

**AN ANALYSIS OF DICTION ERRORS MADE BY
STUDENTS ENGLISH STUDY PROGRAM IN WRITING
BACKGROUND OF THESIS IN PERIOD MARCH 2019.**

THESIS

Submitted as A Partial Requirements for the Degree of Sarjana in English Education
Program



By:

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Wassalamualaikum Wr.Wb

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I hereby sincerely state that the thesis **AN ANALYSIS OF DICTION ERRORS MADE BY STUDENTS ENGLISH STUDY PROGRAM IN WRITING BACKGROUND OF THESIS IN PERIOD MARCH 2019** is my real masterpiece. The things out of my masterpiece in thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic in the form of repealing my thesis and academic degree.

Bengkulu, Juli 2019


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MOTTO

“The way get started is to quit talking and begin doing” .

(Walt Disney)

"Orang-orang yang sukses telah belajar membuat diri mereka melakukan hal yang harus dikerjakan ketika hal itu memang harus dikerjakan, entah mereka menyukainya atau tidak."

(Aldus Huxley)

DEDICATION

With gratitude and my love, this thesis is dedicated to :

1. Allah SWT who gives me life until now, my beloved prophet Muhammad SAW who thought the people to be better.
2. Especially for my beloved father, Alm. Payakun Al Nuradi, S.Pd and my beloved mother, Jumarna Haryani, thank you very much for your sincere struggle and support to make my dream come true in a good education.
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Alhamdulillah, all praise be to Allah SWT, the god creates human beings and teaches them language, and with this permission, I can finish this thesis. May peace be always on our leader, the desert prince noblest human being. Prophet Muhammad SAW , along with his family and companion. This thesis entitles ‘**An Analysis of Diction Errors made By Students English Study Program in Writing Background of Thesis in Period March 2019**’ is one of the partial requirements for graduating from english education study program at Institute Agama Islam Negeri (IAIN) Bengkulu.

In finishing this thesis, the researcher was helped by many people. So in this opportunity, I would like to express my great gratitude for:

1. Prof. Dr. H. Sirajuddin, M.M.Ag, M.H, as the rector of Institute Agama Islam Negeri (IAIN) Bengkulu.
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3. Eva Dewi M.Ag as the head of Tadris Faculty IAIN Bengkulu.
4. Feny Martina, M.Pd as the chief of English Education program study.
5. Risnawati M.Pd as first supervisor and Fera Zasrianita M.Pd as the second supervisor .
6. All of english lecturers and administration staffs of IAIN Bengkulu.
7. All of my family members and my friends.
8. My religion and my almamater.

The researcher realizes that thesis still has many mistakes, So, the critique and suggestion would be accepted for its better. Finally, this thesis is hoped can be useful for the reader and the researcher himself.

Bengkulu, 2019
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Judul : An Analysis of Diction Errors Made by Tbi's Students in Writing Background Thesis.

Abstract

Deltanita Luberta, 2019. ‘‘An Analysis of Diction Errors made By Students English Study Program in Writing Background of Thesis in Period March 2019’’.

Thesis English Study Program, Islamic Education and Tadris Faculty.

Advisor: 1. Risnawati, M. Pd

2. Fera Zasrianita, M. Pd

Keywords: Diction Errors, Thesis, and Background Writing

Errors occur because the speaker already has rules that are different from other grammar, thus affecting the speaker's imperfections or inability. The word has implications for language use. The purpose of this study was to find out the errors made by Bengkulu IAIN English study program students who completed their studies in March 2019 in writing the background of the thesis and knowing the cause of the error. The subject of this study consisted of 19 students. The method used in this research is qualitative descriptive research. The data in this study were taken from the results of the writing of the English study program IAIN Bengkulu which had completed its studies in March 2019. In this study, the authors used an error classification based on the Gorys Keraf book to be included. In analyzing data, the technique used by the author is qualitative analysis. Qualitative analysis is used to describe or interpret results. By analyzing the background writing on the thesis, the author gets the test results and finds 16 denotative errors by students. students who make connotative errors as many as 19 errors. The results showed that the most mistakes made by students were in "connotative." This error occurs because of the influence of the student's mother tongue. Students often feel confused in choosing the right words in the sentence. In addition, they try to translate words from Indonesian into English without regard to English rules

Abstrak

Deltanita Luberta, 2019. “Analisis Kesalahan Diksi yang Dibuat oleh Mahasiswa bahasa Inggris dalam Penulisan Latar Belakang Skripsi periode Maret 2019”.

Program Studi Tesis Bahasa Inggris, Pendidikan Islam dan Fakultas Tadris.

Pembimbing: 1. Risnawati, M. Pd

2. Fera Zasrianita, M. Pd

Kata kunci: Kesalahan Diksi, Skripsi, dan Penulisan Latar Belakang

Kesalahan terjadi karena pembicara sudah memiliki aturan yang berbeda dari tata bahasa lainnya, sehingga mempengaruhi ketidaksempurnaan atau ketidakmampuan pembicara. Kata itu memiliki implikasi untuk penggunaan bahasa. Tujuan dari penelitian ini adalah untuk mengetahui kesalahan yang dilakukan oleh mahasiswa program studi Bahasa Inggris IAIN Bengkulu yang menyelesaikan studi mereka pada bulan Maret 2019 dalam menulis latar belakang tesis dan mengetahui penyebab kesalahan tersebut. Subjek penelitian ini terdiri dari 19 siswa. Metode yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Data dalam penelitian ini diambil dari hasil penulisan program studi bahasa Inggris IAIN Bengkulu yang telah menyelesaikan studinya pada bulan Maret 2019. Dalam penelitian ini, penulis menggunakan klasifikasi kesalahan berdasarkan buku Gorys Keraf untuk dimasukkan. Dalam menganalisis data, teknik yang digunakan oleh penulis adalah analisis kualitatif. Analisis kualitatif digunakan untuk menggambarkan atau menginterpretasikan hasil. Dengan menganalisis penulisan latar belakang pada tesis, penulis mendapatkan hasil tes dan menemukan 16 kesalahan denotatif oleh siswa. Siswa yang membuat kesalahan konotatif sebanyak 19 kesalahan. Hasil penelitian menunjukkan bahwa kesalahan yang paling banyak dilakukan oleh siswa adalah "konotatif." Kesalahan ini terjadi karena pengaruh bahasa ibu siswa. Siswa sering merasa bingung dalam memilih kata yang tepat dalam kalimat. Selain itu, mereka mencoba menerjemahkan kata-kata dari bahasa Indonesia ke bahasa Inggris tanpa memperhatikan aturan bahasa Inggris.

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Alhamdulillah, all praise be to Allah SWT, the god creates human beings and teaches them language, and with this permission, I can finish this thesis. May peace be always on our leader, the desert prince noblest human being. Prophet Muhammad SAW , along with his family and companion. This thesis entitles “**An Analysis of Diction Errors Made by Tbi’s Students in Writing Background Thesis**” is one of the partial requirements for graduating from english educationstudy program at Institute Agama Islam Negeri (IAIN) Bengkulu.

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11. Eva Dewi M.Ag as the head of Tadris Faculty IAIN Bengkulu.
12. Feny Martina, M.Pd as the chief of English Education prograam study.
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15. All of my family members and my friends.
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The researcher realizes that thesis still has many mistakes, So, the critique and suggestion would be accepted for its better. Finnaly, this thesis is hoped can be useful for the reader and the researcher himself.

TABLE OF CONTENT

TITLE	i
ADVISOR SHEET.....	ii
MOTTO.....	iii
DEDICATION.....	iv
PRONOUNCEMENT.....	v
ABSTRACT.....	vi
ABSTRACT.....	vii
ACKNOWLEDGEMENT.....	ix
LIST OF APPENDICES.....	xiii

CHAPTER I INTRODUCTION

A. Background of the problem.....	1
B. Identification of Research Problem.....	4
C. Limitation of Research problem	5
D. Research problem.....	5
E. Significant of the study.....	5
F. Definition of key terms.....	6

CHAPTER II LITERATURE REVIEW

A. The Concept of Writing.....	7
1. Definition of Writing.....	7
B. Diction Errors.....	9
1. Definition of Diction.....	10
2. Types of Diction.....	11
C. Errors and mistake.....	16
D. Tbi's Students (Students English Study Program).....	18
E. Thesis.....	18

F. Relate Previous Study.....	18
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CHAPTER III RESEARCH METHODOLOGY

A. Research Design	21
B. Object The Research.....	22
C. Research Instrument.....	22
1. Data Collection Technique.....	23
2. Data Analyzing Procedure.....	24

CHAPTER IV RESULT AND DISCCUSION

A. RESULT

1. The type of diction errors which made by tbi's student in writing background thesis.....	25
2. Causes of the errors.....	37

B. DISCUSSIONS

CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion.....	59
B. Suggestions.....	59

REFERENCES.....	60
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The researcher realizes that this thesis is still far from being perfect. The reseacher hopes that this thesis is useful for the researcher in particular and the readers in general.

