

**GRAMMATICAL ERROR ANALYSIS ON STUDENTS'
WRITING IN ADVERTISEMENT TEXT**

**(A Case Study at the Islamic Senior High School of Al-Mumtaz
Pandeglang)**

A PAPER

Submitted to the English Education Departement, the Faculty of Education
Letter as a Partial Fulfillment of the Requirement for the Sarjana Degree



AHMAD MUNZAZ MUTAQI
NIM : 132301514

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITYSULTAN
MAULANA HASANUDDIN BANTEN
ACADEMIC YEARS 2017**

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper that I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English education department, the faculty of education and teachers training wholly constitute my own original scientific writing.

As for the others persons' works whose ideas are quoted in this paper have been revered to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is later on proved, or it falls under convincing plagiarism. I would be prepared to receive any sanction such losing my related academic degree obtained from institution as well as other rules prevailing in Indonesia.

Serang, November 13th, 2017

Ahmad Munzaz Mutaqi

SRN. 132301514

ABSTRACT

Munzaz Mutaqi. 132301514. *Grammatical Error Analysis on Students' Writing in Advertisement Text.* (A Case Study at the Islamic Senior High School of Al-Mumtaz Pandeglang)

This research investigates the implementation of students' ability in writing advertisement text. It focuses in the title of research "Grammatical Error Analysis On Students Writing in Advertisement Text" (A Case Study at the Islamic Senior High School of Al-Mumtaz Pandeglang). This research aimed at 1) To analyze students' error in writing advertisement text. 2) To find out students ability in writing advertisement text. This research is conducted based on the statement problem are: 1) How is students' ability in writing advertisement text ? and 2) To what extent that the students make errors?. To answer the questions, the researcher collect data from 20 students from 29 first grade Al-Mumtaz Senior High School. This research is using case study. To get the data, the researcher using interview and give the test for the students. The result of the research show types of grammatical error made by students in their writing are verb, adjective and simple sentence.

Keywords : *Writing, Error Analysis, Advertisement text*

GRAMMATICAL ERROR ANALYSIS ON STUDENTS'

WRITING

IN ADVERTISEMENT TEXT

(A Case Study at the Islamic Senior High School of Al-Mumtaz

Pandeglang)

By:

AHMAD MUNZAZ MUTAQI

SRN. 132301514


Under the Supervision of:

Adviser I



As'ari, S.S., M.Si.
NIP. 19741029 200003 1 002

Adviser II



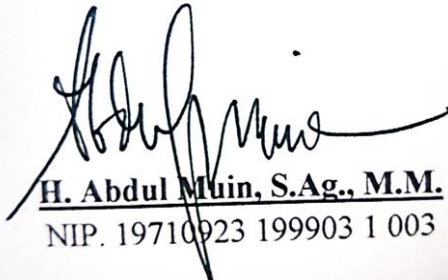
Eulis Rahmawati, M.Pd.
NIP. 19790713 200312 2 005

Acknowledged by:

The Dean of Education and
Teacher Training Faculty

Dr. H. Subhan, M. Ed.
NIP. 19680910 200003 1 001

The Head of English Education
Department



H. Abdul Muin, S.Ag., M.M.
NIP. 19710923 199903 1 003

THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the under graduate research paper of **Ahmad Munzaz Mutaqi** has been approved by the Board of Examiners as a partial fulfillment of requirement for the Degree of Sarjana in English Education.

Serang, November 13th, 2017

The Board of Examiners

Prof. Dr. H. Ilzamudin Ma'mur, M.A. Chairperson _____
NIP: 19610829 199003 1 002

Kheryadi, M.Pd. Secretary _____
NIP:

Dr. H. Wawan Wahyuddin, M.Pd. Examiner I _____
NIP. 19620101 198503 1 008

H. Abdul Muin, S.Ag., M.M. Examiner II _____
NIP. 19710923 199903 1 003

As'ari, S.S., M.Si. Adviser I _____
NIP. 19741029 200003 1 002

Eulis Rahmawati, M.Pd. Adviser II _____
NIP. 19790713 200312 2 005

DEDICATION

This paper is dedicated to Mr. Adung and Mrs. Wati as my parents, as well as all my brothers and all my sisters.

MOTTO

وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ^ط

And let every soul consider what it has sent on for the morrow

(Al Hashr: 18)

A BRIEF BIOGRAPHY

The researcher's name is Ahmad Munzaz Mutaqi. He lives in Kp. Bojonghejo, Des. Sukasari Kec. Pulosari Pandeglang-Banten. He was born in Pandeglang, April 05th, 1996. He is the last children in his family, from the married couple of Mr. Adung Abdurachim and Mrs. Aswati and he is Muslim.

His background of education is MI Bojonghejo 2007, MtsN Cening on 2010 and MA Al-Mumtaz Pulosari on 2013, he continued the education by joining undergraduate program of English Education Departement, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin Banten.

When he was a student on the University, he was active in English Education Departement organization (ASSES) in 2014.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and gratitude be to Allah SWT, because his graciousness and merciful the researcher can write well.

Peace and salutation peace be upon our prophet Muhammad SAW, and his families, his companions and his followers. This world becomes peace because of his hard effort in giving the human being advices.

After taking a long time of the writing, the researcher finally finished this paper on time. In this great occasion the researcher would like to express gratitude to:

1. Dr. H. Subhan, M. Ed., the Dean of Education and Teacher Training Faculty for giving permission to write this paper.
2. H. Abdul Muin, S.Ag., M.M., the Head of English Department that allowed the writer to write this paper.
3. As'ari S.S., as the first adviser and Eulis Rahmawati, M.Pd, as the second adviser who already guided the writer on process of paper arrangement.
4. All lectures in the State Islamic University (UIN) SMH Banten, especially the lectures of English Education Department who

gave the writer valuable knowledge during the writer studies in this campus.

5. The headmaster of MA Al-Mumtaz Pulosari Mr. Sutami, S.Pd.I, who has given permission to the writer to conduct the research.
6. The English teacher of MA Al-Mumtaz Pulosari Mrs. Nenden Nuroniah, S.Par, who has helped and guided the researcher during the research.
7. My beloved parents who always love, pray, motivate, and support me in all conditions.
8. My wonderful friends in TBI-C 2013, thank you so much for your wonderful times.

The researcher also hopes this paper will be useful for us, and the researcher submit everything to Allah SWT hopeful.

Serang, November 13th,

2017

The Writer,

Ahmad Munzaz Mutaqi

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY.....	i
ABSTRACT	ii
THE LEGALIZATION OF DEAN FACULTY	iii
THE BOARD OF EXAMINERS' APPROVAL.....	iv
DEDICATION	v
MOTTO.....	vi
A BRIEF BIOGRAPHY	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS	x
LIST OF TABLES.....	xiii
LIST OF GRAPHIC	xiv
LIST OF APPENDICES.....	xv

CHAPTER I

INTRODUCTION.....	1
A. The Background of the StudyB	1
B. The limitation of the research	4
C. The Statement of Problem.....	4
D. Objectives of The Study.....	4
E. Organization of Writing	4

CHAPTER II

THEORETICAL FRAMEWORK	6
A. Definition of Error	6
B. Grammatical Error	8
C. Error Analysis	10

1. Definition of Error Analysis	10
2. Source of Error	12
3. The Function of Error Analysis	15
D. Writing	16
1. Writing Definition	16
2. The Purposes of Writing.....	19
E. Advertisement Text	19
1. Definition of Advertisement	19
2. Kinds of Advertisement	21
3. The Purposes of Advertisement	23
4. The Language in Advertisement	24
5. Grammar in Advertisement	25
a. Adjective	25
b. Verb	26
c. Simple and Minor sentence	27

CHAPTER III

RESEARCH METHODOLOGY	29
A. Method of Research	29
B. Setting	29
C. Focus of Study	30
D. Technique of Data Collecting	30
1. Interview	30
2. Test	31
3. Literature Study	32
E. Technique of Data Analysis	32

CHAPTER IV	
RESULT OF THE RESEARCH	34
A. The Description of Data	34
B. The Analysis of Data	41
1. Corpus Types	41
2. Data Interpretation	47
CHAPTER V	
CONCLUSION AND SUGGESTION	50
A. Conclusion	50
B. Suggestion	51
BIBLIOGRAPHY	54

LIST OF TABLE

Table 4. 1 The Recapitulation of Corpus.....	35
Table 4. 2 Error in Verb	42
Table 4. 3 Error in Adjective	44
Table 4. 4 Error in Simple sentence.....	47

LIST OF GRAPHIC

Graphic 1	Students' error in Verb	38
Graphic 2	Students' error in Adjective	39
Graphic 3	Students' error in Simple sentence	40
Graphic 4	The Other Students' error	41

LIST OF APPENDICES

Appendix 1	The Interview Transcribed.....	57
Appendix 2	Instrument for writing advertisement text	59
Appendix 3	Students' writing advertisement text	60
Appendix 4	List of Students	70
Appendix 5	The letter of Research Permit	71
Appendix 6	The Statement Letter from the Principle of Al- Mumtaz Senior High School.....	72
Appendix 7	The Decision Letter	73
Appendix 8	Consultation Book	75

CHAPTER 1

INTRODUCTION

A. Background of the Study

English used by people in every country all the world in every aspect such as education, economy, international relationship and social. We can see that international information in the magazine and newspaper are written in English. Therefore, there are many people learning English as a second foreign language.

To learn English language, especially writing, students must increase their knowledge by having confidence and a lot of practice. The child acquires the ability to make as a speaker, writer or hearer, of the most important communication system of the community. Through this possession the individual enjoys a life of being able to inform, to express feelings and thought, perhaps to influence other in smaller or larger ways, and to learn.¹ When two peoples are in communication process especially in conversation, that language become an important instrument.

