

**DIFFICULTIES IN WRITING IN VOCABULARY AND GRAMMAR OF
THE SECOND YEAR STUDENTS OF SMPN I SELONG EAST LOMBOK
WEST NUSA TENGGARA IN THE SCHOOL YEAR 2008/2009**

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ABSTRACT

This research study aims at: (1) finding out the forms of difficulties in writing in vocabulary and grammar of the second year students of SMP 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009, and (2) finding out the causal factors of difficulties in writing in vocabulary and grammar of the second year students of SMP 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009. The study was a case study. It used a qualitative positivistic descriptive approach. The participants consisted of 34 students. The main data were obtained from the 34 students' compositions. The other data were collected from observation, interviews, and recording. The results show that (1) eight most common errors of students' writing were: verb-tenses, articles, word forms, capital letters, punctuation, missing words, spelling, and prepositions; (2) verb-tense errors occupied the first rank (23.76%), followed by article errors (20.85%), and word form errors (10.62%); (3) two kinds of direct factors caused the students to make errors in the writing skills were: negative interlanguage and intralingual transfers in the forms of adverb interference, copulative verb interference, word-order interference, tense-form interference, overgeneralization, ignorance of rule restriction, and incomplete application of rules; and (4) five sources of indirect factors caused the students to make errors in the writing skills were: students' low motivation, lack of use of media, low frequency of the writing instruction, lack of parents' support, and loose control of students' learning.

Key words: errors, error analysis, interferences, mistakes, parents' supports, sources of errors, students' motivation, writing instruction, writing skills

1. Introduction

SMPN I Selong has used the school-based curriculum (SBC) as the main reference in the teaching of English, especially the writing instruction (Curriculum of SMPN 1 Selong, 2008). The perception of English teachers in SMPN I Selong about the importance of writing does not seem to completely match the curriculum. The English teachers' adherence to the relevance of the textbooks with the curriculum makes them merely follow the textbooks. They sometimes do not follow the syllabus or the lesson plan which they develop. They

think that following the textbooks is straightforward enough in terms of facilitating the students to face the final examination. Consequently, if there are topics or exercises for the writing skills in the textbooks, the teachers will teach them at a quick pace. Or, if the time is not available or is limited, they usually ask their students to do the exercises as homework. Further, it can be observed that the teachers perceive the writing skills as not very essential as these are given a small portion in the textbooks.

Apparently some students possess limited vocabulary and poor understanding of grammar. So, they get difficulties in doing their writing tasks. An example of a student's writing is related to his low understanding of grammar. It seems that he lacks the understanding of the grammar; in consequence, he gets difficulty setting up his writing correctly. His low understanding of the grammar cause difficulty in arranging his writing properly. The example is '*SMPN I Selong this big enough class also and adequate. Such as those which we know that SMPN I Selong have many room, such as RSBI room, small mosque, etc. SMPN I Selong also have friendly teacher and discipline*'. The underlined phrases point out that a student gets difficulty in using the phrasal compounds and tenses.

Another example shows how students make errors when they write a paragraph or a text. The students' errors indicate that they get difficulties in arranging their composition. It corresponds with G. Hadler's statement (2005: <http://www.tuition.com.hk/academic/difficulties.htm>) that errors give one *evidence of difficulty*. The example is taken from a student's description of flowers in his school garden. The wrong phrases are underlined. '*In SMPN I Selong's garden, many kinds flowers that can found. They are rose, jasmine etc. But, the very beautiful is rose. The rose has parts. The part under ground are roots and the part up are the flowers. The rose has three color are red, white and pink. If we want pick it, we must be careful, because it has thorns is very sharp*'.

These phenomena motivate the writer to do an investigation into the difficulties in vocabulary and grammar in the writing of students of SMPN I Selong. The study attempts to find the *forms* as well as the causal factors of the difficulties (*errors, mistakes or lapses*). The research questions are: (1) What

forms of difficulties second year students of SMPN 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009 experience? and (2) What factors cause the difficulties in writing in vocabulary and grammar of the second year students of SMPN 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009?