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Bengkulu, August 2019

The reseacher

Deltanita Luberta
1516230019

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is considered the most difficult to learn, not only because of the needs to master many skills of English; reading, speaking, and listening, but also because there is a difference between the rules of the original language of students and the language learned¹. writing most difficult skill because. This is because it involves several components which have to be considered while a learner².

Writing as language skills taught. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills.

According to Brown writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization³. Hugley et al explain that "writing is a communicative act. It is dependent on awareness of social expectations "meaning that it is communicative action, writing can also develop social relations and social

¹ Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade XI Ipa 1 Of Man 2 Padang", Journal English Language Teaching (Elt)Universitas Negeri Padang. Vol. 1 No 2, Juli 2013, hal.1.

² Bambang Yudi Cahyono, Effectiveness Of Journal Writing In Supporting Skills In Writing English Essay, The Journal Of Education, Vol. 4, Special Edition, Desember 1997, P. 310

³ Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade XI Ipa 1 Of Man 2 Padang", Journal English Language Teaching (Elt)Universitas Negeri Padang. Vol. 1 No 2, Juli 2013, hal.1.

expectations because writing is one tool of communication⁴. Writing is a communication media that represents language through writing signs and symbols⁵.

Nevertheless, writing is an essential aspect of interaction on language teaching beside reading and speaking. because it can be used to practice the rules of grammar, students learn it.

Writing is the vulnerable skill for the language learners. Raimes said that writing is important for foreign language students to develop their abilities. Raimes And Dvorak stated that the increase in linguistic and communicative competencies that have been directed from increasing the ability to produce communicative written discourse is appropriate directed⁶.

In practice, students are expected to elaborate logically and clearly their main idea and purpose when organizing their texts. They produce expressions, however, structurally correct but semantically anomalous and loosely organized. They focus hardly on their thesis statement,.

In the process of learning English as a foreign language, many students face difficulties and produce some mistakes in writing English theses, causing errors. Errors are deviations that are seen from the grammar of adults from native speakers, thus reflecting the competency between students⁷.

⁴Ibid,. P. .3.

⁵ Rentauli maria silalahi, *error Analysis On Information And Technology Students' Sentence Writing Assignments*, (IJEE, Vol. 1, No. 2, 2014), P. 152

⁶Zhang, Y. ‘‘*The Effect of Metaphorical Competence on Students' Writing Skills*’’. Creative Education, copyright 2019 by author(s) and scientific research publishing Inc. 10 ,2019, P .151.

⁷ Hourani, Y. *An Analysis of The Common Grammatical Errors In The English Writing Made By Secondary Male Students In The Eastern* (Disertation, Institute of Education British University, Dubai).Retrieved from <http://bsp.space.buid.ac.ae/bitstream/1234/225/1/20050055.pdf>, Accessed on Juli, 7th 2019. 2008, P. 5

Nevertheless, Error is a language error due to speakers violating the rules or rules of grammar (breaches of code). This error occurs because the speaker already has rules (rules) that are different from other grammar, so that it affects the imperfections or inability of the speaker. This has implications for the use of language, language errors occur due to speakers using the wrong language rules. The errors of using diction are based on open word class(verb, nouns, adjective, and adverb) and closed word class(preposition and conjunction) the errors of using diction are based on open word class, the categorized open and closed wormost often a verb. Other pairs commonly confused: lead/led and accept/except. Check usage to find the right word choice.

Incorrect: The recession had a negative affect on sales.
correct : The recession had a negative effect on sales. (or) The recession affected sales negatively.

Incorrect: The laboratory instructor choose not to offer detailed advise.

Correct : The laboratory instructor chose not to offer detailed advice.

Researcher did an observation in Students English Study Program, one of the most fundamentals problem for student through english learning is diction errors,. In the Background section, it is good because they have learned and whether students of English tadris make no mistakes or still make mistakes, mostly errors in diction errors. Because from the result interviews with English lecturers, they have learn about diction.

Based on the observations, there are several errors when writing backround on diction errors. Researcher will an analysis thesis in IAIN Bengkulu students are An

Analysis of Diction Errors made by Students English Study Program in Writing Thesis Background on Dictionary is a word of choice that should be used to convey words appropriately in sentence. In this research, it focuses on searching for formal dictionaries and word choice only An Analysis of Diction Errors made by Students English Study Program in Writing thesis background.

In this study, the Researcher will be interest with the title **An Analysis of Diction Errors made By Students English Study Program in Writing Background of Thesis in Period March 2019.**

B. Identification of the Problem

As stated in the identification of problems, errors can occur in reading, listening, speaking and writing. This study studied error analysis that focused on diction errors in background writing by students because it is one of the important skills for students. Department of English Language Education IAIN Bengkulu , because it is ready to become an English teacher. Researchers conducted a study of diction errors because writing errors were written / written and grammar was an important requirement for successful results of learning English, so analysis of errors shall not be ignored in the teaching of foreign languages and easier to record errors in writing. When teachers become English as a foreign language, they must improve teaching methods to reduce mistakes that are always made by students. The researcher analyzed this error by focusing on errors found in background writing because diction analysis errors played an important role in learning to write a thesis. This error analysis will determine the ability of students to understand An Analysis

of Diction Errors made by Students English Study Program in Writing Background of Thesis periode March 2019.

C. Limitation of the Problem

The problems of this research were limited on two aspect:

First, the Students English Study Program ability in writing background of writen thesis. Second, the diction errors students made in writing background of thesis.

D. Research problem

The problem of this research are:

1. What are types of diction errors Students English Study Program made in writing background of thesis?
2. What are the causes of the errors?

E. Significant of the Study

This research is expected to provide the following benefits:

- a) For the Lecturer: lecturer from the Department of English Education who may be useful to find out the mistakes made by students and the causes of errors in writing. The results of the study will evaluate themselves they succeed or not the background writing of the thesis.
- b) For next researchers: The researcher hopes that this research can inspire researchers to conduct further research on inter-language analysis of errors found in the analysis behind the thesis. The results of this study are expected to be a reference.

F. Definition of key term

- Diction errors are the result of trying to choose words for use in sentences, paragraphs, or discourses⁸. Election will be done if a number of words are available which mean almost the same or similar. Availability of words will exist if someone has a list of words.
- English Department is one of the departments in the Faculty of Tarbiyah dan Tadris of the IAIN Bengkulu.
- Students English Study Program will be english teacher, students Reached for a scholar to write thesis, in writing thessis may not happen errors.
- Thesis Background is wrote in the making thesis. Wrote thesis is a condiition mandotory for Students English Study Program be undergraduate.

⁸ Lamuddin finoza, komposisi bahasa indonesia, (Prakata edisi revisi(3) ctakan XVI, 2008) p. 129

CHAPTER II LITERATURE REVIEW

A. The Concept of Writing

1. Definitions of Writing

Writing is the most difficult skill⁹. Writing is the need to master many English skills; reading, speaking, and listening, and writing are the differences between the rules of the original language of the students and the language they learn¹⁰. So when you first write something, you have thought about what you will say and how you will say it. And after writing, you read what you have written and made changes and corrections. Therefore, writing not only activity but the step proses that have several steps.

Language skills used for indirect communication are written. Through formulir it's written like a letter can communicate their ideas and thoughts to others. aside from reading and talking Writing is an important aspect of interaction in language teaching¹¹. Writing is to express an idea or thought process into words to others in written form. This means that communication in written form will deal with letters, words, sentences, and punctuation, so that readers can receive that information intended. Writing similar to speech is a means of communication. Communication is not only achieved through speaking but can also be obtained through writing. In writing a writer can communicate with the reader. He

⁹ Lie, W. W., & Yunus, M. M. Pen, *Pen Pals Are Now in Your Finger Tip-A Global Collaboration Online Project to Develop Writing Skills,creative education*, 9, 2491-2504.
<http://www.scrip.org/journal/ce>. P. 2492.

¹⁰ Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis Of Students' Writing Skill In Descriptive Text At Grade X1 Ipa 1 Of Man 2 Padang", *Journal English Language Teaching (Elt)Universitas Negeri Padang*. Vol. 1 No 2, Juli 2013, hal.1.