Grammar is central in the teaching and learning of language. It is also one of the more difficult aspects of language to teach well. In

¹ Charles W. Kreidler, *Introducing English Semantics* (New York: Routledge, 1998), 6

grammar, and usually discussed in connection with tense. According to Frank, ‘...the most common interpretation of tense is a semantic one; each tense roughly indicates a kind of time...’.² Many people, including teachers, hear the word “grammar” or “tense” and think of a fixed set of word form and rules of usage. They associate “good” grammar, especially tense with the prestige forms of language, such as those used in writing and presentations, bad or no grammar with the language used in conversations or used by speakers of nonprestige forms.

In teach English, there are four skills, those are; reading, speaking, writing and listening. In fourskills above the most difficult to understand is writing. Students make more incorrect productions when it relates to writing. The reasonable of those cricumstances is that writing is combination of all english skill. When students write, they accommodate their whole aspect of english knowledge. In teaching writing, especally in Advertisement text, students use simple present. It means that students have to understand about simple persent tense in nominal and verbal form to write advertisement text.

Related to writing, the term might vary. Here, the research used the term of constructing. Constructing is the product of written expression made by students, the constructing here specify to the

² Frank Marcella, *Modern English “A Practical Reference Guide”* (New Jersey: Prentice-Hall, 1972), 52

Grammar. Many of second language learners believe that grammar is the hardest part of English writing and connected to the writing process. This is practically normal. However, the researcher wants to know specifically the errors that students of second language learner keep doing.

In elective programme, it aims to provide a framework for teaching and learning English based on Kurikulum 2013. This programme used to build the lessons around teenager lives. All three levels allow learners to practice the four skills, listening, speaking, reading and writing which eventually help them develop their discourse competence. This programme teaches the students' to survive in an English environment and access information.

The researcher found the idea to analyze the students' error in writing, especially in writing Advertisement text because the Advertisement text is one from many objects study in elective programme. According to Elective programme Syllabus:

*“Membuat, mempresentasikan, bertanya jawab tentang teks iklan di media masa yang ada di sekitar kehidupan peserta didik dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak di capai.”*³

³ Siabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah, Mata Pelajaran Bahasa dan Sastra Inggris “Peminatan” (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), 15

The researcher investigated at Islamic Senior High School of Al-Mumtaz that was located in Bojonghejo village. The researcher chooses this school because this school need to analyze to improve the teaching sistem and to find solution especially in teaching English and also to evaluate the students' progress.

B. The limitation of the research

The researcher limits the scope of the research on the kinds of Errors on students' writing in Advertisement text. The errors that the researcher analyze are Verb, Adjective and Simple sentence error.

C. Statement of Problem

1. How is students' ability in writing advertisement text ?
2. To what extent that the students make errors?

D. Objectives of the Study

1. To find out students' ability in writing advertisement text.
2. To analyze students' error in writing advertisement text.

E. The Organization of Writing

In this paper the researcher used systemic organization of writing is content five chapters as follow:

Chapter I is Introduction which consists of background of study, the statement of the problem, the research purpose, operational definition and the organization of writing.

Chapter II is The Teoritical review which explains about the definition of Error,grammatical error, error analysis, function error analysis, definition of writing, purpose of writing, definition of advertisemnet, language of advertisement, kinds of advertisement,grammar in advertisement and language of advertisement.

Chapter III is Methodology of research which consists of object of research, method of research, the instrument of research, population and sample, technique of data collection, technique data analysis, place and time.

Chapter IV is result of the research which consists of the description of data, data analysis in corpus and interview.

Chapter V is conclusion and suggestion which consists of the researcerc conclusions and and the sugestions for the english teacher.

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Error

Brown states that “...error analysis are indeed revealing of a system at work, the classroom foreign language...”.¹ Error analysis is needed by teacher to know error made by students and as an evaluation students’ understanding of the material that has been taught. In the error analysis, the teacher will be identifying of error, describing the error what causes these error. So the teacher can find an effective ways to reduce or completely eliminate these errors.

Dulay said, “... errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance..”.² Based on the statment above, the researcher conclude that human learning is fudamentally a process that involves the making of mistakes. Mistakes, misjudgment, miscalucations and erroneous assumptions form an important aspect of learning virtually any skill or acquiring

¹ H. Douglas Brown, *Principle of Language Learning and Teaching* (New Jersey: Prentice-Hall, 1994), 206

² Heidi Dulay. *Language Two* (Oxford: Oxford University Press, 1982), 139

information. Finally, error analysis can keep us to closely focused on specific language rather than viewing universal aspect of language.

Most people still confused about the term "mistake and error", they think both of these term are synonymous. According to Chomsky as quoted by Dulay, "...mistake caused by factors such as fatigue and inattentive are called performance factor," and also "errors resulting from lack of knowledge of the rules of the language are called competence..."³ A language error is also said an unsuccessful bit of language acquisition. And According James, quoted by Brown, "...an error can not be self-corrected while mistake can be self corrected if the deviation is pointed out to the speaker..."⁴

Mistakes are neither systematic and nor significant to the process of language learning. Errors can be differentiated from mistakes in the way that errors are systematic in nature being "errors of competence" which occur in the continuum of the learning process. They are the result of learners' transitional competence and are not self-correctable.

³ Heidi Dulay, *Language Two*, 139

⁴H. Douglas Brown, *Principle of Language Learning and Teaching* (London : Addison Wesley Longman Inc, 2004), 217

From the statement above, the researcher can conclude that mistake and errors are different. Mistake refer to performance factors and can be corrected by students themselves, and errors caused by lack of knowledge of grammatical rules cannot be corrected by the students themselves. It reflects their weakness in target language.

B. Grammatical Error

There are many ways to describe the grammar of language, one approach sees grammar as a set of rules which specify all the possible grammatical structures of the language. Grammar is partly of study of what forms (or structures) are possible in a language.⁵ According to Baker, "...grammar is the set of rules which determine the way in which units such as words and phrases can be combined in a language and the kind of information which has to be made regularly explicit in utterances..."⁶ and Penny say that "...grammar is sometime defined as the way words are put together to make correct sentences..."⁷ Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking, learners need to learn not only what forms are possible, but what particular forms will express their particular

⁵ Jeremy Harmer, *How to Teach Grammar* (New York: Bluestone, 1999), 1

⁶ Mona Baker, *In Other Words* (New York: Routledge, 1992), 83

⁷ Penny Ur, *A Course in Language Teaching* (London: Cambridge University Press, 2009), 75

meanings grammar is a tool for making meaning, the implication for language teachers is that the learner's attention needs to be focused not only the forms of the language but on the meaning these forms convey. Grammar is an attempt to develop concepts, principles and rules relating to usage and to the structure of language.⁸ If the grammar is wrong, the reader or listener will not understand what did they read and hear. Harmer states that:

“good rule include ‘simplicity’ (it may cause problem), ‘truth’ (because clearly some rules are more true than others), ‘clarity’ (because rules are unclear help nobody) and ‘relevance’ (because there are some thing which a teacher or student probably do not really need to know)”.⁹

According to Manchon, “...Grammatical encoding pertains to the construction of clauses and sentences in terms of vocabulary selection and sentence building...”.¹⁰ learners’ have to understand parts of speech and grammar provides a stock of ideas and understanding that help to make language intelligible, to give some insight into its structure, to supply some help the use of language forms and in the

⁸ M. F. Patel Praveen, *English Language Teaching* (Jaipur: Sunrise Publishers, 2008), 17

⁹ Jeremy Harmer, *The Practice of English Language Teaching* (London: Longman, 2002), 15

¹⁰ Rosa M. Manchon, *Writing in Foreign Language Contexts* (New York: British Library, 2009), 79

correction of errors. There are many ways to teach Grammar. But, grammar and vocabulary have to learn and teach in the same time.

Not all errors are caused by first language interference. A lot of errors are developmental that is they occur in normal course of language acquisition, irrespective of learners mother tongue. Not all errors are grammar error, not all grammar errors are simply tense mistake and not all errors are metter equally. According to Brown, “...levels of language can be considered: phonology, lexicon, grammar and discourse...”.¹¹ Correction is not only form of feedback thath teacher can provide. Other option includes positive feedback, clarification request and reformulation.

C. Error Analysis

1. Deffinition of Error analysis

According to Corder, “...studying the errors made by learners of a second language needs no justification. It is something which teachers have always done for purely practical reasons...”.¹² Errors are significant in three different ways. First, errors tell teachers how far toward the goal learners have progressed and consequently, what remains for learners to learn. Second, errors

¹¹ H. Douglas Brown, *Principle of Language Learning and Teaching*, 263

¹² Corder S. P, *Error Analysis and Interlanguage* (Oxford: Oxford University Press, 1981), 35

provide researchers with evidence on how language is learnt or acquired, what strategies or procedures learners are employing in their discovery of the language. Thirdly, errors are indispensable to learners themselves because errors can be regarded as a device learners use in order to learn. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity in learners.

Brown said, "... the fact learners do an errors and that these errors can be observed, analyzed and classified to reveal something of system operating within the learner, led to a surge of study of learner's errors called error analysis...".¹³ It means that error analysis is a method to analyze learner's error in English learning by classify, reconstruct learner's sentence. Therefore, the teachers and the instructor guide them by giving more exercise, remedial lesson and enrichment. According to Ellis as quoted by Tarigan:

"Analisis kesalahan bahasa adalah suatu prosedur yang digunakan oleh peneliti dan guru yang mencakup pengumpulan sampel bahasa pelajar, pengenalan kesalahan-kesalahan yang terdapat dalam sampel tersebut, mendeskripsikan kesalahan-kesalahan itu,

¹³ H. Douglas Brown, *Principle of Language Learning and Teaching* (London: Addison Wesley Longman Inc, 2004), 218

pengklasifikasiannya berdasarkan sebab-sebab yang telah dihipotesiskan serta pengevaluasian keseriusannya.¹⁴

The researcher can conclude many researchers and teachers are interested in analyzing on errors because it contains valuable information about strategies that people use to acquire a language. Analyzing errors committed by learners, clearly give valuable information which could be used to determine sequence items, teaching or to advice remedial lesson by the teachers.

