Some schools have adopted a whole language curriculum and little time is allotted for the learning of writing. From the both opinion the researcher conclude that the students need enough time to study English proportionally. The researcher also suggested to parents and government to observe and monitor the activity of their children especially in studying. Another reason that writing is not easy. It is generally agreed that writing is the most difficult skill to master for foreign language learners. The student must combine the words or phrase become a good sentence. From the sentence combine with other sentences become a good paragraph and the last combine first paragraph to other paragraph into a good text. This is due not only to the need generate and organize ideas using an appropriate choice of vocabulary, sentence and paragraph organization but also to turn such ideas into readable text (Richard and Renandya; 2002). There are few stages in writing. Concerning with the stages in process of writing Caudery (1995) stated that the process of writing included planning, drafting and revising, while Brown (2000) states that pre writing, drafting, revising, and editing take place through out the process of writing. The sequence of activities typically occurs in

four stages: prewriting, composing/drafting, revising and editing (Badger and White, 2000:154). Prewriting is the phase of idea gathering. Drafting is the process of writing a rough outline of what will be addressed. Once students produce a rough draft, they read again and share it with peers or a teacher to receive comments. Then they make modification to their writing based on the feedback from their peers or a teacher; revising, or elaborating on the first draft, take place at this point. Editing, correcting mechanical errors like spelling or punctuation is the last stage. However this research doesn't pass the writing process as mentioned above, so the result of students' writing is directly product of students' writing. Maybe this is as the causes of the most errors.