2. Literature Review

Difficulty is a relative concept with objective and subjective legitimacy. It is also a comparative concept in that some starting point and a goal are indicated and unstated comparisons implied. It corresponds with Higa's notion (1966) in Hadler (2005) that states warn of the danger of 'circular argumentation' in assuming the existence of abstract concepts such as difficulty. When asked to define difficulty, a student or a teacher may quantify the difficulty in terms of the effort needed to complete a task. Cronbach (1984) in Levine (2006) looks at difficulty in terms of *anxiety*, which 'expresses motivation to avoid psychological failure'.

Based on the some points of view above, difficulty is an abstract concept which stuck in our mind. The students are known that they get difficulty in writing, when they practice to write on paper. There are many errors that they make, when they do writing. Errors give the writer evidence of difficulty which the students have problem in doing writing, although they do not provide him with all the possible evidence, nor are they to be taken as the only proof (Hadler, 2005). Errors are realizationized forms of the writing difficulties that can be seen on paper. Thus, error can be one of the forms of difficulties in writing.

Various definitions of errors have been presented by experts. Basically these definitions contain the same meaning while the differences lie only on the ways they formulate them. Two definitions of errors are given here. First, an error is a systematic deviation; when a learner has not learnt something and consistently gets it wrong (James, 1998: 77). Second, an error is a systematic deviation from the norms of the language being learned (Corder in Gass & Selinker, 2001: 78).

Error analysis is an activity to reveal errors found in writing and speaking. Richards (1977:96) states that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order

to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition emphasizes on the functions of error analysis. Another concept of error analysis is given by Brown (1980: 166). He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same as the one proposed by Crystal (1987:112) i.e. error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone who is learning a foreign language, using any of the principles and procedures provided by linguistics. The three definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in writing and it is carried out to obtain information on *common difficulties* faced by someone in writing English sentences.

Selinker in Richards (1977: 37) states that there are five sources of errors namely: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of linguistic material of target language. On the other hand, Brown (2000:223-227) classifies sources of error into, 1) interlingual transfer, that is, the negative influence of the mother tongue of learner, 2) intralingual transfer, that is, the negative transfer of items within the target language. In order words, the incorrect generalization of rules is in term of the target language; 3) context of learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning; 4) communication strategies. It is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. They are avoidance, prefabricated patterns, cognitive and personality style, appeal to authority, and language switch.

Error analysis is carried out in four successive stages, as mentioned by Corder (1971) in Richards (1977). These are (1) identification, (2) description, (3) explanation, and (4) classification.

Firstly, to identify an error one should know what is meant by the term 'error'. Corder uses the term 'erroneous' to mean those utterances which are either superficially deviant or inappropriate in terms of grammar. He distinguishes between mistakes, lapses, and errors. They correspond to what he calls pre-systematic, post-systematic and systematic errors. Pre-systematic errors are those committed by learners while they are trying to come to grip with a new point. Pre-systematic errors occur when learners temporarily forget a point that has been previously understood. Systematic errors are those which occur when learners have formed inaccurate hypotheses about the target language.

Secondly, some problems prevent the proper description as the learners' mind. Corder (1971) stated that an object of the error analysis is to explain errors both linguistically and psychologically in order to help the learners to study. Systematic errors should be looked for, so that the rules can be observed. This is a difficult task because learners may be highly inconsistent in their errors.

Thirdly, explanation is still largely speculative because of a limited knowledge of the psychological and neurological process involved in language learning. The same errors can be looked based on various points of view. For example, a learners' native language have only one way of referring to the future time while the target language has three ways of referring to the same. Learners gets problem to arrange the sentence and finally they commit some errors.

Fourthly, Corder (1973) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: *omission* of some required element; *addition* of some unnecessary or incorrect element; *selection* of an incorrect element; and *misordering* of the elements. He includes the linguistics level of the errors under the sub-areas of morphology, syntax, and lexicon (Corder, 1973).

In the present study, a conceptual framework is used to give the direction for the process and results of the study. The conceptual framework is directed to

determine the types of errors and the causal factors of the errors. The theoretical framework is schematized in the following figure.