2. Source of Error

Sometimes, we don't realize if we learn foreign language or target language we have done many errors of a few tenses in grammatical aspect. identification and analysis of bilingual student can be differentiated into:

a. Inter Lingual Error

Mother language or native language of the learner has a great deal of influence in learning second language of foreign language and those Intra Lingual Error attributed to the native language.¹⁵ These kinds of errors are influenced by the native

¹⁴ Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa* (Bandung: Angkasa, 1988), 300

¹⁵ Keith Johnson and Hellen Johnson, *Encyclopedic Dictionary of Applied Linguistic a Hand Book for Language Teaching* (New Jersey: Blackwell publisher Ltd, 1999), 115

languages which interfere with target language learning. It is seen as a process in which learners use their knowledge of the first language in learning a second language. Learners translate word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners' first language into the second language.

In contrastive analysis, it is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined. It is called interference or inter-lingual transfer. In these early stages, before the system of second language is familiar, the native language is the only system in previous experience upon which the learner can draw.

b. Intra Lingual Error

Intra lingual is errors reflecting general linguistic formulas, perfect less application and failure to learn conditions for the implementation of the language formula.¹⁶ In learning second language, inter lingual transfer is one of the source of error that must be recognized, and now the transfer within the target language (intra-lingual). According to Brown,

¹⁶ Jack C. Richard, *Error Analysis* (London: Longman, 1980), 174

“...principles of language learning and teaching that...intra-lingual transfer(whitin the target language itself) is a major factor in second language learning..”¹⁷ Research have found that the early stages of language learning are characterized by a predominance of interference (inter-lingual transfer), but once learners have begun to acquire part of the new system, more and more intra-lingual transfer-generalization within the targer language is manifested.

In here we'll be discussed the intra lingual error. Intra lingual error are caused by:

- 1) Overgeneralization: learner creat divergent structure based on his experience of other target structure. Example:

He can sings instead of he can sing.

We are hope instead of we hope.

- 2) Ignorance of rule restrictions: learner fail to observe rule of restriction in implementing formula in its context. Example:

The man who i saw him.

¹⁷ H. Douglas Brown, *Principle of Language Learning and Teaching*, 214

We saw him playing football and we admired.

- 3) Incomplete application of rules : learner's utterance reflects the state of rules development in creating accepted utterances. Example:

Teacher questions:	Learner's responds:
What's he doing	He (is) playing football.
Will they soon be ready.	Yes, they soon be ready.

3. The Function of Error Analysis

There are many studies on error analysis because error analysis helps to improve the teaching and learning process. If learners' errors and the causes of those errors are identified, errors can be corrected, though not all. Moreover, error analysis helps direct the focus of the teaching and learning process. According to Ellis, "...the most significant contribution of error analysis lies in its success in elevating the status of errors from undesirability to that of a guide. Thus, errors are no longer seen as "unwanted forms," but as evidence of learners' active contribution to second language acquisition...".¹⁸ The error analysis can be the evaluation for the teacher about students' progress in their language learning.

¹⁸ Ellis R, *Understanding Second Language Acquisition* (Oxford: Oxford University Press, 1995), 51-54

According to tarigan, there are four functions of error analysis:

- a. To determine the organization of items to be taught in class or textbook from easy to difficult lessons.
- b. To determine degrees of emphasis, explanation and exercise of teaching material.
- c. To arrange and improve remedial teaching and exercise.
- d. To construct learner's proficiency test items.¹⁹

D. Writing

Norrish said that "...the error analysis could be made of either spoken or written language...".²⁰ The learner's error can be identified both in the spoken or written language and it can be obtained in achievement test on ofe the achievement test is writing.

1. Writing Definition

One of the aspect in language skill is writing. Writing is important to study because writing is way of communicating a message to the reader in written form. writing is the result of thinking. through writing, one can find the message, ideas and

¹⁹ Henry Guntur Tarigan dan Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 1995), 69

²⁰John Norrish, *Language Learner's and Their Error* (London: Macmillan Press Ltd, 1983), 80

opinion of the reader. Writing is the ability to put a pen and a paper to express anything in our mind. This way, representations on the paper will have meaning and content. Many experts make definitions and explanations of writing.

Writing was a skill that was the exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” people was carried out orally. Business transactions, records, legal documents, political and military agreements—all written by specialists whose vocation it was to render language into the written word.²¹

In the Oxford Learner’s Pocket Dictionary, Victoria Bull explains that writing “...is to mark letters or numbers on a surface especially with a pen or pencil, or to produce something in written form so that people can read, perform or use it...”.²² It can be concluded that writing is a process of recording spoken language using a system of visual marks on a surface to convey the writer’s ideas to the reader. Troyka adds that writing is a way of communicating a

²¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Francisco: Longman, 2004), 218

²² Victoria Bull, *Oxford Learner’s Pocket Dictionary* (New York: Oxford University Press, 2008), 516

message to a reader for a purpose.²³ And another definition is “...any pice of writing is always somebody (writer) saying something (the text) to somebody else (the reader)...”.²⁴ It seem that there are there important elements in writing, namely the text or the messege (the subject to be discussed), the researcher who is presenting it and the reader (the audience) to be addressed.

As a metter of fact many benefit if we could write well, according to Meyer that “... writing is also an action a proces of discovering and organizing your idea, putting them on peper and revising them...”.²⁵

From statement above, writing is very important for students easy to think for and also make us easy to feel and enjoying the relationship, to deepen our memories or our preception and writing can help us to explaining our minds.

In writing process often to find out working with second draft, the researcher corrects punctuation, spelling and other errors in mechanics as well as changing some vocabularies words also

²³ Troyka L. Q, *Simon and Schuster: Handbook For Writer* (New Jersey: Prentice-Hall, 1987), 3

²⁴ Bererton John C, *A Plane for Writing* (New York: CBS College Publishing, 1982), 3

²⁵ Alan Meyer, *Gateway to Academic Writing* (New York: Pearson Educating, Inc, 2005), 2

corrects the grammar and improves the sentence structure as Alice and Ana said, "...if the researcher is completely satisfied with the second draft, he is ready to make the final copy..."²⁶ When considering how people write, we need to consider the similarities and differences of writing, speaking, reading and listening. There are in terms of their form and in the processes that writers and speakers go through to produce things to know creative writing tasks are nearer the invented purpose end of our purpose chain. But still can be motivating since they provide opportunities for students to display their work, to show off in other words in a way that speaking often doesn't.

2. The Purposes of Writing

If we want to write, we have to know the reasons and the purposes of writing from the experts.

According to Reinking and Hart, there are 4 purposes of writing:

- a. "To inform
- b. To persuade
- c. To express yourself

²⁶ Alice Oshima and Ana Hogue, *Writing Academic English* (New York: Longman, 1988), 116

d. To entertain”²⁷

E. Advertisement Text

Most commonly, the desired result is to drive consumer behavior with respect to a commercial offering. We can find an Advertisement anywhere, in newspaper, TV, Radio and ect

1. Definition of Advertisement

Advertisement in business is a form of marketing communication used to encourage, persuade an audience (viewers, readers, or listeners; sometime a specific group) to take or continue to take some action. According to Tipper:

“Advertising is the machine, or blik, method of selling. It is the direction of the advertiser and his product. It is used, therefore, either to supplant the personal selling force, to supplement it, or to act upon it.”²⁸

According to McQuarrie, “...advertising is the largest organized persuasive endeavor in the world today...”²⁹

Advertisement is quite common in our moderen society. We see, hear and read it everyday and everywhere around us. Like

²⁷ James A. Renking and Andrew W. Heart, *Strategies for Successful Writing* (London: Cambridge University Press, 1996), 4

²⁸ Harry Tipper, *The Principles of Advertising* (New York: Ronald Press, 1920), 9

²⁹ McQuarrie, Edward F and Barbara J Philips, *Go Figure! New Directions in Advertising Rhetoric* (New York: M. E. Sharpe, 2008), 14

Sundarwati said above, advertisement is a special type of communication that conveys a message from the producer to the consumer. Advertisement as persuasive text, the purpose of an exposition text is to persuade the reader or listener. According to Mark and Kathy, "...advertisements are designed to persuade the audience to do something: usually to buy something..."³⁰

The researcher can conclude that An advertisement is not only a picture, short film and ect, but also text type. Which tries to persuade people to buy a product or service.

2. Kinds of Advertisement

a. Product

Product is anything that offered by the market to fulfill the pretension.³¹ Usually, products are object like Car, Handphone, TV, Book and ect. In advertisement, produc usually show what the things are to the audience and make them interest and want to buy it. For the example:

Choco Mood

A snack made of chocolate choice with peanut granules which are united into a masterpiece for your tongue.

³⁰ Mark Anderson and Kathy Anderson, *Text Types in English* (Macmillan: Parachute press, Inc, 1994), 153

³¹ Philip Kotler, *Marketing Management* (New York: Simon & Schuster Pte. Ltd, 1998) Edisi Indonesia, Jilid 2, 53

Take Choco Mood! Feel the sensation of melting
Chocolate and crunchy peanut that will shake your
tongue.

Buy now and feel the sensation!!

b. Service

Service is every action or event that offered by oneside to another side.³² Usually, service is not concrete and can't be a possession such as Travel Agent, Hotel, Clinic Service and ect. Service advertisement usually show what the producer can do, help and serve to the costumer. Kotler said that "...services are often part of company's total offering in tthe marketplace..."³³ and he distinguishes catagories of service mix as follows:

- 1) Pure tangible good: The offering is tangible good.
- 2) Tangible good with accompanying service: The offering consist of a tangible good accompanied by one or more service.
- 3) Hybrid: The offering consist of equal parts of good and service.

³² Philip Kotler, *Marketing Management*, 84

³³ Philip Kotler, *Marketing Management: Milenium Edition* (New Jersey: Prentice Hall, 2000), 200

- 4) Major service with accompanying minor goods and services: The offering consist of a major service along with additional services or supporting goods.
- 5) Pure service: The offering consist primarily of a service.³⁴

The example for advertisement text of service :

Faizin Furniture

We recover furniture, we make all type of chairs,
tables and cupboards.

Quick service only 2-3 days. Phone (021) 583685.
Lion Tara Road, Sleman.