¹¹ Ibid,. hal.3.

expressed his ideas in written form. As Tarigan states that writing is a language skill used in indirect communication. It can be said that students can communicate their ideas, thoughts, and feelings to others through a written form by putting it on paper. Teaching our writing cannot focus on products that write or in the self writing process¹². Writing is the process of developing ideas in the form of written text or speech. This is a form of writing language that is very effective for communicating ideas. One of the advantages of written language is that ideas can be archived because they are in printed form.

Writing to be successful, you can't be able to set up writing tasks so the students are able to do and know how the best way to address it¹³.

Writing is the process of developing ideas in the form of written text or speech. This is a form of writing language that is very effective for communicating ideas. One of the advantages of written language is that ideas can be archived because they are in printed form. There are several opinions about the definition about writing that have been given by the experts: Ur said that: “writing is learned skill”¹⁴.

Writing is a skill in which we express ideas, feelings and thoughts arranged in words, sentences and paragraphs using eyes, brain and hands. Writing also reinforces the use of generic structures, idioms, and vocabulary students have learned in previous lessons. This means that writing in the process of expressing the ideas and thoughts of the author uses knowledge and vocabulary to combine the ideas of

¹² Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (England: Pearson Education Limited, 2007), P.325

¹³ Michelle Maxom, *English As A Foreign Language For Dummies*, (England: Jhon Wiley & Sons,Ltd, P. 161

¹⁴ Penny Ur, *A Course in Language Teaching*, (United Kingdom: Cambridge University Press, 1991), P. 169

the author in writing. Writing includes a number of elements, such as content, grammar, vocabulary, unity and coherence. Based on the concept of writing described above, it can be concluded that writing is very important for interaction. To develop students' ability to write, it is necessary for them to do the exercises.

In writing students are helped in the main problem in teaching writing is how approach tasks in teaching and them without realizing that it is an activity that is difficult to do¹⁵. In the writing process has four steps. The first, find, in the second step, set of ideas. In the third step, write a rough concept. In the final step, polish your rough draft by editing it and then making a revision. Writing is one of the productive skills that requires a process not just one step. So, this process makes the writer to write in stages.

B. Diction Error

Diction is the choice of words from results try to choose words and used in sentences, paragraphs, or discourse¹⁶. Elections will be made if a number of words are available which mean almost the same or similar. Word availability will exist if someone has a word list.

Errors are language errors because the speaker violates grammar rules or rules (code violations). This error occurs because the speaker already has rules (rules) that are different from other grammar, thus affecting the speaker's imperfections or inability. The word has implications for use in language, the occurrence of language errors because there are speakers using incorrect language rules. Errors using diction

¹⁵ Bambang Yudi Cahyono, 'Effectiveness of Journal Writing in Supporting Skills in Writing English Essay', *The Journal Of Education*, Special Edition, Vol. 4, Desember 1997, hal.311.

¹⁶ Lamuddin finoza, *Komposisi Bahasa Indonesia*, (Prakata edisi revisi(3) ctakan XVI,2008) p. 129

are based on open word classes (verbs, nouns, adjectives, and adverbs) and closed word classes (prepositions and conjunctions) errors using diction are based on open word class, open words and categorized categorized then classified into three principles diction error, namely; inaccurate use of diction, improper use of the style, and uncommon use of English.

1. Definition of Diction

Diction is the choice of words to express the words they use to express an idea or initiate a thing, also including questions about language style and expression ¹⁷.

Here you can see more information, more about changes and settings Diction can be said as the way people choose words and process words'. According to the Dictionary Indonesian (KBBI) diction is the right choice of words (in use) to express ideas and get a certain effect (as expected). Selection of diction is one of the important factors in communication, so choosing / using the right diction for a partner will be easier to capture the ideas that the speaker wants to express.

Diction is not only used to express which words are used to express ideas, but also includes expressions, language styles, and expressions. So, it can be concluded that diction is the right choice of words to convey an idea where there are other elements such as expressions, language styles, and expressions, so that ideas can be delivered as expected. According to Keraf there are three main conclusions about diction ¹⁸.

¹⁷ Gorys keraf, *Diksi Dan Gaya Bahasa, Jakarta* : PT. Gramedia pustaka utama, 2009, hal. 22

¹⁸ Gorys keraf, *Diksi Dan Gaya Bahasa, Jakarta* : PT. Gramedia pustaka utama, 2009, hal. 102.

- a. The choice of words or diction includes definitions of which words are used to convey ideas, how to form appropriate groupings of words, and which styles are best used in a situation.
- b. The choice of words or diction is the ability to distinguish precisely the nuances of the meaning of the ideas to be conveyed, and the ability to find the right betuk (appropriate) with the situation and the value felt by the listening community.
- c. The choice of the right and right words is only possible by mastering a large number of words of vocabulary or vocabulary.

2. Type of diction

According to Keraf there are twelve types of diction, here is an explanation of the type of diction¹⁹:

A. Denotative

Denotative is a basic concept supported by a word (meaning refers to concepts, references, or ideas). Denotative refers to the true meaning. Denotative usually used in scientific writing, this is intended because the author does not want additional interpretation

B. Connotative

The connotative according to Kridalaksana is the aspect of meaning of a group of words based on feelings or thoughts that arise or produced on the speaker or listener. For example the word 'restroom' refers to a small room (denotative) but a small room means a bathroom (connotative).

¹⁹ Gorys keraf, *Diksi Dan Gaya Bahasa, Jakarta* : PT. Gramedia pustaka utama, 2009, P. 14

Some connotative meanings occur because the speaker wants to give rise to feelings of agreement or disagreement, happy or unhappy and so on to those who hear, so the diction contains more to the connotative type. A word that contains errors in a complementary context, the error is easily corrected²⁰.

C. Abstract word

Abstract words are words that have references in concept form, abstract words are difficult to explain because their references cannot be absorbed by the five senses human. According to Keraf many vocabulary forms as a result of concepts that grow from our minds, do not refer to concrete things. Abstract words are words that contain Remembered by thought. We cannot be absorbed by the senses but contain ideas, concepts, feelings, emotions, and imagination.

Abstract words are things that are difficult to describe because their references cannot be absorbed by the human senses²¹.

D. Concrete words

Concrete words are words that refer to something that can be seen or felt by one or more understandings. Everyone knows that everyone accepts everything here, and just add everything you need 'Concrete words refer to things that can be felt with the five senses, actual and specific in experience'. Concrete words are used to present clear images in the reader's mind.

E. General word

According to Keraf if a word refers to something or group whose scope is broad, the word is called a general word. A general word is a word that refers to a group or something.

²⁰ Ibid., P 29

²¹ Gorys keraf, *Diksi Dan Gaya Bahasa, Jakarta* : PT. Gramedia pustaka utama, 2009, hal. 29

F. Special words

Special words are words that refer to specific and related directions . special words refer to something that includes a general word. This particular word is a special connection or to a specific object, so this suitability will be quickly accepted by readers and writers²².

G. Scientific Word

The scientific word is a word used by scholars, especially in scientific writing. Scientific words generally appear or are used in official meetings and in scientific discussions. According to Keraf generally scientific words or words that are specifically used by educated people, come from foreign languages Here is an example of a scientific word: *bestiality* , *power* 'ride' , 'deductive'déductif

H. popular words

Popular words are words that are commonly used by all levels of society, both by educated people and by ordinary people. The popular word is the backbone of a language because this word is a general word that can be used by anyone. Popular words are words that are known by all levels of society, examples of popular words: homelessness (the scientific word homeless), sick people are the scientific words of patients .

1. Jargon

According to Keraf jargon contains several meanings a. First, it contains the meaning of the language, dialect, or words that might be offensive or weird.

²² Ibid., hal. 90

Second, jargon is hybrid dialect which comes from a mixture of languages and as a link or lingua franca. Third, jargon is a word that overlaps with scientific language²³.

Jargon is a very special language. So, if you use it for a number of common goals it doesn't mean much. So, it should be shunned in a general writing.

J. Slang word

The word slang is a kind of high or pure conversation. This word is informal non-standard words and arranged in a typical way . Slang is informal non-standard words, arranged in a typical, powerful and funny way used in conversation²⁴. slang is a convention language designed by a group of thieves, vagabonds, a community of young people, or people who do not have the law to communicate between them without being understood by others. The word slang is usually used by young people in everyday conversation .

The word slang has a disadvantage, namely the word that the slang will grow when it is popular, resulting in incompatibility, and will soon disappear from its use.

K. Foreign words

Foreign words are elements that come from foreign languages that are still retained in their original form because they have not been integrated with the original language.

L. Word Absorption

The word absorption is a word from a foreign language that has been adapted to the shape and structure of the language that is the goal

²³ Gorys keraf, ***Diksi Dan Gaya Bahasa, Jakarta*** : PT. Gramedia pustaka utama, 2009, hal. 107.