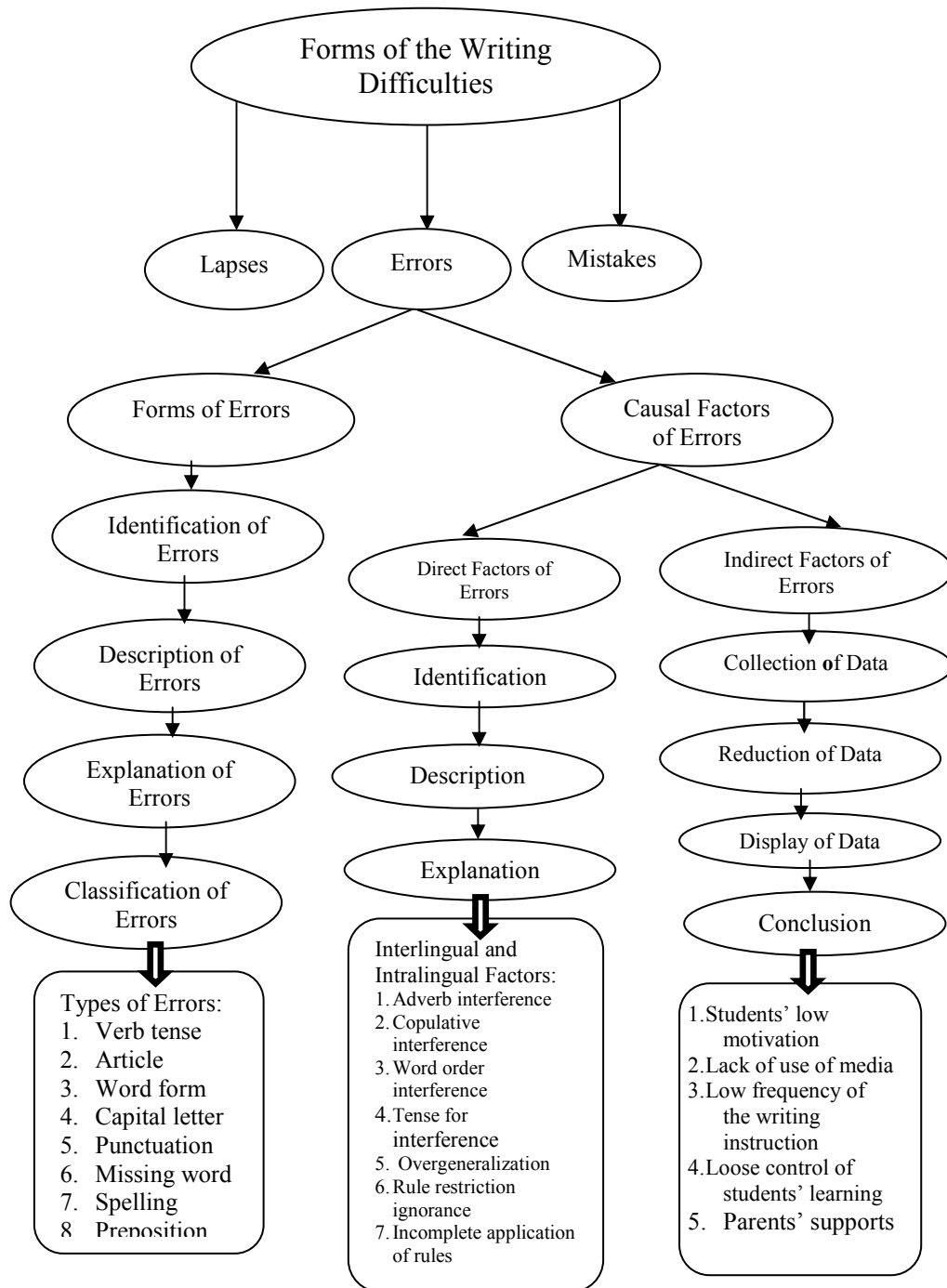


Figure I: The schema of the conceptual theoretical framework.