3. The Purpose of Advertisement

According to Tipper, "...advertising must always influence action either directly by leading to an order or inquiry, or indirectly by building good-well...".³⁵ It uses short but powerful language to make an audience interest.

To make an advertisement there is strategy, according to Miller, "...that strategy may vary dependinon the topic and audience, but should always consider the extent to which have employed ethos, logos and pathos...".³⁶ and Tipper say that "...it must impress the reader favorably with the message of the

³⁴ Philip Kotler, *Marketing Management: Milenium Edition*, 200

³⁵ Harry Tipper, *The Principles of Advertising*, 114

³⁶ Keith Miller, *Motives For Writing* (New York: McGraw-Hill, 2006), 452

product...”³⁷ Although people sometimes make decisions on impulses, and some forms of persuasion (like television commercials) are designed to inspire unreasoned decisions.

4. The Language in Advertisement

- a. Informative; in the good advertisement, there are some information to inform the viewer or hearer about what the product or service are, where we can get the product or service are and ect.
- b. Persuasive; the advertisement have to persuade the viewer or hearer to buy or use the product or service.
- c. Powerful language; use few words but have strong meaning that interest.
- d. Simple; simple with clear pronunciation and easy to understand.
- e. Use Active (not passive); voice in english grammar refers to the active and passive use of a verb. “the active voice is used in making a straightforward statement about an action; that is the “doer” of the action is grammatical

³⁷ Harry Tipper, *The Principles of Advertising*, 113

subject, and the “receiver” of the action is the grammatical object” Frank.³⁸

- f. Positive language; don’t use negative language that make the viewer or hearer uncertain to buy or use that product or service.

5. Grammar in Advertisement

a. Adjective

According to Frank, “...The adjective is a modifier that has grammatical property of comparison...”.³⁹ it is often identified by special derivational endings or by special adverbial modifiers that precede it. Its most usual position is before the noun it modifies, but it fills other positions as well.

Adjective	Example
Best	Samsung is the best
Beautiful	She is beautiful

Leech observed, “...Advertisement language is marked by a wealth of adjective vocabulary...”.⁴⁰ These help advertisers to communicate the exceptional qualities of their product. Comparative and superlative adjectival forms are usual for

³⁸ Frank Marcella, *Modern English “A Practical Reference Guide”*, 55

³⁹ Frank Marcella, *Modern English “A Practical Reference Guide”*, 109

⁴⁰ Leech Geoffrey N, *English in Advertising* (London: Routledge, 1998), 151

describing goods to suggest the superior quality and exceptional features.

b. Verb

The verb is the most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences, questions, commands and exclamations. According to Frank, "...like a noun, the verb has the grammatical properties of person and number, properties which require agreement with the subject...".⁴¹ But the verb also has several other grammatical properties that are shared with no other part of speech. These are tense, voice, mood and aspect.

Sometimes one advertising text can combine several time perspectives, especially with the aim of contrasting past, present, or future situations. According to Gramley and Patzold, "...the present tense is the so-called "unmarked" tense used for characterization of habitual action, narration of historical present, reporting mental and demonstration or explanation of the individual acts involved...".⁴² The present tense verbs help English Advertisements to characterize and portray the describe

⁴¹ Frank Marcella, *Modern English "A Practical Reference Guide"*, 47

⁴² Gramley St. & Patzold K, *A Survey of Modern English* (London/New York: Routledge, 2002), 113

situation, express positive thoughts and comments, and show the benefits of the advertised object. Also, the present tense infers that the action is happening now and that everything being said is a “general truth”. For example:

Present Simple Tense					
<u>You</u>	<u>go to</u>	<u>the market</u>	<u>You</u>	<u>play</u>	<u>game</u>
<i>S</i>	<i>VI</i>	<i>Adv</i>	<i>S</i>	<i>V</i>	<i>O</i>

c. Simple and Minor sentence

Traditional grammar defines a sentence in two ways. There are by Meaning and by Function. By meaning, according to Frank, “... a sentence is a complete thought...”. Such a definition is inadequate, however, because of the vagueness of term “complete thought”. By seeing of hearing a statement, how do we know it is a “thought,” and what make it “complete”. And by function, Frank also said “...a sentence consist of a subject and a predicate...”.⁴³ This definition is more satisfactory because it is actually possible to identify the structural function of subject and predicate in sentence.

The researcher can conclude that a sentence is a full predication containing a subject plus a predicate with a finite

⁴³ Frank Marcella, *Modern English “A Practical Reference Guide”*, 220

verb or we also know as “**Subject + Verb + Object**” or “**Subject + be + Complement**” formula. For example:

Verbal	Nominal
<u>You use the phone</u> <i>S V O</i>	<u>This phone is the best</u> <i>S be Com</i>

Usually, advertisement use simple sentence and minor sentences. Simple and minor sentences are representative of advertising, as they allow for achieving the emphatic effect and ease the audience’s message perception. Simple sentences consist of only one clause with a single subject and verb. They usually consist of a nominal phrase lacking the other obligatory constituents, such as a finite verb, because advertising language “has developed into stage, where verb do not need to be used”.⁴⁴ Minor sentences in their turn or don’t follow the grammatical rules found in the vast majority of the other sentences.

⁴⁴ Leech Geoffrey N, *English in Advertising*, 154

CHAPTER III

RESEARCH METHODOLOGY

A. Method Of Research

The researcher conducted the interview and analysis data using a descriptive approach. To analyze the students' error and to know the types of the grammatical errors commonly made by students, the researcher use case study.

According to Donna emphasizes that "...a case study is defined in terms of the unit of analysis..."¹ In the case study, researcher focuses attention on a single entity, usually as it exists in its naturally occurring environment. A case study may be understood as the intensive study of a single case where the purpose of the study is at least in part to shed light on larger class of case. On the other hand, the instruments to collect the data are observation, interview and test.

B. Setting

The research was at X grade of Al-Mumtaz Islamic Senior High School at located, Kp. Bojonghejo, Ds. Sukasari, Kec. Pulosari. The

¹ Donna M. Johnson, *Approaches to Research in Second Language Learning* (London: Longman, 1992), 10

researcher also observed the English teacher about students' writing advertisement, and time of research was on Oktober 12th, 2017.

C. Focus of Study

This research conducted to analyze students' error in writing advertisement, the researcher need participants to get the data. Participants that chose by researcher must have sure quality and chararter for research. The participants of this research took from the First grade of Al-Mumtaz Islamic Senior High School. There are 29 students. the researcher took 20 students in the X grade to be the sample.

D. Technique of Data Collecting

The data are very important in writing paper. In this research, the data obtain through observation, interview and format test.

1. Interview

The researcher interviewed english teacher and got information about students' writing advertisement text, especially the errors. The researcher also made some dialogues with the students and asked them about their difficulty in writing, especially in grammar, adjective, simple present and verb.

The researcher interviewed Mrs. Nenden on Oktober 12th, 2017, she is english teacher in senior high school of Al-Mumtaz

from 2010 till now. She live in Kadu Kupa village that close enough from the school.

In the interview, the researcher asked some questions about how is students' ability in writing advertisement text, and how do she teaches grammar to students ?. She said that "...i usually make some group in the class and than give each groups some paper and ask them to make an advertisement. I think their written are good enough in the group task, but some time their make some error in spell and write singular or plural form and verb agreement...". And about the grammar, she said "...students need real samples to make them understand, i usually ask students about what she or he doing to give some exampe about present progressive tense...".

2. Test

Test as instruments of data collection is a set of questions or exercise that are used to measure knowladge, intellegence or ability by an individual or group. The researcher took the objective test as one of instrument use. Test technique is to determine the students error in 20 students english writing at X grade of Al-Mumtaz Islamic Senior High School Pandeglang and also to get some information about grammar' errors in writing advertisement text. The researcher use Intensive (controlled) writing task.

According to Brown, "...a good deal of writing at this level is display writing as opposed to real writing: students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessary to convey meaning for an authentic purpose..."² And the test that the researcher used to the students is "please make interested product advertisement text".

3. Literature Study

To find out the theories and the literatures that have correlation with the problem, the researcher did the library research. In this research, the researcher tried to find put the teory about writing, advertisement text and grammar in advertisement.

E. Technique of Data Analysis

In this research the researcher used qualitative research. The technique that writer used was descriptive analysis technique (percentage), the percentage from the frequency of the information and divided with number of case. The formula is:

P= Percentage

F= Frequency of wrong answere

N= Number of sample

$P = F/N \times 100\%$

²H. Douglas Brown, *Language Assesment*, 225

In interpreting the data, the researcher uses the categories that stated by ali as follows:³

0%	: none of the students make error
1%-25%	: small part of the students makes error
26%-49%	: almost half of the students make error
50%	: half of students make error
51%-75%	: more half of the students make error
76%-99%	: almost all students make error
100%	: all students make error

After conducted the research, the researcher identify and describe kinds of errors made by students and than, the researcher found the kinds of errors and calculated total errors that students made based on frequency of wrong answers.

³ Muhamad Ali, *Penelitian Kependidikan* (Bandung: Angkasa, 1985), 184

CHAPTER IV

RESULT OF THE RESEARCH

A. The Description of Data

Data of the research are taken from first grade of Al-Mumtaz Senior High School Pandeglang, with total number 29 students and the researcher took 20 students for the sample.

To know the result of the test, the researcher analyzed the data that written by students. Based on the theoretical framework about grammar in advertisement, the researcher focuse on the errors in adjective, verb and simple sentence use.

The researcher analyzed verb in the students' writing. When the resercher analyzed the verb error, there were some errors in use or write verb in students' writing advertisement text. Some students made two errors and there was one student made three errors. Sometime, students can not differentiate betwen verb and noun, present verb and past or progressive, maybe students still confused and did not understand. The second, the researcher analyzed in adjective. Here, almost all students made error in this part, sometime students werewrong in spelling, use noun as adjective or use verb. Like the verb use, students still confused

and can not differentiate between adjective with the other parts of speech and the adjective error become the highest in this research.