²⁴ Gorys keraf, ***Diksi Dan Gaya Bahasa, Jakarta*** : PT. Gramedia pustaka utama, 2009, hal.

C. Errors and Mistake

- **Error**

Errors are defined as systematic deviations from the rules of the language of Target, because they are believed to occur because the causes of learning do not know the rules or features given.

Errors are systematic deviations from the rules of the target language, because they believe occur because students do not know the rules or features provided, for example, such as the Verbal Agreement or. Plurality of nouns in English. Errors may arise from little or no input to the language features provided during language lessons²⁵.

It cannot be avoided when students make mistakes in the language process learn. Basically, learning is a process that involves making errors, errors, rating errors, etc. So, that's why students will make mistakes in the process of obtaining language new because students find a lot differences in different language characteristics in their own mothers tongue. However, it is important for the teacher to recognize mistakes. Thus, for students will not make the same mistake disorders of the original language and interlingual and developmental factors are sources of errors in second language learning²⁶.

The study of student errors is referred to by linguists as Error Analysis. I am far from seeing mistakes made by students target language. Error analysis is an independent source of valid data. This provides information about student mistakes

²⁵ Simon Philip Boutley, *Errors Versus Mistakes: A False Dichotomy?*, Academy of Language Studies, Malaysian Journal of ELT Research, Vol. 11(1), hal. 83.

²⁶ Hanna y. Touchie, *Second Language Learning Errors Their Types, Causes And Treatment*, (JALT Journal, Vol. 8, No. 1 1986), P. 77

and also increase the effectiveness of their teaching. Apparently, mistakes signal to teachers and researchers how to target learning is achieved.

- **Mistake**

Mistake usually seen as an accidental slip, meaning that mistake results from simple or forgotten laziness, or a rule that is not sufficiently internalized²⁷.

Errors, on the other hand, are usually seen as unintentional and accidental slips that result from simple or forgotten laziness, or rules that are not internalized. So the mistake was a mistake or accidentally forgot. Errors and errors are said to be the same but there are differences, actually. Both are natural in learning languages. But errors can be corrected by students, while errors can not be corrected²⁸.

How to distinguish mistakes and errors with a little problem. One way to do this is to change the focus of Error Analysis so that it does not only focus on what is wrong with student production, but also considers what students have right. Such a focus will enable us to move from the practice of limitation which is currently rather rigorously identifying and distinguishing 'mistakes' and errors. After we are free from this boundary, we can move towards taking above the totality of language features associated with students, whether it is grammatical, lexical or phonological. This would, for example, reveal that the variation between right and wrong production is not only evidence of something wrong, but evidence that students avoid difficult forms by rarely using it.

²⁷ Hanna y. Touchie, *Second Language Learning Errors Their Types, Causes And Treatment*, (JALT Journal, Vol. 8, No. 1 1986), P. 83

²⁸ Nina suzane "A an analysis of preposition errors: the case of in, on, and at", UNP Journals Universitas Negeri Padang. Vol. 11 No 1, Juli 2017, hal.14.

A mistake refers about to a performance error that is either a random guess or a ‘slip’ in that it is a failure to utilize a known system about correctly²⁹.

D. Tbi students (Students English Study Program)

Tbi students are obliged to complete the thesis to qualify as a graduate, in the course of the thesis, of course the first thing to do is the background, the name of the diction in the background is still found to be an error, but based on the curriculum the child has learned articulation.

E. Thesis

Thesis is mandatory for Students English Study Program to become scholars. So making a thesis should not be made a mistake, therefore making the thesis must be considered. Therefore the researcher wants to examine the dictionary of errors in writing the background of the thesis.

F. Relate Previous Study

The researcher provided some information from other researchers to prove the original of this study. the first previous was from Rindu Handayani, Diemroh Ihsan and Soni Mirizon was from Stkip Muhamadiyah Bangka Belitung And Universitas Sriwijaya Had Title ‘Interlanguage Analysis of syntactic mistakes and diction errors found in writing their thesis written by magister students’. After reading the thesis written by graduate students, the Surface Linguistics Category and the Surface Taxonomy proposed by Dulay, Burt & Krashen were used to analyze the data. It was found that syntactic errors (89%) such as subject-verb agreement

²⁹ H. Douglas Brown, *Principle of Language Learning and Teaching*, 4th edition, (New York: Longman, 2000), p. 217

(15.42%), tension (15.71%), redundancy (13.14%), articles (7.71%), and pluralization (6, 28%) is the most common error occurs while lexical errors (11%) such as verb selection errors (5.14%) and adjectives (3.14%) are also still done by graduate students. This study reveals that intralingual disorders are still the cause of errors in thesis writing.

This current research has a similar research topic composed Dulay, Burt & Krashen which concerns about Analysis of errors and errors found in their writing thesis written by magister students. in this current research will cover about Analysis of diction errors made by Students English Study Program in writing background thesis period March 2019. this matter is not presented in the previous research in specific. in order to broader and support the previous studies, the researcher will present this matter in this research. finally to make the researcher more interesting, the researcher will present about An Analysis of Diction Errors made By Students English Study Program in Writing Background of Thesis in Period March 2019. This research can give a general description about made by Students English Study Program writing background of thesis and cause the errors.

CHAPTER III RESEARCH METHODOLOGY

A. Research design

Research is to find out the type of error diction and its causes to minimize diksi errors by informants and also English students in the future so the type of research used is descriptive qualitative research. This descriptive qualitative research was chosen because it talks about documents. Qualitative research is the process of looking, observing, and analyzing seriously³⁰. Qualitative is a method that includes a pure description of the program or experience of people in the research environment³¹.

Descriptive analysis In making basic theories by paying attention to qualitative research design, qualitative research has several objectives, namely; describe and report on the creation of key concepts, theory making and testing³².

The qualitative descriptive method in this study will aim to conduct a study of diction analysis of errors in students thesis english study program IAIN Bengkulu in period March 2019, which are applied to the needs analysis and English for specific purposes to achieve the objectives and significance of the research in this study.

B. Object The Research

³⁰ Prof. Dr. Sugiyono, *Memahami Penelitian Kualitatif*, Bandung: Alfabeta 2015), P. 16

³¹ Prof. Dr.Emzir, M.Pd, *Metodologi Penelitian Pendidikan: kuantitatif dan kualitatif*, (Jakarta : Rajawali Pers, 2015). P.174

³² Louis Cohen, et. al. *Research Methods in Education. Sixth ed.* (USA and Canada: Routledge, 2007), P. 168

The object of this research is the texts appearing in the background of the thesis written by students from english study program IAIN Bengkulu. This study will compare the common pattern error in the background of the thesis made by the students

To make this sample clear, researchers used the theory According to Gay, Mills and Airasian for this descriptive method research only a minimum of 10% of the population³³. Because the population has less than 50, so the thesis is only taken 40%. The total number of reading texts taken in the background of the total background thesis is 19 texts background.

C. Research Instrument

The instrument is one of the important points that researchers use to find out students' scores or abilities. The researcher will examine the background of the student's thesis in the thesis.

First step from research, researchers collecting thesis data after completion the researcher identifies the error , then the researcher did Explanation of errors, the latter the researcher then evaluates errors. in the background of the thesis. Then, researcher put it in the chart to show data.

³³ Idrus Alwi cited Gay, Mills and Airasian. *Kriteria Empirik dalam Menentukan Ukuran Sampel pada Pengujian Hipotesis Statistika dan Analisis Butir*, Jurnal Formatif 2(2): 140-148 Issn: 2088-351x P. 141

Table 3.1

No	Type of diction	Frequency	Percentage (%)
1	Denotative		
2	Connotative		
3	Abstract Word		
4	Concrete words		
5	General word		
6	Special Words		
7	Scientific Word		
8	Popular Words		
9	Jargon		
10	Slank		
11	Foreign Word		
12	Absorption words		

Source: Keraf, Gorys. 2010

The second step is identifying all data in chart. After identifying the data, the researcher compares and analyzes it. Finally, the researcher reports the data analysis by describing the research findings and provides a detailed discussion of the analysis.

1. Data Collection Technique

In collecting data, researchers will use the type of diction. In analyzing data, researchers used the following steps. First, researchers need to collect data. Therefore, before conducting research, researchers have prepared type of diction. Second, The researcher will conduct research of thesis on March 2019 and the researcher will get a background of thesis as a sample his research, then the researcher will made the results of the total problem into percentages and characteristics based on components. Last, the researcher will draw conclusions his research.

2. Data Analyzing Procedure

In analyzing the data, researchers followed the steps. First, Identification background of the thesis. Second, analyze the background.