3. Research Method

This study was a case study by using a qualitative positivistic descriptive approach in its proceedings. It is aimed at finding out the forms causal factors of difficulties in students' writing. In the process, percentages are used that show the degrees of the forms of difficulties in students' writing. The study was conducted at SMPN 1 Selong East Lombok West Nusa Tenggara. Techniques used in collecting data were testing, observation, interview, and questionnaire.

Four instruments were used in the research, namely: a guidance of unstructured interview, a questionnaire, a test, and a format of observation. Meanwhile techniques used to validate the data were triangulation, continuous observation, member-check, discussion with colleagues, and lengthening the period of observation (Moleong, 2006: 327).

Three steps were used to analyze the data obtained from the students' hand writings. Firstly, the students' works were all checked and read. The incorrect sentences were given check marks by using stabilo ink. Secondly, the students' errors were classified into some types. The classification of errors was tabled based on Ellis and Barkhuizen's idea (2005: 63). Thirdly, the percentage of each error point was counted according to the determined formula. The data obtained through interview and questionnaires were analyzed based on the model of the interactive analysis namely: data collection; data reduction; data display; and conclusion drawing/verification (Miles and Huberman, 1994:12).

4. Findings and Discussion

Data for error analysis are in the form of students' mistakes that are found in thirty four students' compositions. The thirty four compositions contain fifty one paragraphs. The longest paragraph consists of sixteen sentences, whereas the shortest paragraph consists of two sentences.

The descriptive technique uses clauses as the units of analysis. The clauses are derived from simple sentences and complex sentences. In this case, on the average, one complex sentence consists of two clauses and one simple sentence consists of one clause. The entire data consist of 249 sentences taken from 34 composition works. The 249 sentences comprise of 180 simple sentences and 69

complex sentences. Because the unit of analysis consists of clauses, 324 clauses are found in the data.

1. Common Errors

Thirteen common errors are depicted below. Two types of article errors were found namely: absence of article and misuse of article. Absence of articles occurs when an article is not used before a noun (concrete noun). For example, *Kiki and Toni saw cat*. The noun 'cat' must have an article 'a'. Misuse of articles occurs when an inappropriate article is put before a noun (concrete noun). For example, *'They sat under the tree. Suddenly, they saw the cat on the tree'*. The article '*the*' before noun 'tree' is not suitable because it is never mentioned in the previous part of the text.

Preposition errors are classified into three types namely: preposition over-use, preposition misuse, and redundant preposition use. First, in a preposition over-use, a preposition is used more than it should be required in a sentence. The examples of this kind are: (1) *they put a ladder to near the tree*; (2) *they put to on the tree*; and (3) *Ori helps as to Wira give the cat*; Secondly, in a preposition misuse, a preposition is used wrongly in a sentence. A preposition is sometimes put before a noun, but it is a wrong preposition one. Some examples of this kind are: (1) *they played for about 3 hours happily*, (2) *Arya go up for get the cat*, and (3) *they see the cat above a tree*; Thirdly, in a redundant preposition use, a preposition is used needlessly in a sentence. The examples of this kind are: (1) *Dava go up on the tree*, and (2) *they return go to home*.

In punctuation, the error analysis is focused on two kinds of mistakes: the apostrophe and the comma. These two kinds of errors are often found in the students' works. Errors in the use of the apostrophe are related to possessive and contraction apostrophes. The example of contraction error is *Ardi's take that ladder from Anton's hand*. The phrase '*Ardi's take*' becomes correct, if the verb of this phrase is the past participle '*taken*'. The phrase '*Ardi's take*' should be *Ardi has taken* or *Ardi is/was taken*. However, according to the context of the sentence, it is more precise to become *Ardi has taken that ladder from Anton's hand*. The example of possessive errors is *Arya go to Abid home's*. In this case,

an apostrophe is put on the wrong noun. An apostrophe should be put on the proper noun, *Abid*, so that phrase *Abid home's* should be *Abid's home*.