And then, the researcher analyzed students' error in simple sentence. Here, almost students did not make error, there was one student and just missed the "to be" when she wrote simple sentence. In this case, students understand how to write nominal sentence in present simple tense when they make it to describe the product.

The researcher used the table to describe the result of data analysis below to make it easier to read.

Table 4. 1

The Recapitulation of Corpus

No	Students' Initial	Verb	Adjective	Simple Present	Other	Sum	Percentage of error
1	M	1	2	-	1	4	20%
2	SR	-	-	-	1	1	5%
3	SRM	3	-	1	1	5	25%
4	SF	2	-	-	1	3	15%
5	S	-	1	-	1	2	10%
6	O	-	-	-	-	-	0%
7	SA	2	1	-	-	3	15%
8	SFH	-	2	-	1	3	15%

9	DA	-	2	-	-	2	10%	
10	SM	-	1	-	-	1	5%	
11	RI	1	-	-	-	1	5%	
12	R	-	1	-	-	1	5%	
13	A	-	1	-	-	1	5%	
14	SH	-	-	-	1	1	5%	
15	AM	1	1	-	-	2	10%	
16	J	-	2	-	-	2	10%	
17	U	-	1	-	2	3	15%	
18	AY	-	-	-	-	-	0%	
19	AH	-	2	-	1	3	15%	
20	MF	1	1	-	-	2	10%	
SUM		11	18	1	10			
TOTAL		39						

The table above is a result of students' error in writing advertisement text, as the result above, many students made mistake not only in structure but also in written words aspect and the researcher focused in 3 types of error. There ware verb, adjective, and simple sentence. The researcher also analyzed students error in other aspect that made the research easier. And here the result of percentage of

students' error when the students write the product advertisement text base on grammar in advertisement that are:

1. Verb error

$$\frac{11}{39} \times 100\% = 28,2\%$$

2. Adjective error

$$\frac{18}{39} \times 100\% = 46,1\%$$

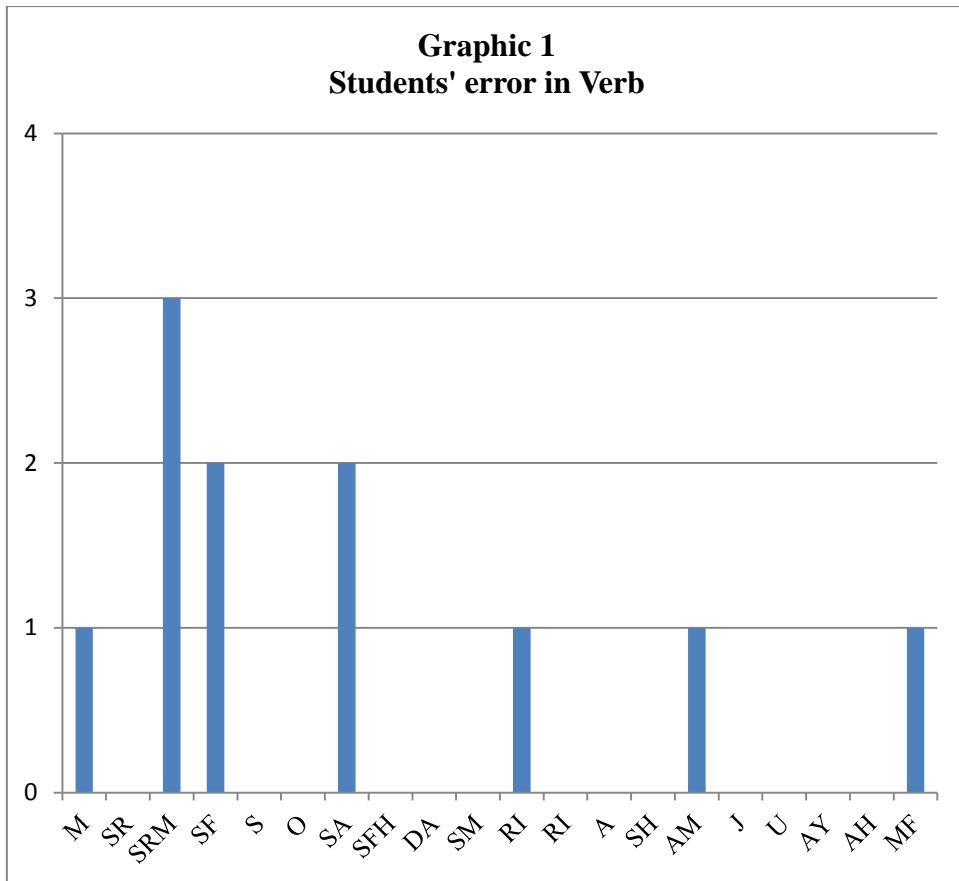
3. Present Simple error

$$\frac{1}{39} \times 100\% = 2,5\%$$

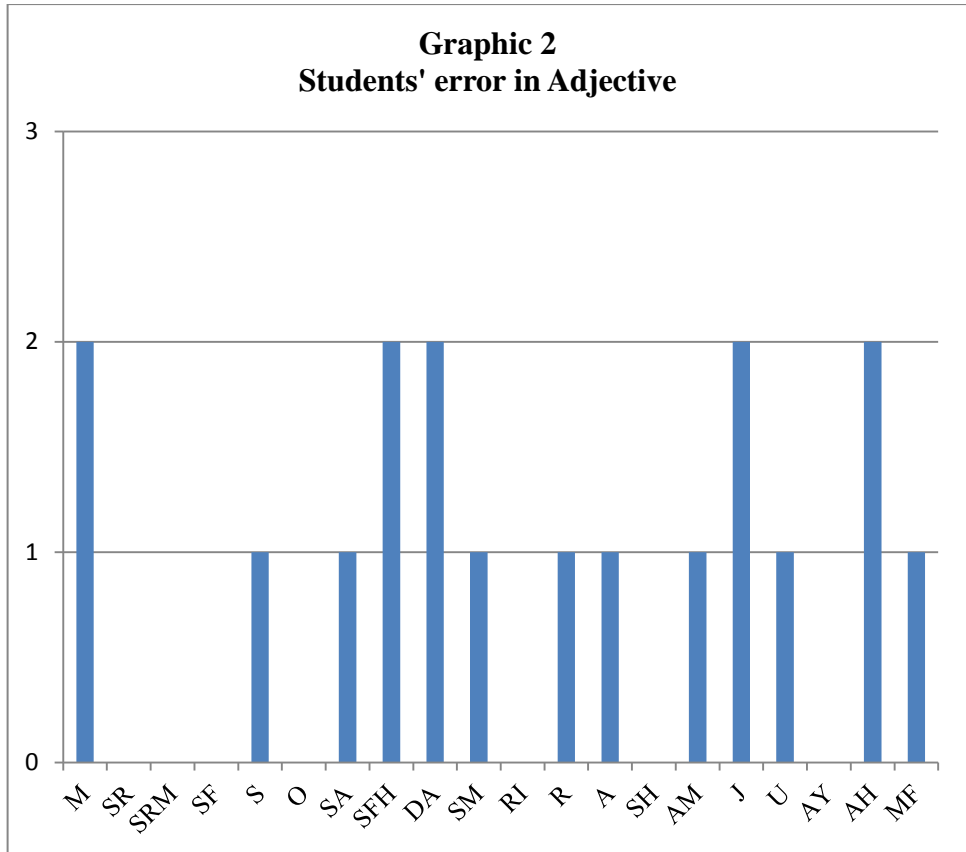
4. Other error

$$\frac{10}{39} \times 100\% = 25,6\%$$

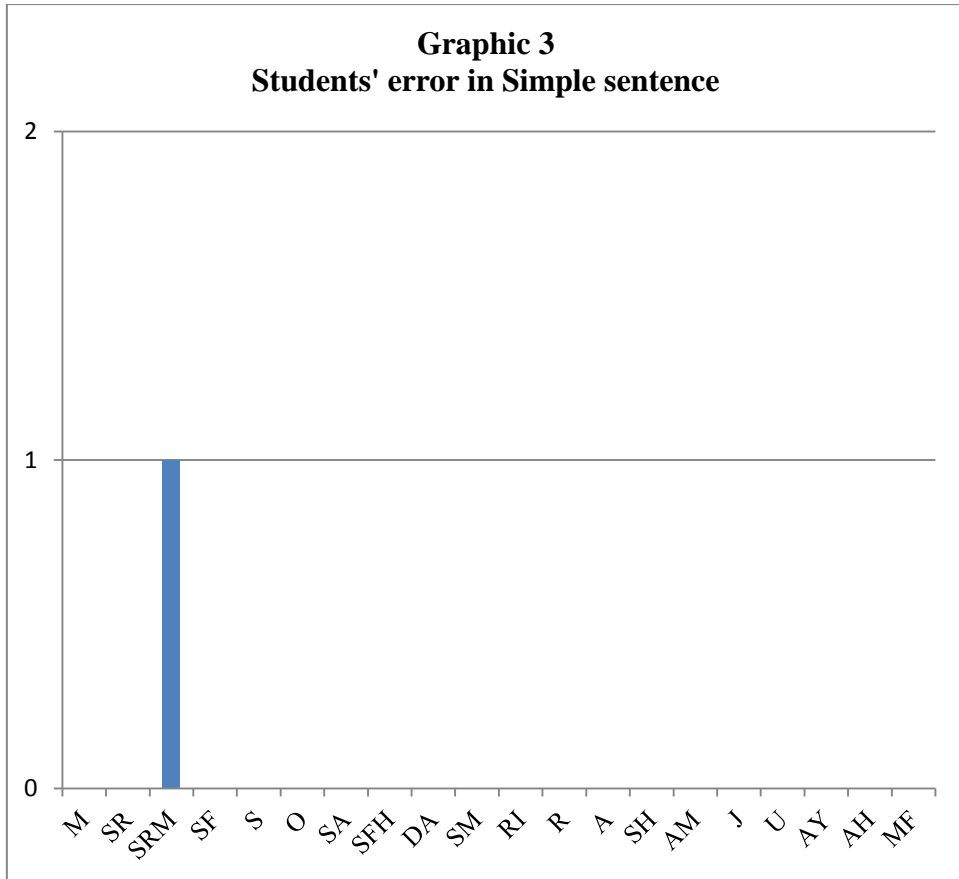
From the result above, the researcher can analyze. After the researcher explained to the students about advertisement, persuasive text and also simple present, students still confused especially in adjectival use and also about grammar in present simple use.