After that, table the results. The researcher creates a result tab to find out the ability level of the student's ability category. Finally, draw conclusions. The final step will draw conclusions based on analysis data. In this step, the researcher must make valid conclusions in the form of a brief description of the student's english study program ability to made a background in the thesis Period March 2019.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

Based on the research problem, this study analyzes the background in the thesis, here analyzes the types of diction in the background thesis of students who completed their studies in March 2019.

This study analyzes the Types of Diction Errors made by students english study program in Writing Background Thesis from Keraf theory with a sample of Nineteen(19) thesis of students english study program who completed the thesis in Period March 2019.

The data showed that some students made errors in the use of Diction. Based on Keraf theory Diction has twelve types. For more details, we can see the exposure to the results of the following research:

1. The Type of Diction Errors which made by Students English Study Program in Writing Background Thesis .

The following table shows several types of diction errors made by students english study program in writing background of thesis.

Tabel 4.1
The Type Of Diction Errors Made By Students

NO	Type Of Diction											
	D	C	AW	CW	GW	SW	SW	PW	J	S	FW	AW
S1	3	4	-	-	-	-	-	-	-	-	-	-
S2	-	2	-	-	-	-	-	-	-	-	-	-
S3	1	1	-	-	-	-	-	-	-	-	-	-
S4	-	2	-	-	-	-	-	-	-	-	-	-
S5	1	1	-	-	-	-	-	-	-	-	-	-
S6	3	3	-	-	-	-	-	-	-	-	-	-
S7	-	-	-	-	-	-	-	-	-	-	-	-
S8	-	-	-	-	-	-	-	-	-	-	-	-
S9	-	-	-	-	-	-	-	-	-	-	-	-
S10	-	1	-	-	-	-	-	-	-	-	-	-
S11	3	-	-	-	-	-	-	-	-	-	-	-
S12	2	4	-	-	-	-	-	-	-	-	-	-
S13	1	-	-	-	-	-	-	-	-	-	-	-
S14	-	-	-	-	-	-	-	-	-	-	-	-
S15	-	1	-	-	-	-	-	-	-	-	-	-
S16	-	-	-	-	-	-	-	-	-	-	-	-
S17	2	-	-	-	-	-	-	-	-	-	-	-
S18	-	-	-	-	-	-	-	-	-	-	-	-
S19	-	-	-	-	-	-	-	-	-	-	-	-
T	16	19	-	-	-	-	-	-	-	-	-	-

Notes :

S : Students

D : Denotative

C : Connotative

AW : Abstract word

CW : Concrete words

GW: General word

SW : Special Words

SW : Scientific Word

PW: Popular words

J: Jargon

S: Slank

FW: Foreign Word

AW : Absorption words

From the table above, there were thirty-five (35) errors. From this error, two types of Diction Errors are found, namely Denotative type and Connotative type errors.

Found there were 16 denotative type errors made by students and 19 connotative type errors made by students. while for other types students do not make mistakes. Therefore, this study made a mistake caused by a background error in the use of mother tongue and an error in the selection of inappropriate words.

From the table above the first students make three denotative errors, can be seen in the following example:

Incorrect : It **mean** , that teachers must use teaching in order to make learning especially in reading

Correct : It is **meant** , that teachers must use teaching in order to make learning especially in reading

Incorrect : The Researcher have seen, only a few students that have an interest in the lessons and other students **does** not have an interest in the study.

Correct : The reseacher has a few students who have an interest in the lesson and other students **do** not have an interest in the study.

Incorrect: It can be **concluding** if reading comprehension is one of the important skills in teaching and learning English

Correct : It can be **concluded** if reading comprehension is one of the important skills in teaching and learning English

Furthermore, the first student made a errors in the connotative part there are four, can be seen in the following example:

Incorrect: The students can get the message by reading a **text** if they comprehend the **text**.

Correct : The students can get the message by reading a **text** if they comprehend **it**.

Incorrect : From the preliminary observation above, it **means** that teachers must consider a strategy that is suitable for teaching reading in order to make learning especially in reading.

Correct : From the preliminary observation above, it **should** that teachers must consider a strategy that is suitable for teaching reading in order to make learning especially in reading.

Incorrect: We can include it because it is because **students'** have the low comprehension ability.

Correct : We can include it because it is because **students** have the low comprehension ability.

Incorrect :For example, the goal of reading is about you can understand **about** the text that you read so you can answer the question.

Correct : For example, the goal of reading is that you can understand text that you read so you can answer the question

Second students made two connotative errors, can be seen in the following example:

Incorrect : Writing causes writers, teachers, or students **to** feel frustrated and insecure

Correct : Writing causes writers, teachers, or students feel frustrated and insecure

Incorrect: For that, the language learning is very important for everyone . **because** it will be very helpful to be able to communicate as much as possible to everyone.

Correct : For that, the language learning is very important for everyone **because** it will be very helpful to be able to communicate as much as possible to everyone

Third students made one denotative errors, can be seen in the following example:

Incorrect: The researcher found out **Some obstacle** in writing, they were: the first some of them seem to be interested so that they want to join the teaching learning process.

Correct: The researcher found out **Some obstacles** in writing, they were: the first some of them seem to be interested so they want to join the teaching learning process.

Furthermore, the third student makes a errors in the connotative section there is one, can be seen in the following example:

Incorrect: The fourth **is** the were many errors in mechanic like: functuation, spelling and used capitalitation.

Correct : The fourth error in mechanic like: functuation, spelling and used capitalitation.

Fourth students made two connotative errors, can be seen in the following example:

Incorrect : The short story is **one part of** the literature subbject that has a resemblance to the novel, the short story only has fewer settings, themes, characters and plots.

Correct : The short subbject story is **one** that has resemblance to the novel, only the short stories have fewer settings, themes, characters and plots.

Incorrect : Therefore, **reseachers want** to know the extents to what students can identify, classify, analyze and interpret a literary work in the form of poetry, short storries, drama scripts or novels

Correct : Therefore, **researcher wants** to know the extents to students who can identify, classify, analyze and interpret a literary work in the form of poetry, short storries, drama scripts or novels ..

Fifth students made one connotative errors, can be seen in the following example:

Incorrect : To predict future behavior such as: academic success, **we** can use the individual differences as well as important factors.

Correct : To predict future behavior, such as: academic success, **it** can be used as the individual differences Also important factor

Furthermore, the fifth student made a errors in the denotative section there is one, can be seen in the following example:

Incorrect : This was the answer, they **though** that english the lesson was difficult lesson to learn, it must be translated so they knew the meaning of every sentence.

Correct : This was is their answer, they **thought** that English was a difficult lesson lesson to learn, it must be translated so they knew the meaning of every sentence.

Sixth students made third connotative errors, can be seen in the following example:

Incorrect : In this situation they will **loose** their concentration.

Correct : In this situation they will **lose** their Concentration

Incorrect : In conclusion, in the process of teaching and learning listening comprehension listening, the problems **comes** from materials, school facilities, teaching strategies, and students' motivation in learning comprehension listening.

Corrrect : In conclusion, in the process of teaching and learning listening comprehension, the problems **come** from materials, school facilities, teaching strategies, and students motivation in learning comprehension listening

Incorrect : An investigation into listening can be an enjoyable part section in the classroom Because The students combine **his** psicomotor in learning listening.

Correct : An investigation into listening can be an enjoyable part section in to a part of the classroom because the students combine **their** psychotor in learning listening.

Furthermore, the sixth student made a errors in the denotative section there is three, can be seen in the following example:

Incorrect : The reseacher **intervied** the teacher.

Correct : The reseacher **interviewed** the teacher.

Incorrect : English is a respect as lesson that has less intersection for students because it causes **boreness** in the classroom.

Correct : English is respect as a lesson that is not intersting for students because it caused **boring** in the classroom

Incorrect : They also need innovative **are anttractive** teaching learning strategy in listening comprehension in order that they can pay theirattention to the materials

Correct : They also need innovative **and attractive** teaching learning strategy in listening comprehension in order that they can pay theirattention to the materials.

Tenth students made third connotative errors, can be seen in the following example:

Incorrect : Their **minds** sets say foreign language is difficult to learn because of them know nothing from start

Correct : Their **mind** set is difficult, say a foreign language to learn because of them know nothing from the start.

Eleventh students made three dennotative errors, can be seen in the following example:

Incorrect : Spoken language **said** by someone when they communicate with other people, like in the market, talk with friends, chat with family and many more.

Correct : Spoken language **is said** by someone when they communicate with other people, like in the market, talk with friends, chat with family and many more.