Two kinds of comma errors are made. The first is concerned with a *comma splice*. An example of this error is '*Gigih go up on the tree and Ewin wait under the tree*'. Between first sentence and second sentence are separated by conjunction 'and' should be put 'a comma'. So, the sentence becomes '*Gigih goes up the tree, and Ewin waits under the tree*'; The second error occurs when a comma is used after an introductory element which can be a sentence or single word. An example of this error is '*After Evan and Erik arrived there they didn't saw something*'. The sentence should become '*After Evan and Erik arrived there, they didn't see anything*'.

Three kinds of errors are found in the use of capital letters. First, a sentence is not begun with a capital letter, such as: '*when they played football, they listened a voice*'. The word '*when*' should have been written as '*When*'. Second, a capital letter is not used to begin a proper name. An example of this error type is: '*And kadek under the tree for help the cat*'. The word '*kadek*' should have been written as '*Kadek*'. Third, capital letters are not used to begin the names of the days of the week. An example of this error is: '*Every sunday Gigih and Ewin always play football*'. The word '*sunday*' should have been written as '*Sunday*'.

In spelling, two kinds of errors are found. Firstly, errors occur in the false addition of the suffix '-ed' to a verb to form a perfect verb. An example of this is '*Suddenly they heared a voice*'. Moreover, the suffix '-ed' is added to an adjective intended to form a perfect verb. An example of this error is '*They were happed*'. Adjective '*happy*' is added '-ed' to be '*happed*'. Secondly, errors are in the form of a wrong spelling of a word. An example of this error is '*After one hour later them stop pleying football*'.

Some errors are found related to diction. Four examples of such mistakes are: (1) *They saw a cat on tree which average afraid*, (2) *They listened that voice more*, (3) *at time they are absorbed played, they see cat on the tree, and* (4) *That cat not afraid more*. In the last example, the word *more* is bused incorrectly. The correct use of this adverb is one that means '*used to say that something happens a*

greater number of times or for longer'. In the context of this sentence, the adverb *again* is more suitable. '*Again*' means '*one more time - used when something has happened or been done before.*'

Another group of errors is related to missing words. Errors of this type are categorized into three kinds namely: *be omission*, *verb omission*, and *object/subject omission*. Errors of *be omission* include such expressions as '*a cat so afraid there*'. This sentence should be '*A cat was so afraid there*'. Errors of *verb omission* include such expressions as '*Wend they played football they a voice*'. This sentence should be '*When they had played football, they heard a voice*'. Errors of *object omission* include such expressions as '*Erik give to his friend*'. This sentence should be '*Erik gives it to his friend*'.

Verb tense errors are categorized into five types Richards' (1974). These are *be-verb stem for verb stem + ed*, *be-verb stem for verb stem + ed*, *verb stem for verb stem + ed*, *wrong form after do*, and *wrong form after modal*. In the first type, *be-verb stem for verb stem + ed* errors occur when the basic form of a verb is wrongly used with *to-be*. An example of this is '*They are played football*' which should have been '*They played football*'. In the second type, the verb stem is used past tense sentences. An example of this is '*she take a ladder*' which should have been '*she took a ladder*'. The third type of verb errors is concerned with the wrong use of a verb following *do*. This occurs, for example, when the past form of a verb is used after *do*. An example is '*they didn't saw something*' should have been '*they didn't see something*'. The fourth type of verb errors is concerned with the wrong use of verb forms after auxiliaries. An example of this is '*Andi can getting and give to kadek*' which should have been '*Andi could get the cat and gave it to Kadek*'.

For errors related to the use of word forms, the wrong forms of the parts of speech are used. '*He gave it to his friend under the tree with so careful*'. The supposed adverb '*with so careful*' is incorrectly used. The correct sentence is '*He gave it to his friend under the tree so carefully*'. An example of errors in singular and plural forms is '*Iyan and Awan played football two hour*'. This sentence should be '*Iyan and Awan played football two hours*'.

In redundancy cases, unnecessary words are used, often making the sentences difficult to understand. For example, '*Finished played football Kiki and Tony saw cat on the tree and that cat was afraid*'. This sentence is difficult to understand. The attempted sentence might have been '*After playing football, Kiki and Tony saw a cat that was afraid on the tree*'.