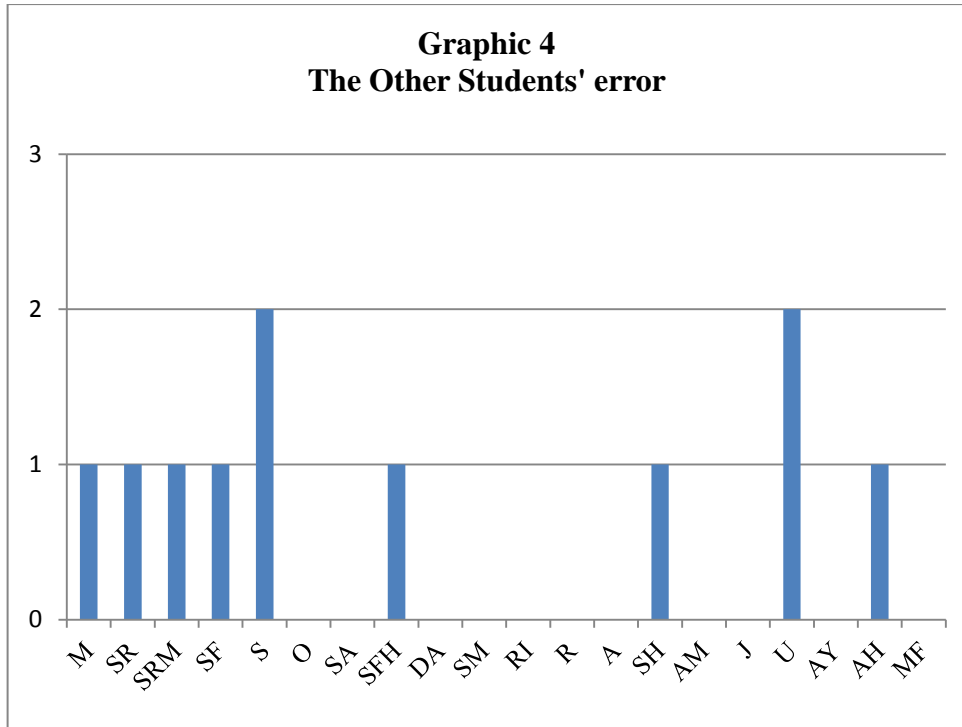
The graphic above is a result of students' error in the verb form. Majority of students still made this mistake and one from twenty students made three errors.



The graphic above is a result of students' error in adjectival form. Some of the students still made mistake in adjective use, there are four students who made mistakes until two wrongs.



The graphic above is a result of students' error in present simple form. Almost students did not make mistake in simple sentence and there is one student who made mistake.



The graphic above is a result of the other students' error. Almost several students in twenty students made error in other form like spelling, and there are two student made two wrongs.

B. The Analysis of Data

After described the data result, the reseracher collected the corpus types and kinds of error in verb error, adjective error and simple sentence error.

1. Corpus Types

After collected the data and identifying each students' error, the researcher would like to analyze the students' error in their writing based on the types of their error, they are :

a. Verb

Students added suffix in their written text when they write verb. Therefore, when the researcher analyzed the students' text, they are still made error until 28, 2%. "like a noun, the verb has the grammatical properties of person and number, properties which requier agreement with the subject"¹ In the interview with the english teacher in Al-Mumtaz senior high school, she said that she has taught about present simple and common sentence. But, in the result of the data, the students still made errors when they use present simple. Sometime they used past verb and progressive verb. This error is called, intra lingual is errors reflecting general linguistic formulas, perfect less application and failure to learn conditions for the implementation of the language formula.²

¹ Frank Marcella, *Modern English "A Practical Reference Guide"*, 47

² Jack C. Richard, *Error Analysis*, 174

Table 4. 2
Errors in Verb

Students' Initial	Corpus	Analysis
M	I suggestion you	The suffix of "ion" be omitted
SRN	I recommendation for you	The suffix of "ation" be omitted
	and flying high	The suffix of "ing" be omitted
	Choice me	Must be written "choose"
SF	Eating Choco Cake	The suffix of "ing" be omitted
	Choco cake this make you enjoy	The word of "this" must omitted
SA	making life become magic	The suffix of "ing" be omitted
RI	that making you fly	The suffix of "ing" be omitted

AM	survipe	Must be written “survive”
MF	used it	Must be written “use”

b. Adjective

This error was the result from immediate communication when students learn TL but they still focus on ML. Here, the students still made error until 16 errors or 41%. Mother language or native language of the learner has a great deal of influence in learning second language of foreign language and those Intra Lingual Error attributed to the native language.³

In the other side, this error also caused by leraning TL when the learner can differentiate betwen noun and verb or verb and adjective. Al-Mumtaz English teacher said, there is one problem in students learning that is lazy. “Advertisement language is marked by a wealth of adjective vocabulary.”⁴ Their vocabulary is lack and students are lazy to study by theirsself or to memorize English vocabulary.

³ Keith Johnson and Hellen Johnson, *Encyclopedic Dictionary of Applied Linguistic a Hand Book for Language Teaching*, 115

⁴ Leech Geoffrey N, *English in Advertising*, 151

Table 4. 3
Errors in Adjective

Students’ Initial	Corpus	Analysis
M	bad mood, better	Must be written “bored”, “bad”
S	fast technology	“fast” is not adjective, it should uses “good” or “best”
SA	surpraising	Incorrect spelling
SFH	If you feel tired, cry and confused	“cry” is not adjective
	enjoynes	Must be written “enjoyable”
DA	delicious	Incorrect spelling
	the expensip	Incorrect spelling and the word “the” must be omitted
SR	very response	Must be written “very responsive”

SM	Very speed	Must be written “very fast”
R	stylesh	Incorrect spelling
A	cheep	Incorrect spelling
AM	eisy	Incorrect spelling
J	delicious	Incorrect spelling
	the expensip	Incorrect spelling and the word “the” must be omitted
U	You will feel delicious	It must add “the” before adjective and give the other complement
A	Unikue	Incorrect spelling
	Galau	Incorrect language
MF	Good in the world	It have to use superlative “best”

c. Simple sentence

In this error, sometime students missed to add “be” or not follow the formula of nominal simple tense. Simple sentence “has developed into stage, where verb do not need

to be used”.⁵ Here, one student made error or 2, 5%. In this case, the teacher has taught the simple sentence and students understand to made nominal sentence. Not only how the teacher teach nominal sentence that make student easy to make it, but simple sentence also has same pattern with simple sentence in bahasa. That is why, student easier to understand.

Table 4. 4

Errors in Simple sentence

Student' Initial	Corpus	Analysis
SRM	Choco smile sweet and smooth	We have to add of to be “is”

2. Data Interpretation

After analyzed each students' errors, the researcher would like to interpret students written text base on the difficulties types.

a. Verb

From the data above, the students sometime missed and added several words in their written. when the reesearcher analyzed the students' written advertisement

⁵ Leech Geoffrey N, *English in Advertising*, 154

text, sometime students added suffix in some words such as “suggest” became “suggestion”. The difficulties in this type occurred when students lack of knowledge how to use the verb or write the verb. Because there are there kinds of verb form, there are present, past and perfect. But in this case the students missed and added several word and made it became the other parts of speech.

Students' writing

I suggestion you
S N O
 Buy it and used it
V2 O

The reconstruction

I suggest you
S V O
 Buy it and use it
V O

a. Adjective

Adjective usually become complement of the sentence. For example “Munzaz (N) is (be) Handsome (Adj)”. This difficult type usually occurred when students wanted to write some word such as Adjective, students wrote what they heard or the students just focused on the meaning and write what they know or same with that meaning.

Students' writing

Rx-Quick is very speed

The reconstruction

Rx-Quick is very fast

Delicious

Delicious

b. Simple sentence

The difficulties in this type occurred when the students lack of knowledge how to make a good sentence but they did not know the right pattern to write correctly. They did not use “be” in made simple sentence. Therefore the students must pay more attention in this pattern such as **S + V + O** or **S + be + Complement**.

Students’ writing

Choco Smile sweet and
smooth

The reconstruction

Choco Smile is sweet and
smooth

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data in the previous chapter, the researcher can make some conclusion of the students' writing verb, adjective, and simple sentence in advertisement text. Generally, the researcher conclude in some aspects :

1. After the researcher explained to the students about present simple, adjective and advertisement, students still confused to undersatand about adjective and verb but they wrote simple sentence well, although they had been taught about it before, they still confused to differntiatebetwen noun, verb and adjective when they makea sentence.The domination factors that caused verb, adjective and simple sentence errors in advertisement text are students lack of knowledge how to differentiate verb and noun, sometime students ML still influence when they want to write TL.
2. Kinds of errors in students' writing advertisement text are verb, adjective and simple sentence. The types of error that always made by students in their writing are verb and

adjective, but only one student made error in writing simple sentence. There are 11 errors verb or 28, 2%, adjective with 18 errors or 46, 1% and simple sentence only 1 error or 2,5%.

B. Suggestions

After getting the data of the students' error in advertisement text, the researcher gives some suggestions that are:

1. For the teacher

Teacher should give students motivations before and after learning activities. And be able to apply new and various teaching methods and media that can encourage the students in learning English especially in writing. But the important thing is the teacher have to explain the material clearly and guide the student in writing and help them to know about parts of speech in English language itself.

2. For headmaster

The headmaster should make good activities and rules at the school area that can stimulate the students and teacher to practice and improve their skill in learning and teaching. And school must improve the facilities to make the student more interesting in learning.

3. For the next researcher

For the next researcher, hopefully they would conduct the investigation the other techniques that can be applied by the teacher to encourage their students in learning especially in verb and adjective. So that, students more enjoy, fun, and easy to improve their achievement in learning English.