Incorrect : In spoken language we could use gesture or it could be different, so that's why the language **must be** written correctly and readers will not misunderstand the content.

Correct : In spoken language we could use gesture or it could be different, that's why Written language **must be** written and not will be misunderstood the content.

Incorrect : Non-formal language. Also called informal language, is a language that use for **speak** without heed a row-Compositions-word.

Correct : Non-formal language. Also called informal language, is it a language that uses **speaking** without heed a row-compositions-word.

Twelve students made three connotative errors, can be seen in the following example:

Incorrect : At junior high school level, students must do **discuss** on the make reports and presentations about various kinds of genres texts.

Correct : At junior high school level, students must have a **discussion** on the make reports and presentations about various types of genre texts.

Incorrect : The **students** dictate a story to **students** writing the story down.

Correct : The **teacher** dictates a story to students writing the story down.

Incorrect : After the **students pleasure** the students has been Provoked, the teacher ask the students to mske an article based on her experience.

Correct : After the **students was a pleasure** the students has been Provoked, the teacher ask the students to mske an article based on her experience.

Incorrect : **Its** stated that language is used to communicate with other by our organs of speech.

Correct : **It is** stated that language is used to communicate with other organs of speech.

Furthermore, the twelve student made a errors in the denotative section there are two can be seen in the following example:

Incorrect : Then the research **has seen** , the teacher only gives monotone technique teaching learning process.

Correct : Then the research **has been seen** , the teacher only gives monotone technique teaching learning process.

Incorrect : After the students was a pleasure the **students** has been Provoked, the teacher ask the students to mske an article based on her experience.

Correct : After the students was a pleasure the **it** has been Provoked, the teacher ask the students to mske an article based on her experience.

Thirteen students made one denotative errors, can be seen in the following example:

Incorrect : To overcome the problems, the researcher **was using** a cooperative learning strategy.

Correct : To overcome the problems, researcher **used** a cooperative learning strategy.

Fifteenth student made one connotative errors, can be seen in the following example:

Incorrect : The problem **was cause of** many factors.

Correct : The problem **was caused** of many factors.

Seventeenth student made two denotative errors, can be seen in the following example:

Incorrect : In Indonesia, elementary school until the point when senior **found out** since high school.

Correct : In Indonesia, elementary school since the point of **learning** when the senior is high school.

Incorrect : Observatins and **interviews on** the author with Nasrul as english language teachers on September 3, 2017 at SDN 024 Bengkulu Utara that the learning process using the lecture method, questions and answers, and assignments were often found.

Correct : Observatins and **interviews are** the author with Nasrul as english language teachers on September 3, 2017 at SDN 024 Bengkulu Utara that the learning process using the lecture method, question and answer, and assignment were often found.

There is no type of diction errors of Abstract word, Concrete word General Word, Special Words, Scientific Word, Popular words, Jargon, Slank, Foreign Word, Absorption words that are made by students. It can be assumed that students only make two Errors. for more clearly we can see in the following diagram:

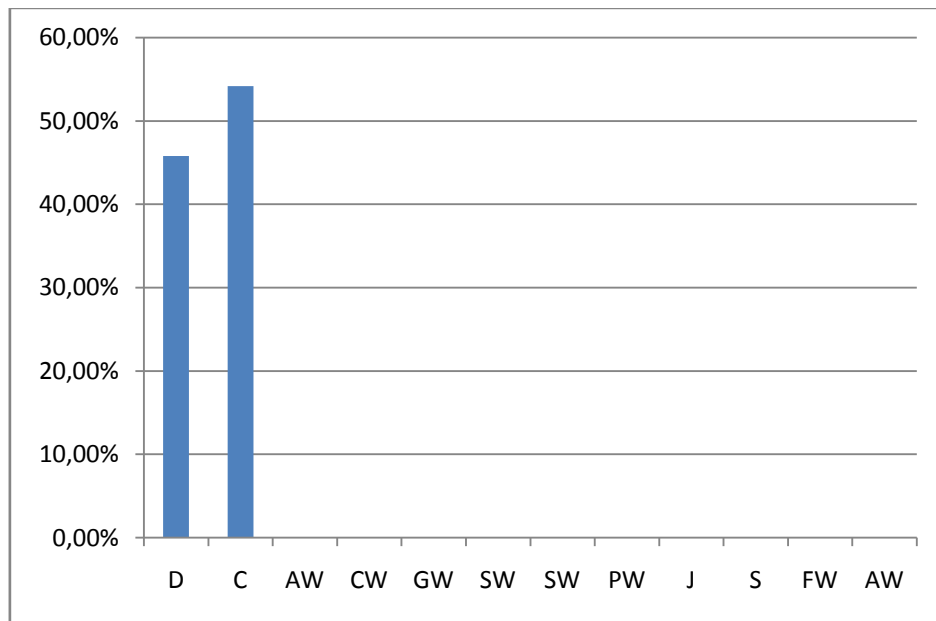


Chart 2 The Percentages of Diction Errors which made by TBI's Student in Writing Background Thesis.

From the diagram above it turns out that most students make mistakes in the connotative type, then students do not make mistakes in the type of Abstract word, Concrete Word General Word, Special Words, Scientific Word, Popular words, Jargon, Slank, Foreign Word, Absorption words.

Tabel 4.2

No	Type of diction	Frequency	Persentase (%)
1	Denotative	16	45.8
2	Connotative	19	54.2
3	Abstract word	-	-
4	Concrete words	-	-
5	General word	-	-
6	Special Words	-	-
7	Scientific Word	-	-

8	Popular words	-	-
9	Jargon	-	-
10	Slank	-	-
11	Foreign Word	-	-
12	Absorption words	-	-
Total		35	100

From the table above found denotative error is 45.8% while the connotative error is 54.2%. Explained there are sixteen types of denotative errors, this error occurs because the author in the selection of words does not use the real meaning as seen in the analysis below. This happens because students are not native speakers of the second language. Students still consume the first language, namely mother tongue. And there are nineteen connotative errors, this error occurs because students are not right in the selection of words so that the writing results can be analyzed by the researcher and after reading there are still types of errors.

From this error it can be concluded that students from English-speaking programs make very few mistakes. in making the background in this thesis prove that students have learned in word selection and students do not always make mistakes in the same sub-component

2. Causes of The Errors

From the background data analysis of the thbi students found two types of types of errors namely denotative and connotative, found 16 types of

denotative and 19 types of connotative. The cause of the error according to Touchie Especially there are two main sources of errors in second language learning, the first source is interference from the original language while the second source can be associated with developmental factors³⁴. The choice of the word diction is wrong because it is influenced by the first language because in translating Indonesian into English it is not translating words of words but translating them with all words if not then the results of the meanings are different.

The error is referring to the true meaning. selection of incorrect meanings so that the sentence becomes wrong.

B. Disccusion

The researcher used a diction type from Keraf theory to analyze the background that follows:

Data 1:

Incorrect	Correct
The students can get the message by reading a text if they comprehend the text .	The students can get the message by reading a text if they comprehend it .

Analysis:

³⁴ Hanna y. Touchie, *Second Language Learning Errors Their Types, Causes And Treatment*, (JALT Journal, Vol. 8, No. 1 1986), P. 77

If the data above is actually the author does not need to use nouns anymore because the previous sentence has a noun, so use it because of nouns. Here the researcher analyzes this to the type of connotative diction because of the meaning aspect of a or group of words based on feelings or thoughts that arise or produced on the speaker or listener

Data 2:

Incorrect	Correct
From the preliminary observation above, it means that teachers must consider a strategy that is suitable for teaching reading in order to make learning especially in reading.	From the preliminary observation above, it should that teachers must consider a strategy that is suitable for teaching reading in order to make learning especially in reading.

Analysis:

From the data above, the writer chooses " means " so that the selection of the right word in the sentence is " should " so that the sentence becomes coherent. Here the author has made mistakes in the selection of researchers so that researchers can analyze the types of errors included in connotative because aspects of meaning appear based on feelings or thoughts or produced on the speaker or listener

Data 3:

Incorrect	Correct
The Researcher have seen, only a few students that have an interest in the	The reseacher has a few students who have an interest in the lesson and other

lessons and other students does not have an interest in the study.	students do not have an interest in the study.
---------------------------------------------------------------------------	-------------------------------------------------------

Analysis:

From the data above, it appears that the author's meaning is incoherent because after the word " does " is followed by " not have ", the subject of have is one, one uses do. This type of researcher analyzes this type of denotative diction because Denotative refers to the true meaning. because it has plurals so that follows it "do".

Data 4:

Incorrect	Correct
We can include it because it is because students' have the low comprehension ability.	We can include it because it is because students have the low comprehension ability.