Word-order errors refer to the the incorrect placement of words or groups of words in a sentence. An example of this is '*they want to be player football like as Christian Ronaldo*'. The phrase *player football* should have been *football player*.

Two kinds of errors are found related to agreement. These errors are concerned with subject-verb and pronoun agreement. Two errors of this type are found. These are: (1) *They is belong to Ori*, (2) *They was felt so happy*. One error is found that is related to pronoun agreement namely: '*Last Sunday Bayu and Jono played football in the park. And she went up to help, she took a ladder*'. The correct pronoun for '*Bayu and Jono*' should be '*they*'.

The following table shows the analysis of error based on type of errors, number of errors, percentage, and mean of errors committed by the students.

Table 1. Results of Error Analysis

Item	Type of Error	No. of Errors	Percentage (%)	Mean
1.	Verb tense	123	23.76	3.61
2.	Article	108	20.85	3.18
3.	Word form	55	10.62	1.62
4.	Capital letter	54	10.42	1.59
5.	Punctuation	53	10.23	1.56
6.	Missing word	41	7.92	1.21
7.	Spelling	27	5.21	0.79
8.	Preposition	25	4.83	0.74
9.	Redundant word	16	3.09	0.47
10.	Word order	6	1.16	0.18
11.	Singular/plural	6	1.16	0.18
12.	Word-choice	3	0.58	0.09
13.	Agreement	3	0.58	0.09
Total		518	100.0	

2. The Causal Factors

As it has been described in an earlier section, two causes are identified in the error analyses. These are direct causes and indirect causes. Two further categorizations in the direct causes are interlingual and intralingual transfers. Interlingual factors apply to adverbs, copulative verbs, word orders, and tense forms. Intralingual factors comprise overgeneralization, ignorance of rule restriction, and incomplete application of rules. Meanwhile, indirect factors include students, the teacher, and parents. Students' factors include their low motivation in learning. The teacher's factors cover lack of use of media and low frequency of the writing instruction. Parents' factors include lack of parents' support and loose control of students' learning. The causal factors are explained as follows.

a. Direct Factors

'Adverb interference' appears when adverb patterns of the native language (Indonesian) are transferred into the foreign language (English). An example of this is *'He give it his friend under the tree with so careful'*. This sentence is typically Indonesian. It seems that it is, in fact, a direct literal translation from Indonesian to English. The expression *with so careful* may be derived from the Indonesian *dengan (with) begitu (so) hati-hati (careful)*.

'Copulative verb interference' occurs because of the differences in the grammatical structures between the foreign language and the native language. It seems that learners tend to miss the copulative verbs (be verbs) in the sentences. A sentence of the native language *'dia begitu takut'* is to be equated with a sentence of the foreign language *'he so scared be*.

'Word Order Interference' occurs because of the differences in the composition of words, particularly noun phrases and adjectival phrases, between the foreign language and the native language. In the native language the modifier should be placed after the modified word, but, in the foreign language, the modifier word should be put before. For example, in the native language, the word *'takut'* (afraid) is placed after the word *'kucing'* (cat) to become *'kucing takut'*.

'Tense form interference' occurs because the native language does not have verb forms related to tenses. Learners tend to use the same verb forms for all sentences. It seems that they apply the wrong tenses of the verbs in all sentences. Three examples are given namely: (1) On last Sunday Hiakru and Ryosuke go to park for played football, (2) They break and saw a cat on the tree, and (3) Andi want to help it. Verb 'go' in sentence (1) should be changed into '*went*'. It looks as if learners regard that the verb 'go' is static for present, past, and future tense. Whereas, the foreign language verb 'go' is dynamic. It means that verb 'go' will be altered depending on its tense.

'Overgeneralization' is caused by the tendency for learners to use their common senses and come to generalization of certain sets of grammatical rules. It seems that they mostly use analogies of thoughts. While so doing, they are unaware of the fact that their analogies do not always work in the right directions. They simply apply the newly-created rules in most circumstances resulting in overgeneralization. Two sentences are given as examples: (1) '*They were happed*', and (2) '*They heard a voice*'. The use of the '*-ed marker*' in these sentences indicates overgeneralization. It seems that learners generalize the *-ed marker* for all verbs, even for adjectives.