4. For the Departementof Education

To improve Al-Mumtaz Foundation, this school need contribution from the Departement of Educatin, not only lesson books but also can give a coaching to Al-Mumtaz teachers about how to teach in Curruculum 2013.

5. For the Departement of Religion

Al-Mumtaz Senior High School is Islamic Foundation. Contribution from Departement of Religion is very influential. Such as School Oprational Expense, Books and many more. But this Departement also can give the Al-Qur'an for every Islamic School. In Al-Mumtaz, before students enter to the class, students have to read Al-Qur'an together for 30 minutes, but not all students have Al-Qur'an. The Departement of Religion can help them to have Al-Qur'an.

6. For the Libraries

Not only lesson book, in the Library have to fill with the other books like Novel, book Story and also books about Islam in the world like Islamic story in British for English learning. Other libraries also can contribute to Al-Mumtaz library with give some books and journals that can help Al-Mumtaz to improve.

BIBLIOGRAPHY

- Alan Meyer, *Gateway to Academic Writing*, New York: Pearson Educating, Inc, 2005
- Alice Oshima and Ana Hogue, *Writing Academic English*, New York: Longman, 1988
- Bererton, John C, *A Plane for Writing*, New York: CBS College Publishing, 1982
- Charles W. Kreidler, *Introducing English Semantics*, New York: Routledge, 1998
- Corder S. P, *Error Analysis and Interlanguage*, Oxford: Oxford University Press, 1981
- Donna M. Johnson, *Approaches to Research in Second Language Learning*, London: Longman, 1992
- Ellis R, *Understanding Second Language Acquisition*, Oxford: Oxford University Press, 1995
- Frank Marcella, *Modern English "A Practical Reference Guide"*, New Jersey: Prentice-Hall, 1972
- Gramley St. & Patzold K, *A Survey of Modern English*, London/New York: Routledge, 2002
- H. Douglas Brown, *Language Assesment: Priciples and Classroomm Practices*, San Francisco: Longman, 2004
- H. Douglas Brown, *Principle of Language Learning and Teaching*, London : Addison Wesley Longman Inc, 2004
- H. Douglas Brown, *Principle of Language Learning and Teachin*, New Jersey: Prentice-Hall, 1994

- Harry Tipper, *The Principles of Advertising*, New York: Ronald Press, 1920
- Heidi Dulay, *Language Two*, Oxford: Oxford University Press, 1982
- Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa*, Bandung: Angkasa, 1988
- Jack C. Richard, *Error Analysis*, London: Longman, 1980
- James A. Renking and Andrew W. Heart, *Strategies for Successful Writing*, Cambridge University Press, 1996
- Jeremy Harmer, *How to Teach Grammar*, New York: Bluestone, 1999
- Jeremy Harmer, *The Practice of English Language Teaching*, London: Longman, 2002
- John Norrish, *Language Learner's and Their Error*, London: Macmillan Press Ltd, 1983
- Kasihani K. E. Suyanto, *English for Young Learners*, Jakarta: Bumi Aksara, 2010
- Keith Johnson and Hellen Johnson, *Encyclopedic Dictionary of Applied Linguistic a Hand Book for Language Teaching*, New Jersey: Blackwell Publisher Ltd, 1999
- Keith Miller, *Motives for Writing*. New York: McGraw-Hill, 2006
- Leech Geoffrey N, *English in Advertising*, London: Routledge, 1998
- Mark Anderson and Kathy Anderson, *Text Types in English*, London: Macmillan Education, 1997

- McQuarrie, Edward F. and Barbara J. Philips, *Go Figure! New Directions in Advertising Rhetoric*, New York: M. E. Sharpe, 2008
- Mona Baker, *In Other Words*, New York: Routledge, 1992
- Muhamad Ali, *Penelitian Kependidikan*, Bandung: Angkasa, 1985
- Penny Ur, *A Course in Language Teaching*, London: Cambridge University Press, 2009
- Philip Kotler, *Marketing Management*, Simon & Schuster Asia Pte. Ltd, 1998, Edisi Indonesia, Jilid 2
- Philip Kotler, *Marketing Management: Milenium Edition*, New Jersey: Prentice Hall, 2000
- Rosa M. Manchon, *Writing in Foreign Language Contexts*, New York: British Library, 2009
- Siabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah, Mata Pelajaran Bahasa dan Sastra Inggris “Peminatan”, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016
- Troyka L. Q, *Simon and Schuster: Handbook for Writer*, New Jersey: Prentice-Hall, 1987
- Victoria Bull, *Oxford Learner’s Pocket Dictionary*, New York: Oxford University Perss, 2008

The Interview Transcribed

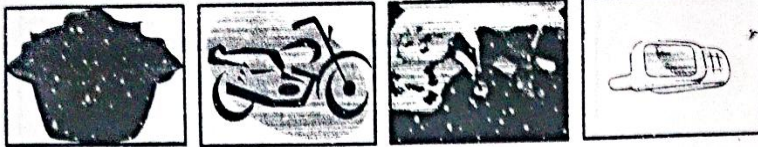
Mrs. Nenden Nuroniah, S.Par

The researcher's questions	English Teacher's answers
Apakah ibu sudah mengajarkan materi iklan kepada anak-anak kelas X?	Alhadulillah sudah. Saya mengajarkan materi iklan setelah materi descriptive text, itu mempermudah pembelajaran kepada anak karna dalam materi descriptive text ada simple present baik dalam bentuk nominal ataupun verbal. Itu berkaitan dengan materi iklan yang menjelaskan tentang sesuatu.
Bagaimana kemampuan menulis mereka dalam bahasa Inggris?	Bila berbicara tentang menulis, mereka masih belum menguasai dalam pengejaan dan mereka tidak hapal banyak kosakata dalam bahasa inggris.
Bagaimana kemampuan anak-anak kelas X dalam membuat dan membaca iklan?	Mereka sangat bagus ketika membuat iklan dalam grup. Ketika dalam materi iklan, saya menyuruh mereka mencari iklan di koran atau

	lainnya. Tapi saya belum mencobanya dalam tugas individu
Apa kekurangan atau kelemahan mereka dalam belajar bahasa Inggris, khususnya menulis?	Satu masalah yang mereka miliki adalah malas. Semua guru tau bahwa murid di sekolah ini bisa belajar dengan baik. Tapi ketika mereka malas, mereka tidak pokus untuk belajar, apalagi untuk mengingat dan mempelajari pelajaran yang sudah diajarkan.

Name	Siti Polmanis
Class	X
Gender	Male, Female

Look at four pictures below..!



Choose one picture and please make it to be an interested product advertisement text..!

Thoro Smile

affix

If you feel confused, disappointed, and tired
 I recommend for you thoro smile

why - you have thoro smile ^{verb}

because thoro smile will make your feeling

cheer up, and fly high to sky

thoro smile sweet and smooth ^{verb} need "to be"

choice me.

you ?

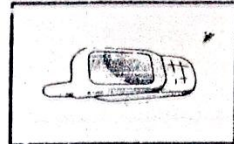
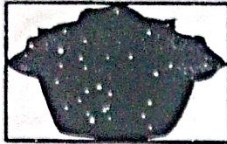
Sweet your life, sweet thoro smile

Good Luck...

Instrument for writing advertisement text

Name	Doni Alfarizki
Class	X
Gender	Male Female

Look at four pictures below..!



Choose one picture and please make it to be an interested product advertisement text..!

Broni's chocolate
 a snack of bronis chocolate
 of melting chocolate is very
 delicious and the expansion
 incorrect spell incorrect spell

Good Luck . .

Instrument for writing advertisement text

Name	Siti Fatimah
Class	X
Gender	Male <u>Female</u>

Look at four pictures below..!



Choose one picture and please make it to be an interested product advertisement text..!

choco - cake

a snack of chocolate is very sweet

you have to eat if you feel

bad mood

choco cake this make ^{you} ~~you~~ ^{agreement}

you enjoy and feel happy.

Buy it and feel sensation

in Bad mood ?

eating choco cake

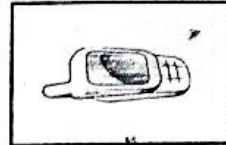
↳ V-ing

Good Luck...

Instrument for writing advertisement text

Name	Mutakhir
Class	X
Gender	Male <u>Female</u>

Look at four pictures below..!



Choose one picture and please make it to be an interested product advertisement text..!

choco Happy ^{name}

IF YOU FEEL bad mood, better ^{Advantages}

Suggestion ^{name} YOU TO try and feeling sensation
 from choco happy, because choco
 happy is cake that can your like ^{Advantages}
 wake up from your bad mood

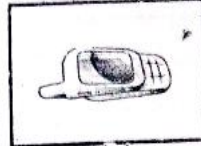
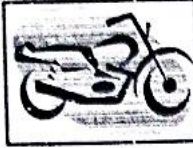
in Bad mood ?
 eat choco happy

Good Luck...

Instrument for writing advertisement text

Name	SilkMunazah
Class	X
Gender	Male/Female

Look at four pictures below..!



Choose one picture and please make it to be an interested product advertisement text..!

"devil motorcycle"

a motorcycle product in japan and have
fast technology as flash
 agree for a raider
 buy this motorcycle now too Add word
 (life must completely fast)

Name

Good Luck...

Instrument for writing advertisement text



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Nawawi Al-Bantani Kp. Andamu'i Kel. Sikawana Kec. Curug Kota Serang 42171
Web Site: <http://fk.iainbanten.co.id> Email: fk.iainbanten@yahoo.com

Serang, 31 Juli 2017

Nomor : 285/In.01/F.I/PP.00.9/05/2017
Lampiran : -
Perihal : *Izin Penelitian*

Kepada Yth,
Kepala MA Al-Mumtaz Pandeglang
Di

Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten menerangkan bahwa :

Nama : AHMAD MUNZAZ MUTAQI
Nomor Induk Mahasiswa : 132301514
Semester : VIII, IX, X, XI, XII, XIII, XIV*)
Jurusan : Tadris Bahasa Inggris (TBI)

Sehubungan dengan Studi Penelitian mahasiswa tersebut yang berjudul :

GRAMMAR ERROR ANALYSIS ON STUDENTS' WRITING IN ADVERTISEMENT TEXT (A Case Study at MA Al-Mumtaz Pandeglang)

Kami mohon kesediaan lembaga yang Bapak/Ibu pimpin sebagai lokasi penelitian mahasiswa kami.