Analysis:

From the data above the author placed a quotation after the word 'students' from here appeared to be a mistake. Researchers recommend these types of words included in the type of errors errors dictionary that is on connotative seen from because the aspects of the meaning of a group of words based on feelings or thoughts that arise or produced on the speaker or listener.

Data 5:

Incorrect	Correct
It mean , that teachers must use teaching in order to make learning	It is meant , that teachers must use teaching in order to make learning

especially in reading.	especially in reading
------------------------	-----------------------

Analysis:

From the data in the author write the word " mean " while if the sentence uses a past form then the word that should be chosen is not right. It can be seen from the sentence that the writer has done the selection of words, so the researcher can analyze the types of errors included in the denotative, it can be seen from the writing of the thesis using the past form. then the researcher has actually written in the correct column.

Data 6:

Incorrect	Correct
It can be concluding if reading comprehension is one of the important skills in teaching and learning English.	It can be concluded if reading comprehension is one of the important skills in teaching and learning English.

Analysis:

From the data above the author does not use verb 3, it seems that the author should make the word 'concluding' to be " concluded ". Thus the researcher analyzes the types of sentences including the type of denotative diction because the actual meaning of the writer should use verb 3. The writer looks wrong in the selection of words so that the meaning produced is not coherent.

Data 7:

Incorrect	Correct
For example, the goal of reading is	For example, the goal of reading is that

about you can understand about the text that you read so you can answer the question.	you can understand text that you read so you can answer the question.
----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------

Analysis:

from the above sentence there is a trial of the sentence so that the word occurs because the student is influenced by the first language and is interpreted in English so that the word repetition occurs. These errors can be analyzed by researchers and included in the connotative type because they are found to be based on feelings or thoughts that arise or produced on the speaker or listener .

Data 8:

Incorrect	Correct
Writing causes writers, teachers, or students to feel frustrated and insecure.	Writing causes writers, teachers, or students feel frustrated and insecure.

Analysis:

From the sentence above, the student writes the word " to " after the students' words. The researcher looked and analyzed that there was no " to " function in the sentence because it was ambiguous or not functioning. The researcher looks at the sentence and analyzes that the type included in the connotative shows the meaning aspects of a group of words based on feelings or thoughts that arise.

Data 9:

Incorrect	Correct
-----------	---------

The researcher found out Some obstacle in writing, they were: the first some of them seem to be interested so that they want to join the teaching learning process	The researcher found out Some obstacles in writing, they were: the first some of them seem to be interested so they want to join the teaching learning process..
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Analysis:

From the sentence above the student writes before the word " some " is plural so that the sentence after that because plural must be added " s ". From the data above, the researcher can analyze the sentence including the type of denotative diction because from the word "some" it means plural plurars, so the actual meaning of the writer should write the noun plus ' s so that the sentence becomes coherent.

Data 10:

Incorrect	Correct
The fourth is the were many errors in mechanic like: functuation, spelling and used capitalitation.	The fourth error in mechanic like: functuation, spelling and used capitalitation.

Analyst:

The sentence above shows that the student writes a double to be, because it is to be so that for the next word the author does not need to use to be here it appears that the author uses inappropriate word selection. Thus researchers can analyze the types of errors including connotative type errors because errors are obtained from aspects of a group of words based on feelings or thoughts that arise or produced on the speaker or listener .

Data 11:

Incorrect	Correct
For that, the language learning is very important for everyone . because it will be very helpful to be able to communicate as much as possible to everyone.	For that, the language learning is very important for everyone because it will be very helpful to be able to communicate as much as possible to everyone

Analysis:

From the data above the student writes the punctuation point and the initial letter of the word after it is written lowercase. Seen here the author made a mistake, seen from these errors the researcher analyzed the sentence included in connotative errors, seen from errors obtained from aspects of a group of words based on feelings or thoughts that emerged from the researcher.

Data 12:

Incorrect	Correct
The short story is one part of the literature subject that has a resemblance to the novel, the short story only has fewer settings, themes, characters and plots.	The short subject story is one that has resemblance to the novel, only the short stories have fewer settings, themes, characters and plots.

Analysis:

From the above data the sentence " part " is omitted because the meaning is already in the sentence afterwards. Researcher analyze this including the type of connotative diction because of the aspects of meaning of a group of words based on feelings or thoughts that appear or are produced on the speaker or listener .

Data 13:

Incorrect	Correct
Therefore, reseachers want to know the extents to what students can identify, classify, analyze and interpret a literary work in the form of poetry, short stroyies, drama scripts or novels.	Therefore, researcher wants to know the extents to students who can identify, classify, analyze and interpret a literary work in the form of poetry, short stroyies, drama scripts or novels ..

Analysis:

From the data above there is a sentence "reseachers" researcher here singular if added " s' "then here becomes plural, so " s' 'is removed. Researchers analyze this, including the types of connotative diction because of the meaning aspects of a group of words based on feelings or thoughts that arise or produced on the speaker or listener .

Data 14:

Incorrect	Correct
To predict future behavior such as: academic success, we can use the individual differences as well as important factors.	To predict future behavior, such as: academic success, it can be used as the individual differences Also important factor.

Analysis:

From the data above the sentence "we" is replaced with "it" because it is a finished noun replaced by "it". The researcher analyzed the sentence including the type of connotative diction because of the meaning aspect of a or group of words based on feelings or thoughts that emerged or produced on the speaker or listener .

Data 15:

Incorrect	Correct
This was the answer, they though that english the lesson was difficult lesson to learn, it must be translated so they knew the meaning of every sentence.	This was is their answer, they thought that English was a difficult lesson lesson to learn, it must be translated so they knew the meaning of every sentence.

Analysis:

From the data above, the student uses the words "though" if interpreted "though" so it is a "thought" which means thinking that the author should replace "though" into a thought so that the meaning of the sentence become coherent. The researcher analyzes the type of sentence above including the type of denotative diction because the real meaning in the sentence uses "thought".

Data 16:

Incorrect	Correct
In this situation they will loose their concentration.	In this situation they will lose their Concentration

Analysis:

From the data above, the word "loose" is interpreted as a swan, so here the author intended to make the word "lose" instead of "loose". So that the sentence above becomes coherent. So here the researcher analyzes the types of sentences including the types of connotative diction because of the meaning aspects of a group of words based on feelings or thoughts that arise or produced on the speaker or listener .

Data 17:

Incorrect	Correct
In conclusion, in the process of teaching and learning comprehension listening, the problems comes from materials, school facilities, teaching strategies, and students' motivation in earning comprehension listening.	In conclusion, in the process of teaching and learning listening comprehension, the problems come from materials, school facilities, teaching strategies, and students motivation in earning comprehension listening

Analysis:

From the above data the author should make before the sentence " comes " there is " problems " here already uses "s" so the previous sentence is not added " s " because in the previous words it was explained that it is plural . The researcher analyzed the word including the type of connotative diction due to the meaning aspect of a group or group based on feelings or thoughts that emerged or produced on the speaker or listener .

Data 18:

Incorrect	Correct
The reseacher intervied the teacher.	The reseacher interviewed the teacher

Analysis:

From the data above, what the author meant was the word "interviewed" instead of "intervied". Here the student makes mistakes in the selection of words because different meanings certainly mean different things. Thus researchers can analyze the type of sentence above including the type of denotative diction because the real meaning of the sentence is " interviewed ".

Data 19:

Incorrect	Correct
English is a respect as lesson that has less intersection for students because it causes boreness in the classroom.	English is respect as a lesson that is not intersting for students because it caused boring in the classroom

Analysis:

From the data above, what the student meant was the word "boring" because the meaning is boring, while Boreness has no meaning. Thus the author has made a mistake in the selection of words so that the researcher analyzed this, including the type of denotative diction because what is wrong is actually the meaning.

Data 20:

Incorrect	Correct
They also need innovative are	They also need innovative and

anttractive teaching learning strategy in listening comprehension in order that they can pay theirattention to the materials.	attractive teaching learning strategy in listening comprehension in order that they can pay theirattention to the materials.
--------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------

Analysis:

From the data above, the student is wrong in the selection of words seen from the words " are " is the link between innovative and attractive, the writer should use " and " because the word is the conjunctive word of the sentence. The researcher analyzed the sentence including the type of denotative diction because the actual meaning of the writer should use the connecting link " and " so that the real meaning was seen.

Data 21:

Incorrect	Correct
An investigation into listening can be an enjoyable part section in the classroom Because The students combine his psicomotor in learning listening.	An investigation into listening can be an enjoyable part section in to a part of the classroom because the students combine their psychotor in learning listening.