'Ignorance of rule restriction' is closely related to the generalization of deviant structures. In this case, learners fail to observe restriction of existing structures, that is, the application of rules to contexts where they do not apply (Richards 1974: 175). As a result, they apply the rules in all cases without paying attention to their limitations. Three examples of this are: (1) '*Ori wait under the tree*', (2) '*He hope Tono will do that*', and (3) '*They see a cat*'. The omission of *-s* to the third person singular verb is ignorance of rule restriction for the same zero verbal ending.

'Incomplete application of rules' occurs when learners do not apply all the rules they have learned, due to incomplete learning. In other words, they do not completely master the rules and their application, and therefore they do not implement those rules in accordance with the circumstances. (1) '*Hikaru so happy*', (2) '*He so scared to do it*', and (3) '*The cat very afraid*' are example of

this incomplete application of rules. Use of these sentences seems to show that learners do not completely comprehend predication in the foreign language (English). In the Indonesian language, adjective constructions can be predication, but in English they cannot. In these examples, *Hikaru so happy* should be *Hikaru is so happy*.

b. Indirect Factors

Much of what causes students to make mistakes seems to be their *low motivation* in learning. It seems that the students' low motivation is caused by two factors. Firstly, learners have low motivation in learning because their parents give them little support. Secondly, students have low motivation to study because they themselves have no spirit to learn. It can be said that they have no intrinsic motivation to study. Apparently they are a bit lazy to learn English.

It seems that a teacher is not creative enough in conducting the writing classes. He does not utilize enough media in his teaching-learning interactions. On the other hand, he is still stuck to the textbook when he carries out the teaching-learning process. It is no wonder that the English instruction runs monotonously and boringly. In most cases, when students are given a writing task, they get difficulties to do it. In the same way, the teacher's frequency in teaching writing is low. There is no lesson plan for the writing skill among eight kinds of lesson plans. In addition, the teacher's supervisor admits that the instruction process of writing has very low frequency.

It appears that some parents do not give their children enough support to study at home. They do not have the habit of giving a reward, for example, if their children are successful in their English achievement. No parents give their children extracurricular lesson of English such as in the form of private lessons. Harmer (2003: 52) claims that students' attitude to language learning will be greatly affected by the influence of people who are close to them namely: parents or older siblings. In the same way, it seems that parents do not carry out enough control towards their children's learning. They tend to let their children do whatever they want in their studying. It is no wonder that students even do not

have time schedules at home. It seems that their parents do not suggest them to make the time schedules of learning at home.

5. Conclusion

Eight most common errors were found relating to basic grammars. These are (a) two kinds of errors were found relating to the use of articles, namely: misuse of preposition and absence of articles, (b) three kinds of the preposition errors were found namely: overuse, misuse, and redundant use, (c) punctuation error consists of two kinds namely: apostrophe and comma, (d) three types of errors were found relating to the capital letter namely: the first word of a sentence, the first letter of proper names, and the names of days, (e) two kinds of errors were found relating to spelling namely: a wrong addition of suffix ‘-ed’ to past form of verb and a wrong spelling of a word e.g. wend, lader, Sanday etc., (f) five types of errors were found relating to verb tenses. The five types are *be-verb stem for verb stem + ed*, *be-verb stem + ed for verb stem + ed*, *verb stem for verb stem + ed*, *wrong form after do*, and *wrong form after modal*, (g) two types of errors were found relating to word form (parts of speech) such as: a wrong word class and a wrong prepositional phrase, and (h) three kinds of errors were found relating to missing words namely: be omission, verb omission, and object / subject omission.

There are two causal factors of errors in writing such as: direct and indirect factors. The direct factors are adverb, copulative, word order, tense form interference, overgeneralization, ignorance of rule restriction, and incomplete application of rules. The indirect factors are students’ low motivation, lack of use of media, low frequency of the writing instruction, lack of parents’ support, and loose control of learners’ learning.

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