Demikian, atas perkenan dan partisipasi Bapak/Ibu terlebih dahulu kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,
Fakultas Tarbiyah dan Keguruan,



Dr. H. Subhan, M.Ed.

NIP. 19680910 200003 1 001

*) Coret yang tidak perlu



KEMENTERIAN AGAMA
MADRASAH ALIYAH (MA) AL-MUMTAZ
TERAKREDITASI C

NOMOR: KW.28.4/PP.06/114/2009

Alamat: Kp. Bojonghejo RT 01/06 desa Sukasari kec. Pulosari Pandeglang 42262

SURAT KETERANGAN PENELITIAN

Nomor :432/MA-II/2017

Yang bertanda tangan di bawah ini adalah kepala sekolah Madrasah Aliyah Al-Mumtaz Pandeglang:

Nama : SUTAMI, S. Pd. I
NIP :
Jabatan : Kepala Madrasah Aliyah Al-Mumtaz

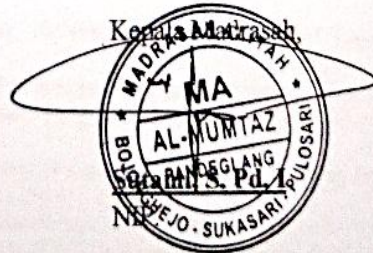
Menyatakan bahwa :

Nama : AHMAD MUNZAZ MUTAQI
NIM : 132301514

Atas nama tersebut adalah benar telah melaksanakan penelitian di Kelas X IPS MA Al-Mumtaz Pulosari dengan judul: "Grammar error analysis on Students' Writing in Advertisement Text (case study at Islamic Senior High School of Al-Mumtaz Pandeglang)", terhitung dari 12 sampai dengan 24 Oktober 2017.

Demikian surat keterangan ini dibuat agar dapat digunakan dengan sebaik-baiknya.

Pulosari, 24 Oktober 2017.





**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**
Nomor: ~~7~~In.01/F.I/PP.00.9/05/2017

tentang:

**PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS
FAKULTAS TARBIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI
SULTAN MAULANA HASANUDDIN BANTEN**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN
INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN**

- MEMBACA** : Surat Ketua Jurusan Tadris Bahasa Inggris (TBI) Nomor: In.10/F.I.J/PP.00.9/285/31 Juli 2017, tentang permohonan persetujuan Pembimbing Utama dan Pembimbing Pembantu bagi mahasiswa:
a.n. : AHMAD MUNZAZ MUTAQI
NIM : 132301514
Judul : GRAMMAR ERROR ANALYSIS ON STUDENTS' WRITING IN ADVERTISEMENT TEXT (A Case Study at MA Al-Mumtaz Pandeglang)
- MENIMBANG** : a. bahwa untuk menyelesaikan Ujian Sarjana bagi Mahasiswa Fakultas Tarbiyah dan Keguruan Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten, perlu ditunjuk Pembimbing Utama dan Pembimbing Pembantu;
b. bahwa Mahasiswa tersebut perlu memperoleh bimbingan yang sebaik-baiknya dalam menyelesaikan skripsi, sehingga dapat menyelesaikan studi kesarjanaannya;
c. bahwa Saudara **As'ari, S.S., M.Si.** dan Saudari **Eulis Rahmawati, M.Pd.** masing-masing Dosen Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten Serang telah memenuhi syarat untuk diangkat sebagai Pembimbing Utama dan Pembimbing Pembantu;
- MENINGAT** : 1. Undang-Undang R.I. Nomor 17 Tahun 2003 tentang Keuangan Negara;
2. Undang-Undang R.I. Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
3. Undang-Undang R.I. Nomor 1 Tahun 2004 tentang Perbendaharaan Negara;
4. Undang-Undang R.I. Nomor 15 Tahun 2004 tentang Pemeriksaan Pengelola dan Tanggung Jawab Keuangan Negara;
5. Undang-Undang R.I. Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
6. Undang-Undang R.I. Nomor 27 Tahun 2014 tentang APBN Tahun Anggaran 2015;
7. Peraturan Pemerintah R.I. No. 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
8. Peraturan Pemerintah R.I. No. 45 Tahun 2013 tentang Tata Cara Pelaksanaan APBN;
9. Keputusan Presiden R.I. No. 91 Tahun 2004 tentang perubahan STAIN "SMHB" Serang menjadi IAIN "SMH" Banten;
10. Peraturan Menteri Agama R.I. No. 1 Tahun 2012 tentang Perubahan ketiga atas Peraturan Menteri Agama No. 2 Tahun 2006 tentang Mekanisme Pelaksanaan atas Beban APBN di lingkungan Departemen Agama;
11. Peraturan Menteri Agama R.I. Nomor 10 Tahun 2013 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten;
12. Peraturan Menteri Agama R.I. Nomor 37 Tahun 2014 tentang Statuta IAIN Sultan Maulana Hasanuddin Banten;
13. Peraturan Menteri Keuangan R.I. No. 53/PMK.02/2014 tentang Standar Biaya Masukan Tahun Anggaran 2015;
14. Peraturan Menteri Keuangan R.I. No. 171/PMK.02/2013 tentang Petunjuk Penyusunan dan Pengesahan Daftar Isian Pelaksanaan Anggaran;
15. Keputusan Menteri Keuangan R.I. Nomor : 67/KMK.05/2010 tentang Penetapan IAIN "SMH" Banten pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Keuangan Badan Layanan Umum;
16. Keputusan Menteri Keuangan R.I. Nomor 16/PMK.05/2012 tentang Tarif Layanan Badan Layanan Umum IAIN "SMH" Banten;
17. Keputusan Menteri Agama Republik Indonesia Nomor 20 Tahun 2014 tentang Penunjukan Kuasa Pengguna Anggaran dan Pelaksana Tugas Kuasa Pengguna Anggaran di Lingkungan Kementerian Agama;
18. Keputusan Menteri Agama Republik Indonesia Nomor B.II/3/71247/2014 tentang Pengangkatan Rektor IAIN SMH Banten Masa Jabatan 2015-2019;
19. Keputusan Menteri Agama Republik Indonesia Nomor In.10/B.III.2/Kp.07.6/194/2015 Tanggal 5 Pebruari 2015 tentang Pengangkatan Dekan Fakultas Tarbiyah dan Keguruan IAIN SMH Banten Masa Jabatan 2015-2019.

Keputusan.....

- MEMPERHATIKAN** : 1. Keputusan Rektor Institut Agama Islam Negeri Sultan Maulana Hasanuddin Banten Nomor 294 tanggal 20 Mei 2016 tentang Buku Pedoman Akademik IAIN Sultan Maulana Hasanuddin Banten Tahun 2016
2. Keputusan Rektor Nomor. In.10/B.IV/H.K.005/294/2016 tanggal 20 Mei 2016 Tentang Kalender Akademik IAIN SMH Banten 2016/2017.

MEMUTUSKAN

- MENETAPKAN** : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN TENTANG PEMBIMBING SKRIPSI JURUSAN TADRIS BAHASA INGGRIS FAKULTAS TARBIYAH DAN KEGURUAN INSTITUT AGAMA ISLAM NEGERI SULTAN MAULANA HASANUDDIN BANTEN
- Pertama** : Menangkat Saudara **As'ari, S.S., M.Si.** sebagai Pembimbing Utama dan Saudari **Eulis Rahmawati, M.Pd.** sebagai Pembimbing Pembantu bagi mahasiswa tersebut di atas.
- Kedua** : Apabila dipandang perlu, Pembimbing diberi kewenangan untuk merubah redaksi judul, tanpa merubah surat keputusan ini.
- Ketiga** : Kepada Pembimbing Utama dan Pembimbing Pembantu diberikan honorarium menurut ketentuan yang berlaku.
- Keempat** : Surat Keputusan ini berlaku terhitung mulai tanggal dikeluarkan, dengan ketentuan bila terdapat kekeliruan akan diadakan perubahan seperlunya.






Dikeluarkan di : S e r a n g
Pada Tanggal : 31 Juli 2017






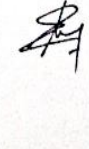
Tembusan:

1. Wakil Rektor I IAIN Sultan Maulana Hasanuddin Banten;
2. Wakil Dekan I, II dan III Fakultas Tarbiyah dan Keguruan IAIN Sultan Maulana Hasanuddin Banten;
3. Ketua Jurusan TBI Fakultas Tarbiyah dan Keguruan IAIN Sultan Maulana Hasanuddin Banten;
4. Dosen Pembimbing;
5. Mahasiswa yang bersangkutan;
6. Arsip.

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
1	25. Agust	ch 1- 3	<ul style="list-style-type: none"> - more theory referans - writing style - change statement, 	
2	18. Sep	Ch. 3	<ul style="list-style-type: none"> - lampiran - instrument - data. 	
3.	02. okt	Instrument	<ul style="list-style-type: none"> - perjelas - jml. 	
			Chapter <u>IV</u>	
		abstract	Revise	
		Help for V		

CONSULTATION SHEET

No	Date	Consulted Topic	Suggestion and Recommendation	Signature
1	2	3	4	5
	18-sep	ch 1 - 3	- Perbaiki kesalahan-3 penulisan kalimat	
	07.0kt	Instrumen penelitian	- Lengkapi lembar soal dengan contoh beberapa gambar produk - Berikan instruksi yang jelas.	
		Chapter IV	- Ubah susunan analisis datanya - gabungkan data hasil wawancara dg analisis data.	
		Revisi ch. IV & V	Perbaiki - susunan objek & kelas abstrak jurnalnya saja	
	2/11-2017	whole chapters	ACC	