Analysis:

From the above data the student means the word " their " not " his " because the sentence is for " they " so " their " here it appears the author is wrong in the selection of words. so the researcher can analyze these types of errors including connotative diction errors because of the meaning aspects of a group of words based on feelings or thoughts that arise or produced at the researcher.

Data 22:

Incorrect	Correct
Their minds sets say foreign language is difficult to learn because of them know nothing from start.	Their mind set is difficult, say a foreign language to learn because of them know nothing from the start.

Analysis:

From the data above " their " shows more than one or plurar so that the word that follows does not use " s " which is an additional word to show more than one. One mistake is seen here, the researcher analyzes the types of errors mentioned above are included in the connotative, ie the researcher sees the error by reading the sentence.

Data 23:

Incorrect	Correct
Spoken language said by someone when they communicate with other people, like in the market, talk with friends, chat with famillly. And many more.	Spoken language is said by someone when they communicate with other people, like in the market, talk with friends, chat with famillly. And many more.

Analysis:

With the sentence mentioned above the student does not mention to be in the explanation of the sentence " spoken language said " so that it appears here the author has made a mistake. The researcher analyzes that the sentence above belongs to the type of Denotative error because it actually must be followed to be.

Data 24:

Incorrect	Correct
In spoken language we could use gesture or it could be different, so that's why the language must be written correctly and readers will not misunderstand the content.	In spoken language we could use gesture or it could be different, that's why Writte language must be written and not will be misunderstand the content.

Analysis:

From the above sentence, it is mentioned that only the word " must " the author does not follow it with the word " be " should be followed by the word " be ". So that researchers can analyze the types of errors in these types of dictionaries included in denotative because the real meaning must be " must be " as such the sentence becomes coherent.

Data 25:

Incorrect	Correct
Non-formal language. Also called informal language, is a language that use for speak without heed a row-Compositions-word.	Non-formal language. Also called informal language, is it a language that uses speaking without heed a row-compositions-word.

Analysis:

From the above data "speak" should be added "ing" "the author only writes speak, an error that is seen later analyzed by the researcher that the type of sentence error is

included in the type of denotative error because the actual meaning of the sentence as in specify.

Data 26:

Incorrect	Correct
At junior high school level, students must do discuss on the make reports and presentations about various kinds of genres texts.	At junior high school level, students must have a discussion on the make reports and presentations about various types of genre texts.

Analysis:

From the data above the student chose the word "discuss" for the sentence, so that in the view of the sentence form the author is not right in the choice of words, the author has made a mistake in the selection of words. And researchers can analyze these types of errors into connotations because of the meaning aspects of a group of words based on feelings or thoughts that arise or produced on the speaker or listener so the researcher has chosen the right word selection and the researcher has mentioned it in the correct column

Data 27:

Incorrect	Correct
Then the research has seen , the teacher only gives monotone technique teaching learning process.	Then the research has been seen , the teacher only gives monotone technique teaching learning process.

Analysis:

From the data above the student creates a word using 'has seen' here, the author uses the present perfect continuous tense, because it indicates that the activity has started in the past, " have been seen 'should be able to analyze the author's errors including to in denoataif because the true meaning of the string is like written in the correct column.

Data 28:

Incorrect	Correct
The students dictate a story to students writing the story down.	The teacher dictates a story to students writing the story down.

Analysis:

The arrangement of words in the sentence is incoherent, the student writes the sentence if it is interpreted in Indonesia students dictate the teacher. With that the researcher analyzes the error including the connotative error seen from the researcher seeing the mistake by reading the sentence.

Data 29:

Incorrect	Correct
After the students pleasure the students has been Provoked, the teacher ask the students to mske an article based on her experience.	After the students was a pleasure the students has been Provoked, the teacher ask the students to mske an article based on her experience

Analysis:

From the data above the student wrote down the events in the past seen in 'has been', namely events in the past, but the author wrote the word without to be. The researcher

can analyze the author's errors including denotative types because the real meaning in the sentence is as the researcher made in the correct column.

Data 30:

Incorrect	Correct
After the students was a pleasure the students has been Provoked, the teacher ask the students to mske an article based on her experience	After the students was a pleasure the it has been Provoked, the teacher ask the students to mske an article based on her experience

Analysis:

From the data above, the student deducts the word 'students' in one sentence so that the word dole is struck. The researcher changes the sentence and writes in the correct column. The researcher analyzed the error into a donnotative error because then the true meaning. because if a sentence has the same word then you have to use a pronoun.

Data 31:

Incorrect	Correct
To overcome the problems, the researcher was using a cooperative learning strategy.	To overcome the problems, researcher used a cooperative learning strategy.

Analysis:

From the data above the way the student chooses the word " was use " if the sentence is past then the selection of the word must be adjusted. From the sentence the student made a mistake in the selection of words. So the researcher can, analyze the types of

errors included in the denotative because in the selection of words must be with the real meaning and the researcher has fixed the true meaning in the correct column.

Data 32:

Incorrect	Correct
The problem was cause of many factors.	The problem was caused of many factors

Analysis:

From the data above the student in the choice of the "cause of" if the election is not coherent, it can be seen from here that the author is not right in the choice of words. Researchers analyze the types of errors included in the connotative because it is seen from the aspect of meaning of a group of words based on feelings or thoughts that arise or produced on the speaker or listener .

Data 33:

Incorrect	Correct
Its stated that language is used to communicate with other by our organs of speech.	It is stated that language is used to communicate with other organs of speech.

Analysis:

From the data above the student abbreviates the word "its" in the sentence. Here the student makes a mistake in writing a word so the researcher can view and analyze the error and write in the correct column. The error in the analysis is included in the connotation because this is seen as an error by reading the sentence.

Data 34:

Incorrect	Correct
In Indonesia, elementary school until the point when senior found out since high school.	In Indonesia, elementary school since the point of learning when the senior is high school.

Analysis:

The student writes the word " found out " if it is interpreted to find, whereas, the English should be studied, the writer has made a mistake. The researcher observes the sentence and analyzes the types of diction errors, then the type is included in the denotative because it can be seen from the denotative sense that it refers to the true meaning. Then the researcher writes the correct one in the correct column.

Data 35:

Incorrect	Correct
Observatins and interviews on the author with Nasrul as english language teachers on September 3, 2017 at SDN 024 Bengkulu Utara that the learning process using the lecture method, questions and answers, and assignments were often found.	Observatins and interviews are the author with Nasrul as english language teachers on September 3, 2017 at SDN 024 Bengkulu Utara that the learning process using the lecture method, question and answer, and assignment were often found.

Analysis:

From the data above the student writes the sentence directly without any information to be. The author has made a mistake in writing the sentence so that the researcher can analyze the type of error included in the denotative error because the real meaning as written by the researcher in the correct column.

According to keraf, diction contains more connotative types. A word that contains errors in a complementary context, errors are easily corrected³⁵. After doing the research, it is true that the diction errors found in the background of the student's thesis are connotative, the researchers found the number of errors in the denotative and connotative types while in the other types they were not found.

³⁵ Gorys keraf, *Diksi Dan Gaya Bahasa, Jakarta* : PT. Gramedia pustaka utama, 2009, hal. 29

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the results of the study consisting of conclusions and suggestions. The first section presents conclusions derived from research studies. The second section presents suggestions for teachers and learners of English and other researchers.

A. Conclusions

After analysis of the data there are two things that can be concluded. First, the type of diction made errors by students English study program are denotative and connotative which found the most dominant error found is connotative type. While other diction types are not found.

Second, the causes of the errors can be the choice of the word diction is errors because it is influenced by the first language because in translating Indonesian into English it is not translating words of words but translating them with all words if not then the results of the meanings are different and main source the cause of errors in second language learning is interference from the native language.

B. Suggestions

The researcher wants to propose some suggestions. Hopefully these suggestions are expected to provide new ideas for a better teaching and learning process, especially in writing skills in the Bengkulu Language Islamic Studies program at the Bengkulu Islamic Institute. The first suggestion is for English teachers who are the subjects of this study and teachers who are competent to find the right way to

minimize student errors in order to improve the quality of teaching and learning English. Other suggestions that the authors offer are as follows:

1. For Teachers

Student errors have important meanings for teachers and designers of syllabi. They help the instructor identify problem areas from student writing. The researcher suggested that all teachers use the most appropriate technique in teaching writing. Because they are prepared to become English teachers, they must have good competence in all language skills to become good English teachers. It is hoped that they will not make the same mistakes in the future.

2. For Students

Because students still make mistakes in their writing, they must learn English by reading more ingredients to improve their English grammar abilities.

3. For Future Researchers

Researchers hope that other researchers can do so find out other solutions to this problem.

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